

BOARD OF DIRECTORS

August 11, 2025





Kelso School District No. 458
Roy Parsons Board Room
601 Crawford St. Kelso WA, 98626
August 11, 2025
4:00 p.m. Work Session (Budget)
5:00 p.m. Regular Board Meeting

CALL TO ORDER REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE, & INTRODUCTIONS

PUBLIC HEARING - Proposed 2025/2026 Kelso School District Budget

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes from July 14, 2025, Board Meeting
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. 2025-2026 Salary Schedules
- G. 2025-2026 ASB Fundraiser Approvals
- H. Overnight Request
- I. Resolution 202425-09 Credit Cards

UNFINISHED BUSINESS

- A. Procedure 4260P Use of School Facilities (2nd Reading & Information)
- B. Policy 2410/2410P High School Graduation Requirements (2nd Reading & Action)
- C. Policy 3241/3241P Student Discipline (2nd Reading & Action)
- D. Policy 5011/5011P Sexual Harassment of Staff Prohibited (2nd Reading & Action)
- E. Policy 3900 Student Yearbook Policy (2nd Reading & Action)

Scott Westlund
Kim Yore
Gunnar Guttormsen
Holly Budge
Mary Beth Tack

NEW BUSINESS

- A. Resolution 202425-08 Adoption of 2025/2026 Budget (Action)
- B. Summer School Update
- C. Rights & Responsibility Handbook (Action)
- D. Procedure 2161P Special Education and Related Services for Eligible Students (Information)
- E. Policy 1111 Oath of Office (1st Reading)
- F. Policy 1310 Policy Adoptions, Manuals, and Administrative Procedures (1st Reading)
- G. Policy 1815 Ethical Conduct for School Directors (1st Reading)
- H. Procedure 4060P Distribution of Information (Information)
- I. Superintendent's Report

Scott Westlund
Kim Yore
Gunnar Guttormsen
Heather Ogden
Mary Beth Tack
Mary Beth Tack
Mary Beth Tack
Mary Beth Tack
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
APPROVED DECEMBER 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

**SEPT
8**

5:00 Work Session
6:00 Board Meeting

**SEPT
22**

5:00 Work Session
6:00 Board Meeting

**OCT
13**

5:00 Work Session
6:00 Board Meeting

**NOV
17**

5:00 Work Session
6:00 Board Meeting

**DEC
15**

5:00 Work Session
6:00 Board Meeting

**JAN
12**

5:00 Work Session
6:00 Board Meeting

**FEB
9**

5:00 Work Session
6:00 Board Meeting

**MAR
16**

5:00 Work Session
6:00 Board Meeting

**APR
20**

5:00 Work Session
6:00 Board Meeting

**MAY
4**

5:00 Work Session
6:00 Board Meeting

**MAY
18**

5:00 Work Session
6:00 Board Meeting

**JUN
8**

5:00 Board Meeting

**JUL
13**

5:00 Board Meeting

**AUG
10**

4:00 Work Session
5:00 Board Meeting

2025-2026

SCHOOL BOARD MEETING CALENDAR





Road to STUDENT SUCCESS

Our Goals



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 & staff safety, wellness, and a culture of mutual respect.



COMMUNICATION

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



EARLY LEARNING

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



FISCAL RESPONSIBILITY

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



QUALITY INSTRUCTION

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

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.

★ 2025-26 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

★ 2025-26 PRIORITY

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



COMMUNICATION

Engage with Kelso community to maximize awareness and support.



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.

★ 2025-26 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.



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.

How We Get There





Roadmap 2025 2026

CAREER, COLLEGE, COMMUNITY READY

Kelso School District students experience smooth transitions between grades and schools, master academic standards, and explore post-graduation career pathways—equipping them to reach personal goals, post-graduation career enrollment, and contribute meaningfully as productive, fulfilled citizens.

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 exploration and preparedness

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

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

100% of students have opportunities to explore career paths and requirements and career-connected learning will be communicated to all parents

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-graduation 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 have a current resume and participate in Senior Exit Interviews, which provide connections to community leaders and communicate next steps for diverse post-graduation 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-graduation education and acquire a degree or industry certification

100% of students will enroll in academically rigorous course work per annual high school transcript analysis process

100% graduation



Roadmap 2025
2026

CLIMATE & CULTURE

Kelso School District is committed to cultivating a safe, caring, and inclusive school climate and culture where strong relationships and rigorous and relevant learning thrive—supporting the growth and long-term development of each and every student.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Improve school climate and inclusion	<p>Implement and sustain a comprehensive Multi-Tiered System of Support-Social Emotional Learning (MTSS-SEL) model in all schools</p> <p>Implement and sustain Tier 1 MTSS-SEL to support SEL skill development</p> <p>Implement SEL in schools so children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions</p> <p>Deliver high-quality training and implementation supports to school staff</p>	<p>100% of KSD classrooms embed SEL standards into daily instruction</p> <p>100% of students access classroom instructional time, increasing student learning as measured by assessments</p> <p>Panorama survey and attendance data show increased inclusion and reduced risk factors</p> <p>100% of students report feeling physically and emotionally safe</p>
Increase student and family access to, and awareness of, school-based counseling and the availability of mental health services	<p>Review and sustain a school-based mental health referral process</p> <p>Enhance comprehensive school-based counseling and mental health services</p> <p>Connect community service providers to students and families</p>	<p>Increase in the number of students and families accessing and receiving school- and community-based counseling and mental health (including substance use disorders) and physical health services</p>
Provide a comprehensive Work Place Wellness Program that promotes healthy lifestyle for staff	<p>Sustain a district-wide committee that actively promotes a healthy lifestyle for staff</p> <p>Conduct staff surveys to identify prevailing risk factors that will drive healthy staff initiatives</p> <p>Gather and share resources for preventing and responding to workforce health issues</p>	<p>Improve staff attendance, morale, decision-making, productivity, and retention; improve disease management and prevention; and promote a healthier workforce as measured by Panorama survey and Employee Assistance Plan (EAP) usage</p>
Ensure safe and secure learning facilities through consistent safety protocols and systems	<p>Implement Standard Response Protocols (SRP), conduct regular drills and annual safety audits</p> <p>Maintain updated safety features and systems</p> <p>Provide staff training on emergency response</p> <p>Partner with law enforcement and emergency services</p>	<p>Increase reported safety confidence</p> <p>Improve drill performance and response times</p> <p>Annual collaboration with community safety partners</p> <p>Compliance with safety standards</p>



Roadmap 2025 2026 COMMUNICATION

Kelso School District fosters open, collaborative, and transparent communication with all stakeholders, strengthening trust and increasing support for district programs and initiatives.

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



Roadmap ²⁰²⁵₂₀₂₆ EARLY LEARNING

By providing students with access to high-quality early learning opportunities, Kelso School District ensures each and every student is on track to meet or exceed grade-level standards in English language arts and mathematics by the end of third grade.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Implement a comprehensive birth to pre-kindergarten plan which strengthens school readiness opportunities	<p>Engage early childhood community partnerships through various community groups</p> <p>Partner with other early learning providers/supporters to coordinate professional development opportunities</p>	<p>Increase number of Kelso students accessing early learning opportunities; including having all district programs at full capacity</p> <p>District participation in coordinated professional development opportunities</p>
Develop and implement a comprehensive plan which improves school readiness and strengthens the transition to kindergarten	<p>Utilize Scope and Sequence to guide early learning social emotional learning (SEL) and academic work</p> <p>Implement new district adopted curriculum</p> <p>Increase SEL Tier 1 systems within early learning groups</p>	<p>Increase Teaching Strategies Gold (TSG) preacademic and SEL data</p> <p>Increase WaKIDS preacademic and SEL data</p> <p>Students attending TK maintain 95% or higher attendance rate</p>
Increase the percentage of TK – 3rd grade students who meet or exceed grade-level standards by the end of the year	<p>Curriculum: staff designs rigorous standards-based lessons utilizing current district adopted core materials</p> <p>Instruction: utilize developmentally appropriate instructional practices</p> <p>Assessment: staff uses and develops action plans to improve student growth based on common formative assessment data through Professional Learning Communities (PLCs) that Work</p>	<p>100% of staff teach grade-level essential standards utilizing approved district materials</p> <p>100% of staff uses common formative assessments and collaboration to drive instruction</p> <p>Increase benchmark data for all students</p>



Roadmap ²⁰²⁵₂₀₂₆

FINANCIAL STEWARDSHIP

Through transparent budgeting, strategic resource allocation, and sound fiscal practices, Kelso School District ensures resources are efficiently managed and aligned to support student learning and success.

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 ²⁰²⁵₂₀₂₆

QUALITY INSTRUCTION

Kelso School District educators implement standards-based instruction grounded in the Professional Learning Communities (PLC) process, empowering each and every student to achieve at high levels and graduate prepared for college and career success.

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

Develop partnerships with regional universities and community agencies to hire high-quality staff

Establish clear standards of professional practice and accountability

Provide opportunities for differentiated and continuous professional development for teachers, leaders, and staff

Develop staff skill through teacher leaders, student/admin internships, BEST Program

100% of staff meets certification requirements

100% of staff consistently exhibits standards of professional practice

100% of staff engages with professional development for continuous growth

100% of staff engages in fair and equitable practices for all students

Implement standards-aligned teaching and learning based on equitable and inclusionary practices

Ensure all students have access to rigorous, standards-based curriculum

Implement and collaborate on Professional Learning Community (PLC) best practices, essential standards, common assessments, and instructional strategies

Implement and sustain a comprehensive, Multi-Tiered System of Support for academics (MTSS-A) and Social Emotional Learning (MTSS-SEL)

100% of high school students enroll in academically rigorous course work as measured by enrollment and persistence

100% of students will show growth toward meeting or surpassing grade-level essential standards as measured by assessments

100% of students, as appropriate, will access core classroom instruction

Implement data-informed continuous improvement processes at every level

Use frequent and timely common assessments to adjust teaching, learning, and leadership

Develop a district-wide continuum of supports to address the academic needs of all students

Promote continuous improvement throughout our school system with Professional Learning Teams (PLTs), PLCs, and guiding coalitions

100% of students participate in district and state assessments

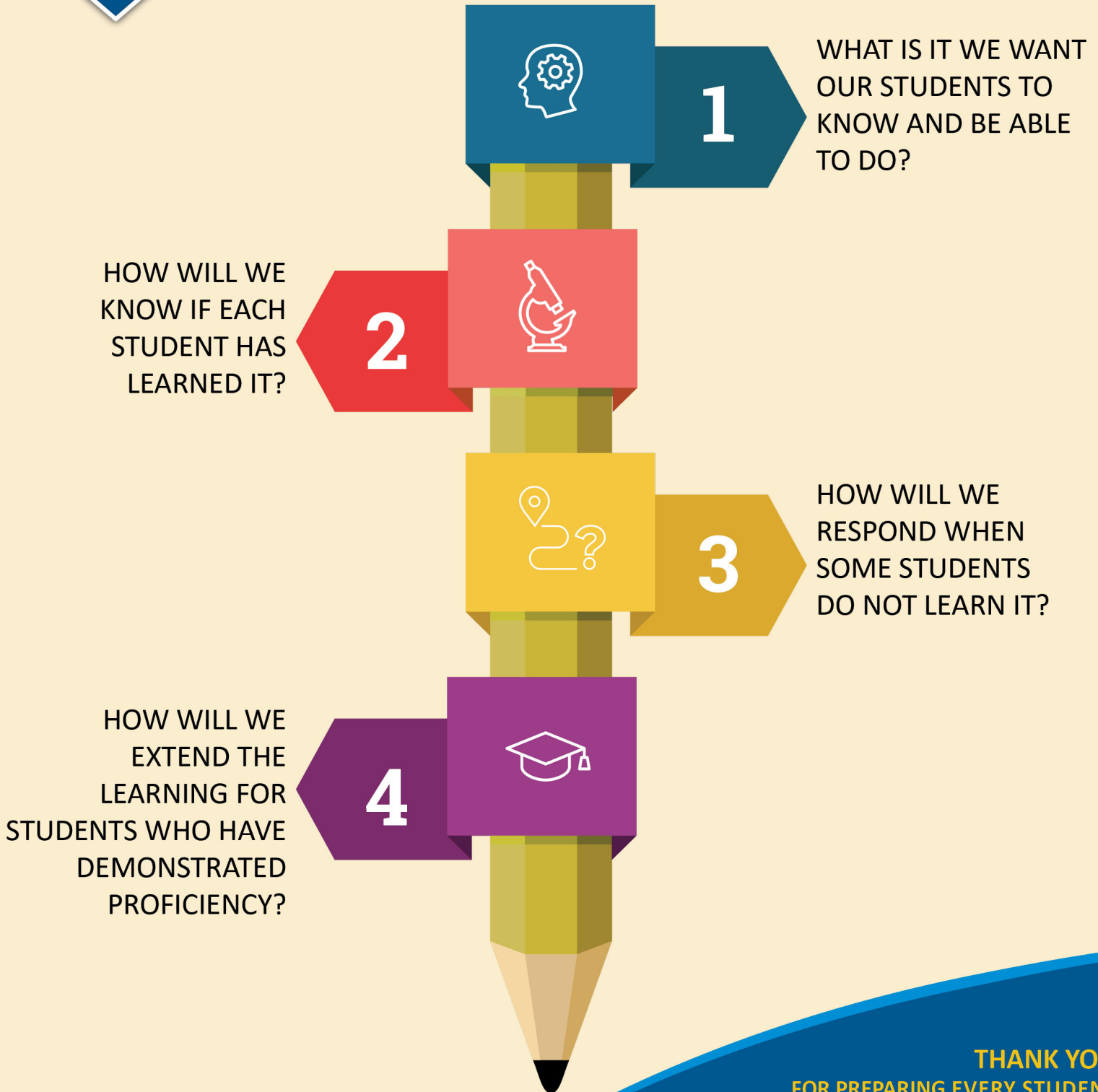
100% of staff uses common formative assessment for student learning and provides tiered instruction responsive to students' needs

100% of students have access to highly skilled teachers and rigorous instruction

100% of staff engages in fair and equitable practices for all students



4 CRITICAL QUESTIONS OF PROFESSIONAL LEARNING COMMUNITIES



THANK YOU
FOR PREPARING EVERY STUDENT
FOR LIVING, LEARNING, AND ACHIEVING
SUCCESS AS A CITIZEN OF OUR CHANGING WORLD.



4 CRITICAL QUESTIONS OF PROFESSIONAL LEARNING COMMUNITIES

1 WHAT IS IT WE WANT
OUR STUDENTS TO
KNOW AND BE ABLE
TO DO?

2 HOW WILL WE
KNOW IF EACH
STUDENT HAS
LEARNED IT?



4 HOW WILL WE
EXTEND THE
LEARNING FOR
STUDENTS WHO HAVE
DEMONSTRATED
PROFICIENCY?

3 HOW WILL WE
RESPOND WHEN
SOME STUDENTS
DO NOT LEARN IT?

THANK YOU
FOR PREPARING EVERY STUDENT
FOR LIVING, LEARNING, AND ACHIEVING
SUCCESS AS A CITIZEN OF OUR CHANGING WORLD.

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 July 14, 2025, Board Meeting
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. 2025-2026 Salary Schedules
- G. 2025-2026 ASB Fundraiser Approvals
- H. Overnight Request
- I. Resolution 202425-09 Credit Cards

BOARD MEETING MINUTES

KELSO SCHOOL DISTRICT

MEETING OF THE BOARD OF DIRECTORS

7/14/25

The regular meeting of the Board of Directors of Kelso School District No. 458 was called to order at 5:00 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
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 both remotely and in person. Not all names of people in attendance were available in person, online, or partial names were listed. The names of people in attendance are listed as shown/provided: Rebecca Keithley, Minka Atkinson

COMMUNICATIONS, CORRESPONDENCE, & INTRODUCTIONS

COMMENTS & QUESTIONS

No comments were submitted before the meeting.

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

APPROVAL OF AGENDA

APPROVAL OF AGENDA - Motion Passed

Motion to Approve By: Director Grafton

Seconded By: Director Fletcher

Action: Motion passes unanimously

CONSENT AGENDA

APPROVAL OF CONSENT AGENDA - Motion Passed

- A. Minutes from June 9, 2025, Board Meeting
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Sunday Request

Motion to Approve By: Director Haas

Seconded By: Director Fletcher

Action: Motion passes unanimously

UNFINISHED BUSINESS

APPROVED POLICY 2023 DIGITAL CITIZENSHIP AND MEDIA LITERACY - KIM YORE

WSSDA-driven updates

Motion to Approve By: Director Fletcher

Seconded By: Director Haas

Action: Motion passes unanimously

APPROVED POLICY 4120/4120P SCHOOL SUPPORT ORGANIZATIONS - SCOTT WESTLUND

WSSDA DRIVEN POLICY

Motion to Approve By: Director Fletcher

Seconded By: Director Grafton

Action: Motion passes unanimously

APPROVED POLICY 6020 SYSTEM OF FUNDS & ACCOUNTS - SCOTT WESTLUND

WSSDA DRIVEN UPDATES

Motion to Approve By: Director Haas

Seconded By: Director Grafton

Action: Motion passes unanimously

APPROVED POLICY 1610 CONFLICTS OF INTEREST - MARY BETH TACK

WSSDA-driven updates

Motion to Approve By: Director Grafton

Seconded By: Director Fletcher

Action: Motion passes unanimously

NEW BUSINESS

HEARD BUDGET UPDATE - MAY - SCOTT WESTLUND

Overall, average annual District enrollment (including Running Start) for the 2024/25 school year was budgeted at 4865 FTE, grades K-12. June 1st total annual average enrollment was 4867.82 FTE and 2.82 FTE above budget overall.

Transitional Kindergarten (TK) enrollment stands at 155.4 FTE and is not included in the enrollment above. K-3 class size will come in at 16.55 FTE per class, under the fully funded rate of 17 FTE.

Special Education enrollment has averaged 891 FTE this school year, with June enrollment matching May's count of 911. For comparison purposes, average annual enrollment was 860 in 2023/24, and 820 in 2022/23.

Estimated end of fiscal year fund balance (August 2025) remains in the range of \$6.5 Million, and 7.3% of expenditures and transfers for 2024/25. Increase from previous projections are due to increased projected carryovers to a few program budgets. The budget looks good through the first nine months of the fiscal year.

HEARD UPDATE TO PROCEDURE 4260P USE OF SCHOOL FACILITIES - SCOTT WESTLUND

Updates to facility fees

HEARD FIRST READING OF POLICY 2410/2410P HIGH SCHOOL GRADUATION REQUIREMENTS - KIM YORE

WSSDA-driven updates

HEARD FIRST READING OF POLICY 3241/3241P STUDENT DISCIPLINE - GUNNAR GUTTORMSEN

WSSDA-driven updates

HEARD FIRST READING AND APPROVED POLICY 3205/3205P SEXUAL HARASSMENT OF STUDENTS PROHIBITED - GUNNAR GUTTORMSEN

WSSDA-driven updates - reverting policy to previously approved 2020 version. Small updates made to procedure.

Motion to Approve By: Director Grafton

Seconded By: Director Fletcher

Action: Motion passes unanimously

January 2025 - WSSDA Legal Landscape Update

2024 Title IX legislation is no longer in effect anywhere in the country. To comply with current law, all school districts should **revert to their prior 2020 Title IX policies and procedures** that were in effect until the start of the current school year.

School districts should:

- Follow both 2020 Title IX as well as Washington state's own discrimination laws (RCW 28A.640 and WAC 392-190)
- Maintain a Title IX Coordinator position and make their contact information readily available
- Have a clear process for handling discrimination complaints
- Provide equal opportunities in athletics and educational programs
- Address sexual harassment and discrimination promptly and effectively
- Conduct regular self-evaluations of their compliance

Prior to Aug 1, 2024 (2020 Title IX)	After Aug 1, 2024 (2024 Title IX - “retired”)	January 2025 (2020 Title IX - reinstated)
3205/3205P Sexual Harassment of Students	3205/3205P 1 & 2 Sex Discrimination and Sex-Based Harassment of Student Prohibited	3205/3205P Sexual Harassment of Students Prohibited
3211P Gender-Inclusive Schools	*3206/3206P <i>Pregnant and Parenting Students</i> 3211P Gender-Inclusive Schools (reference added to 3205P1)	3211P Gender-Inclusive Schools
5011/5011P Sexual Harassment of District Staff Prohibited	5011/5011P Sex Discrimination and Sex-Based Harassment of District Staff Prohibited *5012/5012P <i>Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staffs</i>	5011/5011P Sexual Harassment of District Staff Prohibited

Action and Next Steps

- **Essential** WSSDA updates (tonight):
 - ACTION: 3205/3205P Sexual Harassment of Students Prohibited
 - FIRST READING: 5011/5011P Sexual Harassment of District Staff Prohibited
- **Encouraged** WSSDA updates (forthcoming):
 - ***3206/3206P** *Pregnant and Parenting Students*
 - ***5012/5012P** *Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staffs*

HEARD FIRST READING OF POLICY 5011/5011P SEXUAL HARASSMENT OF STAFF PROHIBITED - HOLLY BUDGE

WSSDA-driven updates to reversion of 2020 version with updates

HEARD FIRST READING OF POLICY 3900 STUDENT YEARBOOK POLICY - MARY BETH TACK

New policy. Language driven by KHS yearbook advisor.

HEARD SUPERINTENDENT’S REPORT - MARY BETH TACK

- Successfully ratified 3 negotiations:
 - Director Budge and CFO Westlund
 - KEA: HR Manager - Stefanie House, Bob Gustin, Sandy DeBruler, Kelly Sims, Marisa Olin
 - PSE 2: HR Manager - Krista Mason, David McDaniel, Darlene Dalglish, Tim Bouchard, Lisa Whitman, James Dutra, Shawna Grove, Kelly Smith
 - Athletic Coaches: HR Manager - Stefanie House, Bob Kickner, Darin Gardner, Justin Roberts, Joe Kinch
- ESD 112 Classified Employee of the Year: Paul Ritchie

CERTIFICATED PERSONNEL

July 14, 2025

New Hires:

Meats, Chelsea - Middle School Teacher, Huntington Middle School

1.0 FTE

Effective August 25, 2025

Scharn, Natalie - Secondary Music Teacher, Kelso High School

1.0 FTE

Effective August 25, 2025

*Woodard, Ellie - Secondary Teacher, Kelso Virtual Academy

1.0 FTE

Effective August 25, 2025

*Johnson, Tracy - ELA Teacher, Huntington Middle School

1.0 FTE

Effective August 25, 2025 through April 3, 2026

Resignations:

Brudi, Edin - ELA Teacher, Kelso High School

1.0 FTE

Effective August 1, 2025.

Cruz, Rylee - Elementary Teacher, Barnes Elementary

1.0 FTE

Effective August 1, 2025

Dieter, Laura - District Nurse, Undesignated

1.0 FTE

Effective August 1, 2025

Holter, Stephanie - Elementary Teacher, Rose Valley Elementary

1.0 FTE

Effective August 1, 2025

Joy, Turner - Math Teacher, Coweeman Middle School

1.0 FTE

Effective August 1, 2025

Pebbley, Elizabeth - Social Studies Teacher, Huntington Middle School

1.0 FTE

Effective August 1, 2025

* = Leave Replacement

TBD = To Be Determined

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

CLASSIFIED PERSONNEL
August 11, 2025

New Hires:

Martin, Baylee - Healthcare Specialist, Coweeman Middle School
7.5 hrs/day, 196 days/year
Effective August 20, 2025

Toms, Jackson - Paraeducator - SpEd/LEEP, Coweeman Middle School
6.5 hrs/day, 191 days/year
Effective August 27, 2025

Schmitz, Ginger - Paraeducator - SpEd/LEEP, Coweeman Middle School
6.5 hrs/day, 191 days/year
Effective August 27, 2025

Wharton, Leonard - Custodian, Undesignated
8.0 hrs/day, 260 days/year
Effective September 1, 2025

Hess, Rachel - Paraeducator, SpEd/RISE, Coweeman Middle School
6.5 hrs/day, 191 days/year
Effective August 27, 2025

Gresen, Karl - Journey Level Plumber, Maintenance
8.0 hrs/day, 260 days/year
Effective September 1, 2025

Mayclin, Alyssa - HR Associate, Administration
8.0 hrs/day, 260 days/year
Effective August 4, 2025

Resignations:

Rader, Camry - Paraeducator - ML, Barnes Elementary School
6.5 hrs/day, 190 days/year
Effective August 4, 2025

Fowell, Kristopher - Paraeducator - SpEd/Preschool, Early Learning Center
6.5 hrs/day, 152 days/year
Effective August 5, 2025

* = 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
Blazer Works	Heather Ogden	Client Assignment - Psychologist - Stefani Anderson	Cost of \$100/hour
Charon K9 Solutions, LLC	Gunnar Guttormsen	Safety Dog Program - Enhancing School Safety	Cost of \$90-\$95/hour
City of Kelso (Police Dept.)	Scott Westlund	Provide School Resource Officer for the District	Cost of \$11,722.00/month
Communication Express	Heather Ogden	Speech-Language Pathologist - Antoria (Tori) Yates - 37.5 hours/week 8/12/2025 - 6/18/2026 Plus Makeup Days	Cost of \$98.00/hour
Community Integrated Health Services	Gunnar Guttormsen	25/26 SY - Provide mental health and counseling services to students and families.	No Cost to District
Converge Technology Solutions	Cody Reid	Provide consulting services in support of District's information technology needs	Cost of \$85-\$412.50/hour dependent on service type and after hours/holiday use
GB Manchester	Scott Westlund	Fire Alarm Monitoring Agreement - Kelso SD Admin Building Alarm Monitoring Agreement - Kelso SD Admin Building	Cost of \$540/year Cost of \$540/year
Health Science Careers/ Nursing Assistant - St. Johns	Melissa Boudreau	To provide Health Science Careers/Nursing Asst Training to KSD students and other Districts students enrolled in the program	Cost of \$85,918.56
Intergovernmental LVSD Cafeteria Produce Supplies	Kaydee Harris	Allows KSD to make purchases under the same terms as Longview School District	No Cost to District
Intergovernmental LVSD Cafeteria Supplemental Food	Kaydee Harris	Allows KSD to make purchase under the same terms as Longview School District	No Cost to District
Intergovernmental LVSD Cafeteria Bakery Supplies	Kaydee Harris	Allows KSD to make purchases under the same terms as Longview School District	No Cost to District
Intergovernmental LVSD Cafeteria Dairy Supplies	Kaydee Harris	Allows KSD to make purchases under the same terms as Longview School District	No Cost to District
University of Washington	Mary Beth Tack	UW in the High School program - trains District teachers to teach UW courses & awards UW credit to District students who register for UW	No Cost to District

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT			
Company/Provider	Sponsor	Description of Services	Amount
Washington State Arts Commission	Scott Westlund	Addendum to contract to include District's responsibility to oversee drilling of hardware and use of District's scissor lift during installation of art at Lexington Elementary	No Cost to District
Washington State University	Holly Budge	Cooperative arrangements for internships and related experiences for teacher candidates enrolled WSU's college of Education, Sport, and Human Sciences	No Cost to District
Youth & Family Link	Gunnar Guttormsen	Independent Contractor Agreement - After School Tutoring	Cost of \$28,998.00

2025/2026 ESD CONTRACTS			
Career Connect Southwest	Melissa Boudreau	Provide support to Career Connect Southwest program - 26106-010	Cost of \$7,500.00
Communications Retainer Services	Mary Beth Tack	Provide communication services on retainer to KSD. 26002-010	Cost of \$5,000.00
Cooperative Information Management Services	Scott Westlund	Provide cooperative data processing, software, and support services 26000-010	Cost based on monthly 1251 FTE Report and Exhibit C Fee Schedule
Florens Academy Specialized Education Services	Heather Ogden	Provide academic services and behavioral support in a therapeutic environment for identified students at Florens Academy, a day treatment program operated by ESD 112.	Cost not to exceed: Level 1: \$17,626/student FTE Level 2: \$24,349/student FTE
Quest Academy Specialized Education Services	Heather Ogden	Provide academic services and behavioral support in a therapeutic environment for identified students	Cost: Lvl 1: 8,638.61 per student FTE Lvl 2: \$11,415.49 per student FTE Lvl 3: \$11,964.48 per student FTE

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 July 14, 2025, the board, by a ^{vote} approves payments, totaling \$427.48. ~~The payments are further identified~~
in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 270886 through 270886, totaling \$427.48

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

Check Nbr	Vendor Name	Check Date	Check Amount
270886	COWLITZ COUNTY TREASURER	07/21/2025	427.48

1	Computer	Check(s) For a Total of	427.48
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$30,143.22. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 270887 through 270892, totaling \$30,143.22

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

Check Nbr	Vendor Name	Check Date	Check Amount
270887	Vendor Continued Check	07/21/2025	0.00
270888	Vendor Continued Check	07/21/2025	0.00
270889	Vendor Continued Check	07/21/2025	0.00
270890	Vendor Continued Check	07/21/2025	0.00
270891	Vendor Continued Check	07/21/2025	0.00
270892	BMO BANK N.A.	07/21/2025	30,143.22

6	Computer	Check(s) For a Total of	30,143.22
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$4,791.54. ~~The payments are further~~ identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 270893 through 270893, totaling \$4,791.54

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____
Check Nbr Vendor Name	Check Date Check Amount
270893 BMO BANK N.A.	07/21/2025 4,791.54

1	Computer	Check(s) For a Total of	4,791.54
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$3,861.42. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 270894 through 270894, totaling \$3,861.42

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

Check Nbr	Vendor Name	Check Date	Check Amount
270894	ACH-AP COWLITZ COUNTY TREASURE	07/31/2025	3,861.42

1	Computer	Check(s) For a Total of	3,861.42
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20	ACH	Check(s) For a Total of	3,861.42
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$934,335.87. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 270895 through 271009, totaling \$934,335.87

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

Check Nbr	Vendor Name	Check Date	Check Amount
270895	ADVANCED CLASSROOM TECH.	07/31/2025	23,883.61
270896	ADVANCED TRAVEL/REV FUND	07/31/2025	1,258.80
270897	AIRGAS, INC	07/31/2025	183.80
270898	ALL OUT SEWER AND DRAIN SERVIC	07/31/2025	405.38
270899	Vendor Continued Check	07/31/2025	0.00
270900	AMAZON CAPITAL SERVICES INC	07/31/2025	15,626.50
270901	AMERGIS HEALTHCARE STAFFING, I	07/31/2025	5,402.55
270902	BAKER LUMBER CO.	07/31/2025	1,436.31
270903	BAXTER AUTO PARTS #23	07/31/2025	237.45
270904	BEACON HILL SEWER	07/31/2025	3,622.72
270905	BLUUM USA, INC	07/31/2025	3,547.83
270906	BRIGHTLY SOFTWARE INC	07/31/2025	895.07
270907	BUD CLARY FORD/HYUNDAI	07/31/2025	476.08
270908	BUSINESS OFFICE-REV FUND	07/31/2025	2,423.72
270909	CAMFIL USA INC	07/31/2025	45.10
270910	CARROLLS WATER ASSOCIATION	07/31/2025	225.75
270911	CASCADE NATURAL GAS	07/31/2025	8,084.76
270912	CASCADE AIR	07/31/2025	23,750.16
270913	CDW GOVERNMENT, INC.	07/31/2025	203.39
270914	CEDAR HOUSE MEDIA, LLC	07/31/2025	5,175.00
270915	CENTRAL WELDING SUPPLY	07/31/2025	59.06
270916	CITY OF KELSO	07/31/2025	15,101.00
270917	CITY OF KELSO - UTILITY DEPT	07/31/2025	25,464.56
270918	COLUMBIA TECHNICAL, LLC	07/31/2025	335.00
270919	COMCAST BUSINESS	07/31/2025	11,710.03
270920	COMMUNICATIONS NORTHWEST	07/31/2025	7,424.15
270921	CONSENSUS CLOUD SOLUTIONS, LLC	07/31/2025	327.68

Check Nbr	Vendor Name	Check Date	Check Amount
270922	CORE HEALTH	07/31/2025	235.30
270923	COWLITZ COUNTY PUBLIC WORKS DE	07/31/2025	290.10
270924	COWLITZ PUD	07/31/2025	41,555.41
270925	DAIRY FRESH FARMS	07/31/2025	1,433.96
270926	DELVIES PLASTICS INC	07/31/2025	1,423.50
270927	EDUCATIONAL SERVICE DIST #112	07/31/2025	224,933.74
270928	EDUCATIONAL SERVICE DIST #113	07/31/2025	10,000.00
270929	EMERALD SERVICES, INC.	07/31/2025	184.53
270930	FASTENAL COMPANY	07/31/2025	127.89
270931	FERGUSON ENTERPRISES, LLC	07/31/2025	412.89
270932	GB MANCHESTER CORPORATION	07/31/2025	2,561.71
270933	GOODWILL - OLYMPICS/RAINIER RE	07/31/2025	24,271.52
270934	GRAFTON INTEGRATED HEALTH NETW	07/31/2025	629.81
270935	GRAINGER	07/31/2025	474.88
270936	HD SUPPLY	07/31/2025	8,518.26
270937	HOUGHTON MIFFLIN HARCOURT PUBL	07/31/2025	192,453.48
270938	HULTZ/BHU ENGINEERS INC	07/31/2025	1,000.00
270939	IBS OF RIVER CITIES	07/31/2025	173.47
270940	IMAGINE LEARNING LLC	07/31/2025	3,378.13
270941	J.L. STOREDAHL & SONS, INC.	07/31/2025	1,177.86
270942	JOHNSON BARROW LLC	07/31/2025	237.30
270943	JTP LOCAL, LLC	07/31/2025	7,906.00
270944	KCDA PURCHASING COOPERATIVE	07/31/2025	1,451.13
270945	KELSO BOUNCE HOUSE RENTAL	07/31/2025	995.13
270946	KELSO HIGH SCHOOL	07/31/2025	1,060.00
270947	KELSO LONGVIEW CHAMBER OF COMM	07/31/2025	1,500.00
270948	KELSO PETERBILT INC	07/31/2025	59.02
270949	KEYS PLUS LOCKSMITHS	07/31/2025	37.44
270950	Longbell Security Resources	07/31/2025	525.37
270951	LOWE'S	07/31/2025	9,220.06
270952	LOWER COLUMBIA COLLEGE	07/31/2025	28,100.38
270953	LOWER COLUMBIA OCCUPATIONAL HE	07/31/2025	285.00
270954	LOWER COLUMBIA SCHOOL GARDENS	07/31/2025	4,000.00
270955	MCDONALD CREATIVE FLOORS INC	07/31/2025	750.43
270956	MICROK12	07/31/2025	2,169.57

Check Nbr	Vendor Name	Check Date	Check Amount
270957	MOTION INDUSTRIES, INC.	07/31/2025	2,301.48
270958	NORTHWEST ENFORCEMENT INC	07/31/2025	1,969.76
270959	NuCO2	07/31/2025	624.67
270960	NW INDUSTRIAL TOOL, INC	07/31/2025	1,025.87
270961	NW INSTALLATION ENT. INC.	07/31/2025	28,901.44
270962	NW LANDSCAPE SERVICE INC	07/31/2025	2,272.20
270963	NW PSYCHOLOGICAL RESOURCES	07/31/2025	360.00
270964	ODP BUSINESS SOLUTIONS	07/31/2025	2,503.62
270965	OFFICE EXPRESS, INC	07/31/2025	1,383.03
270966	ORCA PACIFIC INC	07/31/2025	3,720.02
270967	PACIFIC OFFICE AUTOMATION INC	07/31/2025	1,724.58
270968	PACIFIC FITNESS PRODUCTS LLC	07/31/2025	1,372.61
270969	PALMERS GLASS COMPANY	07/31/2025	105.41
270970	PARTS AUTHORITY LLC	07/31/2025	17.63
270971	PEERLESS NETWORK	07/31/2025	1,963.26
270972	PLATT ELECTRIC SUPPLY	07/31/2025	3,778.50
270973	PORTER FOSTER RORICK LLP	07/31/2025	2,980.00
270974	PRO LINE SPRINKLERS LLC	07/31/2025	518.98
270975	PUBLIC CONSULTING GROUP INC	07/31/2025	4,236.35
270976	QUADIENT LEASING USA INC	07/31/2025	884.85
270977	SCHETKY NORTHWEST SALES, INC	07/31/2025	85.94
270978	SCHOOL DATA SOLUTIONS	07/31/2025	4,957.41
270979	SECURITY PROFESSIONALS, LLC	07/31/2025	45.35
270980	SHERWIN WILLIAMS	07/31/2025	1,004.86
270981	SIGNMASTERS AWARDS N' MORE, IN	07/31/2025	86.56
270982	SOUND ENERGY SYSTEMS	07/31/2025	409.26
270983	SPENCER'S TRUCKING & EXCAVATIN	07/31/2025	5,117.56
270984	STAR RENTALS AND SALES	07/31/2025	1,081.96
270985	STATE AUDITOR'S OFFICE	07/31/2025	25,083.52
270986	STERICYCLE, INC.	07/31/2025	50.50
270987	SUNBELT RENTALS, INC.	07/31/2025	1,656.07
270988	SUPERINTENDENT OF PUBLIC INSTR	07/31/2025	30.78
270989	T & T TIRE LLC	07/31/2025	638.55
270990	TECHNOLOGY INTEGRATION GROUP	07/31/2025	10,828.93
270991	THE KAMPGROUNDS LLC	07/31/2025	2,050.00

Check Nbr	Vendor Name	Check Date	Check Amount
270992	TODD BRODERIUS	07/31/2025	450.00
270993	U.S. CELLULAR	07/31/2025	1,596.41
270994	UNITED RENTALS	07/31/2025	325.38
270995	UNITED STATES POSTAL SERVICE	07/31/2025	15,000.00
270996	UNITED SALAD CO	07/31/2025	5,964.95
270997	US BANK EQUIPMENT FINANCE	07/31/2025	4,027.72
270998	US FOODS INC	07/31/2025	4,601.85
270999	VANCOUVER BOLT AND SUPPLY INC	07/31/2025	291.10
271000	VESTIS	07/31/2025	141.35
271001	WA CENTER FOR DEAF & HARD OF H	07/31/2025	675.00
271002	WASTE CONTROL/KELSO	07/31/2025	3,955.92
271003	WATKINS TRACTOR & SUPPLY CO.	07/31/2025	33.38
271004	WENGER CORPORATION	07/31/2025	44,300.37
271005	WESTERN EQUIPMENT DISTRIBUTORS	07/31/2025	122.09
271006	Vendor Continued Check	07/31/2025	0.00
271007	WILCO	07/31/2025	848.34
271008	WILCOX & FLEGEL FUEL OIL CO.	07/31/2025	4,880.69
271009	WSIPC	07/31/2025	511.08
115	Computer	Check(s) For a Total of	934,335.87

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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$577,910.43. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271010 through 271033, totaling \$577,910.43

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

Check Nbr	Vendor Name	Check Date	Check Amount
271010	ADVANCED CLASSROOM TECH.	07/31/2025	2,954.37
271011	AMAZON CAPITAL SERVICES INC	07/31/2025	4,132.47
271012	BLUUM USA, INC	07/31/2025	701.57
271013	CLEVER INC.	07/31/2025	12,273.13
271014	CONVERGE TECHNOLOGY SOLUTIONS	07/31/2025	35,503.27
271015	EDUCATIONAL SOLUTIONS NORTHWES	07/31/2025	9,988.44
271016	EVERWAY LLC	07/31/2025	14,078.09
271017	FINALFORMS	07/31/2025	5,106.25
271018	GAGGLE.NET INC	07/31/2025	7,728.00
271019	HULTZ/BHU ENGINEERS INC	07/31/2025	550.00
271020	MGT IMPACT SOLUTIONS, LLC	07/31/2025	1,995.00
271021	MICROK12	07/31/2025	1,078.84
271022	NW TEXTBOOK DEPOSITORY	07/31/2025	9,923.00
271023	PROJECT LEAD THE WAY, INC.	07/31/2025	2,200.00
271024	RAPTOR TECHNOLOGIES, LLC	07/31/2025	8,664.22
271025	RENAISSANCE LEARNING INC	07/31/2025	19,429.57
271026	RIVERSIDE INSIGHTS	07/31/2025	6,945.50
271027	SCHOOL DATA SOLUTIONS	07/31/2025	34,161.12
271028	SCREENCASTIFY, LLC	07/31/2025	3,026.80
271029	SMARTPASS, INC	07/31/2025	3,714.20
271030	SOLUTION TREE, LLC	07/31/2025	1,610.69
271031	STS EDUCATION	07/31/2025	361,327.84
271032	WASHINGTON OFFICIALS ASSOCIATI	07/31/2025	17,570.00
271033	WSIPC	07/31/2025	13,248.06

24	Computer	Check(s) For a Total of	577,910.43
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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 July 14, 2025, the board, by a vote,
approves payments, totaling \$1,392.50. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271034 through 271034, totaling \$1,392.50

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

Check Nbr	Vendor Name	Check Date	Check Amount
271034	ACH- COWLITZ COUNTY TREASURER	07/31/2025	1,392.50

1	Computer	Check(s) For a Total of	1,392.50
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General Fund

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

As of July 14, 2025, the board, by a _____ vote, approves payments, totaling \$194,799.64. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271035 through 271036, totaling \$194,799.64

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

Check Nbr	Vendor Name	Check Date	Check Amount
271035	EMPLOYMENT SECURITY DEPT	07/31/2025	123,560.94
271036	EMPLOYMENT SECURITY DEPT	07/31/2025	71,238.70

2	Computer	Check(s) For a Total of	194,799.64
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$5,889,710.27. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271037 through 271069, totaling \$5,889,710.27

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

Check Nbr	Vendor Name	Check Date	Check Amount
271037	ACH Cowlitz County Treasurer	07/31/2025	2,931,551.61
271038	ALLSTATE ID	07/31/2025	84.75
271039	COWLITZ COUNTY TREASURER	07/31/2025	355,147.54
271040	COWLITZ COUNTY TREASURER	07/31/2025	630,342.46
271041	DEPT OF RETIREMENT SYSTEMS	07/31/2025	206,825.82
271042	DEPT OF RETIREMENT SYSTEMS	07/31/2025	523,610.32
271043	DEPT OF RETIREMENT SYSTEMS	07/31/2025	26,215.18
271044	DSHS OFFICE OF FINANCIAL RECOV	07/31/2025	100.00
271045	ESD 112 WORK/COMP	07/31/2025	44,664.26
271046	ESD 112 UNEMPLOYMENT COOP	07/31/2025	8,380.95
271047	Vendor Continued Check	07/31/2025	0.00
271048	HCA-SEBB BENEFITS	07/31/2025	1,007,344.00
271049	HCA-SEBB FLEX SPEND	07/31/2025	8,111.36
271050	HEALTH EQUITY	07/31/2025	1,800.00
271051	KELSO SCHOOLS FOUNDATION	07/31/2025	377.00
271052	KELSO TRANS CHAPTE	07/31/2025	85.00
271053	LEGALEASE GROUP	07/31/2025	237.32
271054	METROPOLITAN LIFE	07/31/2025	5,749.19
271055	NATIONWIDE	07/31/2025	1,083.69
271056	Oregon Dept. of Revenue	07/31/2025	4,533.62
271057	POST LAKE LENDING	07/31/2025	727.04
271058	PSE KELSO LOCAL	07/31/2025	576.00
271059	PUBLIC SCHOOL EMPLOYEES OF WA	07/31/2025	1,293.88
271060	PUBLIC SCHOOL EMPLOYEES OF WA	07/31/2025	14,025.85
271061	The Standard Insurance Company	07/31/2025	8,597.55
271062	THE OMNI GROUP	07/31/2025	46,504.83
271063	UNITED STATES TREASURY	07/31/2025	201.59

Check Nbr	Vendor Name	Check Date	Check Amount
271064	UNITED WAY OF COWLITZ CO	07/31/2025	414.00
271065	VEBA TRUST	07/31/2025	19,152.00
271066	W.S.P.L.E.A.	07/31/2025	10.00
271067	WA ST SCHOOL RETIREES ASSOC	07/31/2025	84.00
271068	WEA	07/31/2025	104.08
271069	WEA PAYROLL DEDUCTIONS	07/31/2025	41,775.38
33	Computer	Check(s) For a Total of	5,889,710.27

1	Computer	Check(s) For a Total of	4,972.14
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$3,676.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271071 through 271071, totaling \$3,676.00

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____
Check Nbr Vendor Name	Check Date Check Amount
271071 HCA-SEBB BENEFITS	08/06/2025 3,676.00

1	Computer	Check(s) For a Total of	3,676.00
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$198,469.37. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 4058 through 4063, totaling \$198,469.37

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

Check Nbr	Vendor Name	Check Date	Check Amount
4058	ALPHA DEVELOPERS LLC	07/31/2025	107,739.50
4059	CAPITAL HEATING & COOLING INC	07/31/2025	30,391.63
4060	GB MANCHESTER CORPORATION	07/31/2025	3,756.13
4061	PACIFIC FITNESS PRODUCTS LLC	07/31/2025	50,864.56
4062	PBS ENGINEERING & ENVIRON.	07/31/2025	1,923.50
4063	PROFESSIONAL ROOF CONSULTANTS	07/31/2025	3,794.05

6	Computer	Check(s) For a Total of	198,469.37
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$3,340.64. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 32283 through 32283, totaling \$3,340.64

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
32283 BMO BANK N.A.	07/21/2025	3,340.64

1	Computer	Check(s) For a Total of	3,340.64
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$5,578.09. ~~The payments are further~~ identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 32284 through 32284, totaling \$5,578.09

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____
Check Nbr Vendor Name	Check Date Check Amount
32284 BMO BANK N.A.	07/21/2025 5,578.09

1	Computer	Check(s) For a Total of	5,578.09
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$28.31. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 32285 through 32285, totaling \$28.31

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

Check Nbr	Vendor Name	Check Date	Check Amount
32285	ACH-AP COWLITZ COUNTY TREASURE	07/31/2025	28.31

1	Computer	Check(s) For a Total of	28.31
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$28.31. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB ACCOUNTS PAYABLE ACH:
ACH Numbers 242500495 through 242500495, totaling \$28.31

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
242500495 Tingle, Jeremy Brandon	07/31/2025	28.31

1	ACH	Check(s) For a Total of	28.31
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$16,403.18. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 32286 through 32291, totaling \$16,403.18

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

Check Nbr	Vendor Name	Check Date	Check Amount
32286	A.S.B. IMPREST FUND	07/31/2025	55.00
32287	BSN SPORTS LLC	07/31/2025	1,037.76
32288	CONTINENTAL ATHLETIC SUPPLY	07/31/2025	4,963.71
32289	KELSO SCHOOL DISTRICT	07/31/2025	9,432.27
32290	SIDEKICK PROMOTIONS LLC	07/31/2025	754.44
32291	WIAA	07/31/2025	160.00

6	Computer	Check(s) For a Total of	16,403.18
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$7,151.40. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 32292 through 32294, totaling \$7,151.40

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

Check Nbr	Vendor Name	Check Date	Check Amount
32292	AMAZON CAPITAL SERVICES INC	07/31/2025	321.40
32293	AWSL	07/31/2025	4,455.00
32294	WESTERN DISPLAY FIREWORKS LTD	07/31/2025	2,375.00

3	Computer	Check(s) For a Total of	7,151.40
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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 July 14, 2025, the board, by a _____ vote, approves payments, totaling \$208.85. ~~The payments are further identified in this document.~~

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 32295 through 32295, totaling \$208.85

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

Check Nbr	Vendor Name	Check Date	Check Amount
32295	ACH- COWLITZ COUNTY TREASURER	07/31/2025	208.85

1	Computer	Check(s) For a Total of	208.85
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Schedule A
Kelso School District #458 Transportation
September 1, 2025 - August 31, 2026

Kelso Transportation - Years of Service	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Lead Mechanic	\$37.10	\$38.29	\$39.49	\$40.68	\$41.87
Mechanic	\$34.91	\$36.07	\$37.23	\$38.39	\$39.55
Mechanic Helper	\$27.80	\$29.21	\$30.61	\$32.02	\$33.42
Dispatcher	\$26.74	\$28.34	\$29.94	\$31.54	\$33.14
Driver Trainer/Assistant Dispatcher	\$27.35	\$28.85	\$30.35	\$31.85	\$33.35
Assistant Dispatcher	\$26.25	\$27.71	\$29.16	\$30.62	\$32.07
Driver Trainer	\$28.48	\$30.01	\$31.53	\$33.06	\$34.58
Regular Driver	\$26.15	\$27.42	\$28.69	\$29.96	\$31.23
Fueler	\$21.98	\$23.04	\$24.10	\$25.16	\$26.22

Substitute Driver \$26.15
Collective Bargaining Agreement 2025 - 2029
PSE of Kelso Transportation Kelso School District #458

Board Approval

By: _____
School Board President

NON-REPRESENTED SALARY SCHEDULE

2024-25 SCHOOL YEAR

Effective August 6, 2025

		Step 1	Step 2	Step 3	Step 4	Step 5
300	Administrative Assistant to Sup't	\$ 37.28	\$ 38.28	\$ 39.28	\$ 40.28	\$ 41.28
301	Administrative Assistant to Director	\$ 29.76	\$ 30.68	\$ 31.60	\$ 32.52	\$ 33.44
302	HR Generalist	\$ 29.76	\$ 30.68	\$ 31.60	\$ 32.52	\$ 33.44
303	HR Specialist/Benefit Specialist	\$ 33.93	\$ 35.16	\$ 36.39	\$ 37.62	\$ 38.85
304	HR Associate	\$ 26.68	\$ 27.79	\$ 28.90	\$ 30.01	\$ 31.12
305	Payroll Associate	\$ 30.43	\$ 31.60	\$ 32.77	\$ 33.94	\$ 35.11
318	Fiscal Assistant	\$ 30.43	\$ 31.60	\$ 32.77	\$ 33.94	\$ 35.11

		Step 1	Step 2	Step 3
306	Supervisor, Facilities and Operations	\$ 137,390	\$ 139,962	\$ 142,532
319	Human Resources Business Partner	\$ 131,926	\$ 134,393	\$ 136,861
308/309	Supervisor, Transportation, Nutrition Services, Info & Tech Svcs	\$ 112,205	\$ 115,101	\$ 118,000
310	Public Relations Officer	\$ 109,513	\$ 115,733	\$ 121,954
311	Department Manager	\$ 85,665	\$ 88,650	\$ 96,216
314	Fiscal Coordinator/Budget Analyst	\$ 79,152	\$ 82,084	\$ 86,188
315	Case Manager - Grant Funded Position* (220 days/year)	\$ 58,976	\$ 61,697	\$ 64,417
316	Athletic Director (185 days/year)	\$ 78,175	\$ 92,290	\$ 109,662
317	Youth and Family Support Manager (185 days/year)	\$ 78,175	\$ 92,290	\$ 109,662

Board Approval

By: _____ Date: _____

**NON-REPRESENTED SALARY SCHEDULE
2025-26 SCHOOL YEAR**

		Step 1	Step 2	Step 3	Step 4	Step 5
300	Administrative Assistant to Sup't	\$ 38.40	\$ 39.43	\$ 40.46	\$ 41.49	\$ 42.52
301	Administrative Assistant to Director	\$ 30.65	\$ 31.60	\$ 32.55	\$ 33.50	\$ 34.44
302	HR Generalist	\$ 30.65	\$ 31.60	\$ 32.55	\$ 33.50	\$ 34.44
303	HR Specialist/Benefit Specialist	\$ 34.95	\$ 36.21	\$ 37.48	\$ 38.75	\$ 40.02
304	HR Associate	\$ 27.48	\$ 28.62	\$ 29.77	\$ 30.91	\$ 32.05
305	Payroll Associate	\$ 31.34	\$ 32.55	\$ 33.75	\$ 34.96	\$ 36.16
318	Fiscal Assistant	\$ 31.34	\$ 32.55	\$ 33.75	\$ 34.96	\$ 36.16

		Step 1	Step 2	Step 3
306	Supervisor, Facilities and Operations	\$ 141,512.00	\$ 144,161.00	\$ 146,808.00
319	Human Resources Business Partner	\$ 135,884.00	\$ 138,425.00	\$ 140,967.00
308/309	Supervisor, Transportation, Nutrition Services, Info & Tech Svcs	\$ 115,571.00	\$ 118,554.00	\$ 121,540.00
310	Public Relations Officer	\$ 112,798.00	\$ 119,205.00	\$ 125,613.00
311	Department Manager	\$ 88,235.00	\$ 91,310.00	\$ 99,102.00
314	Fiscal Coordinator/Budget Analyst	\$ 81,527.00	\$ 84,547.00	\$ 88,774.00
315	Case Manager - Grant Funded Postiion* (220 days/year)	\$ 60,745.00	\$ 63,548.00	\$ 66,350.00
316	Athletic Director (185 days/year)	\$ 80,520.00	\$ 95,059.00	\$ 112,952.00

Schedule A - Kelso 1
Kelso School District
Sept 1, 2025 to Aug 31, 2026

SECRETARIAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
Level I -- Administrative Secretary	\$ 23.94	\$ 25.32	\$ 26.70	\$ 28.07	\$ 29.45
Level II -- Assessment Assistant/Inst Tech Support Spec	\$ 21.35	\$ 22.64	\$ 23.94	\$ 25.22	\$ 26.51
Level III -- Assistant Secretary	\$ 20.79	\$ 21.99	\$ 23.20	\$ 24.40	\$ 25.61
Level IV -- Clerk/Library Clerk	\$ 19.57	\$ 20.86	\$ 22.15	\$ 23.42	\$ 24.71

ACCOUNTING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
Accounting Specialist I	\$ 21.35	\$ 22.64	\$ 23.94	\$ 25.22	\$ 26.51
Accounting Specialist II	\$ 23.39	\$ 24.86	\$ 26.34	\$ 27.81	\$ 29.28
Associate Accountant	\$ 31.34	\$ 32.68	\$ 34.02	\$ 35.35	\$ 36.69

POST-SECONDARY CAREER COORDINATOR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
	\$ 31.34	\$ 32.68	\$ 34.02	\$ 35.35	\$ 36.69

PRINT SHOP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
Technician	\$ 22.96	\$ 24.07	\$ 25.18	\$ 26.29	\$ 27.40
Bindery Leader	\$ 22.96	\$ 24.07	\$ 25.18	\$ 26.29	\$ 27.40

PARAEDUCATOR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
Paraeducators - Significant/SLC/Moderate/Pre-K/TK/SEL	\$ 20.93	\$ 21.86	\$ 22.78	\$ 23.72	\$ 24.65
Paraeducators	\$ 20.30	\$ 21.24	\$ 22.18	\$ 23.11	\$ 24.05
AIDE					
Playground/Bus Duty/Accompanist/Technician Assistant	\$ 20.30	\$ 21.24	\$ 22.18	\$ 23.11	\$ 24.05

POOL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
Pool Aquatics Lead/Manager	\$ 22.98	\$ 23.85	\$ 24.80	\$ 25.74	\$ 26.68
Pool Aquatics Aide	\$ 20.30	\$ 21.24	\$ 22.18	\$ 23.11	\$ 24.05

TECHNOLOGY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
Technology Support Specialist II	\$ 34.18	\$ 35.78	\$ 37.91	\$ 39.25	\$ 41.65
Technology Support Specialist	\$ 27.35	\$ 28.92	\$ 30.51	\$ 32.08	\$ 33.66

Schedule A - Kelso 1
Kelso School District
Sept 1, 2025 to Aug 31, 2026

ACTIVITIES FACILITATOR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
	\$ 19.57	\$ 20.45	\$ 21.33	\$ 22.21	\$ 23.09

INTERPRETER	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
Interpreter	\$ 23.34	\$ 24.38	\$ 25.42	\$ 26.45	\$ 27.49
With American Sign Language or Braille certification	\$ 25.50	\$ 26.55	\$ 27.60	\$ 28.65	\$ 29.71

CAMPUS SECURITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
	\$ 22.80	\$ 23.84	\$ 24.88	\$ 25.93	\$ 26.97

TRANSITION SPECIALIST	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
Juvenile Justice Education Advocate*	\$ 27.14	\$ 29.26	\$ 31.37	\$ 33.50	\$ 35.61
Level I -- Transition Specialist	\$ 22.77	\$ 23.57	\$ 24.35	\$ 25.14	\$ 25.93
Level II -- Truancy Specialist	\$ 21.07	\$ 22.03	\$ 22.99	\$ 23.95	\$ 24.91
*Grant funded position					

HEALTH CARE SPECIALIST	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
	\$ 26.59	\$ 28.15	\$ 29.69	\$ 31.25	\$ 32.80

CERTIFIED THERAPIST'S ASSISTANT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
Certified Occupational Therapist's Assistant (COTA)	\$ 25.42	\$ 26.44	\$ 27.47	\$ 28.49	\$ 29.51
Certified Physical Therapist's Assistant (CPTA)	\$ 25.42	\$ 26.44	\$ 27.47	\$ 28.49	\$ 29.51

INTERVENTION SPECIALIST	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
	\$ 27.05	\$ 28.28	\$ 29.52	\$ 30.75	\$ 31.98

ASSISTANT INTERVENTION SPECIALIST	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
	\$ 22.85	\$ 23.91	\$ 24.97	\$ 26.03	\$ 27.09

Schedule A - Kelso 1
Kelso School District
Sept 1, 2025 to Aug 31, 2026

NUTRITION SERVICES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
Operations Site Specialist	\$ 23.11	\$ 24.18	\$ 25.25	\$ 26.32	\$ 27.37
Nutrition Services Courier	\$ 21.32	\$ 22.38	\$ 23.45	\$ 24.51	\$ 25.57
Building Lead					
Class I - High School	\$ 21.32	\$ 22.38	\$ 23.45	\$ 24.51	\$ 25.57
Class II - Middle School/Large Elementary School	\$ 21.12	\$ 22.18	\$ 23.25	\$ 24.31	\$ 25.37
Class III - Elementary School	\$ 20.70	\$ 21.76	\$ 22.84	\$ 23.90	\$ 24.96
Class IV - One Person School	\$ 20.50	\$ 21.56	\$ 22.63	\$ 23.69	\$ 24.75
Department Head	\$ 20.09	\$ 21.02	\$ 21.96	\$ 22.90	\$ 23.83
Helper/Cashier	\$ 19.57	\$ 20.45	\$ 21.33	\$ 22.21	\$ 23.09
CUSTODIAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
District Lead Custodian	\$ 29.79	\$ 31.25	\$ 32.71	\$ 34.18	\$ 35.64
Head Custodian					
Class I - High School	\$ 26.85	\$ 28.29	\$ 29.74	\$ 31.18	\$ 32.62
Class II - Middle School/Large Elementary School	\$ 26.09	\$ 27.49	\$ 28.89	\$ 30.28	\$ 31.68
Class III - Elementary School	\$ 25.28	\$ 26.68	\$ 28.08	\$ 29.48	\$ 30.88
Class IV - One Person School	\$ 24.70	\$ 26.03	\$ 27.37	\$ 28.70	\$ 30.02
Night Lead Custodian					
Class I - High School	\$ 24.23	\$ 25.53	\$ 26.84	\$ 28.15	\$ 29.46
Class II - Middle School/Large Elementary School	\$ 22.90	\$ 24.19	\$ 25.49	\$ 26.79	\$ 28.09
Custodian (Including Sweeper/Trainee)	\$ 22.11	\$ 23.43	\$ 24.76	\$ 26.08	\$ 27.40
Permanent Custodial/Maintenance Relief	\$ 21.53	\$ 22.86	\$ 24.18	\$ 25.51	\$ 26.84

Schedule A - Kelso 1
Kelso School District
Sept 1, 2025 to Aug 31, 2026

MAINTENANCE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
Journey Level Carpenter	\$ 37.39	\$ 37.91	\$ 38.45	\$ 38.99	\$ 39.52
Journey Level Plumber	\$ 39.52	\$ 40.06	\$ 40.59	\$ 41.12	\$ 41.65
Journey Level Electrician	\$ 40.59	\$ 41.12	\$ 41.65	\$ 42.19	\$ 42.72
Journey Level HVAC	\$ 40.59	\$ 41.12	\$ 41.65	\$ 42.19	\$ 42.72
Journey Level Low Voltage	\$ 34.71	\$ 35.58	\$ 36.47	\$ 37.39	\$ 38.32
Journey Level Maintenance Technician	\$ 34.71	\$ 35.58	\$ 36.47	\$ 37.39	\$ 38.32
Journey Level Painter	\$ 31.51	\$ 32.29	\$ 33.10	\$ 34.76	\$ 36.74
Senior Maintenance Specialist	\$ 29.47	\$ 31.12	\$ 32.76	\$ 34.41	\$ 36.06
Warehouse Specialist	\$ 26.58	\$ 28.15	\$ 29.72	\$ 31.27	\$ 32.84
Maintenance Specialist	\$ 27.10	\$ 28.62	\$ 30.14	\$ 31.66	\$ 33.18
Maintenance Assistant	\$ 23.99	\$ 25.45	\$ 26.91	\$ 28.38	\$ 29.84
Maintenance Helper/Mail Courier	\$ 20.30	\$ 21.75	\$ 23.20	\$ 24.65	\$ 25.16
Temporary Seasonal Maintenance/Grounds	\$ 19.57	\$ -	\$ -	\$ -	\$ -

TECHNICIAN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5+
Behavior Technician	\$ 23.25	\$ 24.40	\$ 25.54	\$ 26.69	\$ 27.84
Homeless Liaison	\$ 23.25	\$ 24.40	\$ 25.54	\$ 26.69	\$ 27.84

OUTDOOR SCHOOL STIPEND	PER NIGHT
	\$ 55.00

APPRENTICESHIP STIPENDS	PER HOUR
Complete 270-399 Clock Hours	\$ 0.50
Complete 400-800 Clock Hours	\$ 0.50
AA Degree	\$ 0.50
BA/BS Degree or Higher	\$ 0.75

Substitutes subbing in PSE 1 positions will be paid at Step 1 of Schedule A appropriate for the position being subbed.

School Board President

Date

2025-26 Salary Schedule for Certificated Substitute Teachers

7.5 Hr School Day		
\$226.00	Hourly =	\$30.1333

7.5 Hr School Day with no prep (Elementary School Only)		
1 hour	Add'l \$30.13	
30 minutes	Add'l \$15.07	

7.5 Hr School Day including 6th Period (Middle School Only)		
\$263.67	$\$226.00/6 = \$37.67 + \$226.00$	

7.5 Hr School Day including 5th Period (Kelso High School Only)		
\$271.20	$\$226.00/5 = \$45.20 + \$226.00$	

*Any substitute employee who works five (5) or more consecutive days in the same assignment shall be placed on the salary schedule and paid the appropriate rate from the certificated salary schedule from day 6 forward. Emergency substitutes shall be placed at BA+0, Step 0 for their per diem wage

**After ten (10) days of continuous long-term substituting in the same assignment, the first five days of work shall be eligible for per diem wage based on the employee's placement on the certificated salary schedule.

- Substitutes are required to work a full day (7.5 hours) on Wednesday Early Release Days -

Board Approval:

By: _____ Date: _____
School Board President

HOME HOSPITAL TUTOR SALARIES

Memorandum of Agreement #6, June 11, 1992

For the 1992-93 school year, when a certificated Home Hospital Tutor is working with elementary students, compensation shall be \$12.00 per hour, and when working with secondary students, compensation shall be at \$15.00 per hour. Any future state increases afforded certificated employees would be applied to hourly rates listed above effective with the 1993-94 school year.

Percent Increase	Elementary Teacher	Secondary Teacher	Years
	\$12.00	\$15.00	1992-93
	\$12.00	\$15.00	1993-94
	\$12.00	\$15.00	1994-95
4.00%	\$12.48	\$15.60	1996-97
3.00%	\$12.85	\$16.07	1997-98
	\$12.85	\$16.07	1998-99
12.06%	\$14.40	\$18.01	1999-00
3.00%	\$14.83	\$18.55	2000-01
3.70%	\$15.37	\$19.23	2001-02
3.60%	\$15.92	\$19.92	2002-03
3.00%	\$16.40	\$20.52	2003-04
1.00%	\$16.56	\$20.73	2004-05
1.20%	\$16.76	\$20.98	2005-06
3.30%	\$17.31	\$21.67	2006-07
4.17%	\$18.04	\$22.58	2007-08
5.13%	\$18.97	\$23.74	2008-09
	\$18.97	\$23.74	2009-10
	\$18.97	\$23.74	2010-11
	\$18.97	\$23.74	2011-12
	\$18.97	\$23.74	2012-13
	\$18.97	\$23.74	2013-14
	\$18.97	\$23.74	2014-15
3.0%	\$19.54	\$24.45	2015-16
1.8%	\$19.89	\$24.89	2016-17
2.3%	\$20.35	\$25.46	2017-18
FLAT RATE	\$30.00	\$30.00	2018-19
FLAT RATE	\$30.00	\$30.00	2019-20
FLAT RATE	\$30.00	\$30.00	2020-21
FLAT RATE	\$30.00	\$30.00	2021-22
FLAT RATE	\$31.80	\$31.80	2022-23
FLAT RATE	\$32.98	\$32.98	2023-24
FLAT RATE	\$34.20	\$34.20	2024-25
FLAT RATE	\$35.05	\$35.05	2025-26

Home Hospital Tutor

Board Approval

By: _____ Date: _____
School Board President

**Kelso School District
2025-26
Extra Curricular Salary Schedule**

HIGH SCHOOL HEAD COACH

<i>Group 1</i>	25-26 Salary	<i>Approx. HOURS</i>
Head Basketball	\$10,548	310
Head Football	\$10,548	310
Head Wrestling	\$10,548	310
Single Track	\$10,548	310

<i>Group 2</i>	25-26 Salary	<i>Approx. HOURS</i>
Head Baseball	\$7,860	230
Head Soccer	\$7,860	230
Head Softball (Fast-Pitch)	\$7,860	230
Head Softball (Slow-Pitch)	\$7,860	230
Head Swimming	\$7,860	230
Head Track	\$7,860	230
Head Volleyball	\$7,860	230

<i>Group 3</i>	25-26 Salary	<i>Approx. HOURS</i>
Head Bowling	\$5,170	152
Head Cross Country	\$5,170	152
Head Golf	\$5,170	152
Head Gymnastics	\$5,170	152
Head Tennis	\$5,170	152

Board Approval

By: _____ Date: _____
School Board President

HB @ HR 7/16/2025

**Kelso School District
2025-26
Extra Curricular Salary Schedule**

HIGH SCHOOL ASSISTANT COACH

Group 3	25-26 Salary	Approx. HOURS
Assistant Baseball	\$5,170	175
Assistant Soccer	\$5,170	175
Assistant Softball (Fast-Pitch)	\$5,170	175
Assistant Softball (Slow-Pitch)	\$5,170	175
Assistant Swimming	\$5,170	175
Assistant Track (with single head coach)	\$5,170	175
Assistant Volleyball	\$5,170	175

Group 4	25-26 Salary	Approx. HOURS
Assistant Basketball	\$5,552	188
Assistant Football	\$5,552	188
Assistant Rally Football/Basketball	\$5,552	188
Assistant Wrestling	\$5,551	188
Assistant Track (with head boys & girls coach)	\$5,552	188

Group 5	25-26 Salary	Approx. HOURS
Assistant Bowling	\$3,810	130
Assistant Cross Country	\$3,810	130
Assistant Golf	\$3,810	130
Assistant Gymnastics	\$3,810	130
Assistant Tennis	\$3,810	130

Group 7 (Stand Alone Positions)	25-26 Salary	Approx. HOURS
Rally Football/Basketball	\$10,548	310
Assistant Rally - Wrestling	\$2,587	88
Head Colorguard (fall & winter season)	\$7,689	260

Group 8 (Stand Alone Positions)	25-26 Salary	Approx. HOURS
Special Olympics - Team Coordinator	\$1,267	43
Special Olympics - Unified Basketball - Head Coach	\$634	22
Special Olympics - Unified Soccer - Head Coach	\$634	22

Group 9 (Stand Alone Position)	25-26 Salary	Approx. HOURS
Night Activities Director	\$12,210	480

Board Approval

By: _____ Date: _____
School Board President

HB @ HR 7/16/2025

**Kelso School District
2025-26
Extra Curricular Salary Schedule**

MIDDLE SCHOOL HEAD COACH

<i>Group 3</i>	<i>SALARY</i>	<i>25-26 Salary</i>	<i>Approx. HOURS</i>
Head Basketball	\$106	\$5,170	152
Head Cross Country (HMS & CMS)	\$0	\$5,170	152
Head Football	\$0	\$5,170	152
Head Track	\$0	\$5,170	152
Head Volleyball	\$0	\$5,170	152
Head Wrestling	\$0	\$5,170	152

MIDDLE SCHOOL ASSISTANT COACH

<i>Group 6</i>	<i>SALARY</i>	<i>25-26 Salary</i>	<i>Approx. HOURS</i>
Assistant Basketball	\$62	\$3,556	120
Assistant Cross Country (HMS & CMS)	\$0	\$3,556	120
Assistant Football	\$0	\$3,556	120
Assistant Track	\$0	\$3,556	120
Assistant Volleyball	\$0	\$3,556	120
Assistant Wrestling	\$0	\$3,556	120

<i>Group 7 Stand Alone Positions:</i>	<i>SALARY</i>	<i>25-26 Salary</i>	<i>Approx. HOURS</i>
Middle School Head Track	\$4,631	\$5,868	199
Bowling	\$953	\$1,208	41

Board Approval

By: _____ Date: _____
School Board President

7/16/2025

**Kelso School District
2025-26 Kelso High School
Co - Curricular Salary Schedule**

HIGH SCHOOL CO-CURRICULAR	25-26 Salary
Advisor - Assistant Drama (per production - 5 maximum per year)	\$ 907.16
Advisor - Class Related Club (eg. ALAS, Drama, Yoga, Art, Science, Japanese, ASL)	\$ 754.43
Advisor - Concessions	\$ 4,207.20
Advisor - Debate & Speech	\$ 2,726.13
Advisor - DECA	\$ 2,726.13
Advisor - Diversified Occupations	\$ 1,661.59
Advisor - Drama (per production - 5 maximum per year)	\$ 2,726.13
Advisor - FBLA	\$ 1,661.59
Advisor - FCCLA Club	\$ 2,726.13
Advisor - FFA (Middle School/High School)	\$ 2,726.13
Advisor - FFA Trap	\$ 2,726.13
Advisor - Freshman Class	\$ 1,129.33
Advisor - HCA	\$ 2,726.13
Advisor - Honor Society	\$ 1,670.84
Advisor - Junior Class	\$ 1,661.59
Advisor - Knowledge Bowl	\$ 2,726.13
Advisor - Leadership	\$ 3,258.39
Advisor - Pep Club	\$ 2,490.07
Advisor - Photography Club	\$ 1,670.84
Advisor - Publications/Newspaper	\$ 3,258.39
Advisor - Publications/Yearbook	\$ 3,258.39
Advisor - Senior Class	\$ 2,726.13
Advisor - Sophomore Class	\$ 1,661.59
Advisor - Special Interest Club (as approved by KHS ASB and Board of Directors)	\$ 513.74
Advisor - Hilander Market	\$ 2,726.13
Advisor - Varsity K	\$ 1,661.59
Advisor - Skills USA (as approved by KHS ASB and Board of Directors)	\$ 1,661.59

Board Approval

By: _____ Date: _____
School Board President

**Kelso School District
2025-26 Kelso High School
Co - Curricular Salary Schedule**

HIGH SCHOOL CO-CURRICULAR	25-26 Salary
Department Head - Art	\$ 2,994.57
Department Head - Counseling	\$ 2,994.57
Department Head - World Language	\$ 2,994.57
Department Head Business Ed	\$ 2,994.57
Department Head Family & Consumer Sciences	\$ 2,994.57
Department Head Language Arts	\$ 3,526.83
Department Head Math	\$ 3,526.83
Department Head PE	\$ 2,994.57
Department Head Science	\$ 3,260.76
Department Head Social Studies	\$ 3,260.76
Department Head Special Education	\$ 4,537.67
Department Head Technology	\$ 3,260.76
Director - Band	\$ 5,118.99
Director - Intramurals	\$ 2,726.13
Director - Jazz Choir	\$ 1,925.41
Director - Orchestra	\$ 2,994.57
Director - Stage Band	\$ 1,925.41
Director - Vocal	\$ 2,994.57
Assistant Director Marching Band	\$ 5,063.40
Director - Percussion Ensemble	\$ 1,279.75
Director - Pep Band	\$ 2,278.34
Director - Marching Band	\$ 7,546.91
Machinery Maintance (maximum 5)	\$ 1,129.34
Youth Work Experience	\$ 2,726.13
Credit Retrieval Program (Teachers, Specialists, Coordinators)	Per Diem
ESY (Teachers, Specialists, Coordinators)	Per Diem
Fitness Center Supervision (Miscellaneous Timesheet)	Per Diem

Board Approval

By: _____ Date: _____
School Board President

**Kelso School District
2025-26 Middle School and Elementary School
Co - Curricular Salary Schedule**

MIDDLE SCHOOL CO-CURRICULAR	25-26 Salary
Advisor - ASB	\$ 2,193.85
Advisor - Class Related Club (eg Library, World Language, Pep,Service Clubs,Computer)	\$ 754.43
Advisor - Diversity	\$ 1,129.33
Advisor - Drama	\$ 1,661.59
Advisor - FHA	\$ 1,129.33
Advisor - Honor Society	\$ 1,129.33
Advisor - Knowledge Bowl	\$ 1,129.33
Advisor - Publications	\$ 2,193.85
Advisor - Special Interest Club (as approved by MS ASB & Board of Directors)	\$ 513.74
Advisor - Stage Dramatics (Per Production)	\$ 532.26
Advisor - Student Store	\$ 1,393.13
Athletic Coordinator	\$ 6,933.32
Department Head (6 per building)	\$ 2,457.67
Director - Band	\$ 2,726.13
Director - Intramurals (1 per building)	\$ 2,726.13
Director - Orchestra	\$ 2,726.13
Director - Single Intramurals Program	\$ 5,387.44
Director - Vocal	\$ 2,726.13
Intramurals (11 modules per building)	\$ 860.87
LAP Program Coordinator (1 per building)	\$ 3,462.03
Machinery Maintenance (maximum 2)	\$ 1,129.33
Student Led Conference Coordinator	\$ 2,147.57
KVA Co-Curricular	25-26 Salary
Intramurals: 9 (20 hrs/module)	\$ 860.87
Advisor - Honor Society	\$ 1,670.84
ELEMENTARY SCHOOL CO-CURRICULAR	25-26 Salary
Administration of Intramurals	\$ 462.84
Intramurals (18 modules/bldg, LEX 36 modules, RV & Carrolls - 9/bldg) (20 hrs/module)	\$ 860.87
LAP Program Coordinator	\$ 3,462.02
School Patrol	\$ 1,393.15
PreK, Kindergarten, TK "WA Kids" Data Entry (Up to 10 hours)	Curriculum rate
Elementary "Split Class"	10% of the base salary

Board Approval

By: _____ Date: _____
School Board President

SRH @ HR 8/7/2025

**Kelso School District
2025-26 - "Other"
Co - Curricular Salary Schedule**

OTHER CO-CURRICULAR	25-26 Salary
Small Elementary School Building Technology Coordinator	\$ 2,864.97
Elementary Building Technology Coordinator	\$ 3,948.01
Large Elementary Building Technology Coordinator	\$ 7,604.42
Middle School Building Technology Coordinator	\$ 7,604.42
High School Building Technology Coordinator	\$ 11,862.55
Committee Hours (Per Hour)	\$ 34.28
Curriculum (Per Hour)	\$ 46.28
Principal Designee (Per Day)	\$ 64.80
Outdoor School Coordinator	\$ 1,513.49
Outdoor School Health Service Provider (Per Day)	\$ 190.09
Outdoor School Teacher (Per Day)	\$ 190.09
Program Implementation Assistant	\$ 3,462.02
Right Response Trainer (126 hrs)	\$ 6,482.06
Voc Advisor - State Competition (Per Day)	\$ 92.57
Special Ed Test Coordinators @ the Elementary Level	\$ 430.44
Special Ed Test Coordinators @ the Secondary Level	\$ 860.87
Test Coordinators	\$ 860.87
COVERING CLASSES DURING PREP PERIOD (Per Hour)	Per Diem
	Curriculum
Hi-Cap Required Professional Development (Up to four hours)	rate

Board Approval

By: _____ Date: _____
School Board President

8/7/2025

KELSO SCHOOL DISTRICT
2025-26 K-12 Salary Allocation Schedule for Certificated Instructional Staff
185 DAYS

STEP	BASE	BA+0	BA+15	BA+30	BA+45	BA+90	BA+135	MA+0	MA+45	MA+90	STEP
0	\$ 58,788	\$ 58,788	\$ 60,375	\$ 62,019	\$ 63,668	\$ 68,959	\$ 72,365	\$ 70,479	\$ 75,771	\$ 79,181	0
1		\$ 59,577	\$ 61,188	\$ 62,854	\$ 64,574	\$ 69,920	\$ 73,310	\$ 71,263	\$ 76,609	\$ 79,996	1
2		\$ 60,331	\$ 61,957	\$ 63,642	\$ 65,493	\$ 70,824	\$ 74,248	\$ 72,053	\$ 77,380	\$ 80,806	2
3		\$ 61,108	\$ 62,749	\$ 64,451	\$ 66,365	\$ 71,685	\$ 75,190	\$ 72,800	\$ 78,117	\$ 81,626	3
4		\$ 61,870	\$ 63,582	\$ 65,294	\$ 67,274	\$ 72,625	\$ 76,160	\$ 73,584	\$ 78,935	\$ 82,469	4
5		\$ 62,657	\$ 64,378	\$ 66,108	\$ 68,196	\$ 73,528	\$ 77,131	\$ 74,380	\$ 79,714	\$ 83,316	5
6		\$ 63,466	\$ 65,151	\$ 66,937	\$ 69,132	\$ 74,435	\$ 78,058	\$ 75,196	\$ 80,503	\$ 84,124	6
7		\$ 64,887	\$ 66,597	\$ 68,408	\$ 70,720	\$ 76,104	\$ 79,828	\$ 76,725	\$ 82,108	\$ 85,833	7
8		\$ 66,969	\$ 68,770	\$ 70,624	\$ 73,129	\$ 78,587	\$ 82,445	\$ 79,132	\$ 84,591	\$ 88,450	8
9			\$ 71,022	\$ 72,967	\$ 75,563	\$ 81,147	\$ 85,138	\$ 81,564	\$ 87,153	\$ 91,144	9
10				\$ 75,340	\$ 78,121	\$ 83,781	\$ 87,905	\$ 84,126	\$ 89,785	\$ 93,907	10
11					\$ 80,754	\$ 86,536	\$ 90,743	\$ 86,759	\$ 92,544	\$ 96,746	11
12					\$ 83,305	\$ 89,367	\$ 93,699	\$ 89,497	\$ 95,373	\$ 99,707	12
13						\$ 92,270	\$ 96,729	\$ 92,330	\$ 98,274	\$ 102,733	13
14						\$ 95,181	\$ 99,872	\$ 95,248	\$ 101,377	\$ 105,877	14
15						\$ 97,659	\$ 102,471	\$ 97,721	\$ 104,012	\$ 108,629	15
16						\$ 99,610	\$ 104,519	\$ 99,677	\$ 106,093	\$ 110,802	16
17+						\$ 100,607	\$ 106,086	\$ 100,672	\$ 107,153	\$ 112,467	17+
25+							credits earned before 01/01/92			\$ 113,583	25+

Board Approval

By: _____

Date: _____

School Board P

Administrative Salary Schedule 2025-26

		STEP			
Position	# Days	1	2	3	4
<u>High School Principal</u>					
2022-23	220	\$143,954	\$148,840	\$153,741	\$158,830
2023-24	220	\$150,000	\$155,091	\$160,198	\$165,501
2024-25	220	\$156,300	\$161,605	\$166,926	\$172,452
2025-26	220	\$160,989	\$166,453	\$171,934	\$177,626
<u>High School Assistant Principal</u>					
2022-23	214	\$126,588	\$130,604	\$134,163	\$137,779
2023-24	214	\$131,905	\$136,089	\$139,798	\$143,566
2024-25	214	\$137,445	\$141,805	\$145,670	\$149,596
2025-26	214	\$141,568	\$146,059	\$150,040	\$154,084
<u>Middle School Principal</u>					
2022-23	210	\$135,345	\$139,361	\$143,432	\$147,571
2023-24	210	\$141,029	\$145,214	\$149,456	\$153,769
2024-25	210	\$146,952	\$151,313	\$155,733	\$160,227
2025-26	210	\$151,361	\$155,852	\$160,405	\$165,034
<u>Middle School Assistant Principal</u>					
2022-23	207	\$121,657	\$125,364	\$129,117	\$132,931
2023-24	207	\$126,767	\$130,629	\$134,540	\$138,514
2024-25	207	\$132,091	\$136,115	\$140,191	\$144,332
2025-26	207	\$136,054	\$140,198	\$144,397	\$148,662
<u>Elementary Principal Large School (>750)</u>					
2022-23	210	\$133,376	\$136,839	\$140,345	\$143,975
2023-24	210	\$138,978	\$142,586	\$146,239	\$150,022
2024-25	210	\$144,815	\$148,575	\$152,381	\$156,323
2025-26	210	\$149,159	\$153,032	\$156,952	\$161,013
<u>Elementary Principal</u>					
2022-23	209	\$130,123	\$133,502	\$136,922	\$140,395
2023-24	209	\$135,588	\$139,109	\$142,673	\$146,292
2024-25	209	\$141,283	\$144,952	\$148,665	\$152,436
2025-26	209	\$145,521	\$149,301	\$153,125	\$157,009
<u>Elementary Asst. Principal/Principal Small School (<250)</u>					
2022-23	206	\$116,967	\$120,134	\$123,301	\$126,467
2023-24	206	\$121,880	\$125,180	\$128,480	\$131,779
2024-25	206	\$126,999	\$130,438	\$133,876	\$137,314
2025-26	206	\$130,809	\$134,351	\$137,892	\$141,433
<u>CTE Administrator</u>					
2022-23	207	\$121,657	\$125,364	\$129,117	\$132,931
2023-24	207	\$126,767	\$130,629	\$134,540	\$138,514
2024-25	207	\$132,091	\$136,115	\$140,191	\$144,332
2025-26	207	\$136,054	\$140,198	\$144,397	\$148,662
<u>KVA/Loowit/Alternative Programs Administrator</u>					
2022-23	209	\$130,123	\$133,502	\$136,922	\$140,395
2023-24	209	\$135,588	\$139,109	\$142,673	\$146,292
2024-25	209	\$141,283	\$144,952	\$148,665	\$152,436
2025-26	209	\$145,521	\$149,301	\$153,125	\$157,009

+\$1,500 per Doctor Degree

Board Approval

By: _____ Date: _____
School Board President

**KELSO SCHOOL DISTRICT
EXECUTIVE DIRECTORS AND DIRECTORS
SALARY SCHEDULE
2025-26 School Year**

Executive Director	Salary
(Business/Operations)	
219 Days	\$183,625

*will be at least \$1,500 greater than High School Principal highest salary

Director(s)	Salary
(Human Resources, Student Services, Teaching & Learning, Special Programs)	
219 Days	\$170,609

*will be at least \$2,275 greater than Middle School Principal highest salary

Associate Director(s)	Salary
(Teaching & Learning)	
209 Days	\$157,009

*will be equal to Elementary Principal Step 4 salary

\$1,500 for Doctorate Degree

School District Approval

By: _____ Date: _____
Superintendent

Board Approval

By: _____ Date: _____
School Board President

KELSO SCHOOL DISTRICT
SUPERINTENDENT SALARY SCHEDULE
2025-26 School Year

Superintendent	Salary
216 Days	\$215,283

Board Approval

By: _____ Date: _____
School Board President

CMS 2025-26 Fundraiser Calendar																
ACCOUNT	CLUB/ACTIVITY	TYPE	POPULATION	AMOUNT	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
13-1001	PAY TO PLAY	Student Fees	Students	\$4,000.00	X	X	X	X	X	X	X	X	X	X	X	
13-1010	ASB CARDS	Card Sales	Students	\$3,000.00	X	X	X	X	X	X	X	X	X	X	X	
13-1011	SECONDARY ASB CARDS	Card Sales	Students	\$300.00	X	X	X	X	X	X	X	X	X	X	X	
13-1037	MS GATE REVENUE	Game Entrance Fees	Gen Population	\$10,000.00		X	X	X	X		X	X				
13-1091	ASB FUNDRAISERS															
		Social w/ Knowledge Bowl	Students	\$500.00		X										
		Social #4 Leadership ASB	Students	\$1,200.00							X					
		Pumpkin Slime Votes	Students	\$800.00			X									
		Tape-to-wall	Students	\$1,000.00					X							
		Pie Day Votes	Students	\$800.00								X				
		Tat-a-Teacher	Students	\$500.00						X						
		Bingo/board game	Students	\$800.00		X	X	X				X				
13-1231	BEVERAGE MACHINE		Gen Population	\$450.00	X	X	X	X	X	X	X	X	X	X	X	
13-1300	SEASON ATHLETIC PASS		Gen Population	\$500.00	X	X	X	X	X	X	X	X	X	X	X	
13-2021	BOYS BASKETBALL	Online Donations/touchbase	Gen Population	\$500.00						X	X					
13-2022	GIRLS BASKETBALL	Online Donations/touchbase	Gen Population	\$400.00			X	X								
13-2040	CROSS COUNTRY	Online Donations/touchbase	Gen Population	\$200.00	X	X										
13-2051	FOOTBALL	Online Donations/touchbase	Gen Population	\$500.00	X	X										
13-2058	BOWLING	Online Donations/touchbase	Gen Population	\$200.00							X					
13-2100	TRACK & FIELD	Online Donations/touchbase	Gen Population	\$500.00									X	X		
13-2112	VOLLEYBALL	Online Donations/touchbase	Gen Population	\$300.00		X										
13-2121	WRESTLING	Online Donations/touchbase	Gen Population	\$500.00			X	X								
13-4010	YEARBOOK	Sale of Yr. Books	Students	\$5,000.00	X	X	X			X	X					
13-4037	PEP CLUB															
		Concession/One Boys BBall game	Gen Population	\$200.00							X					
		Crumb! Cookies (small)	Gen Population	\$300.00				X								
		Social #3 / Drama Club	Students	\$500.00					X							
13-4039	KNOWLEDGE BOWL															
		Social #2	Students	\$1,000.00			X									
		Popcorn sales @ lunches	Students	\$200.00								X				
		Social #1 /Leadership ASB	Students	\$500.00		X										
13-4040	DRAMA CLUB															
		Social #3 /Pep Production	Students	\$200.00					X							
			Gen Population	\$500.00										X		
13-4051	GARDEN CLUB															
		Popcorn Sales	Students	\$200.00						X						
		Social #5 - Earth Day	Students	\$800.00									X			
13-4112	DIVERSITY CLUB															
		Flowers for Valentines Day	Students	\$300.00							X					
		School Supplies - Sales	Students	\$200.00		X										
		Straw Toppers w/Bottle Sleeves	Students	\$200.00								X				

HMS ASB Fundraiser Calendar 25-26

Acct #	Club	Fundraiser	Term
1001	Participation Fee	Pay to Play Fee	Aug-May
1004	Leadership	Social Winter	Dec
1004	Leadership	Social Spring	April
1004	Leadership	Fall T-Shirt FR	Nov
1010	ASB Card Sales	ASB Card Sales	Aug-April
1013	PBIS	Consessions Fall	Sept-Nov
1013	PBIS	Consessions Winter	Dec-Feb
1013	PBIS	Consessions Spring	Mar-May
1037	Gate Fees	Gate Fee Fall	Sept-Oct
1037	Gate Fees	Gate Fee Winter	Nov-Mar
1037	Gate Fees	Gate Fee Spring	April-May
1210	All School Fundraiser	Fall Kick Off FR	Oct
1210	All School Fundraiser	Holiday FR	Nov
1210	All School Fundraiser	Color Run	May
1210	All School Fundraiser	Spaghetti Feed	March
1210	All School Fundraiser	Silent Auction	April
1210	All School Fundraiser	Husky Spirit Wear	Aug
1231	All School Fundraiser	Beverage Sales	Aug-July
1300	All District Employee Pass	All District Employee Pass	Aug-May
2021	Boys Basketball	Shoot-a-thon	Jan
2021	Boys Basketball	Fan Gear Fundraiser	Jan
2022	Girls Basketball	Shoot-a-thon	Oct
2022	Girls Basketball	Fan Gear Fundraiser	Sept
2040	Cross Country	Run-a-thon	Sept
2040	Cross Country	Fan Gear Fundraiser	Sept
2051	Football	Punt, Pass and Kick	Sept
2051	Football	Fan Gear Fundraiser	Aug
2058	Bowling	Fan Gear Fundraiser	Jan
2100	Track	Fan Gear Fundraing	Mar
2112.01	Volleyball	Serve-a-thon	Sept
2112.01	Volleyball	Fan Gear Fundraiser	Aug
2121.01	Wrestling	Take Down-a-thon	Oct
2121.01	Wrestling	Fan Gear Fundraiser	Fall
4010	Yearbook	Yearbook Sales	Aug-June
4010	Yearbook	Signing Pens	May
4037	Pep Club	Winter Fundraiser	Dec
4037	Pep Club	Valentines Fundraiser	Feb
4037	Pep Club	Spring Fundraiser	May
4085	NJHS	Winter Fundraiser	Jan
4085	NJHS	NJHS Shirt Sale	Dec
4085	NJHS	Cotton Candy Sales Fall	Sept-Oct
4085	NJHS	Cotton Candy Sales Winter	Nov-Jan
4085	NJHS	Cotton Candy Sales Spring	Mar-May

Acct #	CLUB	Fundraiser	Term
1001	Participation Fees	Pay to Play Fees	Year
1010	ASB Cards	ASB Card Revenue	Year
1011	MS ASB Cards	MS ASB Card Revenue	Year
1012	SAS	KHS Product Sales	Year
1012.01	SAS	No Limits Track Meet	Spring
1019	Lions Club	Concessions Percentage	Fall
1020	Football Reserved	Reserved Ticket Sales	Fall
1021	Football Gate	Gate Revenue	Fall
1022	Basketball Boys Gate	Gate Revenue	Winter
1023	Basketball Girls Gate	Gate Revenue	Winter
1024	Volleyball Gate	Gate Revenue	Fall
1025	Wrestling Gate	Gate Revenue	Winter
1027	Fall Sports Pass	Pass Revenue	Fall
1028	Winter Sports Pass	Pass Revenue	Winter
1033	Soccer Girls Gate	Gate Revenue	Fall
1034	Soccer Boys Gate	Gate Revenue	Spring
1036	Spring Sports Pass	Pass Revenue	Spring
1060	Baseball FR	Donation Page/Touchbase Lite	Spring
1062	Basketball Boys FR	Donation/Touchbase Page	Winter
1063	Basketball Girls FR	Free Throw-A-Thon FR	Jan
1063	Basketball Girls FR	Surplused Jersey Sales	Winter
1064	Cross Country FR	Donations/Touchbase Lite	Fall
1065	Football FR	Banner Sponsors	Fall
1065	Football FR	Touchbase Donations	Fall
1067	Swimming Boys FR	Swim for Funds	Dec
1067	Swimming Boys FR	Invite FR	Dec
1068	Bowling FR	Donations/Touchbase Lite	Winter
1069	Track FR	Touchbase Donations	Spring
1070	Volleyball FR	Kelso JV Tournament	Fall
1070	Volleyball FR	Donations/Touchbase Lite	Fall
1070	Volleyball FR	Spring Scrimmage	Spring
1071	Wrestling FR	Tournament Varsity Boys	Jan
1071	Wrestling FR	Tournament Girls	Jan
1073	Tennis Girls FR	Serve-A-Thon	Spring
1073	Tennis Girls FR	Tennis Tournament	Spring
1076	Swimming Girls FR	Swim for Funds	Oct
1076	Swimming Girls FR	Invite FR	Nov
1077	Slow Pitch Softball	Touchbase Donations	Fall
1077	Slow Pitch Softball	Fan Gear Sale	Fall
1077	Slow Pitch Softball	Snack Product Sale	Fall
1231	Beverage Machine	Machine Revenue	Year
1300	Employee Pass	Pass Revenue	Year

Acct #	CLUB	Fundraiser	Term
2030	Cheerleading	Youth Camp Fall	Aug
2030	Cheerleading	Touchbase Donations	Summer/Fall
2030	Cheerleading	Winter Youth Camp	Winter
2060	Team Unify	Unified Night Basketball	Winter
2060	Team Unify	Unified Night Soccer	Spring
2060	Team Unify	Life Skills Teacher Treat Cart	Year
2135	Color Guard	Sale of Surplused Costumes/Equipment	Winter
2135	Color Guard	Donations/Touchbase Lite	Winter
3026	Class of 2026	Prom	Spring
3027	Class of 2027	Homecoming Dance	Oct
3028	Class of 2028	Winterball Dance	Jan
4005	Yearbook	Senior Yearbook Ads	Fall
4005	Yearbook	Vintage Yearbooks	Year
4005	Yearbook	Yearbook Sales Fall	Fall
4005	Yearbook	Yearbook Sales Winter	Winter
4005	Yearbook	Yearbook Sales Spring	Spring
4005	Yearbook	Tolo	Spring
4016	Pep Band	Touchbase Donations	Fall
4025	Choir	Touchbase Donations	Winter
4025	Choir	Dance DJ	Year
4037	Pep Club	Sweatshirt FR	Aug-Dec
4037	Pep Club	Leftover Merch Sale	Aug-Dec
4037	Pep Club	Shave Ice FR	Fall
4038	Varsity K	Product Sales	Winter
4039	Knowledge Bowl	Teacher/Parent Practice	Fall
4040	Theatre	Fall Play	Nov
4040	Theatre	Fall Showcase	Nov
4040	Theatre	Winter Play	March
4040	Theatre	24 Hour Play	May/June
4040	Theatre	Spring Play	May
4040	Theatre	Touchbase Donations	Year
4040	Theatre	Youth Summer Theatre Camp	Summer
4050	FFA	Fall Sale FR	Fall
4050	FFA	Holiday Wreath	Dec
4050	FFA	Plant Sale	April/May
4050	FFA	D8 FFA Social	Fall
4050	FFA	Wilco BBQ Partnership	Winter
4050.01	FFA Trap	Turkey Shoot	Nov
4050.01	FFA Trap	Business Sponsorships	Year
4050.01	FFA Trap	Trap Invite	Winter
4050.01	FFA Trap	Product Sale Merch	Winter
4050.01	FFA Trap	Product Sale - Pepperoni/Jerky	Spring

Acct #	CLUB	Fundraiser	Term
4055	FCCLA	Scholarship/Sponsor Donations	Year
4055	FCCLA	Teacher Costume Contest	Oct
4055	FCCLA	Tat a Teacher	Winter
4055	FCCLA	Student Star Event Project	Winter
4055	FCCLA	Flamingo Flocking	Spring
4055	FCCLA	KISS Seniors Goodbye	Spring
4063	HCAA	Fall Treats	Oct
4063	HCAA	Winter Bake Sale	Dec
4063	HCAA	Senior Reception	June
4063	HCAA	Kids Cooking Class	Spring
4063	HCAA	Kilted Kitchen Catering	Year
4064	Art Club	Art Show T-Shirt Sales	May
4130	Alliance for Latin American Students	Fall Girls Soccer Concessions	Fall
4130	Alliance for Latin American Students	Spring Boys Soccer Concessions	Spring
4130	Alliance for Latin American Students	Cultural "We Are" Merch	Winter
4130	Alliance for Latin American Students	Cultural Showcase	Spring
4136	DECA	Touchbase Donations	Fall/Winter
4136	DECA	Family Movie Night	Winter
4137	DECA Store	Student Store Revenue	Year
4156	Skills USA	Fall Metal Sale	Nov/Dec
4156	Skills USA	Spring Metal Sale	Spring
4160	HOSA	Blood Drive	Fall
4180	ASL	Product Sale	Winter
4180	ASL	Show FR	Spring
4180	ASL	Silent Pledge	Spring
6006	Private	BRIAN GRANT FOUNDATION	
6008	Private	ALEX'S LEMONADE	
6010	Private	RONAN THOMPSON	
6011	Private	AUTISM SPEAKS	
6012	Private	COPD	
6013	Private	Cerebral Palsy	
6088	Private	KELSO PUBLIC SCHOOLS FOUNDATION	Winter
6136	Private	DONATIONS	
6137	Private	UNICEF	
6138	Private	HOSPICE	
6139	Private	MUSCULAR DYSTROPHY	
6140	Private	AMERICAN CANCER SOCIETY	
6141	Private	MAKE-A-WISH	
6142	Private	COMMUNITY HOUSE	
6143	Private	RED CROSS	
6144	Private	MARCH OF DIMES	
6145	Private	SALVATION ARMY	

Acct #		CLUB	Fundraiser	Term
6146	Private		HABITAT FOR HUMANITY	
6147	Private		RONALD MCDONALD HOUSE	Winter
6148	Private		SUSAN G KOMEN FOUNDATION	
6149	Private		ST JUDES	
6150	Private		PENNIES FOR PEACE	
6151	Private		Doernbecher Children's Hospital	
6152	Private		Relay for Life	
6153	Private		Thirst Project	
6154	Private		Family & Community Resource Center	
6300	Private		SPENCERS HEARSTRONG	

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	FFA	FFA Nationals	Indianapolis	10/28/25	11/1/25	9-12	6	2	Yes

KELSO SCHOOL DISTRICT NO. 458

RESOLUTION NO. 24/25-09

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
Cody Reid – Technology Supervisor	\$ 5,000
District Card – Maintenance Department	\$ 5,000
Melissa Boudreau, CTE Administrator	\$ 10,000
Career & Technical Education Program	\$ 7,500
Family & Community Resource Center Department Card	\$ 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
David Starkey, Principal Rose Valley Elementary School	\$ 3,000

DATED this 11th day of August 2025.

BOARD OF DIRECTORS
KELSO SCHOOL DISTRICT NO. 458

President

ATTEST:

Mary Beth Tack, Secretary

UNFINISHED BUSINESS

- A. Procedure 4260P Use of School Facilities (2nd Reading & Information)
- B. Policy 2410/2410P High School Graduation Requirements (2nd Reading & Action)
- C. Policy 3241/3241P Student Discipline (2nd Reading & Action)
- D. Policy 5011/5011P Sexual Harassment of Staff Prohibited (2nd Reading & Action)
- E. Policy 3900 Student Yearbook Policy (2nd Reading & Action)

Use of School Facilities

Procedure 4260P

APPLICATION PROCEDURES

A schedule request is to be submitted for all school facility uses, regardless of whether a fee is charged.

1. Submit Facility Use request
 - a. Community & Organizations use the Facility Use Calendar
 - b. Staff use MySchoolBuilding app
2. Approval
 - a. Building Administrator
 - b. Facilities Department
3. Applicants will receive email notifications throughout the Approval process and a final notification when the schedule is activated.
4. Requests for other than routine uses may require board approval.
5. Facility use requests shall be made at least ten (10) days prior to the date for which the facility is to be used.
6. Schedule requests will be accepted on an ongoing basis.
7. Multiple dates for similar use may be made on one application (i.e., weekly scout meetings).
8. Changes and/or additions to an existing usage must be submitted on a new application.
9. Reservations may be terminated when agreement terms are not met or are violated.
10. All rental payments are due in the Business Office no later than 30 days after the invoice date.

For assistance, contact the Facilities and Maintenance Department at (360) 501-1340.

USE OF FACILITIES ARE BASED ON THE FOLLOWING ASSUMPTIONS

1. School facilities are primarily provided for the education of school students.
2. Schools belong to the community and shall be available for maximum community use provided:
 - a. The activity shall not interfere with school district operations and shall not reflect adversely upon the district.
 - b. Approved individuals and/or organizations shall assume responsibility for rental fees as required, and the liability for property damage and/or personal injury.

Eligibility and Priority Levels of Use

The priority levels for facility use are as follows:

1. School district (K-12) classes and programs.
2. School district sponsored extracurricular events (open houses, athletic practices/events, arts and cultural performances, parent meetings).
3. Community education classes, programs, and activities.
4. General community reservations (Classification Levels 2, 3, 4, priority order).

Insurance Provisions

Facility users are required to provide the district with a certificate of insurance issued by a company currently licensed to do business in Washington showing a minimum of \$1,000,000.00 combined single limit, bodily injury and property damage liability, and shall list the district as named insured and shall provide notification to the district in the event of cancellation or termination. Policies or certificates indicating coverage shall be filed with the Business Office not less than 10 days prior to the scheduled event.

Rules and Regulations

1. District facilities may be used subject to the policies of Kelso School District No. 458.
2. Alcohol, tobacco, and controlled substances are not permitted on district property.
3. Facilities used shall be limited to those specified on the approved schedule request.

4. The district reserves the right to reject or cancel any permit and refund the unearned portion of any payment made when it deems such action is in the best interest of the district.
5. Applicant shall provide at least two days' notice to the Facilities Department office of any cancellation of previously scheduled facility use. In case of failure to do so, the district may charge for expenses incurred.
6. The district reserves the right to reject or relocate when it is determined a more appropriate or other facility be used e.g., softball/baseball use of gyms and multi-purpose rooms.
7. Adequate supervision, including police and fire surveillance, where necessary, shall be required.

Conditions and Responsibilities

1. A district employee shall be present at all times during facility use by any group. The employee will be responsible for cleaning and securing the building after use. (Exceptions by arrangement with the principal/designee and have approval by the Facilities Department.) Said employee shall be in complete charge of the building and shall have authority for decisions concerning usage. A two (2) hour minimum charge for custodial wages and benefits will be made when a custodian is required at times outside awarded hours.
2. Facilities will not be made available for any use which may result in undue damage or wear.
3. Prior to leaving the building, groups shall be responsible to clean up and put in order those areas used by them.
4. Kitchens and kitchen equipment will be available only if the group engages at least one (1) of the regular food services staff to be present and in charge throughout the time such equipment is in use. The group must pay for a minimum of two (2) hours working time.
5. School furniture or equipment shall not be removed from buildings except by authorized district personnel.
6. There will be no community dances in district facilities for revenue raising purposes, except those by parent-teacher-student associations (PTSA), PTO, or other recognized parent groups.
7. Emergency school closure will automatically cancel any previously scheduled events.
8. Motor vehicles are to be parked in designated areas only, not on play fields, nor in fire lanes.
9. No children are to be in the building prior to having adequate adult supervision in place. Adult leaders shall remain with their groups throughout facility usage and be responsible to the building principal/designee.
10. Any organization using a school facility will be held responsible for any expenses incurred by the district arising from its use of the facility. A user shall report all damages immediately to a district employee and shall pay promptly the district's statement for damages
11. Athletic shoes are required on all gym floors. No food or drink is allowed in gyms.
12. All applicants for use of school facilities shall hold the district free and without harm from any loss or damage, liability, or expense that may arise during or be caused in any way by such use or occupancy of school facilities.
13. Use fees shall be paid in accordance with the prevailing schedule and district policies.

Categorical Definitions

Community groups within the Kelso School District shall be permitted to use all facilities for worthwhile purposes when such use does not interfere with the school program. In order to carry out this service to the best interest of the community, organizations seeking use of the school district facilities are categorized as follows:

Class 1 – School & School-Related Groups: Group 1 consists of co-curricular and extracurricular groups, employee groups, and other Kelso School District sponsored groups.

Class 2 – Kelso Community Youth Related Non-Profit and Youth Groups: Group 2 consists of youth sport and activity groups where membership consists of at least 75% Kelso students, and are organized

within the Kelso School District boundaries. Group 2 includes school related PTAs and booster clubs.

Class 3 – Other External Non-Profit and Community Groups. Group 3 consists of other Kelso\Longview community groups and nonprofits, church groups, service clubs, fraternal organizations, and youth sport clubs/teams not included in Group 2. Requests from organizations outside the Kelso\Longview area, and within Cowlitz County, will be made on a case by case basis.

Class 4 - Commercial for Profit and Political Groups. Group 4 consists of for profit business and political parties wishing to use Kelso School District facilities, as well as groups and private parties not included in other groupings.


- All group classifications will be determined by the Kelso School District Facilities Department at the time of application, and may be revised accordingly.
- The Superintendent, or designee, shall have final classification decisions in case of disputes.
- The Kelso School District reserves the right to charge all groups specific fees and rental items in order to meet group requests and minimize costs to the school district's operational budget.

RATE SHEET ON NEXT PAGE

ADOPTED: 3.27.74

REVISED: 11.77 | 06.82 | 10.90 | 08.91 | 12.99 | 08.02 | 03.06 | 08.08 | 07.09 | 10.19 | 2.14.20 BC

Procedure: 4260P
Section: 4000 – Community Relations

<div><div>Facility Rentals Rev. July 2025</div></div>	Class 1	*Class 2	**Class 3	Class 4	Information & Requirements 1. Regular rates apply for use of facilities during the school year, M-F, 6-10pm. Custodian on site during this time. 2. Additional charges apply, including overtime rate for required staff, for use of facilities beyond hours listed and/or for non-school days. 3. A KSD staff member must be present for the duration of all activities. 4. Security may be required depending on the size and nature of events. 5. Youth Sports: Statements of Compliance for HB1824 (Concussion training) and HS5083 (Sudden cardiac arrest awareness training) required. 6. Proof of liability insurance required prior to using facilities. 7. Adequate adult supervision required at all times. 8. Adherence to all general guidelines governing the use of school facilities.
	KSD School Related	Min. 75% Kelso Child-Based	Non-Profit Less than 75% Kelso Child-Based	For-Profit Groups	
Elementary					
Classroom <i>per hour</i>	NC	NC	\$10	\$20	
Library/Media Center	NC	NC	\$30	\$150	
Multi-Purpose Room/Gym (events)	NC	NC	\$30	\$150	
Multi-Purpose Room/Gym <i>per hour</i> (practice)	NC	NC	\$10	\$50	
Field <i>per hour</i>	NC	NC	\$20	\$125	
Middle School					
Classroom <i>per hour</i>	NC	NC	\$10	\$20	
Library/Media Center	NC	NC	\$30	\$200	
Cafeteria	NC	NC	\$30	\$200	
Gyms/Multi-Purpose Room (events)	NC	NC	\$30	\$200	
Gyms/Multi-purpose Room <i>per hour</i> (practice)	NC	NC	\$10	\$50	
Field per hour	NC	NC	\$20	\$80	
High School					
Classroom <i>per hour</i>	NC	NC	\$10	\$20	
Library / Media Center	NC	NC	\$50	\$250	
Cafeteria	NC	NC	\$50	\$250	
Auditorium Cap. 400 (Mic Included)	NC	NC	\$50	\$250	
Gyms (event)	NC	NC	\$50	\$250	
Gyms per hour (practice)	NC	NC	\$10	\$50	
Field <i>per hour</i>	NC	NC	\$20	\$80	
Batting KAGE <i>per hour</i>	NC	NC	\$10	\$100	
Schroeder Field & Stewart Track <i>per hour</i> (includes Laulainen Stadium use)	NC	\$25	\$50	\$200	
Stadium Lighting <i>per hour</i>					Personnel Rates (2 hr minimum) Custodian \$45/hr Kitchen staff \$40/hr Security \$40/hr Game Manager \$40/hr Computer Tech \$50/hr
NC					
\$10					
Gaither Pool <i>per hour</i> ● Up to 30 swimmers) ● Over 30 add \$15/hr, over 50 add \$30/hr) ● (Party Room (3045 minutes)	NC	\$4530/hr +\$2520	\$4530/hr +\$2520	\$7550/hr +\$2520	Equipment Rates (off site) Tables \$2.50/ea Chairs \$0.50/ea
					Field Painting Rates Football \$75/ea Soccer \$75/ea Softball \$25/ea Baseball \$25/ea

* Minimum 75% of participants reside within Kelso district boundaries (documentation may be requested)

** Less than 75% of student participants reside within Kelso District boundaries (basis used for youth sports only; all other non-profits are Class 3)

High School Graduation Requirements Policy 2410

The board will establish graduation requirements which, at a minimum, satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will be in effect until that student graduates, unless such period is in excess of ten years. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Diplomas will be awarded, with distinctions being made between the various programs of instruction which may be pursued.

I. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school;

1. Complete the credit requirements specified in the procedure accompanying this policy;
2. Demonstrate career and college readiness by completing a high school and beyond plan; and
3. Meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.

II. IMPLEMENTATION

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

Cross References:	Policy 2418	Waiver of High School Graduation Credits
	Policy 3110	Qualification of Attendance and Placement
Legal Reference:	Policy 3241	Student Discipline Classroom Management, Discipline and Corrective Action
	Policy 3520	Student Fees, Fines, or Charges
	RCW 28A.155.045	Certificate of individual achievement
	RCW 28A.150.220	Basic education – Minimum instructional requirements – Program accessibility – Rules
	RCW 28A.230.090	High school graduation requirements or equivalencies – High school and beyond plans – Reevaluation of graduation requirements – Career and college ready graduation requirements and waivers – Reevaluation of graduation requirements – Language requirements – Review and authorization of proposed changes – Credit for courses taken before attending high school – Postsecondary credit equivalencies
	RCW 28A.230.097	Career and technical high school course equivalencies
	RCW 28A.230.120	High school diplomas – Issuance – Option to receive final transcripts – Notice
	RCW 28A.230.122	International baccalaureate diplomas
	RCW 28A.230.212	High school and beyond plans – Substantive requirements
	RCW 28A.230.330	Inclusion of American Indian peoples culture in state history and government courses – Instruction in American sign language or American Indian languages satisfies language requirements.
	RCW 28A.230.700	Purpose of Diploma – Elements of obtainment
	RCW 28A.230.710	Graduation pathway options

RCW 28A.600.275	Dual credit programs and other advanced courses – Notification to parents
RCW 28A.600.300-400	Running Start Program – Definition
RCW 28A.600.500	Graduation Ceremonies – Tribal Regalia
RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diplomas, or transcripts — Suspension and restitution — Voluntary work Community Service program as alternative — Publication of information on withheld diplomas – Students Rights protected
RCW 28A.655.250	Graduation pathway options
RCW 28A.655.260	Graduation pathway options – Review and monitoring – Participation data
WAC 180-51	High school graduation requirements
WAC 392-121-182	Alternative learning experience requirements
WAC 392-169	Special service programs - Running start program
WAC 392-348	Secondary education
WAC 392-410	Courses of study and equivalencies
WAC 392-410-350	Seal of Biliteracy
WAC 392-415-070	Mandatory high school transcript contents – Items – Timelines

Management
Resources:

Policy & Legal

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Adopted: 6.8.77

Revised: 3.25.92 | 2.10.93 | 9.25.96 | 8.21.00 | 5.19.03 | 6.21.04 | 2.14.05 | 3.28.05 | 9.25.06 | 4.23.07
| 1.28.08 | 10.13.08 | 6.15.09 | 7.16.12 | 11.18.13 | 5.26.15 | 5.9.16 | 5.21.18 | 12.16.19 | 2.22.21 |
08.12.24

High School Graduation Requirements

Procedure 2410P

PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school, and each year thereafter, each student and his/her parents or ~~caregivers-guardians~~ will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade, unless ten years have elapsed). Graduation requirements may also be included in the student handbook.

CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

Generally, credit toward high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements, and examinations as the high school students enrolled in the class; or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery/competency examination or perform any other additional assignment to receive credit.

Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the school's grading practices ;
- B. Demonstrating proficiency or mastery of content standards as determined by the district's policies and procedures:
 - a. 2402/2402P English Language Arts Mastery-Based Credits
 - b. 2403/2403P Math Mastery-Based Credits
 - c. 2404/2404P Science Mastery-Based Credits
 - d. 2405/2405P Social Studies Mastery-Based Credits
 - e. 2406/2406P The Arts Mastery-Based Credits
 - f. 2407/2407P Health & Fitness Mastery-Based Credits
 - g. 2409/2409P World Language Mastery-Based Credits
- C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state-approved learning program (public school, approved private school, or home school), or from out-of-state, or out-of-country. The district will accept credits from another Washington public school, or accredited state private school, or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement or may be counted as an elective credit. The district will evaluate credits from unaccredited programs or home schools as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

Total Number of Credits Required

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education and shall be required of each candidate for graduation:

Subject	Required Credits	Course Options	Credits
Language Arts	4.0	Language Arts 9 Language Arts 10 Language Arts 11 Senior Language Arts Elective	1.0 1.0 1.0 1.0
Mathematics	3.0	Algebra 1 (or equivalent) Geometry (or equivalent) Algebra II (or equivalent)	1.0 1.0 1.0
Science	3.0	Two labs classes required Integrated Science, Earth/Space, and Integrated Physics Biology: Ecology and Biology: Genetics I and II Integrated Chemistry Science Elective	1.0 1.0 0.5 0.5
Social Studies	3.0	Modern World History/ & Geography US History American Government 1-Social Studies class Elective	1.0 1.0 0.5 0.5
Fine Arts*	2.0	Music, Art, Theatre/Drama, Approved and some CTE Courses	
Physical Education Health and Fitness	2.0	9 th Grade PE 3 PE Elective Classes	0.5 1.5
Occupational Career & Technical Education (/CTE)	1.0	CTE Courses: See yearly course catalog Agriculture and Natural Resources, Automotive, Business, Marketing and Visual Technology, engineering design and fabrication, business marketing, family & consumer science, STEM, Off-Campus Programs: Aviation Science, Fire Science, Health Science, Police Science, Industrial Trades Tech, Diesel Mechanic Technology, Veterinary Science (fire science, first responder, health science, police science, aviation)	
World Language*	2.0	Japanese (@KHS & KVA), Spanish (@ KHS & KVA), American Sign Language (@ KHS only), French (@ KVA only), STAMP Assessment	
Family Health**	0.5	9 th Grade Health	0.5
Pathway Electives	5.5	See the course catalog for a list of current elective offerings	
TOTAL REQUIRED CREDITS	26		
NON-CREDIT REQUIREMENTS Washington State History High School and Beyond Plan Graduation Pathway			

*Personalized Pathway Requirements are related courses that lead to a specific post-high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning. Students can use their Personal Pathway Requirements, which is part of their High School and Beyond Plan, to waive up to 2 credits of World Language and 1 credit of Fine Arts in order to pursue classes that are pertinent to their post-high school career plans.

**Per Chapter 28A.23a RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. CPR is offered in the Kelso School District's required 9th grade health class.

Automatic Granting High School Credit for High School Courses Taken Prior to High School

High school credits earned before high school will automatically be transcribed with a nonnumerical grade, such as “pass” or “credit”. A nonnumerical grade will not be included in the student’s high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

Before the end of the eleventh grade, a student’s parent or caregiver/guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

Failures of middle school coursework will not be placed on the high school transcript. Students may opt to instead have the numerical grade earned for the class posted to the high school transcript. If a student intends to have the numerical grade included in the high school cumulative GPA, the school-provided form must be completed by June 1 of the Junior (11th grade) school year. In addition, students may opt to have the middle school course removed from the high school transcript. This process must be completed by June 1 of the Junior year.

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted to the building principal prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related state learning standards are part of the program or planned learning experience;
- E. A description of how credits will be determined in accordance with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. The plans for evaluation of program; and
- J. How and by whom the student will be supervised.

The district will keep a list of approved programs on file with the building principal. The building principal or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Rising juniors, those who have completed their sophomore year and have yet to begin their junior year, may enroll for up to ten quarter credits, or the semester equivalent during the summer academic term.

~~Students earn college credit, which is also converted and applied to their high school transcript.~~

Students may earn college credit, which is also converted and applied to their high school transcript. The district will notify students in Grades 10-12 and their parents/caregivers about the Running Start program and provide general information about the program including the opportunity to enroll through online courses available at community and technical colleges and other state institutions of higher education, enrollment opportunities during the summer academic term, and the college high school diploma options under RCW 28B.50.535.

In order to enroll in the Running Start program, students need to do the following:

- A. Check with their high school counselor and/or determine options for demonstrating college-level placement via assessments or courses taken. At a minimum, college-level skills in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time running start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.
- C. Obtain a Running Start Verification Form (EVF) from the college or their high school counselor. Work with the high school counselor and/or college to verify course decisions and coverage of tuition via state funding for selected courses. Parent/caregiver consent is required if the student is under 18 years old.
- D. Register for classes via the college's online registration system. First-time Running Start students will need to enroll in the college before completing the registration process. The verification process in "C" needs to occur to ensure state funding for college courses.
- E. Work with the school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

Credit for Career and Technical Work-Based Learning

The district regards work experience as part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will be specifically related to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. Work experience teacher/counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
- F. The work experience may be a planned part of credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than one hundred eighty hours for instructional work-based learning experience, and not less than three hundred sixty hours of cooperative work-based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-50-150 (1) (b)
- H. The employer will legally employ the student who must have passed his/her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements standards.
- K. The program standards and procedures align with the state career and technical work-based learning standards

National Guard High School Career Training

The district may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the district.

- B. The number of credits toward high school graduation to be granted will be calculated and agreed upon by the student and an authorized representative of the district. Such agreement will not be noted on the MIL Form 115 or an equivalent form.
- C. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credits

Guidelines for granting high school credit for homeschooling are as follows:

- A. All home school credits/grades will be recorded as pass/fail on high school transcripts.
- B. The principal will have final authority on appropriate grade and course-level placement.
- C. Probationary placement may be made until student performance level is verified.
- D. Credit is granted for the following approved schools:
 - a. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
 - b. Other schools or institutions that are approved by the district after evaluation for a particular course offering

HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

Plan Development

Beginning by the seventh grade, each student will be administered a career interest and skills inventory, which is intended to inform eighth-grade course scheduling and the development of an initial high school and beyond plan.

No later than eighth grade, each student must have begun the development of a high school and beyond plan that includes a proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals.

By ninth grade, each student who has not earned a score of level 3 or 4 on the middle school mathematics assessment identified in RCW 28A.655.070 must have the high school and beyond plan updated to ensure the student takes a mathematics course in both the ninth and tenth grades. These courses may include career and technical education equivalencies in mathematics adopted pursuant to 28A.230.097 and district policy.

With staff support, students must update their high school and beyond plan annually, at a minimum, to review academic progress and inform future course taking. The high school and beyond plan must be updated in 10th grade to reflect high school assessment results in RCW 28A.655.061, ensure student access to advanced course options per the district's academic acceleration policy, assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs.

For students who have not met the standard on state assessments or who are behind in completion of credits or graduation pathways, options will be given the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet all high school graduation requirements. The parents or ~~caregivers~~ legal guardians shall be notified about these opportunities as included in the student's high school and beyond plan, preferably through a student-led conference that includes the parents or ~~caregivers~~ legal guardians, at least annually until the student is on track to graduate.

For students with an individualized education program, the high school and beyond plan must be developed and updated in alignment with their school to post highschool transition plan. The high school and beyond plan must be developed and updated in a similar manner and with similar school personnel as for all other students.

The district will involve parents and ~~caregivers~~ legal guardians to the greatest extent feasible in the

process of developing and updating the high school and beyond plan. The plan will be provided to the student and student's parents or ~~caregivers~~ legal guardians in a language the student and student's parents or ~~caregivers~~ legal guardians understand and in accordance with the district's language access policy and procedures, which may require language assistance for students and parents or ~~caregivers~~ legal guardians with limited English proficiency.

The district will annually provide students in grades eight through twelve and their parents or ~~caregivers~~ legal guardians with comprehensive information about the graduation pathway options offered by the district. The district will begin to provide this information beginning in sixth grade. The district will provide this information in accordance with the district's language access policy and procedures.

The district may partner with student-serving, community-based organizations that support career and college exploration and preparation for postsecondary and career pathways. Partnerships may include high school and beyond plan coordination and planning, data sharing agreements, and safe and secure access to individual student's high school and beyond plans.

Components of the High School and Beyond Plan

All high school and beyond plans must, at a minimum, include the following elements:

- A. Identification of career goals and interests, aided by a skills and interest assessment;
- B. Identification of secondary and post-secondary education and training goals;
- C. An academic plan for course taking that:
 - a. Informs students about course options for satisfying state and local graduation requirements;
 - b. Satisfies state and local graduation requirements;
 - c. Aligns with the student's post-secondary goals, which can include education, training, and career preparation;
 - d. Identifies available advanced course sequences per the District's academic acceleration policy, that include dual credit courses or other programs and are aligned with the student's postsecondary goals;
 - e. Informs students about the potential impact of their course selections on postsecondary opportunities;
 - f. Identifies available career and technical education equivalency courses that can satisfy core subject area graduation requirements under RCW 28A.230.097;
 - g. If applicable, identifies career and technical education and work-based learning opportunities that can lead to technical college certifications and apprenticeships; and
 - h. If applicable, identifies opportunities for credit recovery and acceleration, including partial and mastery-based credit accrual to eliminate barriers for on-time grade level progression and graduation per RCW 28A.320.192;
- D. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
 - a. The college-bound scholarship program established in chapter 28B.118 RCW, the Washington college grant created in RCW 28B.92.200, and other scholarship opportunities;
 - b. The documentation necessary for completing state and federal financial aid applications; application timelines and submission deadlines; and the importance of submitting applications early;
 - c. Information specific to students who are or have been the subject of a dependency proceeding pursuant to chapter 13.34 RCW, who are or are at risk of being homeless, and whose family member or ~~caregiver~~ legal guardian will be required to provide financial and tax information necessary to complete applications;
 - d. Opportunities to participate in advising days and seminars that assist students and,

when necessary, their parents or ~~caregivers/legal guardians~~, with filling out financial aid applications in accordance with RCW 28A.300.815; and

- e. A sample financial aid letter and a link to the financial aid calculator created in RCW 28B.77.280; and
- E. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, extracurricular activities, and any community service, including how the district has recognized the community service.

GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness, as long as the option chosen is in alignment with the student's high school and beyond plan.

The district will provide annual notice, in a way that conforms with Board Policy 4218 – Language Access, to students in grades eight through twelve and their parents or ~~caregivers/legal guardians~~ with comprehensive information about the graduation pathway options offered by the district.

At least annually, the district will examine data on student groups participating in and completing each graduation pathway option that the district offers. At a minimum, the data on graduation pathway participation and completion will be disaggregated by the student groups described in RCW 28A.300.042 (1) and (3), and by:

- Gender;
- Students who are the subject of a dependency proceeding pursuant to chapter 13.34 RCW;
- Students who are experiencing homelessness as defined in *RCW 28A.300.542(4); and
- Multilingual/English learners.

If the results of the analysis required under the statute show disproportionate participation and completion rates by student groups, then the school district will identify reasons for the observed disproportionality and implement strategies as appropriate to ensure the graduation pathway options are equitably available to all students in the school district.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics.

“Dual credit course” means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include Running Start, College in the High School courses, and career and technical education dual credit courses.

Before course scheduling or course registration for the next school term, the district will notify students in Grades 9-12 and their parents/caregivers with information about each available dual credit program and any financial assistance available to reduce dual credit course and exam costs for students and their families. The information will be provided by email and other communication methods. To the extent feasible, the information will be translated into the primary language of each parent or caregiver.

College in the High School

A College in the High School program is a dual credit program located on a high school campus or in a high school environment in which a high school student may earn both college credit and high school credit by achieving a passing grade in a college-level course. A college in the high school program will be governed by a local contract, which will include qualifications for students to enroll in the program. Additionally, applicable information regarding students in the program includes the following:

- A. Students who have not yet received a high school diploma, and are eligible to be in the ninth, tenth, eleventh, or twelfth grades may participate in the high school in the college program.
- B. Students will receive credit for the courses they complete. If a student completes a course for which there is not a comparable course with the District, then an administrator will determine how many credits the student will receive for the course. Such a determination shall be issued in writing by an administrator prior to the student beginning the course.
- C. Students may be required to pay a tuition fee to receive college credit for a course. Students will not be required to pay a tuition fee for high school credit.

High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student's college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by doing either A or B below:

- A. Earning high school credit with a grade of C+ or higher in each term in the following advanced placement, international baccalaureate, or Cambridge international courses in English language arts and mathematics.
 - a. English language arts courses:
 - i. AP courses: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.
 - ii. International Baccalaureate courses: individuals and societies courses or English language and literature courses.
 - iii. Cambridge advanced or advanced subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology, global perspectives and research, or law.
 - b. Mathematics courses:
 - i. AP courses: statistics, computer science A, computer science principles, or calculus.
 - ii. International Baccalaureate courses: any international Baccalaureate mathematics course.
 - iii. Cambridge advanced or advanced subsidiary courses: any Cambridge advanced or advanced subsidiary mathematics course.
- B. Achieving the following scores on the following exams:
 - a. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.
 - b. Score a four or higher on international Baccalaureate exams in one of the English language arts and one of the mathematics courses identified above.
 - c. Score an E or higher on Cambridge international exams in one of the English language arts and one of the mathematics courses identified above.

SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

Performance-based Learning Experience

Complete a performance-based learning experience through which the student demonstrates knowledge and skills in a real-world context, providing evidence that the student meets or exceeds state learning standards in English language arts and mathematics. The performance-based learning experience may take a variety of forms, such as a project, practicum, work-related experience, community service, or cultural activity, and may result in a variety of products that can be evaluated, such as a performance, presentation, portfolio, report, film, or exhibit. The performance-based learning experience must conform to the graduation proficiency targets and associated rubrics established by the state board of education.

Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery (ASVAB)

A student may demonstrate career and college readiness by meeting standards in the Armed Services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the Armed Services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meets either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or that meet construction and manufacturing; or the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

~~**Expedited Appeal Process for Waiving Student Assessment Requirements**~~

~~For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, caregiver/guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.~~

~~A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.~~

~~A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.~~

~~This expedited appeal process will no longer be available after August 31, 2022.~~

WAIVER OF GRADUATION REQUIREMENTS

All state requirements must be satisfied except that the district may waive Washington History and Government may be waived for students who have completed and passed a state history and government course in another state during grades seven through twelve and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. After completion of the tenth grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class. Additionally, the district may waive physical education, pursuant to RCW 28A.230.050, may be waived upon written request of a parent or caregiver/guardian on account of

physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics. This will not alter the credit requirements established by the board.

Policy and Procedure 2418 & 2418P, Waiver of High School Graduation Credits, will be used as the waiver process.

STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. ~~Expiring with the class of 2021, if the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.~~

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents/**caregivers**, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include:
 - a. Attainable alternate classwork or individualized activities substituted for standard requirements;
 - b. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or **caregiver/guardian** and the IEP team, determine:
 - a. The projected date by which all graduation requirements will be met; and
 - b. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decisions that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, Native American, or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receiving the Seal of Biliteracy. Proficiency may be demonstrated by:
 - a. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
 - b. Passing an International Baccalaureate exam with a score of 4 or higher;
 - c. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for master/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);

- d. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency, or
- e. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy.

GRADUATION HONORS

Valedictorian/Salutatorian Academic Excellence Award

Valedictorian/Salutatorian Definition: Valedictorian shall be determined from those students who have achieved excellence in the most rigorous course offerings at Kelso High School, Kelso Virtual Academy, and Loowit High School. The Salutatorian shall be next highest student who has achieved excellence in the most rigorous course offerings at each of KSD high schools. Excellence is based upon grade Point Average and course work at their respective high school.

At the end of the second trimester of each year, a member of the senior class shall be designated the Valedictorian, and another the Salutatorian, of that senior class. The Valedictorian and Salutatorian shall be the students who have demonstrated the highest degree of excellence in the most rigorous courses offered at Kelso High School, according to the following guidelines:

- A. The student must have attended their respective high school for a minimum of three (3) consecutive trimesters prior to his/her senior year, which must be completed as a full-time student enrolled and attending their courses.
- B. Home-schooled students who enroll in the Kelso School District must still meet the three (3) consecutive trimester guidelines as described above.
- C. The Valedictorian/Salutatorian will be chosen from the pool consisting of the 4.0 GPA pool of students from that graduating class.
- D. From the 4.0 GPA pool, the Valedictorian shall be determined by examining the rigor of courses taken. Each student transcript will be examined and awarded:
 - a. One (1) point for successful completion of an Advanced Placement and/or University of Washington (UW) College in the High School course and participation in the final exam for each Advanced Placement or College in the High School course earned by the completion of the junior year. The student with the most points will be deemed Valedictorian, and the student with the second most points will be awarded Salutatorian.
 - b. In the case of a tie, there may be multiple Valedictorians and/or Salutatorians.

Top 5% and 10% Graduation Recognition

Each school, Kelso High School, Loowit High School, and Kelso Virtual Academy, will use this procedure in determining the top 5% and top 10% of the graduating class.

Each year, members of the senior class shall be designated as the top 5% and 10% of the graduating class. The top 5% and 10% shall be the students who have obtained the highest grade point averages in their class according to the following guidelines:

- 1. The student(s) must have attended ~~at~~ their respective high school for a minimum of two (2) complete consecutive trimesters prior to their senior year, which must be completed as a full-time student.
- 2. Home-schooled students who enroll at Kelso High School, Loowit High School, or Kelso Virtual Academy must still meet the two (2) consecutive trimester guidelines as described above.

EXCEPTIONS TO GRADUATION

The following are guidelines for requesting participation in graduation without receiving a diploma.

- A. Applications will not be accepted prior to issuing of second-trimester grades for the current academic year.

- B. The board will consider applications using the following timeline:
 - a. For special education students, students with serious health issues, and other circumstance(s), applications must be submitted prior to the Executive Board Meeting held the week before the formal graduation ceremony.
- C. The student must meet one of the following criteria:
 - a. Serious health issues:
 - b. Unusual Student circumstance(s); (Unusual Student circumstances may include, but are not limited to those outlined in Policy 2418, Exception to Graduation Requirements.)
 - c. Special education student with a Transition to Work Plan to be completed.
- D. For students petitioning the School Board to participate in the graduation ceremony due to NOT earning all graduation requirements of Policy 2410, the following criteria must be met and addressed prior to submitting an application for exception to the board.
 - a. Only students enrolled within the Kelso School District by the end of second trimester are eligible to apply for participation exception;
 - b. The student must have been in regular attendance and be on track to complete the required graduation credits for graduation
 - c. The students must have completed a High School and Beyond Plan;
 - d. The student must be able to demonstrate that they have satisfactorily attempted to complete the alternative assessments to the state assessment and/or take advantage of remediation classes/interventions intended to improve the student's ability to pass the state assessment or one of its alternatives. Teacher, counselor, or building administrator verification will be required;
 - e. The student must be able to document a plan of action to meet the State's graduation requirements following the graduation ceremony in order to earn a diploma. This assurance and plan may include enrolling in summer remediation classes, taking the summer assessment exam, and enrolling in an educational program in the Fall designed for completing graduation requirements; and
 - f. In order to not violate FERPA, the school board will review the applications and make a final decision regarding the applications for participation the Monday prior to the graduation ceremony during a closed meeting.

GRADUATION CEREMONIES

The Kelso School District graduation ceremony is a celebration of individual student success. ~~Any Students who are fully enrolled through the end of the third trimester and have met all fulfill their pre-determined graduation requirements by the end of the last term of their senior year are eligible to may participate in graduation ceremonies. Extreme hardship will be considered as an exception to this requirement.~~ Each student will be awarded a diploma after satisfactorily completing local and state requirements. ~~Official transcripts will be mailed to students after graduation and once final grades have been submitted and posted. Upon request, each graduating student will receive a final transcript.~~ Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

The district will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has the discretion to determine the conduct for graduation ceremonies as described below will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student

who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.

- B. With the exception of allowing federally recognized tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.
- F. Students who were enrolled through the Kelso School District full-time for all three trimesters of their senior year, and meet the other stated requirements, are eligible to participate in graduation ceremonies. For students who transfer in from a different school district during their senior year, they must maintain full-time enrollment in the Kelso School District in order to participate in graduation ceremonies.
- G. In the event that the district has imposed other forms of corrective actions for violations of school rules in accordance with Board Policy 3241, the district may deny the student's participation in graduation ceremonies.
- H. Student Discipline may include denying the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the high school diploma.

AWARDING OF DIPLOMAS POSTHUMOUSLY

At the request of a parent, caregiver, guardian, or custodian, the district may issue a high school diploma to a deceased student if the student:

- A. Was enrolled in a public school in the district at the time of death
- B. Was deemed on track to graduation before the time of death; and
- C. Died after matriculating into high school.

The high school diploma will bear the inscription "honoris causa" and may not be issued before the graduation date of the class in which the student was enrolled. The district is not required to award the diploma at the same ceremony or event as other students. The district may retroactively issue high school diplomas posthumously at its discretion.

WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma based on the student's damage to property in accordance with Board Policy 3520 - Student Fees, Fines, or Charges.

ADOPTED: 4.07

REVISED: 1.28.08 | 8.08 | 8.11 | 5.26.15 | 5.9.16 | 9.24.18 | 12.16.19 | 2.22.21 | 10.16.23 | 08.12.24

Student Discipline Policy 3241

Introduction/Philosophy/Purpose

The ~~Board of the Kelso School District~~ **board** focuses on the educational achievement of ~~each and every~~ student. The ~~District~~ holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. ~~“Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline.~~ The **Board** intends that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

1. Engaging with school personnel, students, parents, ~~caregivers~~**families**, and the community in decisions related to the development and implementation of discipline policies and procedures.;
2. Supporting students in meeting behavioral expectations, including providing for early involvement of parents and ~~caregivers~~**families**.;
3. Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible.;
4. Providing educational services that students need to complete their education without disruption.;
5. Facilitating collaboration between school personnel, students, ~~and parents~~, and ~~caregivers~~**families** to support successful reentry into the classroom following a suspension or expulsion.;
6. Ensuring fairness, equity, and due process in the administration of discipline.;
7. Implementing culturally responsive discipline that provides every student with the opportunity to achieve personal and academic success.;
8. Providing a safe environment for all students and for district employees.

Rights and Responsibilities/District Commitment

The ~~b~~**B**oard recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;
- Focusing on the educational achievement of each and every student by holding high expectations for all students. The District provides all student with the opportunity to achieve personal and academic success, in part, by ensuring that the optimum learning atmosphere in the classroom is maintained with the highest consideration given to the judgement of qualified certificated educators regarding the conditions necessary to maintain the atmosphere, which creates a more positive school climate that maximizes instructional time.

The ~~d~~**D**istrict will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal.;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its

representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right.‡

3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures.‡
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This district's student discipline policy and procedure are designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required courses of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112 – Social Emotional Climate.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, and behavioral violations, and other forms of discipline the district considered or, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.

School principals will confer with certificated building employees at least annually to review the district's discipline standards and review the fidelity of their implementation.

The district will ensure that school principals confer with certificated building employees at least annually to develop and/or review the district's building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

School handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by district superintendent or designee.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

~~School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.~~

The ~~d~~District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, ~~caregivers~~families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. ¶

~~Discipline data must be disaggregated by:¶~~

- ~~1. School.¶~~
- ~~2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low income, English language learner, migrant, special education, Section 504, foster care, and homeless. ¶~~
- ~~3. Behavioral violation.¶~~
- ~~4. Discipline types, including classroom exclusion, in school suspension, short term suspension, long term suspension, emergency removal, and expulsion.¶~~

~~The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade level, low income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, T~~the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school SEL Tier 1 Team to:

- set at least one goal annually for improving equitable student outcomes;
- create an action plan or plans;
- evaluate previous goals and action plans; and
- revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, ~~caregivers~~families, and the community.

Distribution of policies and procedures

The ~~d~~District will make the current version of this policy and procedures available to families and the community. The ~~d~~District will annually provide this policy and procedures to all ~~d~~District personnel, students, parents, and ~~caregivers~~families which may require language assistance for students and parents/~~caregivers~~ with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The ~~d~~District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedures. ~~At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.~~

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:	Policy 2121	Substance Abuse Program
	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 3122	Excused and Unexcused Absences
	Policy 3210	Nondiscrimination
	Policy 3244	Prohibition of Corporal Punishment
	Policy 3520	Student Fees, Fines, or Charges
	Policy 4210	Regulation of Dangerous Weapons on School Premises
	Policy 4218	Language Access Plan
Legal References:	42 U.S.C. 2000d et seq.	Civil Rights Act of 1964
	34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964
	Chapter 392-400, WAC	Pupils
	WAC 392-190-048	Access to course offerings – Student discipline
	Chapter 28A.600 RCW	Students
	RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
	RCW 28A.400.100	Principals and vice principals — Employment of — Qualifications — Duties
	Chapter 28A.320 RCW	RCW Provisions applicable to all districts
	Chapter 28A.225, RCW	Compulsory school attendance and admission
	RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
Management Resources:		Possessing dangerous weapons on school facilities — Penalty — Exceptions
	<i>Policy & Legal News</i>	
	2023 - July	
	2021 – February	
	2019 - April	
	2010 - June	
	2014 - August	
	2014 - December	
	2016 - July Policy	
	2018 - August	

Adopted: 5.8.06

Revised: 6.9.08 | 6.15.09 | 5.19.14 | 3.9.15 | 2.21.17 | 12.17.18 | 5.11.20 | 3.21.22 | 09.11.23

Student Discipline Procedure 3241P

Introduction

The purpose of this student discipline procedure is to implement the district's student discipline policy as adopted by the board. These procedures are consistent with the board's student discipline policy, as well as all applicable federal and state laws.

Definitions

For purposes of the student disciplinary policy and procedures, the following definitions will apply:

- **"Academic Dishonesty/Plagiarism"** is knowingly submitting the work of others represented as the student's own or assisting another student in doing so, or using unauthorized sources. Cheating is an act of deception in which you misrepresent mastery of information on an academic exercise that, in fact, has not been mastered.
- **"Behavioral violation"** means a student's behavior that violates the district's discipline policies.
- **"Best practices and strategies:"** refers to other forms of discipline the district identified that school personnel should administer to support students in meeting behavioral expectations.
- **"Classroom exclusion"** means the exclusion of a student from a classroom or instructional or activity area for a discretionary behavioral violation that creates a disruption of the educational process. ~~behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include actions that result in missed instruction for a brief duration when:~~
 - ~~(a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and~~
 - ~~(b) the student remains under the supervision of the teacher or other school personnel during such brief duration.~~
- **"Corrective action"** means the exclusion of a student from a classroom and instructional or activity area for a discretionary behavioral violation that creates a disruption of the educational process.
- **"Culturally responsive"** has the same meaning as "cultural competency" in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **"Destruction of property/vandalism"** refers to behavioral violations involving intentional damage of school property or others that meet the definition of violations under RCW 28A.635.060. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.
- **"Discretionary discipline"** means any disciplinary action taken by a school district for student behavior that violates rules of student conduct adopted by the board under RCW 28A.600.015 (6). Discretionary discipline does not include evidence-based interventions and support outlined in RCW 28A.410.270, 28A.405.100, and 28A.410.260 to support the student in meeting behavioral expectations. Disciplinary action may include, but is not limited to, oral or written reprimands or written notification to parents of disruptive behavior, a copy of which must be provided to the principal. ~~in response to behavioral violations.~~
- **"Disruption of the educational process"** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **"Emergency removal "** means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or

an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.

- ~~“Exclusion of a student from the classroom”. The rules adopted pursuant to RCW 28A.600.010 shall be interpreted to ensure that the optimum learning atmosphere of the classroom is maintained, and that the highest consideration is given to the judgment of qualified certificated educators regarding conditions necessary to maintain the optimum learning atmosphere.”~~
 - ~~Any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision may be excluded by the teacher from his or her individual classroom and instructional or activity area for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first.”~~
 - ~~Except in emergency circumstances, the teacher first must attempt one or more alternative forms of corrective action. In no event without the consent of the teacher may an excluded student return to the class during the balance of that class or activity period or up to the following two days, or until the principal or his or her designee and the teacher have conferred.~~
- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480
- **“Failure to cooperate”** refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.
- **“Interference with school authority”** refers to any act in which a person willfully creates a disturbance on school premises during school hours—or at any school-sponsored activity or meeting—in direct violation of RCW 28A.635.030.
- **“Intimidation of school authority”** refers to behavioral violations involving intimidation by threat of force or violence of any administrator, teacher, or classified employee of any common school who is in the peaceful discharge or conduct of his or her duties as referenced in RCW 28A.635.100
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Nondiscretionary discipline”** means (a) violations of RCW 28A.600.420; (b) an offense listed in RCW 13.04.155; (c) two or more violations of RCW 9A.46.120, 9A.41.280, 28A.600.455, 28A.635.020, or 28A.635.060 within a three-year period; or (d) behavior that adversely impacts the health or safety of other students or educational staff.
- ~~“Other forms of discipline” means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.~~
- **“Parent”** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a caregiver/guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the

qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decisions on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

- **"Physical aggression"** refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.
- **"Safety I"** refers to dangerous behavior which is the same level and cannot be categorized as assault without major injury, fighting with major injury, harassment (sexual, discriminator, malicious), arson, marijuana or alcohol distribution, or gang intimidation/activity.
- **"Safety II"** refers to dangerous behavior which is the same level and cannot be categorized as assault with major injury, sexual assault, drug distribution, possession of a weapon, robbery, or assault of a staff member.
- **"School board"** means the governing board of directors of the local school district.
- **"School business day"** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day.
- **"School day"** means any day or partial day that students are in attendance at school for instructional purposes.
- **"Suspension"** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including ~~classroom exclusions~~, expulsions, or emergency removals. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
 - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Engaging with Families & Language Assistance

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations.

The district will ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

School Meals, Graduation Requirements, and Recess

The district will not discipline a student in a manner that would result in the denial or delay of a nutritionally adequate meal.

The district will not discipline a student in a manner that would prevent the student from completing subject, grade-level, or graduation requirements.

Recess should not be withheld as discipline. Recess may only be structured or modified for the purpose of student support, such as reteaching behavioral expectations, practicing social skills, or other targeted interventions that promote positive behavior and student well-being. Any such use must not result in the complete denial of recess and must maintain access to physical activity and social interaction.

Supporting Students with Best Practices and Strategies

The District will implement culturally responsive discipline that provides every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>. Each District school will take into consideration the skills of school personnel and needs of students when identifying a continuum of best practices and strategies school personnel should use to support students in meeting behavioral expectations.

The District will ensure schools receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

Each school within the District will implement best practices and strategies consistent with this policy and procedure and the district's system for delivering a continuum of interventions and supports. Examples include: multi-tiered system of supports (MTSS) or positive behavioral interventions and supports (PBIS) framework, etc. In accordance with WAC 392-400-110(1)(e), the District has identified the following continuum of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations:

Range of Classroom Based Responses	Range of School Based Responses
<ul style="list-style-type: none"> - Reteach behavioral expectations - School leaders take over instruction, allowing the teacher to step out of the classroom to problem solve with the student in private. - Student tells their side of the story - Student determines how to repair the harm - Self-reflection activity - Behavior agreement with recognition system - Change in environment (special seating, providing a distraction, removal of triggers, use of a break system) - Increased proximity when discussing the situation - Student spends extra time in classroom where harm occurred to repair the 	<ul style="list-style-type: none"> - Family conference with teacher, school staff and administrator - Creation of Intervention Plan - Develop support plan/review support plan that is currently in place - Peer mediation - Restorative practices - Referral to school level support staff (counselor, mental health, nurse, etc.). - Mediation - Restitution of damages or stolen property - Loss of privileges - Community service - Class schedule change - Informal/formal check ins with designated staff

<ul style="list-style-type: none"> relationship(s) with staff/students - Loss of classroom privileges - Offer leadership opportunities in classroom to highlight strengths - Teach replacement skills directly related to behavior of concern - Model replacement skills directly related to behavior of concern - Teacher or designated staff counsels with student in private - Teacher or designated staff notifies parent or caregiver/guardian - Teacher or designated staff counsels with student and if possible, the parent/caregiver/guardian 	<ul style="list-style-type: none"> - Development of support/safety/crisis plan - Detention - Referral to Student Intervention Team (SIT) - If the student has a disability, reviewing and revising IEP (Individualized Education Plan) or 504 plan - Pair student with a mentor - Referral to community agency for support with identified needs (housing, food stability, leadership development, mental health counseling, social skill development, drug and alcohol assessment/treatment, etc.)
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All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. At least annually, school personnel at each District school will review the identified best practices and strategies as well as building discipline standards. The District will provide training for newly hired school personnel on implementation of the identified best practices and strategies.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, school personnel must first attempt one or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension. Before considering imposing a long-term suspension or expulsion, school personnel must first consider one or more best practices and strategies.

When administering best practices and strategies in response to behavioral violations, school personnel will follow this policy and procedure as well as building discipline standards.

Behavioral Violations

Having sought the participation of school personnel, students, parents, families, and the community, the District has developed definitions for the following behavioral violations, which clearly state the types of behaviors for which discipline—including ~~other forms of discipline~~, classroom exclusion, suspension, and expulsion—may be administered:

The Kelso School District is committed to:

- Holding all students to high-expectations and providing quality and effective instruction;
- Ensuring equity in our school system;
- Establishing positive relationships with our students;
- Supporting the whole child;
- Teaching the development of positive social, emotional learning skills in students;
- Using a variety of ways to shape behavior once harm has occurred, instead of relying on exclusionary practices;
- Implementing a disciplinary response that would be least disruptive to the student-school relationship, which maximizes instructional time;
- Working from a culturally responsive and trauma informed lens that utilizes de-escalation skills in an effort to create supports in our schools that allow students to be successful.

Kelso Schools recognizes:

- Each situation involving discipline can be complex with underlying factors that require staff to understand the function of students' behaviors;

- Before administering any suspension or expulsion, we must consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension or expulsion, and the length of the exclusion, is warranted;
- There is an impact when using exclusionary practices.

Draft

Procedure 3241P
Section: 3000 - Students

Below are ranges of responses to consider in response to a violation of student conduct. Before administering any suspension or expulsion, we must consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

Behavior Code	Available Responses for Violations of Student Conduct Expectations							Additional Information
	Tier 1 Team Determined	Classroom Response	School Based Response	In School Suspension	Short Term Suspension	Long Term Suspension (5 th -12 th only)	Expulsion (5 th -12 th only)	
Academic Dishonesty/Plagiarism	Elementary	✓	✓					
	Middle School	✓	✓					
	High School	✓	✓					
Accomplice Activity	Elementary	✓	✓	✓	✓			Threat Assessment Possible - category dependent
	Middle School	✓	✓	✓	✓	✓	✓	
	High School	✓	✓	✓	✓	✓	✓	
Alcohol or Paraphernalia-- Possession or use	Elementary		✓	✓	✓			Refer to Prevention & Intervention (Drug/Alcohol Mediation Eligible) Law enforcement required
	Middle School		✓	✓	✓			
	High School		✓	✓	✓			
Alcohol - Sale or Delivery	Elementary		✓	✓	✓			Refer to Prevention & Intervention (Drug/Alcohol Mediation Eligible)
	Middle School		✓	✓	✓			
	High School		✓	✓	✓			
Alcohol or Drugs- Solicitation	Elementary		✓					Refer to Prevention & Intervention (Drug/Alcohol Mediation Eligible) Eligible for behavioral agreement
	Middle School		✓					
	High School		✓					
Arson/Reckless Burning	Elementary		✓	✓	✓			School-based threat assessment referral Eligible for behavioral agreement Law enforcement required
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Assault/Threat of	Elementary		✓	✓	✓			School-based threat assessment referral Eligible for behavioral agreement *Serious injury, sexual, or of a teacher
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Attendance	K-12	✓	✓					Exclusionary practices are not permitted
Closed Campus Violation	Elementary	✓	✓					
	Middle School	✓	✓					
	High School		✓					

Procedure 3241P
Section: 3000 - Students

Below are ranges of responses to consider in response to a violation of student conduct. Before administering any suspension or expulsion, we must consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

Behavior Code	Available Responses for Violations of Student Conduct Expectations							Additional Information
	Tier 1 Team Determined	Classroom Response	School Based Response	In School Suspension	Short Term Suspension	Long Term Suspension (5 th -12 th only)	Expulsion (5 th -12 th only)	
Destruction of Property/Vandalism	Elementary	✓	✓	✓	✓			
	Middle School	✓	✓	✓	✓	✓	✓	
	High School	✓	✓	✓	✓	✓	✓	
Displays of Affection	Elementary	✓	✓					
	Middle School	✓	✓					
	High School	✓	✓					
Disruptive Conduct	Elementary	✓	✓					
	Middle School	✓	✓					
	High School	✓	✓					
Drugs or Paraphernalia-- Possession or use	Elementary		✓	✓	✓	✓	✓	Refer to Prevention & Intervention (Drug/Alcohol Mediation Eligible) Law enforcement required Eligible for behavioral agreement
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Drugs - Sale or Delivery	Elementary		✓	✓	✓			Refer to Prevention & Intervention (Drug/Alcohol Mediation Eligible) Eligible for behavioral agreement Law enforcement required
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Failure to Cooperate	Elementary	✓	✓					Eligible for behavioral agreement
	Middle School	✓	✓					
	High School	✓	✓					
False Accusations	Elementary	✓	✓	✓	✓			
	Middle School	✓	✓	✓	✓			
	High School	✓	✓	✓	✓			
False Alarm	Elementary		✓	✓	✓			
	Middle School		✓	✓	✓			
	High School		✓	✓	✓			
Fighting	Elementary		✓	✓	✓			School-based threat assessment referral

Procedure 3241P
Section: 3000 - Students

Below are ranges of responses to consider in response to a violation of student conduct. Before administering any suspension or expulsion, we must consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

Behavior Code	Available Responses for Violations of Student Conduct Expectations							Additional Information
	Tier 1 Team Determined	Classroom Response	School Based Response	In School Suspension	Short Term Suspension	Long Term Suspension (5 th -12 th only)	Expulsion (5 th -12 th only)	
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Firearms	K-12						✓ (No exception)	Mandatory Expulsion for one calendar year Superintendent may reduce School-based threat assessment referral Law enforcement required
Fireworks, Explosives, Chemicals, and Incendiary Devices	Elementary		✓	✓	✓	✓	✓	School-based threat assessment referral Eligible for behavioral agreement Law enforcement required
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Forgery/Falsification of Documents	Elementary	✓	✓					
	Middle School	✓	✓					
	High School	✓	✓					
Gangs Intimidation/Gang Activity	Elementary		✓	✓	✓	✓	✓	School-based threat assessment referral Eligible for behavioral agreement/gang contract.
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Harassment/Intimidation/Bullying	Elementary		✓	✓	✓			HIB process required Eligible for behavioral agreement Notify HIB Coordinator/Civil Rights Coordinator
	Middle School		✓	✓	✓			
	High School		✓	✓	✓			
Harassment SEXUAL	Elementary		✓	✓	✓			TITLE IX COORDINATOR MUST BE NOTIFIED
	Middle School		✓	✓	✓			
	High School		✓	✓	✓			
Inappropriate Dress	Elementary	✓	✓					
	Middle School	✓	✓					
	High School	✓	✓					
Inappropriate Language	Elementary	✓	✓					
	Middle School	✓	✓					
	High School	✓	✓					

Procedure 3241P
Section: 3000 - Students

Below are ranges of responses to consider in response to a violation of student conduct. Before administering any suspension or expulsion, we must consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

Behavior Code	Available Responses for Violations of Student Conduct Expectations							Additional Information
	Tier 1 Team Determined	Classroom Response	School Based Response	In School Suspension	Short Term Suspension	Long Term Suspension (5 th -12 th only)	Expulsion (5 th -12 th only)	
Inappropriate Sexual Conduct	Elementary	✓	✓	✓	✓			School-based threat assessment referral - Sexual Incident Protocol Notify Title IX Coordinator
	Middle School	✓	✓	✓	✓			
	High School	✓	✓	✓	✓			
Inciting a Fight/Assault	Elementary		✓					
	Middle School		✓	✓	✓			
	High School		✓	✓	✓			
Interference with School Authorities	Elementary		✓	✓	✓			Eligible for behavioral agreement
	Middle School		✓	✓	✓	✓		
	High School		✓	✓	✓	✓		
Intimidation of School Authorities	Elementary		✓	✓	✓			School-based threat assessment referral Eligible for behavioral agreement *Includes nondiscretionary discipline
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Other Exceptional Misconduct	Elementary		✓	✓	✓			ONLY if not aligned to other category
	Middle School		✓	✓	✓			
	High School		✓	✓	✓			
Possession of Stolen Property	Elementary	✓	✓	✓	✓			
	Middle School	✓	✓	✓	✓			
	High School	✓	✓	✓	✓			
Physical Aggression	Elementary		✓	✓				Eligible for behavioral agreement
	Middle School		✓	✓				
	High School		✓	✓				
Robbery/Extortion	Elementary		✓	✓	✓			School-based threat assessment referral Eligible for behavioral agreement
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Safety I	Elementary	✓	✓	✓	✓	✓		Eligible for behavioral agreement School-based threat assessment referral

Below are ranges of responses to consider in response to a violation of student conduct. Before administering any suspension or expulsion, we must consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

Behavior Code	Available Responses for Violations of Student Conduct Expectations							Additional Information
	Tier 1 Team Determined	Classroom Response	School Based Response	In School Suspension	Short Term Suspension	Long Term Suspension (5 th -12 th only)	Expulsion (5 th -12 th only)	
	Middle School	✓	✓	✓	✓	✓		
	High School	✓	✓	✓	✓	✓		
Safety II	Elementary	✓	✓	✓	✓	✓	✓	School-based threat assessment referral Eligible for behavioral agreement Law enforcement required
	Middle School	✓	✓	✓	✓	✓	✓	
	High School	✓	✓	✓	✓	✓	✓	
Vape/Tobacco-Possession, Use or Distribution of Related Paraphernalia	Elementary		✓	✓	✓			Consult with Prevention/Intervention Eligible for behavioral agreement
	Middle School		✓	✓	✓			
	High School		✓	✓	✓			
Weapons-Possession Dangerous	Elementary		✓	✓	✓	✓	✓	School-based threat assessment referral Eligible for behavioral agreement
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	

The district will continue to further develop and/or revise the definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In addition to these District definitions, school principals will confer with certificated building employees at least annually to develop and/or review building discipline standards as stated in the Board Policy. This development of building standards will also address the differences in perceptions of subjective behaviors and reduce the effect of implicit or unconscious bias.

Staff Authority and Exclusionary Discipline

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus. Staff have the responsibility to provide a safe and supportive learning environment for all students during school-related activities. In accordance with the Board's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent designates disciplinary authority to impose in-school suspension and short-term suspension to Directors, School Principals, Assistant Principals, and Deans of Students, to impose long-term suspension to Directors, School Principals, and Assistant Principals, to impose expulsion to Directors, School Principals, and Assistant Principals, and to impose emergency removal to Directors, School Principals, and Assistant Principals.

Exclusions from transportation or extra-curricular activities and detention

The Superintendent authorizes school principals, assistant principals, and dean of students to administer other forms of discipline that exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 –Students Experiencing Homelessness – Enrollment Rights and Services.

Authorized staff may administer lunch or after-school detention for not more than 30 minutes on any given day. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding the behavioral violation. At least one school personnel will directly supervise students during the duration of any detention.

~~The district will not administer other forms of discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements. The district will not exclude a student from transportation services without providing access to alternative transportation the student needs to participate fully in regular educational services or educational services provided during suspension or expulsion.~~

~~Students and parents may challenge the administration of other forms of discipline, including exclusions from transportation or extra-curricular activities and detentions using the district's grievance procedures.~~

Classroom exclusions (RCW 28A.600.020)

~~A teacher may exclude a student from After attempting at least one other form of discipline, as set forth in this procedure, teachers have statutory authority to exclude a student from the teacher's individual classroom and/or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision in accordance with this policy and procedure and building discipline standards. Additionally, the district authorizes school principals to administer classroom exclusion with the same authority and limits of authority as classroom teachers. As stated in policy 3241, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavioral violations that disrupt the educational process to reduce the effect of implicit or unconscious bias.~~

Except ~~for~~ emergency circumstances, ~~at the teacher or other school personnel~~ must first attempt one or more ~~other forms of discipline to support the student in meeting behavioral expectations~~ ~~alternative forms of corrective action before excluding a student.~~ ~~considering using classroom exclusion.~~

A ~~c~~Classroom exclusion may be administered for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, ~~whichever occurs first.~~ A classroom exclusion that exceeds this time period, and if such students have repeatedly disrupted the learning of other students, may be considered a suspension in accordance with this procedure and must provide for early involvement of parents in attempts to improve the student's behavior.

A ~~c~~Classroom exclusion does not ~~encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation.~~ Removing a student from school constitutes a suspension, expulsion, or emergency removal and must include the required notification and due process outlined in the procedures below ~~actions that result in missed instruction when the following apply:~~

1. A teacher or other school personnel uses evidence-based classroom management practices outlined in RCW 28A.405.100, RCW 28A.410.260, and RCW 28A.410.270 to support the student in meeting behavioral expectations.
2. The student remains under the supervision of the teacher or other school personnel.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. ~~The district will not administer other forms of discipline or classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.~~

Following the classroom exclusion of a student, the teacher ~~(or other school personnel as identified)~~ must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. Classroom exclusion under the behavioral violation category of "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible.

The teacher, principal, or the principal's designee must communicate and collaborate with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning. ~~As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.~~

~~When the teacher or other authorized school personnel administers a classroom exclusion because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:~~

- ~~(a) The teacher or other school personnel must immediately notify the principal or the principal's designee; and~~
- ~~(b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.~~

~~The district will address student and parent grievances regarding classroom exclusion through the district's following grievance procedures:~~

~~Emergency Removal/ Exclusion of student from classroom. (RCW 28A.600.010, RCW 28A.600.020)~~

~~The rules adopted pursuant to RCW 28A.600.010 shall be interpreted to ensure that the optimum learning atmosphere of the classroom is maintained and that the highest consideration is given to the judgment of qualified certificated educators regarding conditions necessary to maintain the~~

optimum learning atmosphere. ¶

- a. Any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision may be excluded by the teacher from his or her individual classroom and instructional or activity area for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. When a student is excluded from the student's classroom or instructional or activity area for longer than the balance of the school day, the school district must provide notice and due process for a suspension, expulsion, or emergency removal. ¶
- b. Except in emergency circumstances, the teacher first must attempt one or more alternative forms of corrective action. In no event without the consent of the teacher may an excluded student return to the class during the balance of that class or activity period or up to the following two days, or until the principal or his or her designee and the teacher have conferred. When a student is excluded from the student's classroom or instructional or activity area for longer than the balance of the school day, the school district must provide notice and due process for a suspension, expulsion, or emergency removal. ¶

Grievance for classroom exclusion and other forms of discipline Informal grievance procedure

Any parent/caregiver/guardian or student who is aggrieved by the administration of classroom exclusion and/or other forms of discretionary or nondiscretionary discipline other than suspensions, expulsions, and emergency removals, including discipline that excludes a student from transportation or extra-curricular activities and detention, has the right to an informal conference with the principal for resolving to resolve the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible. ¶

At such the informal conference, the student and parent will have the be given an opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members share their perspective and explanation regarding the behavioral violation.

Students who are suspended, expelled, or emergency removed may appeal those actions as described in this procedure.

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action. ¶

Student disciplinary board ¶

The board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, the district will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

Suspension and expulsion – general conditions and limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not administer discipline, including suspension and expulsion, in any manner related to a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. ~~The district will not administer any discipline, including suspension and expulsion, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.~~

The district will provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. ~~Reporting the behavioral violation that led to the suspension or~~ Suspension or expulsion under the behavioral violation category of "other" is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. ~~The district will not administer any discipline in a manner that prevents a student from completing subject, grade level, or graduation requirements.~~

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion in accordance with WAC 392-400-610. The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

1. The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480;
2. The change of setting is to protect victims under WAC 392-400-810; or
3. Other law precludes the student from returning to their regular educational setting.

In-school suspension and short-term suspension – conditions and limitations

The Superintendent designates to ~~d~~Directors, ~~s~~School ~~p~~Principals, ~~a~~Assistant ~~p~~Principals, and ~~d~~Dean of ~~s~~Students with the authority to administer in-school and short-term suspension. Before ~~considering~~ administering an in-school or short-term suspension, ~~staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations. Before~~ administering in-school or short-term suspension, the district will consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted. ~~The district will not administer in-school or short-term suspension in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.~~

The district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated in this policy and procedure, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

When a student reaches the cumulative limit for short-term or in-school suspensions within an academic term, the school must convene a student support team—such as the MTSS team, or IEP/504 team if applicable—to review the student’s needs, current interventions, and progress. The team will collaboratively develop or revise a support plan that prioritizes non-exclusionary strategies, identifies barriers to success, and coordinates additional services as appropriate. Schools may not administer additional short-term or in-school suspensions beyond the term limits outlined in this procedure and must ensure continued access to educational services.

~~The district will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.¶~~

When administering an in-school suspension, school personnel will ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel will ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student’s regular subjects or classes.

Long-term suspensions and expulsions – conditions and limitations

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the ~~other~~ general conditions and limitations ~~for suspensions and expulsions~~ listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may only administer long-term suspension or expulsion only for specific severe behavioral violations. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this ~~procedure~~ policy, there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for behavioral violations that meet the definitions provided under RCW 28A.600.015 (6)(a) through (d), which include:

- A. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- B. Any of the following offenses listed in RCW 13.04.155, including:
 - a. any violent offense as defined in RCW 9.94A.030, including;
 - i. any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - ii. manslaughter;
 - iii. indecent liberties committed by forcible compulsion;
 - iv. kidnapping;
 - v. arson;
 - vi. assault in the second degree;
 - vii. assault of a child in the second degree;
 - viii. robbery;

- ix. drive-by shooting; and
 - x. vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
 - b. any sex offense as defined in RCW 9A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to register as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - c. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280; or
 - d. unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW.
- C. Two or more violations of the following within a three-year period
 - a. criminal gang intimidation in violation of RCW 9A.46.120;
 - b. gang activity on school grounds in violation of RCW 28A.600.455;
 - c. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
 - d. defacing or injuring school property in violation of RCW 28A.635.060; and
- D. Any student behavior that adversely affects the health or safety of other students or educational staff.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW 28A.600.015(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion. Consistent with this policy and procedure, the district will work to develop definitions and consensus on what constitutes an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.

A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the Superintendent grants a petition to extend the expulsion under WAC 392-400-480. The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

Except for a firearm violation under WAC 392-400-820, the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

~~When a student is long-term suspended or expelled, the district will consider whether the student is currently eligible or might be deemed eligible for special~~

education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible.

Suspensions and expulsions – initial hearing

Before administering any ~~in-school or short-term suspension~~ or **expulsion**, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation and the principal or designee will conduct an informal initial hearing with the student to hear the student's perspective. At the initial hearing, the principal or designee must provide the student an opportunity to contact their parent(s), or, in the case of long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact their parent(s) to provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the parent and student understand.

At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy **and procedure**;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share ~~their~~**his or her** perspective and provide **an** explanation regarding the behavioral violation.

Suspensions and expulsions – notice

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

- a. A description of the student's behavior and how the behavior violated this policy **and procedure**;
- b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- c. The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- d. The opportunity to receive educational services during the suspension or expulsion;
- e. The right of the student and parent(s) to an informal conference with the principal or designee; **and**
- f. The right of the student and parent(s) to appeal the ~~in-school or short-term suspension~~ or **expulsion**; and
- g. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Emergency removals – conditions and limitations

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student's presence poses:

- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational

process.

The district may not impose an emergency removal solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency removal, the phrase “immediate and continuing threat of material and substantial disruption of the educational process” means:

~~The student’s behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and~~

- ~~• School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.~~

An emergency removal may not exceed ten consecutive school days. An emergency removal must end or be converted to another form of discipline within ten (10) school days from its start.

If the district converts an emergency removal to a suspension or expulsion, the district must:

(a) ~~a~~Apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and

(b) ~~p~~Provide the student and parent(s) with notice and due process rights under WAC 392-400-43055 through 392-400-480 appropriate to the new disciplinary action.

All emergency removals, including the reason the student’s presence poses an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within twenty-four (24) hours after the start of the emergency removal.

Emergency removals - notice

After an emergency removal, the district must attempt to notify the student’s parents, as soon as reasonably possible, regarding the reason the district believes the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Within twenty-four (24) hours after an emergency removal, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

- The reason the student’s presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- The duration and conditions of the emergency removal, including the date on which the emergency removal will begin and end;
- The opportunity to receive educational services during the emergency removal ;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the emergency removal, including where and to whom the appeal must be requested.

Optional conference with principal

If a student or the parent(s) disagree with the district’s decision to suspend, expel, or emergency remove the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student’s perspective and explanation regarding the behavioral violation and the events that led to the exclusion. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion ~~and~~

~~discuss other forms of discipline that the district could administer.~~

An informal conference will not limit the right of the student or parent(s) to appeal the suspension, expulsion, or emergency removal, participate in a reengagement meeting, or petition for readmission.

Appeals

Requesting appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency removal have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency removal to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency removal, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-school and short-term suspension appeal

For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

Long-term suspension or expulsion and emergency removal appeal

For long-term suspension or expulsion and emergency removals, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses;

share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and

- Whether the district will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s), and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency removal is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of students(s) and others involved, the district will hold the hearing without public notice and without public access unless the students(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning the confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; and
- No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency removal, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and a list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may

excuse the witness' nonappearance if the district establishes that:

- The district made a reasonable effort to produce the witness; and
- The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The district will record the appeal hearing ~~using any~~ manual, electronic, or other type of recording device. ~~and Upon the student's or parents' request, of the student or parent(s) the district will provide them with a copy of the recording.~~

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy ~~and procedure~~; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency removal, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination of whether the student's presence continues to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency removal was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of appeal

The student or parents may request the school board or discipline appeal council, if established by the school board, review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency removals. This request may be either oral or in writing.

For long-term suspension, short-term suspension, or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.

For emergency removal, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

~~In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.~~

~~The school board or discipline appeal council may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional~~

information.

The decision of the school board or discipline appeal council will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension, short-term suspension, or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board (or discipline appeal council), affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency removal, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board (or discipline appeal council) affirms or reverses the school district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-43055 through 392-400-480 consistent with the disciplinary action to which the emergency removal was converted.

Petition to extend an expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820 involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

Notice

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or

by email within one (1) school business day from the date the Superintendent or designee received the petition. The written notice must include:

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the Superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and
- The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the Superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request.

Review and Reconsideration of extension of expulsion

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board), review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

The school board (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the school board (or discipline appeal council) ~~may~~**will** be made only by board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
- The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Educational Services

The district will offer educational services to enable a student who is suspended, expelled, or emergency removed to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and

- Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations, and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include alternative schools or classrooms, one-on-one tutoring (when available), and online learning tutoring. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

For students subjected to suspension or emergency removal up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.

For students subjected to suspension or emergency removal for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency removal and periodically thereafter until the suspension or emergency removal ends to:
 - o Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
 - o Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions

of WAC 392-121-107.

Readmission

~~Readmission application process~~

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

Reengagement

Reengagement Meeting

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and parent(s) a plan to reengage the student.

The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement plan

The district will collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- Supporting the student's parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

Behavior agreements

The district authorizes school principals, assistant principals, and dean of students to enter into

behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individual Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP). ~~The district will provide any behavior agreement in a language and form the student and parents understand, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.~~

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

Exceptions for protecting victims

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned; **or**
- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

~~Management Resources: 2023 July
2021 February
2019 August Policy Alert
2019 April Policy Alert
2014 August Issue
2016 July Policy Issue
2018 August 2018 August Policy Issue~~

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Revised: 08.11 | 05.19.14 | 03.09.15 | 12.17.18 | 5.11.20 | 4.18.22 | 09.11.23 | 06.03.24

Sexual 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 and other persons 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 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.

The term “sexual harassment” is defined by the regulations implementing the federal law Title IX of the Education Amendments Act of 1972 at 34 C.F.R. § 106.30

Under federal and state law, the term “sexual harassment” may 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.

Investigation and Response

If the district knows, or reasonably should know, that 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 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 every time a report, complaint, or grievance alleging sexual 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. 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 sexual harassment.

Engaging in sexual 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 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'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 sex discrimination and sexual discriminatory harassment will be referred to the district's Title IX Coordinator. Reports of discrimination based on sexual orientation, gender expression, gender identity, race, creed, color, national origin, religion, honorably discharged veteran or military status, or age, or complaints alleging violations of the Boy Scouts of America Act will be referred to the district's 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 information and education to district staff, 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 and regular volunteer orientation. The policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers, and visitors. Information about the policy and procedure will be easily understood and conspicuously posted throughout each school building, provided to each employee, and reproduced in each 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.

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.

Cross Reference: Policy 3205
Policy 3207
Policy 3210
Policy 3211

Sexual Harassment of Students Prohibited
Prohibition of Harassment, Intimidation, and Bullying
Nondiscrimination
Gender-Inclusive Schools Transgender Students

Legal References:	Policy 3421	Child Abuse and Neglect
	Policy 5010	Nondiscrimination and Affirmative Action
	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies
	WAC 392-190-058	Sexual Harassment
Management Resources:	20 U.S.C. §§ 1681-1688	Definitions
	34 C.F.R. § 106	
	<i>Policy & Legal</i>	
	<i>News</i>	
	2024 - Aug	
	2022 – Ju-n	
	2021 – Jun	
	2015 – Jul	
	2014 – Dec	
	2010 – Oct	

Adopted: 2.12.07

Revised: 7.22.13 | 10.5.15 | 11.1.21 | 09.12.22 | 11.04.24

Sexual 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, other 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

I. NOTICE OF SEXUAL HARASSMENT POLICY

A. Posting Notices

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.

B. Responding to Notice of Sexual Harassment

Once the district is on notice of possible sexual harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. 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.

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

~~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.~~

II. SUPPORTIVE MEASURES

Supportive measures must be offered to the complainant before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures may also be provided to the respondent.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the district's education program or activity without unreasonably burdening the other party.

Supportive measures 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;
- Modifications of work or class schedules;
- Mutual restrictions on contact between the parties;
- Increased security and monitoring of certain areas of the campus or school building, or
- Providing staff and/or student training.

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 respond promptly and appropriately to address any new or continuing problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

A complainant may file a formal complaint at any time while receiving supportive measures. A complainant, their parent or guardian, or the Title IX Coordinator may file a formal complaint because, for example, they feel the complaint needs to be more thoroughly investigated or discipline may be warranted for an individual alleged to have engaged in sexually harassing conduct.

III. 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.~~

- The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures.
- If a complainant requests that their 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 Title IX Coordinator or designee for evaluation. The Title IX Coordinator or designee should inform the complainant that 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.

- If the complainant's request that their name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator can be honored, the Title IX Coordinator or designee should notify the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator. However, the district will use other appropriate means available to address the sexual harassment.

IV. 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.

V. FORMAL COMPLAINT PROCESS

Level One – Complaint to District

In response to formal complaints of sexual harassment, the district will take prompt and appropriate action to investigate and take prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

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:

A. 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 Complaints must be filed within 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.

B. Discipline and Emergency Removals for Alleged Sexual Harassment under Title IX

A respondent who is accused of sexual harassment under Title IX and this process is presumed not responsible for the alleged conduct until after a determination regarding responsibility is made at the conclusion of the grievance/investigation process.

Until a determination of responsibility for sexual harassment is made, the district may not impose any disciplinary sanctions or other punitive actions against the respondent. (Supportive measures are not disciplinary sanctions and must be non-punitive.)

In rare instances, a district may remove a student from school on an emergency basis consistent with Policy and Procedure 3241 – Student Discipline and the associated student discipline regulations for emergency expulsion.

Additionally, a non-student employee respondent may be placed on administrative leave during the pendency of a grievance process.

C. Formal Complaints by Staff will be Processed under the Procedures of 3205P

The district will consider a formal complaint concerning the sexual harassment of an employee under the process, definitions, and standards outlined for formal complaints in Section VI of Procedure 3205P. If the formal complaint proceeds with an investigation under that procedure, the parties will have the appeal rights designated in that procedure.

If a formal complaint was filed, employees will also be permitted to use the Title IX Informal Resolution Process under that procedure.

If the Title IX Coordinator must dismiss a complaint under that procedure, the Title IX Coordinator will provide the complainant with written notice that the complaint has been dismissed. The notice should also inform the complainant whether the complaint has been:

- Referred for consideration under the district's policy prohibiting discrimination against staff, including sex-based discrimination, Policy 5010—~~modify as accurate for your district~~, and its procedures for investigating a complaint under that policy.
- Referred for other action or consideration under another District policy and procedure.
- Dismissed with no further action anticipated because the information provided does not suggest a potential violation of District policy or state or federal law.

The complainant must be provided notice of the right to appeal any dismissal decision(s) to the superintendent or designee. Additionally, dismissal of a prior complaint shall not be a basis for refusing to consider any new formal complaints filed by the same complainant or their legal representative.

VI. 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

VII. INVESTIGATION RECORD KEEPING

The district will maintain, for a period of seven years, records of all sexual harassment investigations.

The district will maintain, for a period of seven years, records of each Title IX sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; and any appeal from the result of a determination regarding responsibility.

The district will maintain, for a period of seven years, records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX.

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.~~
- ~~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.~~
- ~~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.~~

VIII. 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.

IX. 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 Title IX Compliance Coordinator ~~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.

Adopted: 7.22.13

Revised: 12.29.14 BC | 10.5.15 | 3.2018 | 11.1.21 | 11.04.24

Student Yearbook Policy

Policy 3900

Purpose

The yearbook serves as a hands-on learning tool for students, guided by a Kelso School District employee. The student yearbook staff is responsible for producing a meaningful and non-controversial annual publication.

Editorial Authority

Content and photo decisions are made primarily by the student yearbook staff, with advice and guidance from an advisor or instructor. Most decisions are finalized early in the school year.

While constructive feedback is welcomed before, during, and after publication, the yearbook staff reserves final editorial control, consistent with this policy.

If concerns arise about the inclusion or exclusion of content that may affect individuals or the broader school community, the yearbook staff will consult school administration prior to publication.

Content Guidelines

The yearbook is a school-sponsored publication and must comply with all district policies, as well as state and federal laws. No content will be published that is:

- Libelous, slanderous, or obscene
- Copyrighted without permission
- Advocating or promoting illegal activity
- Likely to cause substantial disruption to the school environment

Photos or messages that include inappropriate clothing, gestures, banners, props, or references to prohibited items (e.g., firearms [Trap Team excluded] and other weapons, drugs, tobacco, alcohol) will be excluded from the yearbook.

Note: Inclusion in the yearbook is a privilege, not a right. The yearbook is not a public forum, and purchasing one does not grant content rights or guarantees. Groups or individuals may not be included if they do not respond to photo opportunities or email communication with the yearbook staff or advisor.

Portrait Policy

- All students and school personnel must have their portraits taken with the official district-selected studio photographer to be included in the current volume of the publication, as well as used for administrative purposes.

All students must be dressed in accordance with the KHS dress code policy; no hats or costumes may be worn. Portraits will be used for identification purposes, the yearbook, ASB cards, and other school purposes as necessary. It is the responsibility of the student to have his/her picture taken according to the stated specifications and picture schedule; if the student does not meet these expectations, his/her portrait will not appear in the yearbook. Notification to the student is not required.

- **Underclass (Grades 9-11) & Staff Portraits**
 - Only photos taken by the school's contracted photographer will be accepted.
 - Two scheduled photo opportunities will be provided:
 - **Regular photo day** (first week of school)
 - **Retake photo day** (later in the fall)
 - Students and staff are responsible for monitoring announcements and signage.
 - Failure to attend either session will likely result in exclusion from the yearbook.
- **Senior Portraits**
 - Senior headshots:
 - Headshot sessions will be available at a predetermined time with the school's contracted photographer.

- Students are responsible for watching announcements to schedule their session.
- Students are responsible for the cost.
- Only one individual is permitted per photo.
- If a student chooses not to have senior headshots taken, their regular school photo will be used. If the senior has no school photo taken by our contracted photographer, the students will be listed in the Not Pictured section of their grade. No outside photography will be permitted by other photographers.
- Senior Advertisements:
 - Must be submitted by the published deadline.
 - Individuals must be clothed.
 - Both color and black-and-white photos are acceptable.
 - Both digital and wallet-sized prints are allowed.
 - The yearbook staff reserves the right to reject non-compliant photos.
 - Payment is required to reserve ad space.
 - Space is limited and sold on a first-come, first-served basis.

Student Opt-Out Procedure

Yearbook staff will only publish student names, images, and grade levels in accordance with procedure 2022P and parent permissions granted on the district's Non-Disclosure form.

Student Consent

Students do not have to consent to having their photo taken on school district property unless they have completed the Do Not Distribute form, and then, in that case, the photograph will not be used in publication, but can still be taken.

Redaction and Correction Policy

If errors or inappropriate content are discovered after printing:

- Reasonable corrections (e.g., removal, stickers, page removal) will be made before distribution.
- Reprinting is a last resort if no other feasible option exists.
- The school district will absorb any redaction-related costs.

Book Distribution

All students who ordered and paid for a yearbook during the presale time will receive one on the designated distribution day. Seniors will receive yearbooks one day prior to the remainder of the student body. Books will generally be distributed the last week of May, depending on the last day of school. Students who do not pre-pay for a yearbook before the order deadline in February will not be guaranteed a yearbook. If the publishing company sends additional yearbooks, they will be sold to seniors first on a first-come, first-served basis and then to other students on two days selected by the yearbook staff and advisor.

It will be the responsibility of the buyer to provide proof of purchase if the staff can provide no record. A valid receipt or a canceled check deposit in the publication account will constitute proof of purchase.

Unclaimed books will be held for the student for a period of 90 days. At the end of the 90 days, the book will be forfeited to the yearbook program. The book may be donated to another student or held for reference. No refund will be given.

Refund Policy

The advisor and ASB Secretary will work with a yearbook representative from the publishing company to find an acceptable solution for yearbooks with quality issues. When possible, exchanges can be made for books with minor flaws if no writing has been done in the book. If a book has been written in, then no exchange can be made unless the adviser feels the flaw in the book is of major proportion (pages missing, pages in upside-down, sections missing, pages out of order, etc.).

Complaints about or requests for refunds for non-quality-related issues, like misspelled names, missing ads, or page content, will be made in writing by the purchaser and submitted to the adviser within 14

days of distribution. If requesting a refund, the customer must return the book. Yearbooks will only be considered for refunds if a paid senior ad is excluded, a student's name is misspelled (this does not include preferred names not listed in Skyward), or an ASB photo is missing in which the student had a photo taken on the school portrait day. No other reasons will be considered. The person making the complaint will always be encouraged to donate their time to help edit future yearbooks.

Advertising/Obituaries/Memorials

It is the policy that Kelso School District yearbooks do not include advertisements from companies or organizations. Obituaries and memorials will not be included in school yearbooks.

Attribution Policy

Should any photograph or article be provided from an outside source, attribution should be given in accordance with the style agreed upon by the yearbook staff.

Press Passes

Yearbook students should identify themselves at events in which they are taking photos or interviewing students, staff, or community members by wearing a press pass.

Intellectual Property Ownership

All multimedia created by the yearbook staff, including interviews, photographs, videos, and designed yearbook pages, are the property of the yearbook staff and the school district. No multimedia should be used, borrowed, shared, printed, or sold without explicit written permission from the yearbook staff and, in some cases, the school district. The use of multimedia without permission is considered intellectual theft.

District Oversight

If post-printing content is found to be in error or inappropriate, the yearbook advisor will notify the superintendent. The superintendent may designate someone to manage corrections or redactions. Reprints will only occur if deemed necessary and if funds are available.

Legal References: RCW 28A.600.027 Student expression in school-sponsored media

Adopted:

Revised:

NEW BUSINESS

- A. Resolution 202425-08 Adoption of 2025/2026 Budget (Action)
- B. Summer School Update
- C. Rights & Responsibility Handbook (Action)
- D. Procedure 2161P Special Education and Related Services for Eligible Students (Information)
- E. Policy 1111 Oath of Office (1st Reading)
- F. Policy 1310 Policy Adoptions, Manuals, and Administrative Procedures (1st Reading)
- G. Policy 1815 Ethical Conduct for School Directors (1st Reading)
- H. Procedure 4060P Distribution of Information (Information)
- I. Superintendent's Report

KELSO SCHOOL DISTRICT NO. 458
COWLITZ COUNTY, WASHINGTON

RESOLUTION NO. 2024/25—08

ADOPTION OF 2025-26 BUDGET

A RESOLUTION of the Board of Directors of Kelso School District No. 458, Cowlitz County, Washington, fixing and determining fund appropriations; adopting the 2025-2026 budget, the four year budget plan summary and the four-year enrollment projection; and providing for related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF KELSO SCHOOL DISTRICT NO. 458, COWLITZ COUNTY, WASHINGTON, AS FOLLOWS:

Section 1. Findings and Determinations. The Board of Directors (the “Board”) of Kelso School District No. 458, Cowlitz County, Washington (the “District”), takes note of the following facts and hereby makes the following findings and determinations:

- (a) Pursuant to RCW 28A.505.040, the District has completed the budget for the 2025-26 fiscal year. The 2025-26 budget includes, among other things, a complete financial plan of the District for the ensuing 2025-26 fiscal year and a summary of the four budget plan that includes a four-year enrollment projection.
- (b) Pursuant to RCW 28A.505.060, the Board shall adopt the 2025-26 budget on or before August 31, 2024. Prior to adoption of the 2025-26 budget, the Board shall meet and conduct a public hearing to allow any person to be heard for or against any part of the 2025-26 budget, the four year budget plan, or any proposed changes to uses of the levy enrichment funding under RCW 28A.505.240.
- (c) The Board, following notice thereof being published in a newspaper of general circulation within the District, conducted a public hearing on August 11, 2025, in accordance with the requirements of RCW 28A.505.060 for the purpose of adopting the 2025-26 budget.

Section 2. Fixing and Determining Fund Appropriations and Transfers; Adoption of 2025-26 Budget, Four-Year Budget Summary and Four-Year Enrollment Projection.

- (a) The Board hereby fixes and determines the appropriation from each fund contained in the 2025-26 budget, as follows:

General Fund	\$ 96,669,293
Capital Projects Fund	\$ 1,500,000
Transportation Vehicle Fund	\$ 0
Debt Service Fund	\$ 7,708,961
Associated Student Body Fund	\$ 936,324

- (b) The Board hereby adopts the 2025-26 budget, the four-year budget plan summary, and the four-year enrollment projection and the appropriations as fixed and determined above, all of which are on file with the District and incorporated herein by this reference.

- (c) Pursuant to RCW 28A.150.270 and RCW 28A.320.330 the Board of Directors is executing a resolution as part of this budget hearing requesting approval for operating transfers from the General Fund to Capital Projects Fund up to \$576,500; for operating transfers from Debt Service to Capital Project Fund up to \$324,000; for operating transfers from Capital Projects Fund to Debt Service Fund up to \$576,500; and, for operating transfers from Transportation Vehicle Fund to Debt Service Fund up to the amount of \$275,000; for the months of September 2025, December 2025, and June, 2026, and as needed.
- (d) Within the provisions of RCW 84.52.0531, the Board of Directors proposed and had approved, a General Fund Maintenance and Excess Levy in the amount of \$9,500,000 for fiscal year 2026, with an estimated tax rate of \$2.18/\$1000 of assessed valuation. Collection for Debt Service payments is approved for \$7,300,000, to make principal and interest payments on bonds and other debt payments, with an estimated tax rate of \$1.63/\$1000 of assessed valuation.

Section 3. General Authorization and Ratification. The Secretary to the Board, the President of the Board, the District's Chief Financial and Operations Officer and other appropriate officers of the District are hereby further authorized to take all other action, to do all other things consistent with this resolution, and to execute all other documents necessary to effectuate the provisions of this resolution, and all actions heretofore taken in furtherance thereof and not inconsistent with the provisions of this resolution are hereby ratified and confirmed in all respects.

ADOPTED by the Board of Directors of Kelso School District No. 458, Cowlitz County, Washington, at a regular open public meeting thereof, of which due notice was given as required by law, held this 11th day of August, 2025, the following Directors being present and voting in favor of the resolution.

KELSO SCHOOL DISTRICT NO. 458
COWLITZ COUNTY, WASHINGTON

President and Director

Vice President and Director

Director

Director

Director

Mary Beth Tack
Secretary to the Board of Directors

S U M M E R
S C H O O L
U P D A T E

RIGHTS & RESPONSIBILITIES HANDBOOK

Special Education and Related Services for Eligible Students Procedure 2161P

The purpose of the district's special education program procedures is to address program areas where state and federal regulations require specific local procedures or permit local discretionary choices.

The state regulations governing implementation of special education services pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 are addressed in Chapter 392-172A WAC. These procedures do not address all of the requirements established in the regulations. District personnel who are not familiar with the regulations need to contact the special education department director or designee if there are questions regarding special education. These procedures describe how the district implements its special education program.

Free Appropriate Public Education (FAPE)

The district will apply annually for Federal Part B and state special education funding to assist in the provision of special education and any necessary related services. This funding is in addition to students' basic education funding and state special education funding.

The superintendent, in consultation with building staff, will annually determine whether to use Early Intervening Services (EIS) funding for students who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

The district will annually report to the Office of Superintendent of Public Instruction (OSPI) the number of students receiving EIS, and the number of students who received EIS and subsequently received special education and related services under Part B of IDEA during the preceding two-year period.

Services to eligible special education students, ages three to 22, will be provided without charge to the student. This does not include incidental fees that are normally charged to all students. Special education services will include preschool, elementary and secondary education and are provided in conformance with the student's Individualized Education Program (IEP).

The district provides a continuum of services for students, regardless of the funding source. Where the district is unable to provide all or part of the special education or necessary related services, it will make arrangements through contracts with other public or non-public sources, inter-district agreements, or interagency coordination.

Students Covered by Public or Private Insurance

The district may use Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required to provide a FAPE, as permitted by the public insurance program. However, the district will not:

- A. Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;
- B. Require parents to incur an out-of-pocket expense, such as the payment of a deductible or co-pay amount, incurred in filing a claim;
- C. Use a parent or student's benefits under a public insurance programs if that use would:
 1. Decrease available lifetime coverage or any other insured benefit;
 2. Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;
 3. Increase premiums or result in discontinuation of insurance; or
 4. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

The district may access a parent's private insurance proceeds to provide FAPE to an eligible student only if the parent provides informed consent to the district. Whenever the district proposes to access the parent's private insurance proceeds, the district will:

- A. Obtain parent consent in accordance with Chapter 392-172A WAC each time the district wishes to access benefits for a new procedure; and
- B. Inform the parents that their refusal to permit the district to access their insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents.

Before first accessing a parent's or students public benefits, for the first time and annually after the first notification, the district will provide written notification using the prior written notice provisions under WAC 392-172A-05010(3) that includes:

- A. A statement of the parental consent provisions;
- B. A statement of the "no cost" provisions;
- C. A statement that the parents may withdraw their consent to disclose personally identifiable information to the agency responsible for administering the state's public benefits or insurance, and
- D. A statement that a parent's withdrawal or refusal to consent does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

After providing the required notification, the district will obtain written informed consent from the parent allowing the district to disclose information from the student's educational records to the agency responsible for administering the state's public benefits or insurance programs. The consent will specify:

1. The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;
2. The purpose of the disclosure;
3. The agency to which the disclosure will be made; and
4. That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to apply for services under the act.

To avoid financial cost to parents who would otherwise consent to use private insurance, or public benefits if the parent would incur a cost such as a deductible or co-pay, the district may use its Part B funds to pay the cost the parents would incur.

The student's IEP case manager is responsible for providing the required notices and requests for consent to parents under this section.

Parent Participation in Meetings

The district encourages parental involvement and sharing of information between the district and parents to support the provision of appropriate services to its students. As used in these procedures, the term "parent" includes biological and adoptive parents, caregivers, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents and adult students.

Parents (and as appropriate, students) will be provided the opportunity to participate in any meetings with respect to the identification, evaluation, educational placement and provision of a FAPE, including IEP team meetings, school discipline, and truancy meetings.

When a meeting is scheduled, parents will be:

- A. Notified of the meeting early enough that they will have an opportunity to attend; and
- B. Notified of the availability of interpretation and translation services at no cost to the parents;
- C. Notified of the purpose, time, and location of the meeting and who will be in attendance.
- D. The parent will be notified that the district or the parent may invite others who have knowledge or special expertise of the student; and

E. The meetings will be scheduled at a mutually agreeable time and place.

The district will take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including but not limited to, arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English. The district will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student's family was provided.

The staff person responsible for inviting the parents to meetings will keep documentation of the information provided and the methods used to notify the parents of the meeting. The district may proceed with a meeting if the district is not able to convince the parent to attend. In this case, the district will document its attempts to arrange the meeting. This documentation will include records of telephone calls and the results, copies of correspondence sent to the parent, and/or other means used to contact the parent.

This documentation will be kept in the student's special education file.

The student's IEP manager will be responsible for the notification, scheduling and copying activities outlined above.

If the parent cannot attend a meeting but wishes to participate, the district will arrange for other means to participate. This can include individual or conference phone calls, video or other means of conferencing.

A meeting does not include informal or unscheduled conversations involving district personnel; conversations on issues such as teaching methodology, lesson plans, coordination of service provisions; or preparatory activities that district personnel engage in to develop a proposal or a response to a parent proposal to be discussed at a later meeting.

Identification and Referral (Child Find)

A. Identification

The purpose of Child Find is to locate, evaluate, and identify children with suspected disabilities in need of special education services, including those who are not currently receiving special education and related services and who may be eligible for those services. Activities are to reach:

1. Children residing in the school district boundaries, including preschool-aged children;
2. Children attending approved, nonprofit private elementary and secondary schools located within the district boundaries
3. Highly mobile children (such as children experiencing homelessness, in foster care, and living in migrant conditions);
4. Children who have a disability and may need special education services, even though they are advancing from grade to grade; and
5. Children at home or home-schooled.

The district will consult with parents and representatives of private school students to ensure its child find activities are comparable in approved, nonprofit private schools located within district boundaries. These consultations will occur *annually by phone, meetings, letters, etc.*

The district reaches students who may be eligible for special education services through:

1. Notification to parents of child find activities in its annual informational packet;
2. Notification to parents district-wide through local papers or other media;
3. Information regarding child find on the district's ~~website~~ Web site;
4. Notification to private schools located in the district's boundaries;
5. District informational mailings;
6. Posting notices regarding screening and referral in school buildings and public locations, including DSHS community service offices, Employment Security offices, grocery stores, laundromats, day cares, community preschool sites, and physicians' offices;

7. Notifying and coordinating with the designated Part C lead agencies;
8. Early childhood screenings conducted by the district or designee;
9. Coordination with other public and private agencies and practitioners;
10. Written information provided to district staff on referral procedures;
11. Training teachers and administrators on referral/evaluation/identification procedures; and
12. Review of student behavior, discipline and absentee information and information gathered from district-wide assessment activities.

When district staff have concerns that a student may have a suspected disability ~~that~~^{which} could result in eligibility for special education services, they will notify the MTSS team and the group of qualified professionals (GQP).

The district's special education department conducts early childhood screenings for ~~children from age's~~ birth to five. These occur at least four times per year at specified elementary schools and/or local agencies. When parents or others inquire about screenings, the caller will be referred to the Kelso School District Special Education Department.

The screening process involves the following:

1. Parents are asked to provide information to assist in assessing their child. ~~and~~
2. Children are screened to assess cognitive, communication, physical, social-emotional, and adaptive development. Parents will be notified at the screening of the results, and the parents will also be provided written notice of the results within ten days of the screening. If the screening supports evaluation, ~~the district will~~ obtain written consent for ~~an~~ evaluation at the exit interview if possible, or ~~will~~ include consent forms with the written notice notifying the parents of the results. If the screening results indicate that the child does not need an evaluation, written notice will be sent to the parents within 10 days of the screening explaining the basis for the district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

B. Referral

A student, whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff, or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring that district staff understands the MTSS and referral process and maintain the availability of the district's optional referral form. Referrals are required to be in writing unless the person referring is unable to write and/or communicate orally. A person who makes a referral orally must be provided with the optional district referral form in the requestor's native language and offered assistance in completing the referral with the support of a qualified interpreter when needed.

When a referral is made, the district must act within a 25 school-day timeline to make a decision about whether or not the student will receive an evaluation for eligibility for special education services.

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person will notify a certificated staff member *or the designated building based person*. The special education department and/or School Psychologist will: (a) records the referral; (b) Provides written notice of the referral to the parent including the date the request was received; and (c) advises the group of qualified professionals (GQP) to collect and review district data and information provided by the parent to determine whether evaluation is warranted.

During the referral period the group of qualified professionals (GQP) will collect and review existing information from all sources, including parents. Examples may include:

1. Child's history, including developmental milestones;
2. Report cards and progress reports;
3. Individual teacher's or other provider information regarding the child, including observations;
4. Assessment data;

5. Medical information, if provided; and
6. Other information that may be relevant to assist in determining whether the child should be evaluated.

If the review of data occurs at a meeting, the parent will be invited. The special education department *or group of qualified professionals* provides written notice to the parents of the decision regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the special education department and the MTSS team.

After *the group of qualified professionals* reviews the request for evaluation and supporting data and does not suspect that the child has a disability, the district may deny the request. In this case, written notice, including the reason for the denial and the information used as the basis for the denial, must be given to the parent.

If the determination is that the child should be evaluated, the reviewers will include information about the recommended areas of evaluation, including the need for further medical evaluation of the student. This information will assist the district in providing parents prior written notice and will assist the district in selecting appropriate evaluation group members. The group of qualified professionals GQP is responsible for notifying parents of the results using prior written notice. When the determination is that the child will be evaluated, parent consent for evaluation and consent for release of appropriate records will be sent with the notice.

District group of qualified professionals will seek parental consent to conduct the evaluation without any unnecessary delay. The ~~school-~~district is not required to obtain consent from the biological parent if:

1. The student is a ward of the state and does not reside with a parent;
2. The parent cannot be located, or their rights have been terminated; or
3. Consent for an evaluation is given by an individual appointed to represent the student.

When the parent provides consent, the district will select an evaluation group. The evaluation group is to complete the evaluation within 35 school days after the district's receipt of parent consent, unless:

1. The parents and district agree in writing to extending the timeline;
2. The parent fails or refuses to make the student available for the evaluation; or
3. The student enrolls in another school district after the evaluation begins but before its completion, and the parent and new district agree to complete it ~~is begun but before completion and the parent and new district have an agreement for completion of the evaluation.~~

If a parent does not provide written, informed consent for the evaluation, notify the special education department. District staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student is homeschooled or is unilaterally placed in a private school. If the parent does not provide written informed consent and the district does not use mediation or due process, the group of qualified professionals will provide the parent with prior written notice informing the parent that the district cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

Evaluation and Reevaluation

A. Evaluation of Students ~~M~~oving from Part C to Part B and Participation in Transition Planning Conferences

The district will participate in transition planning conferences, arranged by the local lead agency as designee of the Part C lead agency for each student who may be eligible for preschool services. Transition plans will be designed to promote uninterrupted provision of appropriate services to the child.

1. District--designated liaison will serve as the point of contact with the family resource coordinator

for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;

2. Within 25 school days following the transition planning conference, a determination whether or not to evaluate the student for Part B services will be made;
3. The district will follow the procedures for obtaining consent and conducting an initial evaluation, and provide prior written notice of the decision, if it determines that the student will be evaluated to determine eligibility for Part B services

The district will follow the procedures for timelines and evaluation requirements for students moving from Part C to Part B. However, students turning three, who were previously determined eligible for early intervention services under Part C of the IDEA, will be evaluated for initial eligibility for special education services under Part B of the IDEA. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

B. Evaluation Requirements

The purpose of the evaluation is to collect information about a student's functional, developmental, and academic skills and achievements from a variety of sources, to determine whether a student qualifies for special education and related services, and to develop an IEP. This includes information provided by the parent. All information gathered in this process is reviewed by the IEP team or other group of qualified professionals.

The evaluation must be an individual assessment designed to determine:

- A. Whether the student is eligible for special education and any necessary related services; and,
- B. The nature and extent of special education and related services needed by the student, including information related to enabling the child to be involved in and progress in the general education curriculum.

The district's group of qualified professionals (GQP) will select the members of the evaluation group. Members selected must be knowledgeable about the student and the areas of suspected disabilities. Qualifications of a group member include having the appropriate professional license or certification and may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of the group. If the student requires a medical evaluation in order to determine eligibility, the district will coordinate with the parents to arrange for the evaluation at district expense or through the use of public or private insurance if the parent consents to allow the district to use the insurance.

There are many legal requirements for conducting evaluations. Evaluation procedures or materials must be free of racial, cultural, or sexual/gender bias, and they must be used for the purpose for which they are valid and reliable. Tests must be appropriate for the student's age and stage of developmental level. Tests should be administered in the native language of the student or conducted in the mode of communication most familiar to the student. If it appears to be clearly not feasible to conduct a procedure or test in the mode of communication most frequently used by the student, the IEP team will contact the special education administrator to develop an individualized strategy for valid evaluation of the student's skills. The inclusion of parents in this collaboration is desirable and strongly encouraged.

Specific areas to be included in the evaluation are determined by the group of qualified professionals (GQP), as appropriate, as part of a review of existing data concerning the student. The evaluation does not rely on one source or procedure as the sole criterion for determination and should include:

1. Review of existing data, including corresponding response to intervention (RTI) documentation;
2. Relevant functional and developmental information;
3. Information from parents;
4. Information from other providers;

5. Information related to enabling access to and progress within the general education curriculum and assisting in determining whether there is a disability and the content of the IEP;
6. Current classroom-based evaluations, using criterion-referenced and curriculum-based methods, anecdotal records, and observations;
7. Teacher and related service providers' observations; and
8. Testing and other evaluation materials, which may include medical or other evaluations when necessary.

All current evaluation data, as well as data previously reviewed by the team, must be considered. Professional members of the evaluation team need to be familiar with qualifying disability definitions and criteria in federal and state rules.

This review of existing data may be in the form of a meeting of IEP team members, or may be conducted without a meeting. It includes data provided by parents, data gathered in the general education classroom, or data from state and district level assessments. The data may provide information about the student's physical condition, social or cultural background, and adaptive behavior.

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting, and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP Team determines that no additional data are needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The district will complete the evaluation using existing data.

Parents and district staff are encouraged to work towards consensus, but the school district has the ultimate responsibility to determine whether the student has a disability or not. The group of qualified professionals will provide the parent with prior written notice of the eligibility decision, as well as a copy of the evaluation report. If the parent disagrees with the eligibility decision, they will be informed of their dispute resolution options described in the procedural safeguards.

C. Specific Learning Disability (SLD)

The district uses a combination of severe discrepancy and a process based on a student's response to scientific, research-based intervention in determining the identification of students with a specific learning disability consistent with the District's RTI policy and procedures, number 2163. Grade levels and content areas are described in the district's RTI general education procedure 2163.

Student response is only one element of determining whether a child has a specific learning disability. The evaluation will be comprehensive and address all areas of suspected disability and will also include whether the child performs adequately to meet the grade-level standards in the general curriculum. The evaluation will also include whether failure to make progress is not the result of:

1. A physical, mental, emotional, cultural, or environmental factor or limited English proficiency; or
2. Inadequate instruction in reading or mathematics.

The district must act promptly on a referral. Anyone, including parents and teachers, can make a referral at any time. A student cannot be required to progress through all levels of intervention before being evaluated if evidence exists to suspect a disability.

D. Evaluation of Transfer Students

If a student transfers into the ~~school~~-district while an evaluation process is pending from the other district, the group of qualified professionals (GQP) is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35 ~~school~~-day timeline from the date the parent provided consent. If the

determination is that additional time will be needed, the group of qualified professionals (GQP) will notify the parent and obtain the parent's agreement to establish a new timeline.

E. Eligibility

The evaluation group and the parent will determine whether or not the student is a special education student.

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency; and
2. Eligibility may be determined by documented professional judgment when:
 - a. Properly validated tests are unavailable; or
 - b. Corroborating evidence indicates that results were influenced due to measuring a disability.

The parent will be provided with a copy of the evaluation report and the documentation of the eligibility determination of eligibility.

Parents will also be provided with prior written notice of the eligibility decision ~~within ten school days of the decision~~. The group of qualified professionals (GQP) is responsible for sending the notice.

Students remain eligible for special education services until one of four events occur:

1. The student is determined through a reevaluation to no longer be eligible for special education;
2. The student has met the district's high school graduation requirements;
3. The student has reached the age of 22~~1~~. A special education student whose 22~~nd~~^{1st} birthday occurs ~~during the current school year after August 31~~, will continue to be eligible for special education and any necessary related services for the remainder of the school year; or
4. The student no longer receives special education services based upon a parent's written revocation of services.

When a special education student is expected to graduate prior to age 22~~1~~, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The district will provide prior written notice to parents and adult students that the student is expected to graduate and will no longer be eligible for special education services. The district will also provide the parents and student with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals.

Please also note that WAC 180-51-115 requires schools to develop procedures for granting high school graduation credits for students with disabilities; the procedures in place by the district may be found under policy 2410.

F. Evaluation Report

Each person conducting an assessment of the student will specify the procedures and instruments used ~~and~~ their results, and the significance of findings related to the student's instructional program, including a specification of the factors interfering with performance and the special education and related services needed.

The evaluation group will determine who is most appropriate to develop the evaluation report reflecting the evaluation information. This will be completed before the conclusion of the evaluation period and will, at a minimum:

1. Identify the disability that requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category;
4. Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;

5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days, and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Include the additional information required for the specific learning disability eligibility category;
8. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
9. Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions of the report will prepare a separate statement representing their own conclusion.
10. The group of qualified professionals (GQP) is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings.

G. Reevaluations

A reevaluation of a student receiving special education or related services is conducted if academic achievement and functional performance has improved to warrant a reevaluation, if the IEP team suspects that the student may no longer be a student with a disability, or if the child's parent or teacher requests a reevaluation. A reevaluation does not occur more than once per year, unless the parent and the district agree otherwise. A reevaluation must occur at least once every three years, unless the parent and the district staff agree that a reevaluation is unnecessary. An agreement that an evaluation is unnecessary will be confirmed in writing to the parent. *The group of qualified professionals* (GQP) will schedule a review of this determination and notify the special education department.

Students who were previously eligible under the category "Developmentally Delayed" must be reevaluated before age ten to determine eligibility within another category.

As part of any reevaluation, the IEP team members and other professionals the district determines appropriate will review existing data that includes:

1. Evaluations and information provided by the parents;
2. Current classroom-based assessment, local or state assessments, and classroom-based observations; and
3. Observations by other teachers and related services providers data.

Based on this review the team will determine whether any additional data is necessary to determine:

1. Whether the student continues to be eligible for special education and any necessary related services;
2. The present levels of performance and educational needs; and
3. Whether any additions or modifications to the student's program are needed. This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using written prior notice, and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing;
4. If additional testing is needed:
 - a. The group of qualified professionals will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;
 - b. If the parents do not return the signed consent form, the district will send another letter explaining the need for reevaluation and parent consent and will enclose another

consent form and a copy of the prior written notice. In addition, the district will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact, and other efforts to obtain consent;

- c. If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the reevaluation; and
- d. If the parents refuse to consent to the reevaluation, the evaluation group will notify the special education department so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parent's refusal to consent.

After the reevaluation is completed, the group of qualified professionals (GQP) will invite parents to the eligibility meeting and provide prior written notice after the meeting of the results of the reevaluation to parents in their primary language, indicating one or more of the following:

1. Whether the student continues to be eligible and in need of special education;
2. Present levels of performance and educational needs of the student; and
3. Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

~~This notice will occur within ten school days of the eligibility decision.~~ The group of qualified professionals is responsible for sending the notice.

H. Reevaluation and Graduation

No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 22~~4~~. Instead, the district will provide prior written notice to the student and the parent one month prior to the end of the school year, and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. The IEP case manager is responsible for assuring that the IEP team completes the summary of academic achievement and functional performance.

Independent Educational Evaluations (IEE)

Parents of students eligible for special education, students referred for special education and determined to not be eligible, or students determined not to need an evaluation have a right to obtain an IEE at public expense, each time the district conducts an evaluation of the student.

When parents request an IEE, the district must decide within 15 calendar days whether or not it agrees to provide it. Any parent request for an ~~IEE~~~~independent evaluation~~ should be immediately referred to ~~the special programs~~~~education~~ director. The ~~special programs~~~~education~~ director will review the request and determine whether or not the request is warranted. If the district agrees to provide an IEE, arrangements will be made promptly. If the district denies the request to pay for an IEE, it must file for a due process hearing within 15 calendar days of the parent's request. The district may request mediation as an option after filing the due process hearing. If the parents withdraw their request for an IEE, the due process hearing can be dismissed.

When a parent requests an IEE, the district must provide parents a list of district criteria and evaluators. If the ~~school~~-district initiates a hearing and a decision is made that the district's evaluation is appropriate, the parent still has the right to an IEE but not a public expense. A parent is only entitled to one IEE at public expense each time the district conducts an evaluation with which the parent disagrees.

If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered by the district ~~in any decision made with respect to if~~ providing FAPE to the student if the IEE meets the district's criteria. The IEE may also be presented as evidence at a hearing regarding the student.

The following criteria are established for the selection of an individual to conduct an IEE at public expense. These criteria are established in order to identify the knowledge, experience, and qualifications of individuals selected to conduct the evaluations. Any individual selected to conduct either a district evaluation or an IEE must be:

1. Licensed, credentialed, or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;
2. Knowledgeable and experienced in evaluating children with similar disabilities;
3. Geographically located within the state of Washington; and
4. Available to the district at a maximum fee which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

Exceptions to the criteria will be granted only when it can be shown that the unique circumstances of the child or the disability:

1. Make it impossible to identify anyone within the state of Washington who holds the appropriate credentials or experience necessary to conduct the evaluation; or
2. Require a specialized evaluator whose fee exceeds the prevailing average by more than 25%; or
3. Include factors ~~that~~^{which} would warrant an exception in order to obtain an appropriate evaluation.

Individualized Education Programs (IEP)

A. IEP Development

The term IEP means a written statement for each student eligible for special education that is developed, reviewed, and revised in a meeting in accordance with WAC 392-172A-03095 through WAC 392-172A-03100. The IEP reflects the implementation of instructional programs and other services for students who are eligible for special education services, based on the evaluation of student needs.

An IEP must be in effect before ~~the~~ initiation of special education services. The IEP must be developed within 30 calendar days after the student's initial determination of eligibility for special services. IEPs must be updated annually, or revised more frequently if needed to adjust the program and services.

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent, the IEP case manager will notify the parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

The district will maintain a copy of the current IEP, which is accessible to all staff members responsible for providing education, other services, or implementation of the IEP. All staff members will be informed of their responsibilities for its implementation. This includes not only teachers and other service providers, but also bus drivers, playground and lunchroom supervisors, nursing staff, and others who may be responsible for the proper implementation. The building principal *and special programs*~~education~~ director are responsible for ensuring that staff members are knowledgeable about their responsibilities.

IEPs will be implemented without undue delay following IEP meetings, regardless of the payment source for special education and or related services.

Parents are members of the IEP team and will have the opportunity to fully participate. The district will make sure that the parents understand the proceedings, including arranging for an interpreter for parents who are deaf or whose native language is other than English. The district will also ensure that meeting locations are accessible. The special education department is responsible for coordinating interpreters and making arrangements for the meeting location.

The district will provide parents/~~caregivers~~~~guardians~~ with a copy of the district's Restraint, Isolation and Other Uses of Reasonable Force (Policy 3246) with each initial and annual IEP.

B. IEP Team

The IEP team includes:

1. The parent(s) of the student;
2. Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment. The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of: ~~1) a~~ Appropriate positive behavioral interventions and supports for the student; and ~~2) s~~ Supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185 and WAC 392-172A-03110(s)(b).
3. Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
4. A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources; (*the building principal may serve as the district representative*).
5. An individual who can interpret the instructional implications of the evaluation results;
6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
7. The student, when appropriate, or when required;
8. Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
9. If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative cannot attend the meeting, district personnel will keep the representative informed of the meeting and obtain agency information that will assist in the service provision; and
10. Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parents and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting. Written documentation for excusal must be sent to the parent prior to the IEP meeting. If excusal is not returned or allowed, the IEP case manager must reschedule the meeting to ensure that all the required participants are in attendance.

Existing team members may fill more than one of these roles if they meet the criteria for the role.

Sometimes parents do not attend IEP meetings. There will also be times the parents do not agree with the IEP as proposed, and despite attempts to reach agreement on IEP content, the team does not reach agreement. If a parent attends the IEP meeting and agreement is not reached on the IEP, the team will determine whether another IEP meeting should be scheduled as soon as mutually possible, or whether there is enough information to complete the IEP. When the decision is made that the IEP will be implemented, the district must send prior written notice of the decisions reached to the parent, including the date the IEP will be implemented.

When the parents do not attend the IEP meeting, despite the district's efforts to ensure participation, or if the team does not reach agreement, it is the district's obligation to offer an appropriate educational

program:

1. Have IEP members present sign the IEP (or document participation if any member is unwilling to sign);
2. Send a copy to the parent, and provide the parent prior written notice that the district intends to implement the IEP; and
3. Forward the documentation of actual or attempted contacts to the special education department for processing when parents do not attend the meeting.

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making changes. The parent and the district must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. The IEP case manager is responsible for IEP amendments. If the parent requests that the district revise the IEP to include the amendments, the IEP case manager will revise the IEP.

C. IEP Preparation and Content:

IEP teams will consider the recommendations in the initial or most recent evaluation to develop the IEP. In developing each IEP, the team must consider:

1. The strengths of the student including the academic, developmental, and functional needs of the student and the concerns of the parents for enhancing the education of their child;
2. Whether positive behavioral interventions and supports, including a behavioral intervention plan, as defined by WAC 392-172A-01031, are needed to address the student's behavior;▪
3. The language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;▪
4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;
5. Whether a student has other language and communication needs; The communication needs of the student (and in the case of a student who is deaf or hard of hearing consider the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; and full range of needs, including opportunity for direct instruction in the student's language and communication mode; and
6. Whether assistive technology devices or services are needed.

IEP content must include:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;
2. Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;
3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum and be educated and participate with other special education students and non-disabled students and participate in extracurricular and other nonacademic activities;
4. A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular, and non-academic activities;

5. A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s) and why the particular alternative assessment is appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
6. The date for the beginning of services and the anticipated frequency, location, and duration of services and modifications;
7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals, and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the district issues progress reports or report cards, or other agreed times as identified in the IEP.
8. The projected beginning date for the special education and related services;
9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment and independent living skills where appropriate; the transition services (including courses of study) needed to assist the child in reaching those goals; and a description of how the postsecondary goals and transition services align with the high school and beyond plan (HSBP);
10. Emergency response protocol, if determined necessary by the IEP team for the student to receive FAPE, and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105.
11. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01031;
12. The procedures by which parents/caregivers/guardians will be notified of the use of isolation or restraint or a restraint device on their student (see Procedure 3246). If a student is placed in an authorized entity under RCW 28A.155.060, the IEP will specify any additional procedures required to ensure the authorized entity fully complies with state restraint and isolation laws.
13. A statement regarding transfer of rights at the age of majority. The IEP case manager will provide prior written notice to the student one year prior to student turning 18 years of age; and
14. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by April to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to:
 - a. Evidence of regression or recoupment time based on documented evidence; or
 - b. A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress, and emerging skills.

The district will follow 3246 and 3246P (Restraint, Isolation and Other Uses of Reasonable Force) regarding the use of restraint or isolation.

Use of isolation, restraint and restraint devices:

A. Definitions

1. **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
2. **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.
3. **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a student:
 - a. upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
 - b. 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;
 - c. upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
 - d. after the student has threatened the physical safety of another and has history of one or more violent acts.
4. **Positive behavioral intervention:** 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 behavioral 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.
5. **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. 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.
6. **Restraint device:** A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers, or batons. Restraint device does not mean a seat harness used to safely transport students. 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.

B. Practices presumed to be unreasonable when correcting or restraining any student under the age of 18:

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

1. throwing, kicking, burning, or cutting a child;
2. striking a child with a closed fist;
3. shaking a child under the age of three;
4. interfering with a child's breathing;
5. threatening a child with a deadly weapon; or
6. 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. ¶¶~~

~~C. Conditions specific to use of isolation: ¶¶~~

- ~~1. The isolation must be discontinued as soon as the likelihood of serious harm has dissipated; ¶¶~~
- ~~2. The enclosure will be ventilated, lighted, and temperature controlled from inside or outside for purposes of human occupancy. ¶¶~~
- ~~3. The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure. ¶¶~~
- ~~4. An adult responsible for supervising the student will remain in visual or auditory range of the student at all times. ¶¶~~
- ~~5. 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. ¶¶~~
- ~~6. Any staff member or other adults using isolation must be trained and currently certified by a qualified provider in the use of trauma informed crisis intervention (including de-escalation techniques), and also trained by the district in isolation requirements, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency. ¶¶~~

~~D. Conditions specific to use of restraint and restraint devices: ¶¶~~

- ~~1. The use of restraint or a restraint device must be discontinued as soon as the likelihood of serious harm has dissipated; ¶¶~~
- ~~2. The restraint or restraint device will not interfere with the student's breathing; ¶¶~~
- ~~3. Any staff member or other adults using restraint or restraint devices must be trained and currently certified by a qualified provider in the use of trauma informed crisis intervention (including de-escalation techniques), and such restraint or restraint devices, or otherwise available in the case of an emergency unless trained personnel are not immediately available due to the unforeseeable nature of the emergency. ¶¶~~
- ~~4. In the case of a restraint device, either the student will be capable of releasing himself or herself from the restraint device or the student shall continuously remain within view of an adult responsible for supervising the student. ¶¶~~

~~E. Prohibited practices involving restraint, use of force, and discipline: ¶¶~~

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

- ~~1. District personnel are prohibited from using aversive interventions; ¶¶~~
- ~~2. District personnel are prohibited from physically restraining or isolating a student, except when the student's behavior poses an imminent likelihood of serious harm as defined above; ¶¶~~
- ~~3. No student may be stimulated by contact with electric current, including, but not limited to, tasers; ¶¶~~
- ~~4. A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid as a form of punishment; ¶¶~~
- ~~5. 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 correcting or restraining a child); ¶¶~~

- ~~6. A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;¶¶~~
- ~~7. A student must not be denied or subjected to an unreasonable delay in the provision of medication;¶¶~~
- ~~8. A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;¶¶~~
- ~~9. A student must not be forced to listen to noise or sound that the student finds painful;¶¶~~
- ~~10. A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;¶¶~~
- ~~11. 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;¶¶~~
- ~~12. A student's head must not be partially or wholly submerged in water or any other liquid;¶¶~~
- ~~13. 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, except under the conditions set forth in WAC 392-172A-02110;¶¶~~
- ~~14. A student must not be subjected to the use of prone (lying face down) and supine (laying face up) restraint. Wall restraint, or any restraint that interferes with the student's breathing.¶¶~~

F. Documentation and Reporting Requirements

~~Districts must follow the documentation and reporting requirements for any use of isolation, restraint, or a restraint device consistent with RCW 28A.600.485 and the parental notification requirement of RCW 28A.155.210. See Policy and Procedure 3246. ¶¶~~

- ~~1. KSD Staff Process:¶¶~~
 - ~~a. Immediately notify the principal or designee of the incident¶¶~~
 - ~~b. Within 24 hours the case manager makes reasonable effort to notify parent (per KSD Procedure 3246P)¶¶~~
 - ~~c. Within 2 school days after the incident complete and submit incident report to school principal or designee and Special Programs director (KSD Procedure 3246P)¶¶~~
- ~~2. KSD Administrator Process:¶¶~~
 - ~~a. Within 5 school days the principal or designee will send a copy of the incident report to parent or caregiver/guardian (KSD Procedure 3246P)¶¶~~
 - ~~b. Within 5 school days after the incident the principal or designee will review the incident with student and parent (not necessarily at the same time) (KSD Procedure 3246P)¶¶~~
 - ~~c. Within 5 school days after the incident the principal or designee will review the incident with staff person(s) (KSD Procedure 3246P)¶¶~~

Transfer Students

Students who transfer from one district to another within the state continue to be eligible for special education and any necessary related services. When an eligible student transfers into the district, the school principal or designee will notify the special education department. The special education department and school team, in consultation with parents, will review the student's IEP, upon receipt of records, to ensure the district provides services comparable to those in the previous IEP until the district adopts the previous IEP or develops, adopts, and implements a new IEP. ~~The IEP case manager will send~~

~~out the paperwork documenting that a meeting occurred and what was decided through a prior written notice.~~

~~Kelso School District interprets 'comparable services' to mean services that are similar or equivalent to those services that were described in the child's IEP from the previous school district, including Extended School Year (ESY). Questions about the comparability of services will be resolved in consultation with parents.~~

When a student who was identified as eligible for special education transfers from out of state into the district, the school principal or designee will notify the special education department immediately. The group of qualified professionals (GQP) will review the evaluation, eligibility documentation and IEP, immediately upon receipt of the records, to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, the district will follow the procedures described in the previous paragraph to provide comparable services until the district develops an IEP for the student. If the student needs to be evaluated to determine eligibility in this state, the group of qualified professionals (GQP) will notify the parents, obtain consent and evaluate the student for eligibility within 35 school days of the receipt of the parent's consent. The district, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending the results of the initial evaluation. Again, questions about the comparability of services will be resolved in consultation with the parents.

The district must take reasonable steps to promptly obtain records, including IEP supporting documents and any other records related to special education or related services from the previous school. The student's special education records will be obtained by the special education department. A school building secretary will secure general education records from the previous school.

~~The above process can be referenced in the WAC 392-172A-03015~~

Placement

No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes the determination of the special education placement. When a student has been evaluated and the evaluation team and parent have determined student eligibility and the need for special education and related services, programming decisions must occur. These decisions are made on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of the least restrictive environment (LRE) and the continuum of placement alternatives (reviewed below). When determining initial eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before the student receives special education services. If the parents do not consent to the provision of special education and related services, the district will not provide special education services to the student. The district will notify the parents that the student is eligible for services and that the district is willing to provide the services when the parent provides written consent. The notification will also inform parents that the district has no FAPE obligation to the student when parents refuse to provide consent.

When program decisions are addressed by the IEP team, proper consideration must be given to the LRE. Within the educational setting, the student should be placed, whenever possible:

1. In the school the disabled student would normally attend; and
2. With non-disabled students in the general educational setting to the maximum extent possible.

Special classes, separate schools, or removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in the general education classroom with use of supplementary aids and services cannot be satisfactorily achieved.

If the IEP team believes that the student will not be successful within the general education classroom, the team will consider:

1. The educational benefits of full-time placement in a regular classroom;
2. The non-academic benefits of such a placement;
3. The effect the student will have on the teacher and other students in the regular classroom; and
4. The costs of placing the student in the regular classroom.

The degree to which the student is to be integrated into the general classroom setting is dependent upon the identified needs of the student. This placement is to occur unless the nature of the needs ~~isare~~ so severe that this cannot be satisfactorily achieved, even with supplementary aids and services. If the placement is in another building, the appropriate educational placement will be as close to the student's home as reasonably possible.

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. *Opportunities available within the school district for participation align with the WAC 392-171A-02025, which includes counseling services, athletics, transportation, health services, recreational activities, clubs, etc.).* Limits on nonparticipation or conditions of participation must be designated in the IEP.

The district will also make opportunities available for students eligible for special education to participate with non-disabled students in the district's art, music, industrial arts, computer, consumer classes, physical education, home economics, and other elective classes.

Within the district, a continuum of **alternative** placement options exist for students to receive specially designed instruction and educational benefit. They include:

1. General education classroom or regular early childhood program;
2. Resource room support provided in a pull-out model
3. Specialized classrooms designed to meet the needs of students with communication, behavioral, or intellectual challenges;
4. Homebound;
5. Alternative placements.

These options are intended to address the individual needs of students, including preschool students with disabilities, and they are considered according to the following process:

The placement of each student with a disability will be determined annually, or sooner if appropriate, by the IEP team.

The appropriateness of placement options will be based upon various decisions, including:

1. Data-based judgments in IEP development;
2. Judgments (data-based) in determining LRE;
3. The reasonable probability of the placement option(s) assisting the student to attain annual goals and objectives and the quality of services needed; and
4. The consideration of potentially harmful effects upon the student or on the quality of services needed.

Placement options along the continuum must include alternative placement options identified in the definition of special education and make provisions for supplementary services such as resource room or itinerant instruction to be provided in concert with the general education placement.

Students Unilaterally Enrolled in Private Nonprofit Schools by Parents

On November 1 of each year, the district will conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries. The district special ~~program~~**education** director will have timely and meaningful consultation with appropriate representatives of private schools and representatives of parents of private school students and make

determinations about who will receive services and what services will be provided. The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

The district is required to spend a proportionate amount of federal special education Part B and Section 619 funds to provide special education and related services to private school students. In order to determine which students will receive services, what services will be provided, how and where the services will be provided, and how services provided will be evaluated, the district will consult with appropriate representatives and parents of private school students. The district will make the final decision with respect to services to be provided to eligible private school students.

The special education office will notify each approved nonprofit private school or preschool operating in the district seeking recommendations of persons to serve as representatives of special education private school students in consultations with the district. An initial meeting will be called by the district to establish a work plan and schedule with the private school representatives and representatives of private school parents to discuss how to identify students, the amount of proportionate share, how the proportionate share was calculated, which students will receive services, what services will be provided, how and where services will be provided, and how services will be evaluated.

The group of qualified professionals where the private school is located in the district is responsible for private school involvement and service plan development. A private school student has no individual entitlement to any service or amount of service (s)he would have received if enrolled in a public school to receive FAPE. However, for each private school student receiving special education or related services, the district will initiate and conduct meetings to develop, review, and revise a services plan describing the special education and related services that the district will provide. The services plan must: (1) meet IEP content requirements as appropriate; and (2) be developed, reviewed, implemented, and revised annually consistent with the requirements for IEP review. The district will make every effort to include a representative from the private school at each meeting. If the private school representative is not able to attend, the district will use other methods, including individual or conference telephone calls, to assure the representative's participation.

Private school students may receive a different amount of services than special education students in public schools. However, the services provided to special education private school students will be provided by personnel meeting the same standards as personnel providing the services in the district.

Services to students in private schools including private sectarian schools may be provided on-site. District personnel may be made available to private schools only to the extent necessary to provide the services required, if those services are not normally provided by the private school. Services will not include payment of private school teachers' or other employees' salaries, except for services performed outside regular private school hours and under public supervision and control.

Equipment and/or supplies may be placed on private school premises for the period of time necessary for the services plan program, but the district will retain and exercise title and administrative control of said equipment/supplies. The district will keep records and make an accounting, ensuring that said equipment/supplies is/are used solely for the services plan program. Said equipment/supplies will be removed if necessary to avoid its/their use for other purposes or if no longer needed for the services plan program. No district funds will be used for repairs, minor remodeling, or construction of private school facilities.

The district will provide services to students in private schools in a manner that: (1) maintains physical and administrative separation between the private and public school programs; and (2) does not benefit the private school at public expense.

Contracts with Authorized Entities

The district may contract with private schools approved by the state board of education under RCW 28A.305.130, other private in-state entities, and any out-of-state entities authorized by the office of superintendent of public instruction to provide special education and related services to students with disabilities. The district must enter into a written contract with the authorized entity that establishes the responsibilities of the district and authorized entity and sets forth the rights of students with disabilities placed in the authorized entity. This contract must include the following:

1. The names of the parties and the name of the student placed in the authorized entity;
2. The locations and settings of the education and related services to be provided;
3. A description of the opportunities for the student to meet a program for basic education that meets the goals of RCW 28A.150.210;
4. When applicable, a description of the opportunities for the student to either meet high school graduation requirements under RCW 28A.230.090 or to earn a high school equivalency certificate under RCW 28B.50.536 or laws of the state in which the authorized entity is located;
5. A schedule, of at least once per academic term, for the authorized entity to provide to the district student progress reports describing how the student is meeting personalized learning outcomes;
6. The total contract cost and applicable charge and reimbursement systems, including billing and payment procedures;
7. Acknowledgement that the authorized entity is responsible for full reimbursement of any overpayments determined to have been made by the district;
8. Acknowledgement that the authorized entity has a list of staff members providing the education and related services and a copy of the license that qualifies each staff member to provide the service;
9. Agreement by the authorized entity to employ or contract with at least one licensed teacher with special education endorsement;
10. Acknowledgement that the staff of the authorized entity are regularly trained on the following:
 - a. The constitutional and civil rights of students in schools;
 - b. Child and adolescent development;
 - c. Trauma-informed approaches to working with children and youth;
 - d. Cultural competency, diversity, equity, and inclusion, including best practices for interacting with students from particular backgrounds including English learner, LGBTQ, immigrant, female, and nonbinary student;
 - e. Student isolation and restraint requirements under RCW 28A.600.485;
 - f. The federal Family Educational Rights and Privacy Act, Title 20 U.S.C. Sec. 1232g requirements regarding access to and dissemination of student information;
 - g. Recognizing and responding to student mental health issues; and
 - h. Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities.
11. Acknowledgement that the district and the authorized entity have clearly established their respective responsibilities and processes for student data collection and reporting;
12. Acknowledgement that the authorized entity will promptly submit to the district any complaints it receives;
13. Acknowledgement that the authorized entity will submit other information required by the district or OSPI;
14. Acknowledgement that the authorized entity must comply with student isolation and restraint requirements under RCW 28A.600.485;
15. Acknowledgement that the authorized entity will notify OSPI and every district with which it contracts of:

- a. Any major program changes that occur during the authorization period, including adding or eliminating the type of programs available to students; and
 - b. Of any complaints it receives regarding services to students, as well as any law enforcement incident reports involving the authorized entity and its enrolled students.
16. Acknowledgement that the authorized entity must comply with all relevant Washington state and federal laws applicable to school districts;
17. Acknowledgment that the district must provide OSPI with the opportunity to review the contract and related documentation upon request.

The district will conduct an annual on-site visit to any authorized entity it contracts with to confirm that the health and safety of the facilities, the staffing qualifications and levels, and the procedural safeguards are sufficient to provide a safe and appropriate learning environment for students. The district may arrange for another school district to complete the annual on-site visit on its behalf, so long as the other school district conducting the visit provides a written report documenting the results of the visit and any concerns about the learning environment.

The district will provide the following documents to the parents or ~~caregivers~~ guardians of each student placed in the authorized entity:

1. A summary of the district's and authorized entity's responsibilities and processes for reporting incidents of restraint and isolation under RCW 28A.600.485; and
2. A copy of the complaint procedure developed by OSPI.

The district shall report to OSPI and the office of the Washington state auditor any concerns the school district has about overbilling by the authorized entity.

Procedural Safeguards

A. Consent

The district will obtain informed, written parental consent before:

1. Conducting an initial evaluation;
2. Providing initial special education and related services to a student; and
3. Conducting a reevaluation if the reevaluation includes administration of additional assessments.

Parental consent is not required to review existing data as part of an evaluation or reevaluation, or to administer a test or other evaluation that is administered to all students unless consent is required of all students' parents.

Informed consent means that the parent or adult student:

1. Has been fully informed of all information that is relevant to the activity for which the district is asking consent, and that the information is provided in his or her native language or other mode of communication;
2. Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists any records which will be released and to whom; and
3. Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

The district may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit, or activity of the district.

If the district is unable to obtain a parent's consent, the district may use mediation procedures to obtain a parent's consent or request a due process hearing asking the administrative law judge to override the parent's refusal to consent to an evaluation or reevaluation. The district may not request a due process hearing to override a parent's refusal to consent to initial special education services. The district may not use mediation or due process procedures to override a parent's refusal to consent to an evaluation or reevaluation if the student is homeschooled or enrolled in a private school.

B. Revocation of Consent

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to the special education department.

Upon receipt of the parent's written notice of revocation, the special education department: ~~will~~ will provide prior written notice for a reasonable time before the district stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the district will stop providing special education and related services.

Discontinuation of special education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the district's requirement to convene an IEP meeting or develop an IEP. However, the district does have a continuing Child Find duty, and staff will follow referral procedures if they believe the student should be referred for special education. In addition, parents may request that the district conduct an initial evaluation for eligibility for special education services after they have revoked consent for continued services.

C. Notice of Procedural Safeguards

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation, or placement is at issue. The school district will provide a copy of the procedural safeguards notice to the parents and adult students ~~once~~ ~~one time~~ a year and:

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the parent's first state complaint and first request for due process hearing in a school year;
3. Upon a disciplinary action that will result in a disciplinary change of placement; and
4. Upon request by the parent.

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees. Copies of the district's special education procedural safeguards are available at each school building, the district office and the district web site. Special education service providers are responsible for ensuring that the procedural safeguards are provided when they are required.

D. Prior Written Notice

Prior written notices are provided to parents when a district makes a decision relating to a student's identification, evaluation, placement, or provision of a FAPE. Prior written notices document the decisions made by the IEP teams and evaluation group.

The district will provide prior written notice to the parent whenever the district proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a FAPE to the student.

The prior written notice will include:

1. A statement that the parents procedural safeguard protections, and if a copy of the procedural safeguards ~~does~~ not accompany the notice, a statement that describes how a copy of the statement of procedural safeguards may be obtained;
2. A description of the action proposed or refused by the district;

3. An explanation of why the district proposes or refuses to take the action and a description of other options that the district considered and the reasons why the options were rejected;
4. A description of any other factors which are relevant to the district's proposal or refusal;
5. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposal or refusal; and
6. A description of any evaluation procedures the district proposes to conduct and sources for parents to contact to obtain assistance in understanding the procedural safeguards provision of this chapter.

Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

1. Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or
2. Providing notice orally if the written language is not a native language.

The district will document in writing how this information was provided and that the parent understands the content of the notice. IEP case managers are responsible for sending prior written notices after evaluation, eligibility, IEP team meetings and placement decisions.

E. Transfer of Educational Rights to an Adult Student

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding or the district has appointed an educational representative for the student. When the student turns 18, the district IEP case manager will notify the parent and student that the educational rights have transferred to the student and will send any required notices to both the parent and the adult student.

At an IEP meeting occurring one year before the student turns 18, the district will inform the parents and the student that educational rights will transfer to the student and the district will inform the student about those educational rights. This information will be documented on the IEP.

Appointment of an Educational Representative

A student over the age of eighteen is presumed to be capable of making educational decisions and able to provide informed consent unless he or she is determined to be "incapacitated" through a legal guardianship proceeding. If a parent, another interested party, or the district believes that the student is unable to provide informed consent or to make educational decisions, and the student does not have a legal guardian, the parent or other interested party may ask the district to appoint an educational representative. This determination will only be made if two separate professionals state that they conducted an examination and interviewed the student, and concluded the student is incapable of providing informed consent. The district will inform the student of the decision and appoint ~~either~~ the spouse, the student's parents, another adult, or a surrogate educational representative to represent the student. The appointment of the educational representative will continue for one year.

The student or other adult may challenge the certification at any time. If a challenge occurs, the district will not rely on the education representative until the representative is recertified.

Confidentiality and Records Management

The superintendent or district designee(s) within each school building and district office are responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The *school and/or district designee* will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable

information of special education students. The district will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained, or used by the district.

The district will provide instruction to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in WAC 392-172A, state law and federal regulations implementing the Family Educational Rights and Privacy Act, FERPA, (34 CFR Part 99).

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review, and challenge all educational records, which will include, but not be limited to, the identification, evaluation, delivery of educational services, and provision of FAPE to the student. The district will comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, educational placement of the student, or provision of FAPE to the student, including disciplinary proceedings. In any case, the district will respond no more than 45-calendar days after the date the district received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may only inspect and review information relating to their child. School personnel receiving requests for educational records will immediately forward the request to the special education department.

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the district amend the information. Policy and Procedure 3231, Student Records, describes the process and timelines for challenges and hearings regarding student records.

The district follows the guidelines for records retention outlined in the Secretary of State's, *General Records Retention Schedule and Records Management Manual*. The district will inform parents or adult students when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. The information will be destroyed at the request of the parent(s) or adult student, or will be provided to the parent or adult student upon their request. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance, record, classes attended, grade level completed, and year completed will be maintained without time limitation.

Records management is also governed by Policy and Procedure 4040, Public Access to District Records.

A. Surrogate Parents

A surrogate parent is a person appointed by the school district to act on behalf of a student to help ensure the rights of the student to a FAPE when a parent cannot be identified, the whereabouts of the parent are unknown, or the student is a ward of the state and does not have a foster parent.

The student's IEP team is responsible for determining the need for appointment of a surrogate parent.

Natural or adoptive parents, foster parents, persons acting in the place of a parent, such as stepparents or relatives, and persons with legal custody or guardianship are considered parents. Students who are homeless and not living with a parent may need a surrogate parent.

The following is guidance for the district to follow to assist in determining the status of the parent's rights to make educational decisions:

1. In cases where the student is in out of home care the district must determine the legal custodial status of the child.
2. Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation the student is not a ward of the state.;
3. Parents whose children are placed in group care, pending a determination of "dependency" may still retain rights to make educational decisions unless otherwise ordered by the court.;

4. When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency.,~~and~~
5. Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf of their child.

When a student is placed in foster care, the foster parent may act as the parent. When a student is placed in group care, the district will work with the parents, case-worker(s), foster parents, and others who have knowledge of the student's legal status in order to determine the need for appointment of a surrogate.

When selecting a surrogate parent, the district will select a person willing to participate in making decisions regarding the student's educational program, including participation in the identification, evaluation, placement of, and provisions of FAPE to the student.

If a student is referred for special education or a special education student transfers into the district who may require a surrogate parent, the district special education office will be notified of the potential need. The special education office will then select a trained individual who can adequately represent the student to ensure that all student rights are observed.

The person selected as a surrogate:

1. Must have no interest that conflicts with the interests of the student he or she represents;
2. Must have knowledge and skills that assure adequate representation of the student; and
3. May not be an employee of a school district and/or other agency ~~that~~which is involved in the education or care of the student. This includes OSPI, DSHS, district employees, and group care providers.

The district will, at a minimum, review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications, and special education regulations. The district will also cooperate with other districts, the ESD, or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents.

B. Mediation

The purpose of mediation is to offer both the parent and the school district an alternative to a formal due process hearing. Mediation is voluntary and requires the consent and agreement of both parties. Mediation cannot be used to deny or delay access by a parent to a due process hearing. Mediation is used to resolve disagreements concerning the identification, evaluation, and delivery of educational services, or provision of a FAPE to a special education student. Mediation may be terminated by either party at any time during the process.

The primary participants are the parents, school district representatives, and mediator. The process is voluntary, confidential, and informal. It is a collaborative process, conducted in a nonadversarial manner. Mediation services will be provided by the ~~Office of Superintendent of Public Instruction (OSPI)~~ at no cost to either party.

The district's special ~~program~~education director is responsible for coordinating requests for mediation. If a parent requests mediation, notify the director, and the director will respond to the parent and coordinate with OSPI's contracted agent. Staff members are reminded that discussions that occur during the mediation process are confidential.

One person designated by the district to attend the mediation must have authority to bind the district in any agreement reached through mediation.

The district adheres to WAC 392-172A-05075, which requires parents to understand the benefits of mediation. The procedure allows the district to contract with a parent resource center or an alternative dispute center to explain the benefits of mediation.

Due Process Hearing

Both parents and districts may file due process hearings involving the identification, evaluation, placement, or provision of FAPE to a student. IDEA requires that specific information be provided as part of a due process hearing request. The requirements are identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, the district will provide the parent with a due process hearing request that contains the required information. Due process hearing request forms are available at the district office and on the OSPI Special Education website.

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the special ~~program~~education director. ~~If the parent has not filed the request for hearing with the Washington State Office of Administrative Hearings (OAH), the district will forward the parent request to OAH. The district may not delay or deny a parent's due process hearing request.~~ Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The district special ~~program~~education director is responsible for providing the parents a copy of the procedural safeguards in this situation and documenting that the safeguards were provided to the parent.

When a parent files a due process hearing, the student remains in the placement at the time of the request for hearing unless the parents and district agree to a different placement. The student's status during the pendency of any proceedings does not include the IEP team from meeting, as needed or as required, and updating and implementing the student's IEP, unless those changes are in dispute. See the discipline section below for placements when a disciplinary action is challenged.

When parents file a request for a due process hearing, the special ~~program~~education director will immediately schedule a resolution meeting. The meeting must occur within 15 days after a parent files a due process request with the district and provides a copy of the request to OAH, or, within seven days, if the hearing request involves an expedited hearing regarding discipline. The special ~~program~~education director will determine the appropriate district staff that will attend the resolution meeting. The district will ensure that one of the district representatives attending the resolution meeting has authority to bind the district in any resolution agreement. The district will not bring district counsel to a resolution meeting unless the parent is bringing an attorney to the meeting.

Any resolution agreement reached will be documented in writing and is binding on the parties. The document will inform the parent of their right to void the agreement within three business days of signing the agreement.

Discipline

Students eligible for special education may be disciplined consistent with the disciplinary rules that apply to all students. The district will determine on a case by case basis whether discipline that is permitted under WAC 392-400 should occur. However, students eligible for special education must not be improperly excluded from school for disciplinary reasons that are related to their disability or related to the district's failure to implement a student's IEP. The district will take steps to ensure that each employee, contractor, and other agents of the district responsible for education or care of a student is knowledgeable of special education disciplinary rules.

A. Removal Up to Ten Days

The school building principal or special ~~program~~education director may order the removal of a special education student from a current placement. The district need not provide services to a student who is removed from the current placement for ten school days or less in any school year, if services are not provided to a student without disabilities.

B. Removal for More than Ten Days

Once a student has been removed from placement for a total of ten school days in the same school year, and if the district determines that the removal is not a change of placement, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student

to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The IEP team in consultation with one or more of the student's teachers, will make the determination of such necessary services.

C. Change in Placement

A change of placement occurs when an eligible student is:

1. Removed from his or her current placement for more than ten consecutive school days in a school year; or
2. Subjected to a series of removals in a school year that constitute a pattern of removal because:
1) the series of removals total more than ten school days in a year; 2) the student behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and 3) because of factors such as the length of each removal, the total amount of time a student is removed, and the proximity of the removals to one another.

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the school building principal and special programs/education director and is subject to review through due process and judicial proceedings. Prior to removal, the school building principal will notify the special programs/education director when the student is being considered for removal for more than 10 days or where removal may constitute a change of placement.

D. Manifestation Determination

~~A manifestation determination meeting will be conducted for students when:~~

- ~~1. A student has reached ten days of removals, and~~

Within ten school days after the date on which the district makes a decision to change the student's placement, the district will schedule a "manifestation determination" meeting to determine the relationship between the student's disability and the behavior subject to the disciplinary action.

The review of the relationship between a student's disability and the behavior subject to the disciplinary action will occur at a meeting that includes the parent and relevant members of the IEP team who are selected by the parent and the district. The IEP case manager is responsible for contacting the parents, identifying relevant IEP team members, and providing notice of the meeting. The team will review all relevant information in the student's file, including the IEP, teacher observations and information provided by the parent to determine:

1. If the conduct was caused by or had a direct and substantial relationship to the child's disability; or
2. If the conduct in question was the direct result of the district's failure to implement the student's IEP.

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability.

The district will take immediate action to remedy the deficiencies and will:

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan, if one is not already in place; or
2. Review the existing behavioral intervention plan and modify it to address the behavior; and
3. Return the child to the placement from which he or she was removed from unless the parents and the district agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons, or serious bodily injury.

E. Special Circumstances

School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a student without disabilities would be subject to discipline, but for not more than 45 school days, if a special education student:

1. Possesses a “dangerous weapon” or carries such a weapon to school or to a school function;
2. Knowingly possesses or uses “illegal drugs” while at school or a school function;
3. Sells or solicits the sale of a “controlled substance” while at school or a school function; or
4. Inflicts serious bodily injury upon another person while at school or a school function. Serious bodily injury means a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Any interim alternative educational setting in which the student is placed is determined by the student’s IEP team and will:

1. Be selected so as to enable the student to participate in the general curriculum, although in another setting and to progress toward meeting the goals set out in the student’s IEP; and
2. Include services and modifications designed to address the behavior or to prevent the behavior from recurring.

The district may ask an administrative law judge, or seek injunctive relief through a court having jurisdiction of the parties, to order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days or seek injunctive relief through a court having jurisdiction of the parties when: ~~t~~ The district believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others. If the student’s IEP team believes that the student may not be maintained in his or her current placement, the IEP team should work with the district’s special ~~programs~~ ~~education~~ director or student services director.

Unless the parent and the district agree otherwise, if a parent requests a hearing to challenge either the manifestation determination or the interim alternative educational setting, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day period, whichever occurs first.

F. Basis of Knowledge

A student who has not been determined eligible for special education services may assert the protections ~~afforded special education students who are disciplined~~ if the district had knowledge that the student was eligible for special education before the behavior that precipitated disciplinary action occurred.

The district is deemed to have knowledge if:

1. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
2. The parent requested that the student be evaluated for special education services; or
3. The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

~~If the principal institutes disciplinary action that would exceed ten days and instituting disciplinary action that would exceed ten days and the principal~~ believes that one or more of these events applies to the student, the principal will notify the special education department to determine the appropriate disciplinary procedures.

The district is not deemed to have knowledge if, as a result of receiving the information described above, the district either:

1. Conducted a special education evaluation of the student and determined that the student was not eligible for services; or
2. The parent of the student has not allowed an evaluation of the child or has refused services.

If the district is not deemed to have knowledge that a student is ~~eligible for a~~ special education ~~services,~~ student, the student may be disciplined as a student without disabilities who engages in comparable behaviors. ~~If a request to evaluate the student is made while the student is excluded, the district will expedite the evaluation. conduct an evaluation, which is requested during the time period such a student is subjected to disciplinary measures, in an expedited manner.~~ Until the evaluation is completed, such a student will remain in the educational placement determined by the district, which ~~depending upon the behavior can~~ could include suspension or expulsion.

Notwithstanding the foregoing, the district may report a crime committed by a special education student to appropriate authorities. In the event of such a report, the district will ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the crime is reported, to the extent transmission of the records is permitted by the Family Educational Rights and Privacy Act (FERPA).

Staff Qualifications

All employees of the district funded in whole or part with state or federal excess special education funds will meet the standards established by the Professional Educator Standards Board (PESB) and defined in WAC 392-172-A-02090.

All employees will hold such credentials, certificates, or permits as are now or hereafter required by the PESB for the particular position of employment and will meet such supplemental standards established by the district.

Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraeducators may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certification staff, deaf education with American Sign Language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or, for related services, a certificated educational staff associate.

In the event a special education teacher does not have a certificate endorsed in special education (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet PESB criteria outlined in WAC 181-82-110.

If the district must temporarily assign a classroom teacher without a special education endorsement (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, ~~or a~~ teacher of the visually impaired endorsement) to a special education position, the district's ~~h~~Human ~~r~~esources ~~d~~Department will document ~~the following~~ in writing ~~that~~:

1. The district is unable to recruit a teacher with the proper endorsement who ~~is~~was qualified for the position.;
2. The need for a teacher with such an endorsement could not have been reasonably anticipated, and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical. ~~and/or~~
3. The reassignment of another teacher within the district would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed two hundred forty clock hours (or the equivalent of 24 quarter or 16 semester credits) applicable to one or more Washington state special education teaching certificates (early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

Classified staff will present evidence of skills and knowledge necessary to meet the needs of students with disabilities. The district will provide training to classified staff to meet the state recommended core competencies.

Personnel Development

In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed:

1. Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents, and volunteers.;
2. All personnel who use restraint, restraint devices and/or isolation must be certified and annually trained in the use of such restraint, restraint devices, and/or isolation.
3. In-service training schedules will be developed based upon the results of the district assessment and in support of needs identified.;
4. Training activities will be conducted for regular general and special education staff, staff of other agencies and organizations, and private school staff providing services for students eligible for special education student.; and
5. Training for classified staff in the state recommended core competencies will occur through district required training days.

Public Participation

Any application and any required policies, procedures, evaluations, plans and reports are readily available to parents and other members of the public through the district's special education office and the office of the superintendent. A notice regarding the availability of such documents will be placed on the district's websiteWeb site.

Adopted: 09.25.06

Revised: 04.23.18 | 10.26.20 | 10.18.21 | 3.21.22 | 10.17.22 | 11.20.23

Oath of Office

Policy 1111

~~According to statutory provision, Each newly elected, re-elected, or appointed director will take an oath or affirmation to support the constitutions of the United States and the State of Washington and the laws of the State of Washington to promote the interests of education and to faithfully discharge the duties of their office to the best of his or her ability. The oath or affirmation must be endorsed by and sworn to before an officer authorized to administer oaths. A school district officer or notary public authorized to administer oaths must certify to this oath and the signature of the member. School officials are authorized to administer all oaths or affirmations pertaining to their respective offices. After the oath or affirmation is made, it properly completed, the oath of office will be filed with the county auditor.~~

Legal Reference: RCW 28A.343.360 Oath of Office

Adopted: 01.23.06
Revised: 04.23.18

Policy Adoption, Manuals, and Administrative Procedures

Policy 1310

Proposed new policies and proposed changes in existing policies will be presented in writing for reading and discussion. Unless it is deemed by the board that immediate action would be in the best interests of the district, the final vote for adoption will take place not earlier than the next succeeding regular or special board meeting. Any written statement by any person relative to a proposed policy or amendment should be directed to the board secretary/or cabinet designee prior to the second reading. The board may invite oral statements from staff members or patrons as an order of business.

When the board of directors is considering a district policy or amendment to policy that is not expressly or by implication authorized by state or federal law, but which will promote the education of kindergarten through twelfth grade students in public schools or will promote the effective, efficient or safe management and operation of the district, the proposed policy will be described in any notice of the meetings at which the policy will be considered, if the notice is issued pursuant to the Open Public Meetings Act, Ch. 42.30 RCW. The board of directors will provide an opportunity for public written and oral comment on such policies before adoption or amendment.

In the event that immediate action on a proposed policy is necessary, the motion for its adoption will provide that immediate adoption is in the best interest of the district. No further action is required. All new or amended policies will become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended will be made a part of the minutes of the meeting at which action was taken and will also be included in the district's policy manual.

Non-substantive editorial revisions and changes in administrative, legal, and/or cross references need not be approved by the board.

Policy Interpretation

It is the policy of the state of Washington that policies and procedures adopted by school districts under Title 28A RCW must prioritize the protection of every student's safety, access to the state's statutory program of basic education as defined in RCW 28A.150.203, and privacy, to the fullest extent possible, except as required by state or federal law.

Policy Manuals

The superintendent will develop and maintain a current policy manual online, which contains the policies of the district.

The policies are intended both as a tool for district management as well as a source of information to patrons, staff, and others about how the district operates. To that end, each administrator will have ready access to the manual online. In addition, staff, students, and patrons will have access to a policy manual online in each school library and such other places as the superintendent may determine.

Administrative Procedures

The superintendent will develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the board.

When a written procedure is developed, the superintendent will submit it to the board as an information item. Such procedures need not be approved by the board, though it may revise them when it appears that they are not consistent with the board's intentions as expressed in its policies. Procedures need not be reviewed by the board prior to their issuance; though on controversial topics, the superintendent may request prior board consultation.

Legal References:	RCW 28A.320.010	Corporate powers
	RCW 28A.320.040	Directors—Bylaws for board and school government
	RCW 42.30.060	Ordinances, rules, resolutions, regulations, etc., adopted at

public meetings – Notice – Secret voting prohibited

Engrossed Substitute House Bill 1296 (2025), Section 101

Management

Policy & Legal

Resources:

News

2011 - Dec

Adopted: 01.23.06

Revised: 07.22.13

Draft

Ethical Conduct for Board MembersSchool Directors

Policy 1815

Policy Statement

Each board memberdirector has taken an oath of office to support the Constitution of the United States and Washington state, and the laws of Washington state. Further, each board member is subject to the Code of Ethics for Municipal Officers, chapter 42.23 RCW.

The boardKelso School Board and each of its membersschool directors areis committed to upholding the oath of office and to ethical behavior.

Ethical behavior is an individual responsibility.

Each board member,school-director and the board as a whole will base their conduct on these core ethical principles:

- Objectivity** – Board membersSchool-directors must place the public’s interest before any private interest or outside obligation. – Choices need to be made on the merits.
- Selflessness** – Board membersSchool-directors should not take actions or make decisions in the performance of their position –in order to gain financial or other benefits for themselves, their family, or their friends.
- Stewardship** – Board membersSchool-directors should conserve public resources and funds against misuse and abuse.
- Transparency** – Board membersSchool-directors must practice open and accountable government. They should be as open as possible about their decisions and actions, while protecting truly confidential information.
- Integrity** – School directors should not place themselves under any financial or other obligation to outside individuals or organizations that might inappropriately influence them in the performance of their official duties.

Failure to adhere to these core ethical principles or failure to comply with other policies adopted by the board or the law may result in the school board taking formal censure of the offending school director in accordance with **1825 – Addressing School Board Director Violations**. In addition, willful or negligent noncompliance with state law may result in further consequences, such as individual civil penalties, recall petitions, and forfeiture of office.

Cross References: Policy 1111 Oath of Office
 Policy 1220 Board Officers and Duties of Board Members
 Policy 1610 Conflicts of Interest
 Policy 1825 Addressing School Board Director Violations
 Policy 5271 Reporting Improper Governmental Action

Legal References: RCW 28A.320.040 Bylaws for board and school government
 RCW 28A.343.360 Oath of Office
 Engrossed Substitute House Bill 1296 (2025), Section 305(2)
 RCW 28A.635.050 Certain corrupt practices of school officials – Penalty
 RCW 29A.56.110 Initiating proceedings – Statement – Contents – Verification – Definitions
 RCW 42.20 Misconduct of Public Officers
 RCW 42.23 Code of Ethics for Municipal Officers – Contract Interests

Management Policy & Legal
Resources: News
 2021 – Oct

Adopted: 2.15.22

Revised:

Distribution of Information

Procedure 4060P

Individuals or groups seeking to distribute information about non-school programs or activities will submit a request on the digital flyer distribution website for the approval of the superintendent's office.

The district will publish its approval process for the posting of e-fliers on the district website and will verify that submitting organizations have valid nonprofit or governmental status. In order to be considered for posting, the flier must:

- promote the academic, vocational, or social/civil/cultural growth of students;
- contain an express disclaimer that the school and the school district do not endorse or sponsor the organization promoting the activity;
- prominently display any possible scholarship availability; and
- be screened for the appropriateness of its content, and may not contain:
 - any obscene, lewd, or vulgar content;
 - any language proselytizing or disparaging religion;
 - any libelous language;
 - any language that is intimidating, demeaning, harassing, or threatening on the basis of race, ethnicity, creed, religion, color, national origin or ancestry, age, honorably-discharged veteran or military status, sex, gender identity, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, marital status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability, age, disability, marital or veteran status, including, but not limited to racial, sexual, or ethnic slurs;
 - any promotion of commercial enterprises; or
 - any promotion of the violation of existing laws, regulations, or ordinances, or official school policy, rules, or regulations

The district will direct school newsletter editors to include information directing students and their parents to the website for community e-fliers.

Organizations and government entities that approach individual schools with requests to distribute materials to students will be directed to the district website or the superintendent's office.

Approval to distribute the information does not reflect the district's endorsement or sponsorship of the activity.

The superintendent's designee will review and determine whether the materials are approved for distribution. Any further review will be by the superintendent whose decision is final.

Approval by the superintendent/designee indicates that the material has been screened for content and appropriateness in keeping with Policy 4060.

In consideration of the privilege to distribute/display materials, the district will be held harmless from any cause of action filed in any court or administrative tribunal arising out of the distribution of these materials, including costs, attorney's fees, and judgments or awards.

Adopted: 03.13.06

Revised: 08.08 | 08.11 | 01.25.16 | 12.11.23

SUPERINTENDENT'S REPORT
