

BOARD OF DIRECTORS

October 13, 2025





Kelso School District No. 458
Lexington Elementary School
200 Boardwalk Way, Kelso WA, 98626
October 13, 2025
5:00 p.m. Work Session (ELA)
6:00 p.m. Regular Board Meeting

CALL TO ORDER REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE, & INTRODUCTIONS

A. Lexington Student Recognition

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes from Sept. 22, 2025, Board Meeting and Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Overnight Request
- G. Sunday Request
- H. Donation Requests
- I. Resolution 202526-01 Credit Card Update

UNFINISHED BUSINESS

- | | |
|--|-------------------|
| A. Policy 3143 Notification and Dissemination of Information About Student Offenses and Notification of Threats of Violence or Harm (2nd Reading & Action) | Gunnar Guttormsen |
| B. Policy 3226/3226P Interviews & Interrogations of Students on School Premises (2nd Reading & Action) | Gunnar Guttormsen |
| C. Policy 3241/3241P Student Discipline (2nd Reading & Action) | Gunnar Guttormsen |

NEW BUSINESS

- | | |
|---|-------------------|
| A. Lexington School Achievement Presentation | Tim Yore |
| B. Policy 3425 Accommodating Students with Adrenal Insufficiency (1st Reading) | Gunnar Guttormsen |
| C. Procedure 3416P Medication at School (Information) | Gunnar Guttormsen |
| D. Policy 1005 Key Functions of the Board (1st Reading) | Mary Beth Tack |
| E. Policy 1210 Organization of the Board and Election of Officers (1st Reading) | Mary Beth Tack |
| F. Policy 1630 Evaluation of Superintendent (1st Reading) | Mary Beth Tack |
| G. Policy 1820 Board Self-Assessment (1st Reading) | Mary Beth Tack |
| H. Policy 1821 Standards for Individual School Directors (1st Reading) | Mary Beth Tack |
| I. Retire policies (Action) | |
| a. Policy 1810 Annual Governance Goals & Objectives | Mary Beth Tack |
| b. Procedure 1820P Board Self-Assessment | Mary Beth Tack |
| J. Superintendent's Report | Mary Beth Tack |

FOR THE GOOD OF THE ORDER

ADJOURN



Kelso School District Board of Directors

Leah Moore..... Term Expires: November 2025
Karen Grafton Term Expires: November 2025
Jeane Conrad, President Term Expires: November 2027
Mike Haas, Vice President Term Expires: November 2027
Rich Fletcher Term Expires: November 2027

KSD BOARD OF DIRECTORS

COMMITTEE ASSIGNMENTS
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 ²⁰²⁵₂₀₂₆

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 2025
2026

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

Engage early childhood community partnerships through various community groups

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

Increase number of Kelso students accessing early learning opportunities; including having all district programs at full capacity

District participation in coordinated professional development opportunities

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

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

Implement new district adopted curriculum

Increase SEL Tier 1 systems within early learning groups

Increase Teaching Strategies Gold (TSG) preacademic and SEL data

Increase WaKIDS preacademic and SEL data

Students attending TK maintain 95% or higher attendance rate

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

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

Instruction: utilize developmentally appropriate instructional practices

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

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

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

Increase benchmark data for all students



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 2025
2026

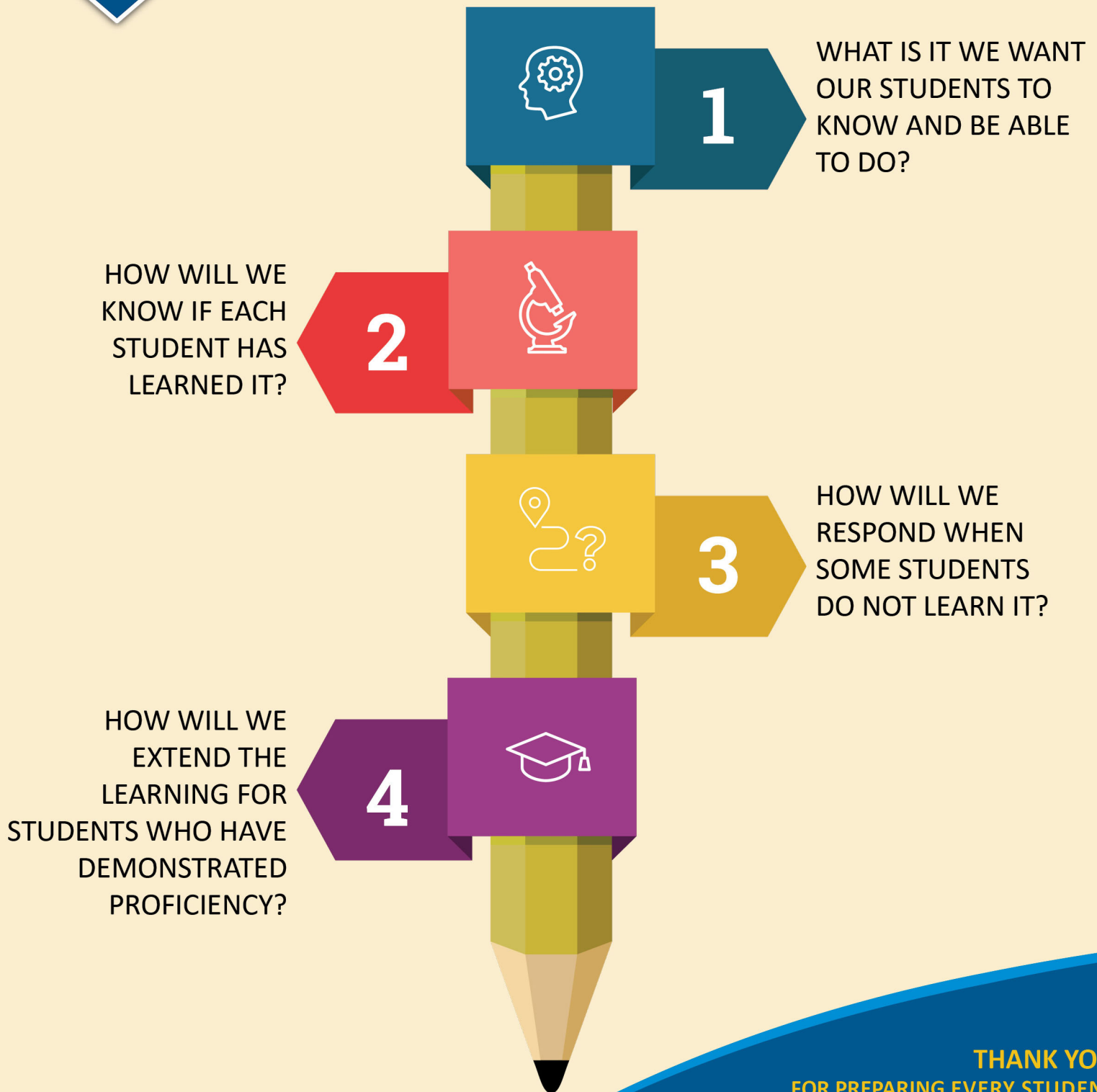
QUALITY INSTRUCTION

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	<p>Develop partnerships with regional universities and community agencies to hire high-quality staff</p> <p>Establish clear standards of professional practice and accountability</p> <p>Provide opportunities for differentiated and continuous professional development for teachers, leaders, and staff</p> <p>Develop staff skill through teacher leaders, student/admin internships, BEST Program</p>	<p>100% of staff meets certification requirements</p> <p>100% of staff consistently exhibits standards of professional practice</p> <p>100% of staff engages with professional development for continuous growth</p> <p>100% of staff engages in fair and equitable practices for all students</p>
Implement standards-aligned teaching and learning based on equitable and inclusionary practices	<p>Ensure all students have access to rigorous, standards-based curriculum</p> <p>Implement and collaborate on Professional Learning Community (PLC) best practices, essential standards, common assessments, and instructional strategies</p> <p>Implement and sustain a comprehensive, Multi-Tiered System of Support for academics (MTSS-A) and Social Emotional Learning (MTSS-SEL)</p>	<p>100% of high school students enroll in academically rigorous course work as measured by enrollment and persistence</p> <p>100% of students will show growth toward meeting or surpassing grade-level essential standards as measured by assessments</p> <p>100% of students, as appropriate, will access core classroom instruction</p>
Implement data-informed continuous improvement processes at every level	<p>Use frequent and timely common assessments to adjust teaching, learning, and leadership</p> <p>Develop a district-wide continuum of supports to address the academic needs of all students</p> <p>Promote continuous improvement throughout our school system with Professional Learning Teams (PLTs), PLCs, and guiding coalitions</p>	<p>100% of students participate in district and state assessments</p> <p>100% of staff uses common formative assessment for student learning and provides tiered instruction responsive to students' needs</p> <p>100% of students have access to highly skilled teachers and rigorous instruction</p> <p>100% of staff engages in fair and equitable practices for all students</p>



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

LEXINGTON ELEMENTARY SCHOOL STUDENT RECOGNITION

Robert "Bobby" Howell-Pickett

Valeriya Zvoznikov

Matvii Ishchuk

Allison Phipps

Axel Orth

Valentin Tovar Patricio

Lucian Davis

Ashton Thompson

Arianna Morris

Lilah Renteria

Jaeson Garcia

Elliot Rush

Carter Bentley

Ember Myers

Bradley Shay

Zora Beck

Zachary Shelton

Iker Valdovinos-Velasquez

Alani Kafel

Lexi Thomas

Christine Dowling

Diego Moreno Ramirez

Mason Williams

Aries "Allie" Cooperwood

CONSENT AGENDA

- A. Minutes from Sept. 22, 2025, Board Meeting and Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Overnight Request
- G. Sunday Request
- H. Donation Requests
- I. Resolution 202526-01 Credit Card Update

BOARD MEETING MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
9/22/25

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

BOARD OF DIRECTORS

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

CABINET DIRECTORS

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

OTHERS PRESENT

This meeting was held 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: Minka Atkinson, Sandy DeBruler

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 Haas

Seconded By: Director Grafton

Action: Motion passes unanimously

CONSENT AGENDA

APPROVAL OF CONSENT AGENDA - Motion Passed

A. Minutes from Sept. 8, 2025, Board Meeting and Work Session

B. Certificated Employment Recommendations

C. Classified Employment Recommendations

D. Contracts and Agreements with Kelso School District

E. Warrants

F. Fundraiser Request
Motion to Approve By: Director Grafton
Seconded By: Director Haas
Action: Motion passes unanimously

UNFINISHED BUSINESS

APPROVED POLICY 3210 NONDISCRIMINATION - GUNNAR GUTTORMSEN

WSSDA-driven updates

Motion to Approve By: Director Haas
Seconded By: Director Grafton
Action: Motion passes unanimously

APPROVED POLICY 4260 USE OF SCHOOL FACILITIES - SCOTT WESTLUND

WSSDA-driven updates

Motion to Approve By: Director Grafton
Seconded By: Director Haas
Action: Motion passes unanimously

APPROVED POLICY 5010 NONDISCRIMINATION & AFFIRMATIVE ACTION - HOLLY BUDGE

WSSDA-driven updates

Motion to Approve By: Director Haas
Seconded By: Director Grafton
Action: Motion passes unanimously

NEW BUSINESS

BUDGET UPDATE - AUGUST - SCOTT WESTLUND

Overall, average annual District enrollment (including Running Start) for the 2024/25 school year was budgeted at 4865 FTE, grades K-12. Our total annual average enrollment for 2024/25 is 4873.49 after summer adjustments, and 8.49 FTE above budget overall.

Transitional Kindergarten (TK) enrollment finished at 155.4 FTE and is not included in the enrollment above. CTE enrollment 7-12 is at 486.51, with 416.85 at KHS. This may be our highest count yet for 9-12. As reported earlier, Special Education enrollment averaged 891.11 FTE this school year.

As we transition into the 25/26 school year, there are pending revenues and expenditures that will be 'accrued' back into the 24/25 school year through the end of September and possible October. Accruals are revenues and expenses that occurred in a previous fiscal year, though are either received or paid after the end of the fiscal period. We are projecting approximately \$378,000 in accrued revenue, offset by \$182,000 in accrued expenses.

Our budget for 25/26 estimated a starting fund balance of \$6.5 million. With where we fall end of August and taking into account accruals, our ending fund balance for 24/25 is now projected at approximately \$6.7+M. This will leave us with an ending fund balance of approximately 7.4% of expenditures and transfers for 2024/25. We will begin finalizing our fiscal year-end financial statements and report a final ending fund balance in November.

Our budget is ending on a positive note as we strive to reach our 8% ending fund balance target.

APPROVED OFFICE OF SYSTEM & SCHOOL IMPROVEMENT PLANS FOR BARNES & KELSO GOLD - KIM YORE

Approved as presented in the posted board book

Motion to Approve By: Director Haas

Seconded By: Director Grafton

Action: Motion passes unanimously

HEARD FIRST READING OF POLICY 3143 NOTIFICATION AND DISSEMINATION OF INFORMATION ABOUT STUDENT OFFENSES AND NOTIFICATION OF THREATS OF VIOLENCE OR HARM - GUNNAR GUTTORMSEN

WSSDA-driven updates

HEARD FIRST READING OF POLICY 3226/3226P INTERVIEWS & INTERROGATIONS OF STUDENTS ON SCHOOL PREMISES - GUNNAR GUTTORMSEN

WSSDA-driven updates

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

WSSDA-driven updates

HEARD UPDATES TO PROCEDURE 3421P CHILD ABUSE & NEGLECT - GUNNAR GUTTORMSEN

WSSDA-driven updates

HEARD SUPERINTENDENT'S REPORT - MARY BETH TACK

- Nutrition Services Department - Kaydee Harris and team
 - Multiple awards recently
 - Fun local partnerships to create healthy meals for students
- Communications Team
 - Works hard to create effective communications
 - PIO - Michele Nerland
 - Principals
 - Cabinet Director Team
- PLC Teams -
 - Leading effective, strong, and impactful professional development
 - Director Yore
 - Associate Director Hiatt
 - Instructional Coaches

FOR THE GOOD OF THE ORDER

- Kelso Legend recently passed away - Ed Laulainen, a memorial to come
-

ADJOURN

BOARD MEETING ADJOURNED @ 6:41 pm

X

President

X

Secretary

WORK SESSION MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
9/22/25

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

BOARD OF DIRECTORS

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

CABINET DIRECTORS

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

OTHERS PRESENT

This meeting was held 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:

WORK SESSION

Career/College/Community Readiness - Lacey DeWeert & Steven Gering

Educational Opportunity Analysis


Kelso Public School



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.

Kelso Strategic Plan

 <div> Roadmap 2024 2025 CAREER, COLLEGE, COMMUNITY READY </div>		
Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Implement a comprehensive High School and Beyond Plan (HSBP) to ensure students are career, college, and community ready	100% of students develop individualized High School and Beyond Plans (HSBP) that include career awareness and exploration 100% of students grades 8 – 12 annually implement research of post-secondary options and refine their individualized HSBP 100% of students use the HSBP to ensure they are on track for graduation and post-secondary enrollment; they use the HSBP to guide forecasting based on their post-secondary pathway	100% of 9th grade students are on track for on-time graduation 100% of middle school students complete applications for College Bound Scholarships 100% of eligible middle and high school students complete informed course request per their HSBP Increase opportunities for students to explore career paths and requirements 100% of seniors have a HSBP outlining at least one of: college acceptance, military, trade/technical training, industry certification/apprenticeship
Develop and refine vertical alignment systems to support students successfully navigating the critical transitions in their schools (Pre-K to TK, TK to K, Pre-K to K, Grade 5 to Grade 6, Grade 8 to Grade 9, and graduation to post-secondary experiences)	Develop transition meetings with Early Learning agencies for successful transitions for kindergarten readiness Develop college and career readiness activities that articulate between middle and high schools so students see the importance of informed course request Maintain & Enhance transition days at the start of each school year for incoming kindergarten, 6th grade, and 9th grade students Ensure 100% of students participate in Senior Exit Interviews, which provide connections to community leaders and communicate next steps for diverse post-secondary enrollment	100% of high school students: <ul style="list-style-type: none"> attend a FAFSA meeting complete a resume submit a FAFSA application Increase percentage of high school students who persist to completing a CTE industry certificate Increase percentage of graduating students who persist two or more years in post-secondary education and acquire a degree or industry certification Increase percentage of students enrolled in academically rigorous course work per annual high school transcript analysis process Increase graduation rates, decrease dropout rates

75%
OF 1.5 MILLION+

JOB OPENINGS
WILL REQUIRE
POSTSECONDARY
CREDENTIALS

**BACHELOR'S
DEGREES WILL OPEN
THE MOST DOORS**

PROJECTED SHORTFALL OVER NEXT DECADE

301,000 workers with bachelor's and advanced degrees

228,000 with certifications, apprenticeships, and other training credentials

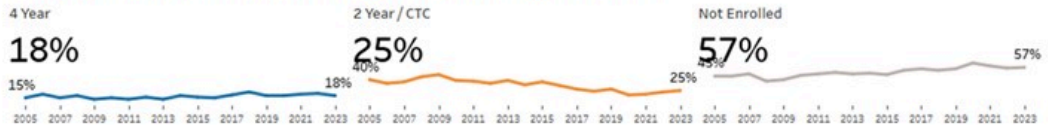
67,000 with associate degrees

≈ 600,000 credentialed workers

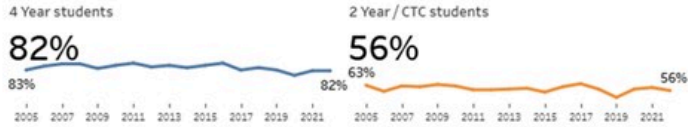
Increase percentage of graduating students who persist two or more years in post-secondary education and acquire a degree or industry certification

Kelso || District Wide

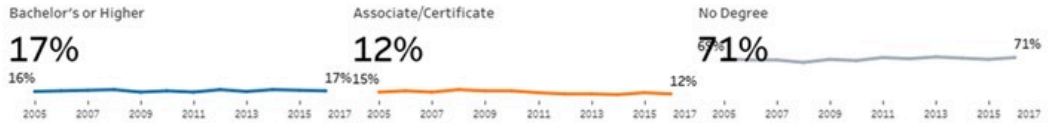
What percent of students enrolled in the first year after high school graduation?



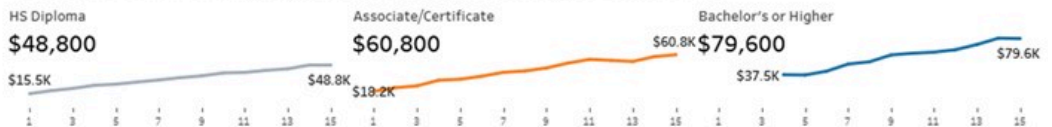
What percent of enrollees persisted beyond the first year of postsecondary?



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



What were the median earnings of graduates in the 15 years after high school graduation?



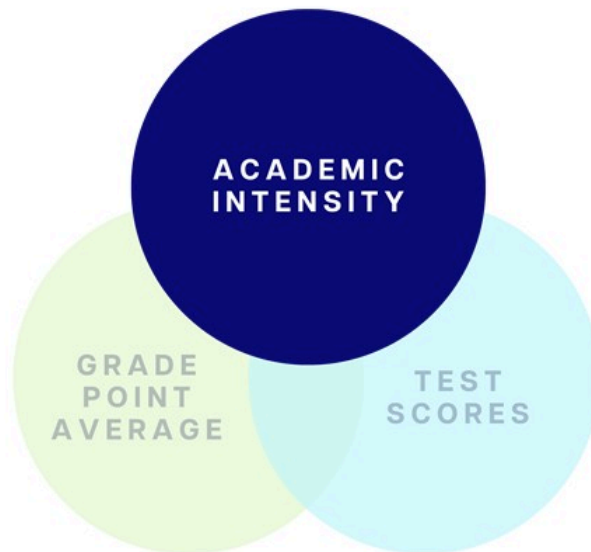
Increase percentage of students enrolled in academically rigorous coursework per annual high school transcript analysis process

“

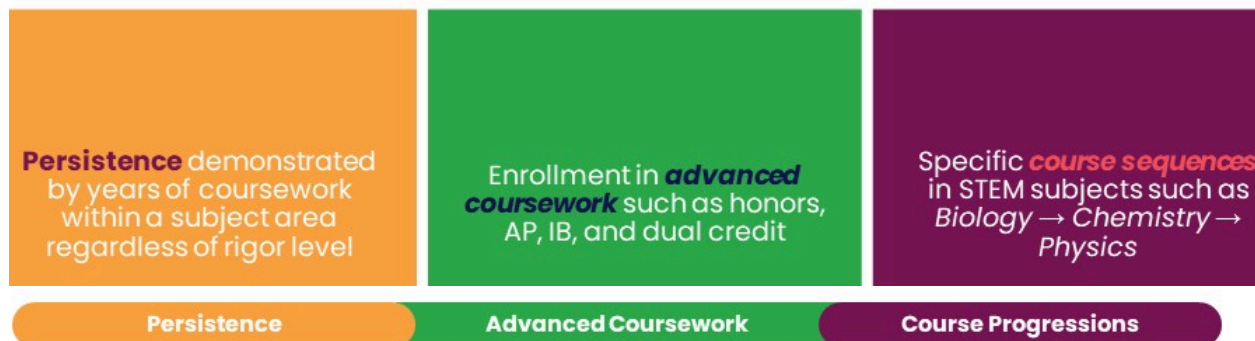
The **impact** of a high school curriculum of **high academic intensity**...is far more pronounced - and positively - for African-American and Latino students than any other pre-college indicator of academic resources.

“Answers in the Toolbox” Revisited (2006)

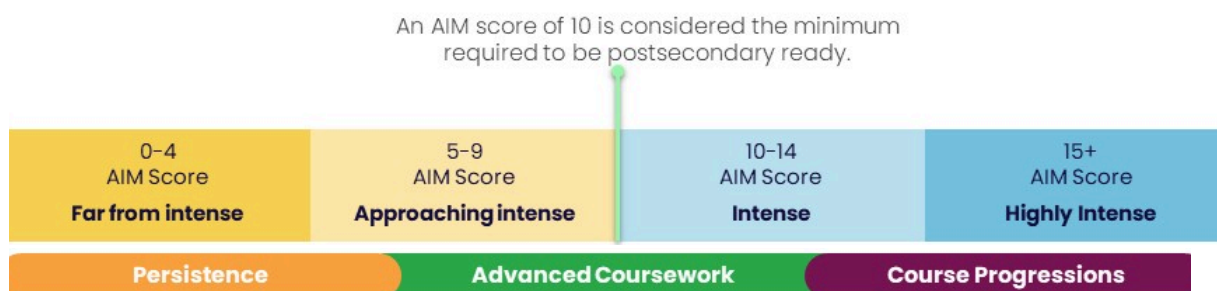
”



Academic intensity is unique to each student and is achieved through a combination of:

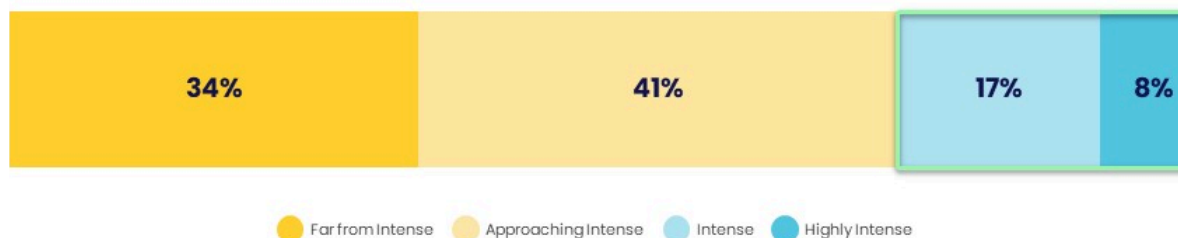


Abl combines these three areas of coursetaking into a single **Academic Intensity Measure** (AIM) score, reflecting the rigor of each student's four-year academic journey.

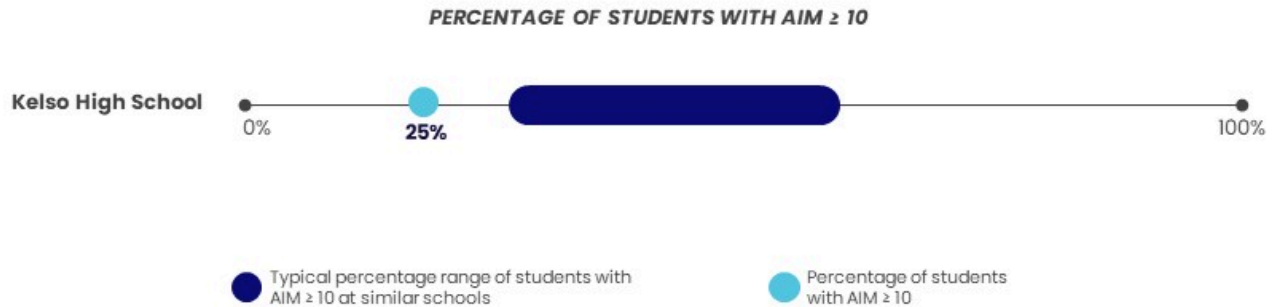


25% Percentage of Kelso high school students that completed an intense body of coursework predictive of postsecondary success.

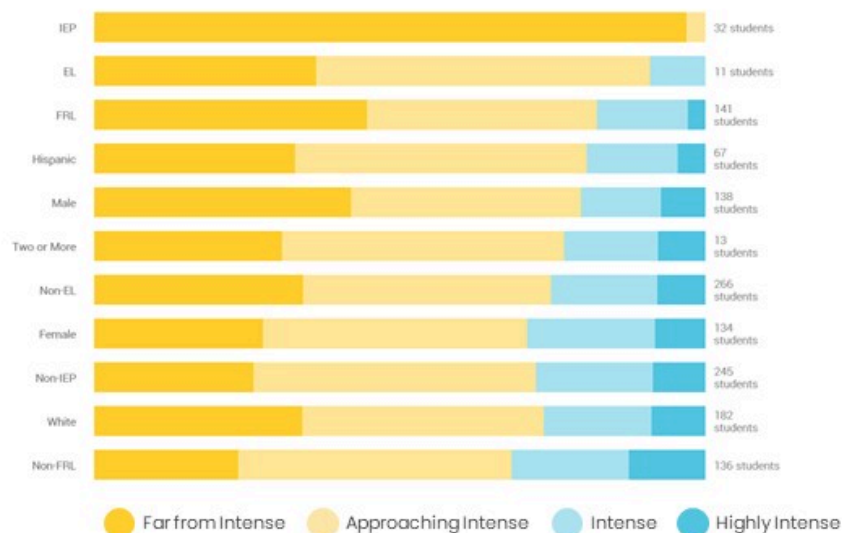
CLASS OF 2024 ACADEMIC INTENSITY PROFILE



When compared to similar schools nationwide, both Kelso HS falls below the expected academic intensity range.

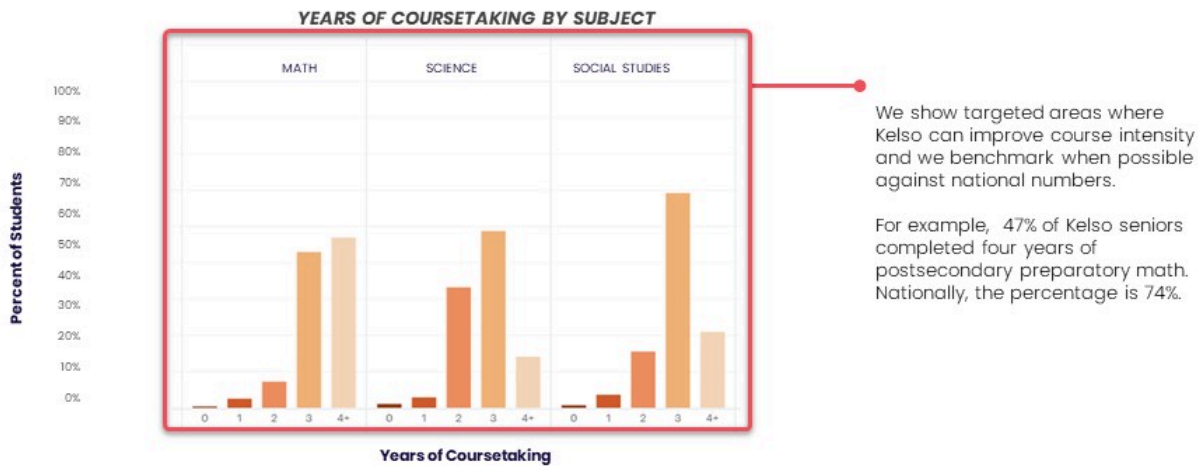


Academic intensity is inconsistent across student groups – Students on an IEP, FRL students, Hispanic students, and boys are less likely to enroll in an complete intense coursework

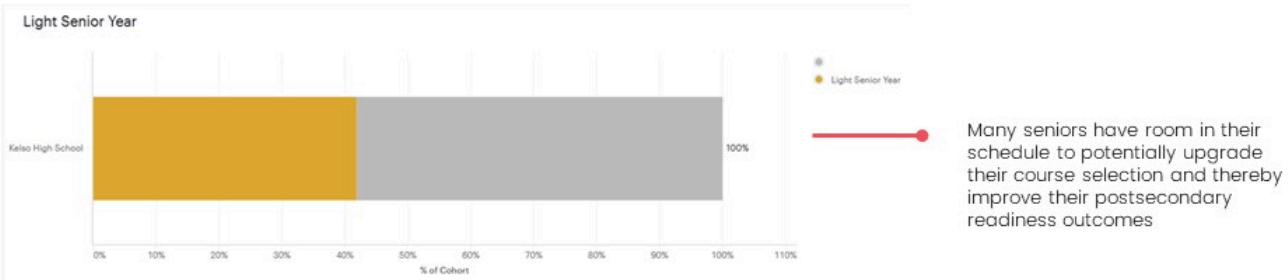


Persistence

Most students select courses based on minimum district graduation requirements, with fewer students opting for more challenging or “stretch” courses in core subjects.



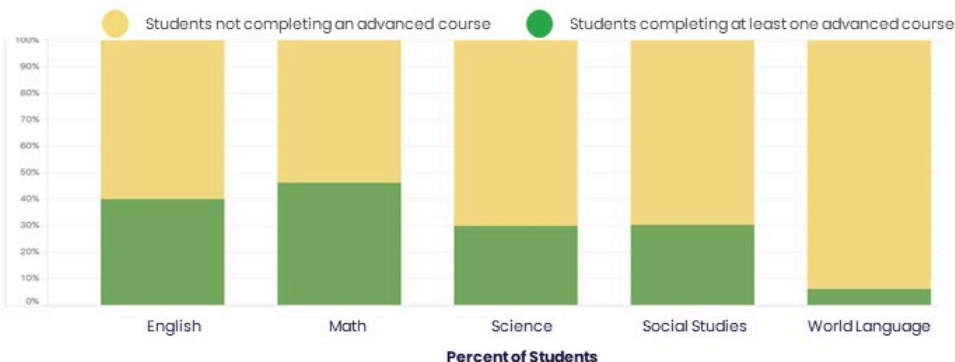
There is room to add more intense coursework in many senior schedules. 42% of seniors completed a “light senior year” meaning they took 3 or fewer credits of core coursework.

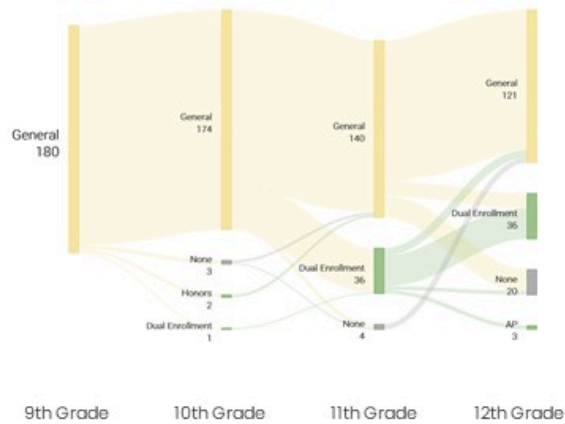
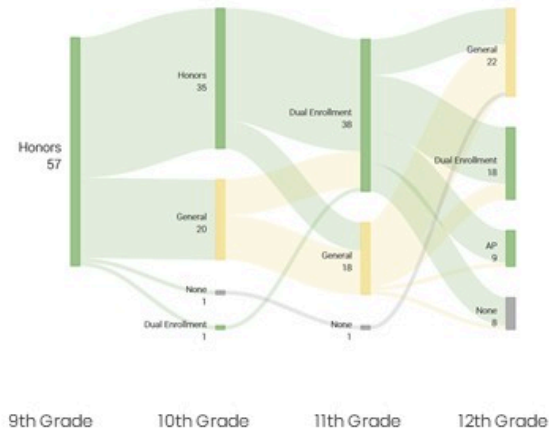


Advanced Coursework

Advanced course-taking is low across core subjects, with science having the highest participation at 43% of students taking at least one advanced course.

DISTRICT ADVANCED COURSE ENROLLMENT



ENGLISH PROGRESSION FOR STUDENTS STARTING IN GENERAL
 KELSO HIGH SCHOOL

ENGLISH PROGRESSION FOR STUDENTS STARTING IN HONORS
 KELSO HIGH SCHOOL


Course Progressions

MATHEMATICS

Fewer than half of the students who complete Algebra 2 by 11th grade continue to Precalculus.

With streamlined course sequencing and mindset shifts, Kelso could meet or surpass the national Precalculus benchmark by enrolling more students after Algebra 2.

88%

Kelso students who complete
Algebra 2 by 11th grade

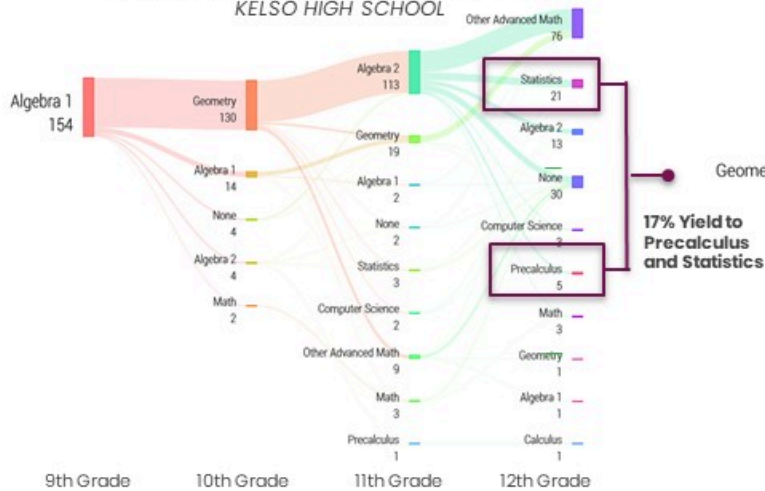


17%

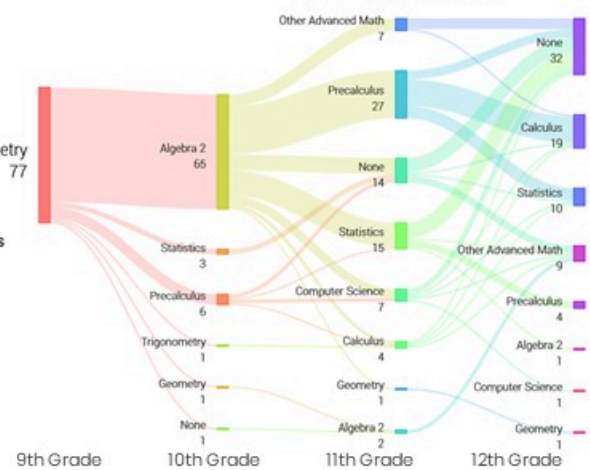
Kelso students who complete
Precalculus by 12th grade
National Benchmark: 39%

Only a quarter of students who start in Algebra 1 advance to Precalculus or Statistics, while most take Industrial Math in their senior year.

MATH PROGRESSION STARTING IN ALGEBRA 1
KELSO HIGH SCHOOL



MATH PROGRESSIONS STARTING IN GEOMETRY
KELSO HIGH SCHOOL



Action Steps So Far for Kelso High School

- 1. Creation of Hilander Homeroom** - We have established a dedicated time and space for all students to engage in conversations about their future college and career options. Using the High School and Beyond Plan (HSBP) and the required OSPI electronic platform, SchoolLinks, students will receive coordinated guidance to help them plan meaningful next steps after graduation.
- 2. Strengthening Mathematics Learning through PLC and PLT Work** - Building on last year's success in Algebra 1—which resulted in a significant decrease in students needing to repeat the class—we are now focusing on Geometry. Through dedicated Geometry PLT work, we are aligning curriculum, instructional strategies, and assessments to ensure stronger student growth and success.
- 3. Expanding Awareness of Four Years of Math** - We continue to emphasize to staff, students, and families the importance of taking math all four years of high school, as it is a critical gateway to post-secondary opportunities. By aligning 4th-year math options with Graduation Pathways and the HSBP, we are helping students clearly see the relevance and long-term benefits of continuing their math learning.

ADJOURN

BOARD MEETING ADJOURNED @ 5:48 pm

X

President

X

Secretary

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/19/2025 to 10/08/2025

Date Issued	Name	Position	School
9/19/2025	Hoopfer, Liz	Dept. Head - Mathematics (Ends June 30, 2028)	Kelso High School
9/19/2025	Hunt, Lisa	Dept. Head - Social Studies (Ends June 30, 2028)	Kelso High School
9/19/2025	McMahon, Holly	Dept. Head - Language Arts (Ends June 30, 2028)	Kelso High School
9/30/2025	Fromdahl, John	Additional Period Contract	Huntington Middle School
9/30/2025	Gibson, Saydee	Excess Students - 2 Over - First Tri	Barnes Elementary
9/30/2025	Thomas, Danielle	Excess Students - 2 Over - First Tri	Barnes Elementary
9/30/2025	Chaffin, Tanja	Excess Students - 10 Over - First Tri	Barnes Elementary
9/30/2025	Nigh, Olivia	Excess Students - 2 Over - First Tri	Barnes Elementary
9/30/2025	Ramey, Monica	Excess Students - 1 Over - First Tri	Barnes Elementary
9/30/2025	Milligan, Shelley	Excess Students - 1 Over - First Tri	Butler Acres Elementary
9/30/2025	Williams, McKenzie	Excess Students - 1 Over - First Tri	Butler Acres Elementary
9/30/2025	Boucher, Carrie	Excess Students - 4 Over - First Tri	Butler Acres Elementary
9/30/2025	Atkinson, Jesse	Excess Students - 1 Over - First Tri	Butler Acres Elementary
9/30/2025	Emmert, Zoe	Excess Students - 1 Over - First Tri	Butler Acres Elementary
9/30/2025	Watson, Patricia	Excess Students - 1 Over - First Tri	Butler Acres Elementary
9/30/2025	Erickson, Jenae	Excess Students - 1 Over - First Tri	Butler Acres Elementary
9/30/2025	Dean, Parker	Excess Students - 1 Over - First Tri	Butler Acres Elementary
9/30/2025	Jones, Lisa	Excess Students - 1 Over - First Tri	Butler Acres Elementary
9/30/2025	Long, Erin	Excess Students - 2 Over - First Tri	Butler Acres Elementary
9/30/2025	Briem, Kristen	Excess Students - 9 Over - First Tri	Carrolls Elementary
9/30/2025	Frick, Elaina	Excess Students - 5 Over - First Tri	Rose Valley Elementary
9/30/2025	Iverson, Deborah	Excess Students - 8 Over - First Quarter	Coweeman Middle School
9/30/2025	Surritt, Kathryn	Excess Students - 5 Over - First Tri	Kelso High School
9/30/2025	Sitch, Brandon	Excess Students - 5 Over - First Tri	Kelso High School
9/30/2025	Dahlke, Dan	Excess Students - 5 Over - First Tri	Kelso High School
9/30/2025	Treadway, Robbin	Excess Students - 8 Over - First Quarter	Kelso Virtual Academy
9/30/2025	Woodard, Ellie	Excess Students - 6 Over - First Tri	Kelso Virtual Academy
9/30/2025	Saccio, Jasmine	Excess Students - 12 Over - First Tri	Kelso Virtual Academy
9/30/2025	Robertson, Mandie	Excess Students - 11 Over - First Tri	Kelso Virtual Academy
9/30/2025	Yarroll, Megan	Excess Students - 1 Over - First Tri	Wallace Elementary
9/30/2025	Junnikkala, Sue	Excess Students - 3 Over - First Tri	Wallace Elementary
9/30/2025	Hickman, Keri	Excess Students - 4 Over - First Tri	Wallace Elementary
9/30/2025	Tatum, Andrew "Atticus"	Excess Students - 3 Over - First Tri	Wallace Elementary
9/30/2025	Pearson, Brianna	Excess Students - 2 Over - First Tri	Wallace Elementary
9/30/2025	Bennett, Tangi	Excess Students - 3 Over - First Tri	Wallace Elementary
10/5/2025	Nigh, Olivia	Intramural Module - My Path Club	Barnes Elementary
10/5/2025	Chaffin, Tanja	Intramural Module - Book Club	Barnes Elementary
10/5/2025	McCormick, Kristin	Intramural Module - Choir	Barnes Elementary
10/5/2025	Hennessey, Rhonda	Intramural Module - Indoor Recess: Mod 1 (3rd & 5th)- red	Barnes Elementary
10/5/2025	Hennessey, Rhonda	Intramural Module - Indoor Recess: Mod 2 (3rd & 5th)- grn	Barnes Elementary
10/5/2025	Hennessey, Rhonda	Intramural Module - Study Hall : Mod 3 (3rd-5th)	Barnes Elementary
10/5/2025	Mejia, Jaime	Intramural Module - Tutoring: (3rd & 4th) T/Th	Barnes Elementary
10/5/2025	Mejia, Jaime	Intramural Module - Tutoring: (3rd & 4th) T/Th	Barnes Elementary
10/5/2025	Mejia, Jaime	Intramural Module - Tutoring: (3rd & 4th) T/Th	Barnes Elementary
10/5/2025	Stevens, Heidi	Intramural Module - Indoor Recess: Mod 1 (3rd & 5th)- red	Barnes Elementary
10/5/2025	Stevens, Heidi	Intramural Module - Indoor Recess: Mod 2 (3rd & 5th)- grn	Barnes Elementary
10/5/2025	Stevens, Heidi	Intramural Module - Study Hall: Mod 3 (3rd grade)	Barnes Elementary
10/5/2025	Bauman, Pam	Intramural Module - Elementary Track Prep	Barnes Elementary
10/5/2025	Mejia, Jaime	Intramural Module - Reading Tutoring	Barnes Elementary
10/5/2025	Bolster, Laci	Intramural Module - Study Hall	Barnes Elementary
10/5/2025	Dyer, Angela (job share w/Kelli Stewart)	Intramural Module - Family Engagement Activities	Barnes Elementary

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/19/2025 to 10/08/2025

Date Issued	Name	Position	School
10/5/2025	Stewart, Kelli (job share w/Angela Dyer)	Intramural Module - Family Engagement Activities	Barnes Elementary
10/5/2025	Briem, Kristen	Intramural Module - Nature Club	Carrolls Elementary
10/5/2025	Briem, Kristen	Intramural Module - Go Girl Go - Job share w/Isabella Schafer	Carrolls Elementary
10/5/2025	Blum, Angie	Intramural Module - Choir - 1.5 Modules	Carrolls Elementary
10/5/2025	Schafer, Isabella	Intramural Module - Go Girl Go - job share w/Kristen Briem	Carrolls Elementary
10/5/2025	Rosette, Carly	Intramural Module - Reading Café	Butler Acres Elementary
10/5/2025	Webb, Jon	Intramural Module - Flag Football	Butler Acres Elementary
10/5/2025	Webb, Jon	Intramural Module - Hoops	Butler Acres Elementary
10/5/2025	Paul, Kristal	Intramural Module - Drawing With A Twist	Butler Acres Elementary
10/5/2025	Webb, Beth	Intramural Module - STEAM Team	Butler Acres Elementary
10/5/2025	Erickson, Jenée	Intramural Module - Yearbook	Butler Acres Elementary
10/5/2025	Webb, Beth	Intramural Module - Talent Show	Butler Acres Elementary
10/5/2025	Paul, Kristal	Intramural Module - Talent Show	Butler Acres Elementary
10/5/2025	Watson, Patricia	Intramural Module - Silly Arts and Crafts	Butler Acres Elementary
10/5/2025	Dean, Parker	Intramural Module - Recess Sportsmanship	Butler Acres Elementary
10/5/2025	Dean, Parker	Intramural Module - Track Club	Butler Acres Elementary
10/5/2025	Fiecke, Sarah	Intramural Module - Peer Mediator/Game Leader	Butler Acres Elementary
10/5/2025	Milligan, Shelley	Intramural Module - Kindess Crew	Butler Acres Elementary
10/5/2025	Milligan, Shelley	Intramural Module - Kindess Crew	Butler Acres Elementary
10/5/2025	Hadaller, Jamaica	Intramural Module - Kindess Crew	Butler Acres Elementary
10/5/2025	Hadaller, Jamaica	Intramural Module - Kindess Crew	Butler Acres Elementary
10/5/2025	Watson, Patricia	Intramural Module - Board and Card Game	Butler Acres Elementary
10/5/2025	Erickson, Jenée	Intramural Module - School Newspaper	Butler Acres Elementary
10/5/2025	Porter, Trentina	Intramural Module - Critical Gaming Club	Lexington Elementary
10/5/2025	Giles-Wong, Jolene	Intramural Module - Critical Gaming Club	Lexington Elementary
10/5/2025	Gutridge, Molina	Intramural Module - Choir	Lexington Elementary
10/5/2025	Gutridge, Molina	Intramural Module - Choir	Lexington Elementary
10/5/2025	Parsons, Tammy	Intramural Module - Harry Potter and the Sorcers Stone	Lexington Elementary
10/5/2025	Taylor, Amanda	Intramural Module - Harry Potter and the Sorcers Stone	Lexington Elementary
10/5/2025	Parsons, Tammy	Intramural Module - Chamber of Secrets	Lexington Elementary
10/5/2025	Taylor, Amanda	Intramural Module - Chamber of Secrets	Lexington Elementary
10/5/2025	Parsons, Tammy	Intramural Module - Robo Club	Lexington Elementary
10/5/2025	Taylor, Amanda	Intramural Module - Robo Club	Lexington Elementary
10/5/2025	Cross, Megan	Intramural Module - Garden Club	Lexington Elementary
10/5/2025	Clark, Renae	Intramural Module - Garden Club	Lexington Elementary
10/5/2025	Andrechak, Rachel	Intramural Module - Friendship Club	Lexington Elementary
10/5/2025	Schill, Sarah	Intramural Module - Friendship Club	Lexington Elementary
10/5/2025	Andrechak, Rachel	Intramural Module - 5th Grade Leadership	Lexington Elementary
10/5/2025	Schill, Sarah	Intramural Module - 5th Grade Leadership	Lexington Elementary
10/5/2025	Salte, Sadie	Intramural Module - Go Girl Go	Lexington Elementary
10/5/2025	Gutridge, Molina	Intramural Module - Go Girl Go	Lexington Elementary
10/5/2025	Jorgenson, Rhonda	Intramural Module - Running Club	Lexington Elementary
10/5/2025	Jorgenson, Rhonda	Intramural Module - Running Club	Lexington Elementary
10/5/2025	Rothwell, Cami	Intramural Module - Peer Mediators - 1.5 Modules	Lexington Elementary
10/5/2025	Bruce, Sonja	Intramural Module - Peer Mediators - 1.5 Modules	Lexington Elementary
10/5/2025	Crawford, Amber	Intramural Module - Battle of the Books	Lexington Elementary
10/5/2025	Reveal, Jeannie	Intramural Module - Pep Club	Lexington Elementary
10/5/2025	Reveal, Jeannie	Intramural Module - Typing Club	Lexington Elementary
10/5/2025	Marrs, Bayne	Intramural Module - Comic Book Club	Lexington Elementary
10/5/2025	Marrs, Bayne	Intramural Module - Comic Book Club - Job share w/Sam Wahl	Lexington Elementary
10/5/2025	Wahl, Sam	Intramural Module - Comic Book Club	Lexington Elementary

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/19/2025 to 10/08/2025

Date Issued	Name	Position	School
10/5/2025	Wahl, Sam	Intramural Module - Comic Book Club - Job share w/Bayne Marrs	Lexington Elementary
10/5/2025	Eberhard, Josie	Intramural Module - 3rd Grade Book Club	Lexington Elementary
10/5/2025	Phipps, Jennifer	Intramural Module - Play to Learn	Lexington Elementary
10/5/2025	Muir, Elizabeth	Intramural Module - Lexington College and Career Readiness	Lexington Elementary
10/5/2025	Watkins, Katie	Intramural Module - Family Outreach	Lexington Elementary
10/5/2025	Muir, Elizabeth	Intramural Module - Family Outreach	Lexington Elementary
10/5/2025	Watkins, Katie - Job share w/Elizabeth Muir	Intramural Module - Family Engagement Events	Lexington Elementary
10/5/2025	Muir, Elizabeth - Job share w/Katie Watkins	Intramural Module - Family Engagement Events	Lexington Elementary
10/5/2025	Richards, Mary Rebecca	Intramural Module - Quiet Activity Place	Rose Valley Elementary
10/5/2025	Martelli, Tailor	Intramural Module - Big Kid Walking Club - Job Share w/Alison Latham	Rose Valley Elementary
10/5/2025	Latham, Alison	Intramural Module - Big Kid Walking Club - Job Share w/Tailor Martelli	Rose Valley Elementary
10/5/2025	Hays, Susan	Intramural Module - Primary Walking Club - Job Share w/Ann Houg lum	Rose Valley Elementary
10/5/2025	Houg lum, Ann	Intramural Module - Primary Walking Club - Job Share w/Sue Hays	Rose Valley Elementary
10/5/2025	Iddings, Jessica	Intramural Module - NGSS Lego Land	Rose Valley Elementary
10/5/2025	Latham, Alison	Intramural Module - Engineering Club	Rose Valley Elementary
10/5/2025	Latham, Alison	Intramural Module - Talent Show	Rose Valley Elementary
10/5/2025	Martelli, Tailor	Intramural Module - Art Club	Rose Valley Elementary
10/5/2025	Houg lum, Ann	Intramural Module - Open Library	Rose Valley Elementary
10/5/2025	Hays, Susan	Intramural Module - Talent Show - Job Share w/Elaina Frick	Rose Valley Elementary
10/5/2025	Frick, Elaina	Intramural Module - Talent Show - Job Share w/Sue Hays	Rose Valley Elementary
10/5/2025	Fortner, Amber	Intramural Module - Peaceful PACK	Wallace Elementary
10/5/2025	Bennett, Tangi	Intramural Module - Lunchtime Homework Help	Wallace Elementary
10/5/2025	Bennett, Tangi	Intramural Module - After school math tutoring	Wallace Elementary
10/5/2025	Farnham, Kerry	Intramural Module - Lunchtime Homework Help	Wallace Elementary
10/5/2025	Dollarhyde, Lavern	Intramural Module - Big/Little Buddies Program	Wallace Elementary
10/5/2025	Guttormsen, Abby	Intramural Module - Wallace Track Team	Wallace Elementary
10/5/2025	Anderson, Karen	Intramural Module - Wallace Track Team	Wallace Elementary
10/5/2025	Guttormsen, Abby	Intramural Module - Family Engagement Events	Wallace Elementary
10/5/2025	Guttormsen, Abby	Intramural Module - PTO Liason/Event Manager	Wallace Elementary
10/5/2025	Farnham, Kerry	Intramural Module - Family Engagement Events	Wallace Elementary
10/5/2025	Toney, Julie	Intramural Module - Program Coordinator (OMSI & MITTS)	Wallace Elementary
10/5/2025	Dollarhyde, Lavern	Intramural Module - Big/Little Buddies Program	Wallace Elementary
10/5/2025	Tatum, Andrew "Atticus"	Intramural Module - After school math tutoring	Wallace Elementary
10/5/2025	Bridges, Jeri	Intramural Module - Wallace Choir	Wallace Elementary
10/5/2025	Bridges, Jeri	Intramural Module - Wallace Choir	Wallace Elementary
10/5/2025	Guard-Buckhalter, Erica	Intramural Module - Lunchtime Waggle & MyPath Support	Wallace Elementary
10/5/2025	Guard-Buckhalter, Erica	Intramural Module - Wallace Talent Show	Wallace Elementary
10/5/2025	Lee, Brittany	Intramural Module - Wallace Talent Show	Wallace Elementary
10/5/2025	Robbin Treadway	Intramural Module - Fun Friday-Middle School	Kelso Virtual Academy
10/5/2025	Mandie Robertson	Intramural Module - Game Day	Kelso Virtual Academy
10/5/2025	Mandie Robertson	Intramural Module - High School Tutoring	Kelso Virtual Academy
10/5/2025	Jasmine Saccio	Intramural Module - Clay Arts Collective	Kelso Virtual Academy
10/5/2025	Jasmine Saccio	Intramural Module - High School Tutoring	Kelso Virtual Academy
10/5/2025	Julia Jabusch	Intramural Module - Lunch Bunch	Kelso Virtual Academy
10/5/2025	Julia Jabusch	Intramural Module - K-8 Tutoring Time	Kelso Virtual Academy
10/5/2025	Yeni Woodall	Intramural Module - Post Secondary Planning & Support	Kelso Virtual Academy
10/5/2025	Yeni Woodall	Intramural Module - Post Secondary Planning & Support	Kelso Virtual Academy

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/19/2025 to 10/08/2025

Date Issued	Name	Position	School
10/5/2025	Sparman, Michelle	Intramural Module - Running Club	Coweeman Middle School
10/5/2025	Mozes, Jason	Intramural Module - Board Club	Coweeman Middle School
10/5/2025	Mozes, Jason	Intramural Module - Board Club	Coweeman Middle School
10/5/2025	Swart, Casey	Intramural Module - Jazz Club	Coweeman Middle School
10/5/2025	Swart, Casey	Intramural Module - Jazz Club	Coweeman Middle School
10/5/2025	Liden, Erin	Intramural Module - Student Voice	Coweeman Middle School
10/5/2025	Liden, Erin	Intramural Module - Student Voice	Coweeman Middle School
10/5/2025	Johnson, Josh	Intramural Module - Attendance Mentor MTSS	Coweeman Middle School
10/5/2025	Prothero, Ryan	Intramural Module - Attendance Mentor MTSS	Coweeman Middle School
10/5/2025	Johnson, Josh	Intramural Module - Attendance Mentor MTSS	Coweeman Middle School
10/5/2025	Prothero, Ryan	Intramural Module - Attendance Mentor MTSS	Coweeman Middle School
10/5/2025	Willie, Kaleigh	Intramural Module - Futsol	Huntington Middle School
10/5/2025	DeSpain, Penelope	Intramural Module - Math Support	Huntington Middle School
10/5/2025	DeSpain, Penelope	Intramural Module - Math Support	Huntington Middle School
10/5/2025	Evans, Owen	Intramural Module - Jazz Band	Huntington Middle School
10/5/2025	Roffler, Elizabeth	Intramural Module - Coding with Minecraft	Huntington Middle School
10/5/2025	Murphy, Thressa	Intramural Module - Running/Walking	Huntington Middle School
10/5/2025	Roffler, Elizabeth	Intramural Module - Running/Walking	Huntington Middle School
10/5/2025	Neves, Mike	Intramural Module - Flag Football	Huntington Middle School
10/5/2025	Johnson, Tracy	Intramural Module - ELA Support	Huntington Middle School
10/5/2025	Neves, Mike	Intramural Module - Shop Projects	Huntington Middle School
10/5/2025	Sparman, Michelle	Intramural Module - Running	Huntington Middle School
10/7/2025	Kelsey, Jared	Excess Students - 4 Over - First Tri	Kelso High School
10/7/2025	Rabalais, Hailie	Excess Students - 4 Over - First Tri	Butler Acres Elementary
10/7/2025	Koelsch, Alyssa	Excess Students - 8 Over - First Tri	Rose Valley Elementary
10/7/2025	Shockley, Bethany	Excess Students - 1 Over - First Tri	Barnes Elementary
10/8/2025	Andrechak, Rachel	Intramural Module - 5th Grade Leadership	Lexington Elementary
10/8/2025	Schill, Sarah	Intramural Module - 5th Grade Leadership	Lexington Elementary
10/8/2025	Crawford, Amber	Intramural Module - Battle of the Books	Lexington Elementary
10/8/2025	Toney, Julie	Intramural Module - Makerspace/Coding Club	Wallace Elementary
10/8/2025	Anderson, Karen	Intramural Module - PBIS Playday Co-Coordinator	Wallace Elementary
10/8/2025	Toney, Julie	Intramural Module - PBIS Playday Co-Coordinator	Wallace Elementary
10/8/2025	Vickaryous, Elizabeth	Advisor - Pep Club	Huntington Middle School

CLASSIFIED PERSONNEL

October 13, 2025

<u>New Hires</u>						
Cory Kearney, Roving Custodian, Undesignated						
8 hrs/day, 260 days/year						
Effective Sep 25, 2025						
Patty Schaper, Custodian, Lexington						
8 hrs/day, 260 days/year						
Effective Oct 13, 2025						
Shelby Huckins, Para SpEd Leep, Coweeman						
6.5 hrs/day, 191 days/year						
Effective Oct 13, 2025						
Henna Sandberg, Para SpEd SLC, Lexington						
6.5 hrs/day, 190 days/year						
Effective Oct 13, 2025						
Carrie Schill, Admin Secretary, Lexington						
8 hrs/day, 212 days/year						
Effective Oct 20, 2025						
<u>Resignations</u>						
Tiffany Sorensen-Sullivan, Para-Sped Resource, Lexington						
6.75 hrs/day, 190 days/year						
Effective Oct 3, 2025						
Kortnie Fowler, Para-SpEd Resource, Huntington						
7 hrs/day, 191 days/year						
Effective Oct 17, 2025						
<u>Release From Employment</u>						
Mackenzie Boyd, Para - SpEd SLC, Lexington						
6.5 hrs/day, 190 days/year						
Effective Sep 30, 2025						

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT			
Company/Provider	Sponsor	Description of Services	Amount
Children's Discovery Museum	Scott Westlund	Children's Discovery Museum leasing premises at Catlin Elementary.	No Cost to District
Coast Seattle Downtown Hotel by APA	Erin Hanson	Hotel for Kelso High School Theatre, Washington Thespian Festival March 11-13, 2026 - 10 rooms/night	Cost of \$139/Room/Night plus Taxes and Fees
The Pool & Spa	Scott Westlund	Quote for Belt Wave and Bench Charge/Labor	Cost of \$1,094.09
Technology Integration Group	Cody Reid	eRate 2025 - Aruba Central Migration	Cost of \$71,951.00
Washington Reading Corps	Scott Westlund	Placement of AmeriCorps Members at Coweemen Middle School	Cost of \$7,000.00
Weather Guard	Scott Westlund	Barnes Elementary School - Roof Repairs	Cost of \$4,820.00

General Fund

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

As of September 8, 2025, the board, by a _____ vote, approves payments, totaling \$6,750.48. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271244 through 271244, totaling \$6,750.48

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
271244 BMO BANK N.A.	09/22/2025	6,750.48

1	Computer	Check(s) For a Total of	6,750.48
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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 September 8, 2025, the board, by a _____ vote, approves payments, totaling \$32,285.87. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271245 through 271251, totaling \$32,285.87

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

Check Nbr	Vendor Name	Check Date	Check Amount
271245	Vendor Continued Check	09/22/2025	0.00
271246	Vendor Continued Check	09/22/2025	0.00
271247	Vendor Continued Check	09/22/2025	0.00
271248	Vendor Continued Check	09/22/2025	0.00
271249	Vendor Continued Check	09/22/2025	0.00
271250	Vendor Continued Check	09/22/2025	0.00
271251	BMO BANK N.A.	09/22/2025	32,285.87

7	Computer	Check(s) For a Total of	32,285.87
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General Fund

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

As of September 22, 2025, the board, by a _____ vote, approves payments, totaling \$1,668.80. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271252 through 271252, totaling \$1,668.80

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

Check Nbr	Vendor Name	Check Date	Check Amount
271252	ACH-AP COWLITZ COUNTY TREASURE	09/30/2025	1,668.80

1	Computer	Check(s) For a Total of	1,668.80
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14	ACH	Check(s) For a Total of	1,668.80
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General Fund

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

As of September 22, 2025, the board, by a _____ vote, approves payments, totaling \$4,730.84. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271253 through 271253, totaling \$4,730.84

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

Check Nbr	Vendor Name	Check Date	Check Amount
271253	ACH-AP COWLITZ COUNTY TREASURE	09/30/2025	4,730.84

1	Computer	Check(s) For a Total of	4,730.84
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General Fund

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

As of September 22, 2025, the board, by a _____ vote, approves payments, totaling \$4,730.84. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 252600015 through 252600049, totaling \$4,730.84

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____
Check Nbr Vendor Name	Check Date Check Amount
252600015 Alabiso, Jacob P	09/30/2025 16.80
252600016 Allais, Kim Marie	09/30/2025 128.39
252600017 Birdsell, Robert L	09/30/2025 854.28
252600018 Boucher, Carrie A	09/30/2025 100.00
252600019 Carlson, Lynda Elaine	09/30/2025 97.25
252600020 Connolly, Mark T	09/30/2025 61.80
252600021 Dahl, Sarah Kathleen	09/30/2025 10.78
252600022 DeRosier, Lauren Sue	09/30/2025 27.05
252600023 Dow, Dezirae Chardawn	09/30/2025 82.17
252600024 Emmert, Zoe Elizabeth	09/30/2025 100.00
252600025 Erickson, Jenee	09/30/2025 100.00
252600026 Harris, Kaydee Mae	09/30/2025 16.47
252600027 Hennessey, Rhonda L	09/30/2025 100.00
252600028 Johanson, Robert D	09/30/2025 29.75
252600029 Kiefer, Laura Ann	09/30/2025 74.62
252600030 Kylllo, Shelley Rae	09/30/2025 26.60
252600031 Luff, Rebecca Ferryl	09/30/2025 38.01
252600032 Lundberg, Andrew James	09/30/2025 122.81
252600033 Micheletto, Tara R	09/30/2025 667.10
252600034 Munger, Tracy M	09/30/2025 10.00
252600035 Ogden, Heather Renee	09/30/2025 165.61
252600036 Parker, Karlee Nicole	09/30/2025 65.03
252600037 Parsons, Tammy Lea	09/30/2025 135.13
252600038 Payne, Lisa Jeanne	09/30/2025 79.94
252600039 Peck, Seth Gavin	09/30/2025 65.86
252600040 Rolfe, Marna Kaye	09/30/2025 76.38
252600041 Schenk, Shanelle Marie	09/30/2025 3.00

Check Nbr	Vendor Name	Check Date	Check Amount
252600042	Smith, Crystal Ann	09/30/2025	117.26
252600043	Soyars, Kristine A	09/30/2025	129.84
252600044	Tack, Mary Beth	09/30/2025	50.93
252600045	Talbert IV, William Gary	09/30/2025	41.30
252600046	Thomas, Brandi D	09/30/2025	10.00
252600047	Toms, Stephanie A	09/30/2025	82.25
252600048	Watson, Patricia Michelle	09/30/2025	96.76
252600049	Yore, Timothy Lee	09/30/2025	947.67

35	ACH	Check(s) For a Total of	4,730.84
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General Fund

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

As of September 22, 2025, the board, by a _____ vote, approves payments, totaling \$1,667,881.13. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271254 through 271415, totaling \$1,667,881.13

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

Check Nbr	Vendor Name	Check Date	Check Amount
271254	95 PERCENT GROUP INC.	09/30/2025	285.38
271255	ADVANCE SEWER & DRAIN SOLUTION	09/30/2025	851.62
271256	AIRGAS, INC	09/30/2025	1,373.87
271257	ALBOUM TRANSLATION SERVICES	09/30/2025	371.54
271258	Vendor Continued Check	09/30/2025	0.00
271259	Vendor Continued Check	09/30/2025	0.00
271260	Vendor Continued Check	09/30/2025	0.00
271261	Vendor Continued Check	09/30/2025	0.00
271262	Vendor Continued Check	09/30/2025	0.00
271263	Vendor Continued Check	09/30/2025	0.00
271264	AMAZON CAPITAL SERVICES INC	09/30/2025	45,541.67
271265	AMERGIS HEALTHCARE STAFFING, I	09/30/2025	9,498.88
271266	AMERICAN RED CROSS	09/30/2025	240.00
271267	AMERICAN ASSOC. OF SCHOOL PERS	09/30/2025	275.00
271268	AMN HEALTHCARE ALLIED INC	09/30/2025	9,517.50
271269	AMPLIFY EDUCATION, INC	09/30/2025	13.52
271270	ASTRUM HEALTH LLC	09/30/2025	2,000.00
271271	AUBREY'S ANGELS SCREEN PRINTIN	09/30/2025	535.00
271272	BAKER LUMBER CO.	09/30/2025	1,008.08
271273	BARBO MACHINERY & SUPPLY LLC	09/30/2025	90.39
271274	BAXTER AUTO PARTS #23	09/30/2025	369.03
271275	BEACOCK VANCOUVER MUSIC CO, IN	09/30/2025	4,942.31
271276	BELL STUDIOS	09/30/2025	54.04
271277	Bennett, Melissa	09/30/2025	17.00
271278	BLAZERWORKS, LLC	09/30/2025	7,400.00
271279	BLUUM USA, INC	09/30/2025	905.88
271280	BSN SPORTS LLC	09/30/2025	1,293.95

Check Nbr	Vendor Name	Check Date	Check Amount
271281	BUSINESS OFFICE-REV FUND	09/30/2025	3,681.40
271282	CALLTOWER, INC	09/30/2025	2,767.14
271283	CAMMIE J CLARK, LLC	09/30/2025	11,665.50
271284	CAPTEK ALARM	09/30/2025	489.96
271285	CENGAGE LEARNING	09/30/2025	59.46
271286	CENTRAL RESTAURANT PRODUCTS	09/30/2025	3,414.82
271287	CENTRAL WELDING SUPPLY	09/30/2025	414.92
271288	CHOWN HARDWARE & MACHINERY	09/30/2025	580.56
271289	COLUMBIA TECHNICAL, LLC	09/30/2025	1,236.15
271290	COMCAST BUSINESS	09/30/2025	12,144.56
271291	COMMUNICATIONS NORTHWEST	09/30/2025	1,189.10
271292	COMMUNICATION EXPRESS	09/30/2025	4,410.00
271293	COMPHEALTH	09/30/2025	7,567.00
271294	CONSENSUS CLOUD SOLUTIONS, LLC	09/30/2025	489.24
271295	CONVERGE TECHNOLOGY SOLUTIONS	09/30/2025	766.70
271296	COPIES TODAY INC.	09/30/2025	2,472.79
271297	CRISIS PREVENTION INSTITUTE, I	09/30/2025	124.26
271298	CURRICULUM ASSOCIATES LLC	09/30/2025	20,790.97
271299	CUTRIGHT SUPPLY	09/30/2025	122.23
271300	Vendor Continued Check	09/30/2025	0.00
271301	DAIRY FRESH FARMS	09/30/2025	16,256.77
271302	DECKER INC.	09/30/2025	294.73
271303	DOMINO'S	09/30/2025	53.59
271304	EDUCATIONAL SERVICE DIST #112	09/30/2025	22,308.00
271305	EMOTIONAL ABCS, INC.	09/30/2025	864.00
271306	ERF COMPANY, INC.	09/30/2025	325.00
271307	ESD 112/RISK	09/30/2025	909,614.00
271308	ESGI, LLC	09/30/2025	1,532.42
271309	EVERGREEN PAINT, INC.	09/30/2025	28.11
271310	EVERYDAY SPEECH LLC	09/30/2025	1,945.77
271311	EWELL EDUCATIONAL SERVICES, IN	09/30/2025	850.00
271312	EXPRESS EMPLOYMENT PROFESSIONA	09/30/2025	513.48
271313	FERGUSON ENTERPRISES, LLC	09/30/2025	3,844.18
271314	Foote, Tanisha	09/30/2025	100.00
271315	FRANZ FAMILY BAKERIES	09/30/2025	3,735.25

Check Nbr	Vendor Name	Check Date	Check Amount
271316	GB MANCHESTER CORPORATION	09/30/2025	36,865.88
271317	GENERATION WELLNESS	09/30/2025	2,647.50
271318	GOLD STAR FOODS - GOOD SOURCE	09/30/2025	15,711.80
271319	GOPHER	09/30/2025	1,646.16
271320	GRAINGER	09/30/2025	580.07
271321	HATCHING RESULTS, INC	09/30/2025	5,000.00
271322	HD SUPPLY	09/30/2025	11,453.01
271323	HMH EDUCATION COMPANY	09/30/2025	22,590.70
271324	HULTZ/BHU ENGINEERS INC	09/30/2025	1,513.96
271325	HUSER FIRE FIGHTING EQUIPMENT	09/30/2025	1,763.66
271326	IBS OF RIVER CITIES	09/30/2025	346.94
271327	IMAGINE LEARNING LLC	09/30/2025	43,810.28
271328	INTEGRATED REGISTER SYSTEM INC	09/30/2025	5,701.52
271329	JH KELLY LLC	09/30/2025	1,950.00
271330	JOHNSTONE SUPPLY	09/30/2025	255.21
271331	JTP LOCAL, LLC	09/30/2025	10,081.50
271332	KALAMA SOURDOUGH BAKERY LLC	09/30/2025	148.20
271333	KCDA PURCHASING COOPERATIVE	09/30/2025	11,756.82
271334	KELSO PETERBILT INC	09/30/2025	1,579.03
271335	KEYS PLUS LOCKSMITHS	09/30/2025	20.23
271336	LAKEVIEW SPEECH THERAPY	09/30/2025	16,753.75
271337	LEARNING WITHOUT TEARS	09/30/2025	810.75
271338	LEXIA VOYAGER SOPRIS INC.	09/30/2025	5,811.90
271339	Longbell Security Resources	09/30/2025	525.37
271340	LOWE'S	09/30/2025	1,314.85
271341	LOWER COLUMBIA COLLEGE	09/30/2025	3,564.11
271342	LOWER COLUMBIA OCCUPATIONAL HE	09/30/2025	550.00
271343	MARSHALL MEMO LLC	09/30/2025	50.00
271344	MICROK12	09/30/2025	23,858.75
271345	MISSOULA CHILDREN'S THEATRE	09/30/2025	500.00
271346	MODUS TECHNOLOGY, INC	09/30/2025	862.26
271347	NORTHWEST ENFORCEMENT INC	09/30/2025	11,857.25
271348	NW INDUSTRIAL TOOL, INC	09/30/2025	378.35
271349	NW TEXTBOOK DEPOSITORY	09/30/2025	13,801.43
271350	ODP BUSINESS SOLUTIONS	09/30/2025	8,170.09

Check Nbr	Vendor Name	Check Date	Check Amount
271351	OFFICE EXPRESS, INC	09/30/2025	13,463.31
271352	OSPI	09/30/2025	3,000.00
271353	PACIFIC OFFICE AUTOMATION	09/30/2025	1,281.01
271354	PACIFIC OFFICE AUTOMATION INC	09/30/2025	4,142.43
271355	PALMERS GLASS COMPANY	09/30/2025	91.89
271356	PAPERBACKS GALORE	09/30/2025	249.40
271357	PARAMOUNT SUPPLY COMPANY	09/30/2025	84.80
271358	PARTS AUTHORITY LLC	09/30/2025	41.04
271359	PEARSON / NCS PEARSON INC	09/30/2025	8,975.22
271360	PEERLESS NETWORK	09/30/2025	1,962.81
271361	PLATT ELECTRIC SUPPLY	09/30/2025	2,285.25
271362	POTTER WEBSTER COMPANY	09/30/2025	12.33
271363	RENAISSANCE LEARNING INC	09/30/2025	662.18
271364	RODDA PAINT CO.	09/30/2025	9.44
271365	S & R SHEETMETAL, INC	09/30/2025	54.74
271366	SAFEWAY INC	09/30/2025	1,746.85
271367	SCHETKY NORTHWEST SALES, INC	09/30/2025	1,008.44
271368	SCHOLASTIC	09/30/2025	4,092.20
271369	SCI ED INFO	09/30/2025	500.00
271370	SHERWIN WILLIAMS	09/30/2025	440.13
271371	SIGN PRINT 360	09/30/2025	32.03
271372	SMARTPASS, INC	09/30/2025	3,145.00
271373	SMARTSENSE BY DIGI	09/30/2025	1,704.52
271374	SNAP-ON INDUSTRIAL	09/30/2025	788.24
271375	SOLUTION TREE, LLC	09/30/2025	11,760.00
271376	SOLVEPATH LLC	09/30/2025	8,820.00
271377	SOUND ENERGY SYSTEMS	09/30/2025	6,310.88
271378	SPENCER'S TRUCKING & EXCAVATIN	09/30/2025	159.98
271379	SPHERO, INC	09/30/2025	625.00
271380	SPORTS FACILITIES GROUP, INC	09/30/2025	6,824.42
271381	STAPLES CONTRACT & COMMERCIAL	09/30/2025	701.33
271382	STERICYCLE, INC.	09/30/2025	50.50
271383	STS EDUCATION	09/30/2025	1,818.65
271384	SUNSET AUTO PARTS, INC.	09/30/2025	1,092.39
271385	SW WA ACTIVITIES ASSOCIATION	09/30/2025	200.00

Check Nbr	Vendor Name	Check Date	Check Amount
271386	SWEETWATER SOUND INC	09/30/2025	670.54
271387	T & T TIRE LLC	09/30/2025	78.62
271388	TACO TIME	09/30/2025	620.00
271389	THE KAMPGROUNDS LLC	09/30/2025	2,050.00
271390	TK ELEVATOR	09/30/2025	3,115.52
271391	TODD BRODERIUS	09/30/2025	300.00
271392	Toney, Randy Allen	09/30/2025	32.65
271393	TWIN CITY SERVICE CO. INC.	09/30/2025	2,345.78
271394	U.S. CELLULAR	09/30/2025	59.58
271395	ULINE	09/30/2025	5,817.93
271396	Vendor Continued Check	09/30/2025	0.00
271397	UNITED SALAD CO	09/30/2025	27,742.05
271398	US BANK EQUIPMENT FINANCE	09/30/2025	3,807.83
271399	Vendor Continued Check	09/30/2025	0.00
271400	US FOODS INC	09/30/2025	106,529.13
271401	VANCOUVER BOLT AND SUPPLY INC	09/30/2025	51.40
271402	VERNIE'S	09/30/2025	69.84
271403	VESTIS	09/30/2025	115.98
271404	VIRCO INC	09/30/2025	4,032.35
271405	WA ACTE	09/30/2025	1,300.00
271406	WA ST ASSOC OF SCHOOL PSYCHOLO	09/30/2025	1,681.00
271407	WA ST DEPT OF ECOLOGY	09/30/2025	2,230.00
271408	WAITE SPECIALTY MACHINE INC	09/30/2025	1,362.06
271409	WATKINS TRACTOR & SUPPLY CO.	09/30/2025	15.88
271410	WESTERN PSYCHOLOGICAL SERVICES	09/30/2025	1,743.78
271411	WIAA	09/30/2025	585.00
271412	WILCO	09/30/2025	468.28
271413	WILCOX & FLEGEL FUEL OIL CO.	09/30/2025	24,714.18
271414	WOOD'S LOGGING SUPPLY, INC	09/30/2025	230.22
271415	WSIPC	09/30/2025	507.07

162 Computer Check(s) For a Total of

1,667,881.13

General Fund

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

As of September 22, 2025, the board, by a _____ vote, approves payments, totaling \$194,943.19. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271416 through 271434, totaling \$194,943.19

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

Check Nbr	Vendor Name	Check Date	Check Amount
271416	AMAZON CAPITAL SERVICES INC	09/30/2025	224.40
271417	BEACOCK VANCOUVER MUSIC CO, IN	09/30/2025	3,348.61
271418	BEACON HILL SEWER	09/30/2025	5,500.72
271419	BLUUM USA, INC	09/30/2025	3,363.24
271420	CARROLLS WATER ASSOCIATION	09/30/2025	229.75
271421	CASCADE NATURAL GAS	09/30/2025	3,312.67
271422	CITY OF KELSO	09/30/2025	15,122.00
271423	CITY OF KELSO - UTILITY DEPT	09/30/2025	26,765.11
271424	CORE HEALTH	09/30/2025	61.75
271425	COWLITZ COUNTY PUBLIC WORKS DE	09/30/2025	133.98
271426	COWLITZ PUD	09/30/2025	51,926.26
271427	EDUCATIONAL SERVICE DIST #112	09/30/2025	45,194.77
271428	GB MANCHESTER CORPORATION	09/30/2025	10,435.05
271429	INTEGRATED REGISTER SYSTEM INC	09/30/2025	3,764.91
271430	PORTER FOSTER RORICK LLP	09/30/2025	12,830.00
271431	S & R SHEETMETAL, INC	09/30/2025	7,438.36
271432	STEVENS CLAY, P.S.	09/30/2025	507.50
271433	U.S. CELLULAR	09/30/2025	1,342.21
271434	WASTE CONTROL/KELSO	09/30/2025	3,441.90

19	Computer	Check(s) For a Total of	194,943.19
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General Fund

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

As of September 22, 2025, the board, by a _____ vote, approves payments, totaling \$1,750.48. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271435 through 271435, totaling \$1,750.48

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

Check Nbr	Vendor Name	Check Date	Check Amount
271435	ACH- COWLITZ COUNTY TREASURER	09/30/2025	1,750.48

1	Computer	Check(s) For a Total of	1,750.48
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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 September 22, 2025, the board, by a ^{vote,} approves payments, totaling \$6,263,097.95. ~~The payments are further identified~~ in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 271436 through 271470, totaling \$6,263,097.95

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

Check Nbr	Vendor Name	Check Date	Check Amount
271436	ACH Cowlitz County Treasurer	09/30/2025	3,146,587.23
271437	ALLSTATE ID	09/30/2025	84.75
271438	COWLITZ COUNTY TREASURER	09/30/2025	382,868.00
271439	COWLITZ COUNTY TREASURER	09/30/2025	672,759.18
271440	DEPT OF RETIREMENT SYSTEMS	09/30/2025	195,900.04
271441	DEPT OF RETIREMENT SYSTEMS	09/30/2025	497,172.27
271442	DEPT OF RETIREMENT SYSTEMS	09/30/2025	27,177.83
271443	DSHS OFFICE OF FINANCIAL RECOV	09/30/2025	100.00
271444	ESD 112 WORK/COMP	09/30/2025	86,357.78
271445	ESD 112 UNEMPLOYMENT COOP	09/30/2025	8,871.45
271446	Vendor Continued Check	09/30/2025	0.00
271447	HCA-SEBB BENEFITS	09/30/2025	1,084,847.00
271448	HCA-SEBB FLEX SPEND	09/30/2025	8,162.20
271449	HEALTH EQUITY	09/30/2025	2,000.00
271450	KELSO SCHOOLS FOUNDATION	09/30/2025	354.00
271451	KELSO TRANS CHAPTE	09/30/2025	82.50
271452	LEGALEASE GROUP	09/30/2025	223.36
271453	MALAIER, TRUSTEE, Michael G	09/30/2025	445.00
271454	METROPOLITAN LIFE	09/30/2025	5,644.80
271455	NATIONWIDE	09/30/2025	1,042.39
271456	Oregon Dept. of Revenue	09/30/2025	5,719.30
271457	POST LAKE LENDING	09/30/2025	815.17
271458	PSE KELSO LOCAL	09/30/2025	584.00
271459	PUBLIC SCHOOL EMPLOYEES OF WA	09/30/2025	1,636.04
271460	PUBLIC SCHOOL EMPLOYEES OF WA	09/30/2025	15,747.39
271461	The Standard Insurance Company	09/30/2025	8,957.11
271462	STATE OF WASHINGTON	09/30/2025	637.93

Check Nbr	Vendor Name	Check Date	Check Amount
271463	THE OMNI GROUP	09/30/2025	45,029.83
271464	UNITED STATES TREASURY	09/30/2025	127.44
271465	UNITED WAY OF COWLITZ CO	09/30/2025	408.00
271466	VEBA TRUST	09/30/2025	19,050.00
271467	W.S.P.L.E.A.	09/30/2025	10.00
271468	WA ST SCHOOL RETIREES ASSOC	09/30/2025	70.00
271469	WEA	09/30/2025	10.48
271470	WEA PAYROLL DEDUCTIONS	09/30/2025	43,615.48

35	Computer	Check(s) For a Total of	6,263,097.95
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2	Computer	Check(s) For a Total of	1,805.00
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**Capital Project
Fund**

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

As of September 22, 2025, the board, by a _____ vote, approves payments, totaling \$238,136.52. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 4066 through 4070, totaling \$238,136.52

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

Check Nbr	Vendor Name	Check Date	Check Amount
4066	ALPHA DEVELOPERS LLC	09/30/2025	215,525.40
4067	CAPITAL HEATING & COOLING INC	09/30/2025	15,919.37
4068	PBS ENGINEERING & ENVIRON.	09/30/2025	198.75
4069	PROFESSIONAL ROOF CONSULTANTS	09/30/2025	3,913.00
4070	SAZAN GROUP, INC.	09/30/2025	2,580.00

5	Computer	Check(s) For a Total of	238,136.52
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Capital Projects
Fund

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

As of September 22, 2025, the board, by a _____ vote, approves payments, totaling \$22,166.50. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 4071 through 4071, totaling \$22,166.50

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

Check Nbr	Vendor Name	Check Date	Check Amount
4071	ALPHA DEVELOPERS LLC	09/30/2025	22,166.50

1	Computer	Check(s) For a Total of	22,166.50
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ASB Fund

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

As of September 8, 2025, the board, by a _____ vote, approves payments, totaling \$4,110.24. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 32308 through 32309, totaling \$4,110.24

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

Check Nbr	Vendor Name	Check Date	Check Amount
32308	Vendor Continued Check	09/22/2025	0.00
32309	BMO BANK N.A.	09/22/2025	4,110.24

2	Computer	Check(s) For a Total of	4,110.24
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ASB Fund

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

As of September 22, 2025, the board, by a _____ vote, approves payments, totaling \$390.11. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 32310 through 32310, totaling \$390.11

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

Check Nbr	Vendor Name	Check Date	Check Amount
32310	ACH-AP COWLITZ COUNTY TREASURE	09/30/2025	390.11

1	Computer	Check(s) For a Total of	390.11
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ASB Fund

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

As of September 22, 2025, the board, by a _____ vote, approves payments, totaling \$390.11. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB ACCOUNTS PAYABLE ACH:
ACH Numbers 252600050 through 252600052, totaling \$390.11

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____
Check Nbr Vendor Name	Check Date Check Amount
252600050 Gardner, Darin R	09/30/2025 116.12
252600051 Kelly, Rebekah Lynn	09/30/2025 176.62
252600052 Mury, Michelle R	09/30/2025 97.37

3	ACH	Check(s) For a Total of	390.11
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ASB Fund

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

As of September 22, 2025, the board, by a _____ vote, approves payments, totaling \$86,669.02. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 32311 through 32339, totaling \$86,669.02

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

Check Nbr	Vendor Name	Check Date	Check Amount
32311	AMAZON CAPITAL SERVICES INC	09/30/2025	1,250.98
32312	ATHLETES CORNER	09/30/2025	2,230.55
32313	AUBREY'S ANGELS SCREEN PRINTIN	09/30/2025	2,193.75
32314	AWSL	09/30/2025	100.00
32315	BIGFOOT SCREEN PRINTING	09/30/2025	13,673.07
32316	BSN SPORTS LLC	09/30/2025	16,442.33
32317	CAMAS HIGH SCHOOL	09/30/2025	100.00
32318	CLOVER ISLAND INN	09/30/2025	932.52
32319	CONTINENTAL ATHLETIC SUPPLY	09/30/2025	1,539.31
32320	COPIES TODAY INC.	09/30/2025	243.12
32321	DRAMATISTS PLAY SERVICE, INC	09/30/2025	1,443.21
32322	EDUCATIONAL THEATRE ASSOCIATIO	09/30/2025	145.00
32323	HENRY SCHEIN, INC.	09/30/2025	1,346.91
32324	INTEGRATED REGISTER SYSTEM INC	09/30/2025	1,298.50
32325	KELSO SCHOOL DISTRICT	09/30/2025	8.20
32326	M.F. ATHLETIC CO.	09/30/2025	140.53
32327	MUSIC THEATRE INTERNATIONAL	09/30/2025	400.00
32328	NATIONAL F.F.A.	09/30/2025	1,100.00
32329	RIDDELL ALL AMERICAN SPORTS	09/30/2025	5,928.09
32330	SAFEWAY INC	09/30/2025	1,951.53
32331	SIGN PRINT 360	09/30/2025	594.55
32332	STEBO'S FOOD SERVICE	09/30/2025	1,981.41
32333	STEWART, PAMELA	09/30/2025	180.00
32334	SW WA ACTIVITIES ASSOCIATION	09/30/2025	500.00
32335	SWIRE COCA-COLA USA	09/30/2025	2,077.65
32336	US FOODS INC	09/30/2025	1,910.30
32337	VARSITY SPIRIT FASHIONS	09/30/2025	20,208.16

Check Nbr	Vendor Name	Check Date	Check Amount
32338	VERNIE'S	09/30/2025	599.35
32339	WIAA	09/30/2025	6,150.00
29	Computer	Check(s) For a Total of	86,669.02

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

As of September 22, 2025, the board, by a _____ vote, approves payments, totaling \$177.69. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 32340 through 32340, totaling \$177.69

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

Check Nbr	Vendor Name	Check Date	Check Amount
32340	ACH- COWLITZ COUNTY TREASURER	09/30/2025	177.69

1	Computer	Check(s) For a Total of	177.69
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OVERNIGHT REQUESTS

<i>SCHOOL</i>	<i>SPORT/ CLUB/ CLASS/ ACTIVITY</i>	<i>EVENT</i>	<i>DESTINATION</i>	<i>START DATE</i>	<i>END DATE</i>	<i>GRADES</i>	<i>EST STUDENTS</i>	<i>EST CHAPERONES</i>	<i>ADMIN APPROVED</i>
KHS	DECA	DECA FLC	Bellevue	11/2/25	11/4/25	9-12	16	2	Yes

SUNDAY REQUESTS

<i>SCHOOL</i>	<i>SPORT/ CLUB/ CLASS/ ACTIVITY</i>	<i>EVENT</i>	<i>START DATE</i>	<i>END DATE</i>	<i>DETAILS OF EXTENUATING CIRCUMSTANCES</i>
KHS	DECA	DECA FLC	11/2/25	11/4/25	Program planned by DECA Inc. with dates falling on a Sunday



October 13, 2025

TO: Mary Beth Tack, Superintendent

FROM: Scott Westlund, Chief Financial & Operations Officer

RE: Board Acceptance of Donation.

Kelso School District has received the following very generous donations requiring School Board approval:

1. Kelso Athletics, LLC – Has donated \$16,000 as part of a \$32,000 purchase of track hurdles for the KHS Track Program. The additional contributions were from KHS ASB Track budget, and the District Athletic Equipment budget.
2. A donation in the amount of \$233,800 was made to support school programming for students that encourages academic achievement and performance. The donor wishes to remain anonymous. An additional donation will also be made in the middle of the school year. This is the third year of Kelso School District receiving this donation. Attached is the list of programs by school that this funding supports.

It is the support of our community partners that make a huge difference in the lives of our students and athletes, and they are greatly appreciated!

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



KELSO SCHOOL DISTRICT

Kelso School District – 2025-26 – Approved on 6.25.25

	<u>2025-26 Approved Expenditure</u>	<u>2025-26 Budget Approved</u>
1. Clothing Closets at all 6 elementary schools	\$35,000 *Barnes (\$4,500) *Butler Acres (\$4,000) *Carrolls (\$2,000) *Lexington (\$8,000) *Rose Valley (\$2,000) *Wallace (\$4,500) *CMS (\$5,000) *HMS (\$5,000)	\$35,000
2. Year-End Students of Excellence Field Trip – SkyZone (12 per school – Barnes, Wallace, HMS, CMS)	\$4,000 (for May or June 2026)	\$4,000
3. Barnes	\$80,600 (a)Field Trips (\$35,000) (b)Attendance/Incentives (\$7,000) (c)Specialist Teacher Experiences (\$8,800) (d)Community Support (\$2,500) (e)Trimester SIP celebrations (\$11,000) (f)Parent Involvement supports (\$2,000) (g)Student Leadership (\$4,900) (h)MultiLanguage Academic books & translator (\$1,400) (i)Barnes Bear Mascot outfit (\$4,000) (j)Incentive bear wear (\$3,000) (k)Salmon in the Classroom (\$1,000)	\$80,600
4. Wallace	\$160,500 (a)Intersession (\$62,000) (b)Field Trips (\$45,000) (c)Ambassadors - \$24,000 (d)RIF/Howl Out For Books (\$5,500) (e)Salmon in the Classroom (\$1,000) (f)Build a Library (\$18,000) (g)Bounce & Battle (\$5,000)	\$160,500
5. Coweeman	\$93,900 (a)Student Voice Council (\$13,000) (b)Field Trips (\$30,000) (c)College & Career T-shirts (\$2,000) (d)KHS Tutoring partnership (\$15,000) (e) Family Engagement Conferences – food (\$900) (f)Bounce & Battle (\$7,000) (g)WEB (supplies, tshirts, staff, etc) (\$12,000) (h)Football Uniforms (\$6,000) (i)Field Trip Stipends – Sec & Health (\$2,000) (j)RTI/ML Recognition (\$6,000)	\$93,900
6. Huntington	\$111,550 (a)Holiday Meals (\$5,000) (b)Field Trips (\$35,000) (c)Husky Excel Mentoring (\$35,000) (d)AVID – college – shirts (\$2,000) (e)Assembly – BMX event (\$2,000) (f)STEM Materials (\$9,800) (g)Bounce & Battle (\$13,000) (h)Family Engagement Conferences – food (\$750) (i)Volleyball unis (\$6,000) (j)Field Trip Staff Stipends – Sec & Health (\$2,000) (k)Student Store Items (\$1,000)	\$111,550

7. Nutcracker Event	Dec. 10, 2025 \$10,000 (Columbia Theatre and buses)	\$10,000
8. Food Boxes – Holiday and Other Critical Times	Total: \$22,000 *Barnes (\$4,000) *Butler Acres (\$4,000) *Carrolls (\$2,000) *Lexington (\$6,000) *Rose Valley (\$2,000) *Wallace (\$4,000)	\$22,000
9. Schnitzer Art Experience	\$2,300 (subs, mileage, food, bussing)	\$2,300
10. Music	Maintenance, Tuning, and Repairs	\$30,000
11. Puppets	Wallace & Barnes – TK classroom (\$1,500)	\$1,500
TOTAL	\$551,350	\$551,350 Installment #1: September Installment #2: January

KELSO SCHOOL DISTRICT NO. 458

RESOLUTION NO. 25/26-01

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

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

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

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

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

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

Mary Beth Tack – Superintendent	\$ 7,500
Scott Westlund – Chief Financial and Operations Officer	\$ 7,500
Lacey DeWeert – Kelso High School Principal	\$ 10,000
Kim Yore – Director of Teaching & Learning	\$ 40,000
Gunnar Guttormsen – Director of Programs & Assessment	\$ 15,000
Rob Birdsell – Principal Coweeman Middle School	\$ 5,000
Kim Allais – Principal Huntington Middle School	\$ 5,000
Kelso High School ASB Card	\$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 13th day of October 2025.

BOARD OF DIRECTORS
KELSO SCHOOL DISTRICT NO. 458

President

ATTEST:

Mary Beth Tack, Secretary

UNFINISHED BUSINESS

- A. Policy 3143 Notification and Dissemination of Information About Student Offenses and Notification of Threats of Violence or Harm (2nd Reading & Action)
- B. Policy 3226/3226P Interviews & Interrogations of Students on School Premises (2nd Reading & Action)
- C. Policy 3241/3241P Student Discipline (2nd Reading & Action)

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

Policy 3143

The Kelso School District is committed to providing a safe and secure environment for all its students and staff. All students, including those who have committed or been adjudicated for offenses, have constitutional rights to public education.

A. Notification of Student Offenses from County Sheriff's Office, Courts, Department of Social and Health Services, Department of Corrections, and Other School Districts.

The district receives notices and information about student offenders from several statutorily authorized sources, including the county sheriff's office, the courts, the department of social and health services, the department of corrections, and other school districts where the student previously enrolled. The district will take appropriate precautionary measures when it receives notices and information of student offenses from any of these sources. Student discipline, if any, will be consistent with 3241 – Student Discipline.

The superintendent, or his or her designee, and school principals play an important role in determining and implementing appropriate precautionary measures relating to notices and information about student offenses. If the superintendent, a designee of the superintendent, or a principal of a school receives student offense information under RCW 28A.225.330 (notifications from other school districts), 9A.44.138 (sheriff notifications to school districts), 13.04.155 (court notifications to school districts), 13.40.215 (department of children, youth, and families notifications to school districts), or 72.09.730 (department of corrections notifications to school districts), the following notification provisions will be followed.

1. Sex Offenses and Registered Sex or Kidnapping Offenders.

a. Superintendent or Designee. Upon receipt of information about sex offenses as defined in RCW 9.94A.030 or upon receipt of information about registered sex or kidnapping offenders pursuant to RCW 9A.44.138, the superintendent or his or her designee will provide the information to the principal of the school where the student is enrolled or will enroll—or, if not known, where the student was most recently enrolled.

b. Principals. When the principal receives the information described above, he or she must then disclose the information as follows.

If the student is classified as a risk level II or III, the principal shall provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

If the student is classified as a risk level I, the principal shall provide the information received only to personnel who, in the judgment of the principal, for security purposes should be aware of the student's record.

c. Convicted Juvenile Sex Offenders' Attendance at Victim's School. Convicted juvenile sex offenders are prohibited from attending the elementary, middle, or high school attended by their victims or their victims' siblings. The parents or legal caregivers/guardians of the convicted juvenile sex offender shall be responsible for providing transportation or covering other costs associated with or required by the sex offender's change in school.

The Department of Social and Health Services (DSHS) Sex Offender School Attendance Program assists with ensuring that juvenile sex offenders, committed to Juvenile Rehabilitation Administration (JRA), do not enroll in the same school as their victim or their victims' siblings. If there is a conflict in schools, DSHS program staff will work with JRA to have the offender moved to another school.

d. Collaboration. The principal or designee will consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.

e. Inquiries by the Public. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public. Therefore, district and school staff will refer all inquiries by the public at large (including parents and students) regarding students required to register as a sex or kidnapping offender directly to law enforcement.

2. Violent Offenses, Firearms and Dangerous Weapons Crimes, Unlawful Possession or Delivery of Controlled Substances, or School Disciplinary Actions.

a. Superintendent or Designee. Upon receipt of information about a violent offense as defined in RCW 9.94A.030, any crime under chapter 9.41 RCW, unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW, or a school disciplinary action, the superintendent or designee will provide the information to the principal of the school where the student is enrolled or will enrolled—or, if not known, where the student was most recently enrolled.

b. Principals. When the principal, receives the information described above, he or she, *has discretion* to share the information with a district staff member if, in the principal's judgment, the information is necessary for:

- The staff member to supervise the student;
- The staff member to provide or refer the student to therapeutic or behavioral health services; or
- Security purposes.

School principals and staff should use care not to allow a student's demographic or personal characteristics to bias the decision of whether to share information received.

Upon receipt of information about an adjudication in juvenile court for an unlawful possession of a controlled substance in violation of chapter 69.50 RCW, the principal *must* notify the student and the parent or legal caregiver/guardian at least five days before sharing the information with a district staff member.

If either the student or the student's parent or legal caregiver/guardian objects to the proposed sharing of the information, the student, the student's parent or legal caregiver/guardian, or both, may, within five business days of receiving notice from the principal, appeal the decision to share the information with staff to the superintendent of the district in accordance with procedures developed by the district.

The superintendent shall have five business days after receiving an appeal under the above to make a written determination on the matter. Determinations by the superintendent under this subsection are final and not subject to further appeal.

A principal may not share adjudication information under this subsection with a district staff member while an appeal is pending.

3. Public Records Act.

Any information received by district staff under this section is exempt from disclosure under the public records act (chapter 42.56 RCW) and may not be further disseminated except as provided in RCW 28A.225.330, other statutes or case law, and the family and educational and privacy rights act of 1994 (20 U.S.C. Sec. 1232g et seq.).

4. Assignment of Student Offenders to Certain Classrooms.

A student committing an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief) 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.

A student who commits an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief), 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.

B. Notification of Threats of Violence or Harm.

Students and school employees who are subjects of threats of violence or harm will be notified of the threats in a timely manner. "Threats of violence or harm" means direct or indirect communications by any means of the intent to inflict physical harm upon a specific individual or individuals or that place a person in fear of the imminent likelihood of serious harm.

The district will assess and address potential threats of violence or harm in a manner consistent with Policy and Procedure 3225 – School-Based Threat Assessment, other safety policies, and comprehensive safe school plans. In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or caregiverguardian of any student who is the target/recipient of a threat as well as the parent and/or caregiverguardian of any student who made the threat. The district will ensure that the notice is in a language the parent and/or caregiverguardian understands, which may require language assistance for parents or caregiverguardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If there is a specific and significant threat to the health or safety of a student or other individuals, the district may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

The district may use information about a threat of harm or violence in connection with student discipline consistent with Policy and Procedure 3241 – Student Discipline.

The district, board, school officials, and school employees providing notice in good faith as required and consistent with the board's policies are immune from any liability arising out of such notification. A person who intentionally and in bad faith or maliciously, knowingly makes a false notification of a threat under this section is guilty of a misdemeanor punishable under RCW 9A.20.021.

C. Immunity.

Any school district or district employee who releases the information in compliance with federal and state law is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.

D. Notification of Criminal Action

Upon receiving a report that a criminal action is alleged to have been committed against a student on school property during the school day or during a school-sponsored activity, including if there has been a shooting on school property, or that a student has been detained based on probable cause that they were involved in criminal activity on school property during the school day, the district will immediately notify the student's parents or legal caregiverguardians.

Cross References:	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	Policy 3120	Enrollment
	Policy 3140	Release of Resident Students
	Policy 3207	Prohibition of Harassment, Intimidation, and Bullying

		of Students
	Policy 3225	School-Based Threat Assessment
	Policy 3231	Student Records
	Policy 3241	Student Discipline
	Policy 4020	Confidential Communications
	Policy 4315	Release of Information Regarding Sexual Offenders
	Policy 5281	Disciplinary Action and Discharge
Legal References:	RCW 13.04.155	Notification to designated recipients school principal of conviction, adjudication or conviction, or diversion agreement provision of information to teachers and other personnel — Confidentiality — Information exempt from disclosure
	RCW 13.40.215	Juveniles found to have committed violent or sex offense or stalking — Notification of discharge, parole, leave release, transfer, or escape — To whom given — Definitions
	RCW 28A.600.460	Classroom discipline--policies--classroom placement of student offenders — data on disciplinary actions
	RCW 28A.605.005	Parental Rights
	RCW 4.24.550	Sex offenders and kidnapping offenders – Release of information to public - Website
	RCW 9A.44.130	Registration of sex offenders and kidnapping offenders – Procedures – Definition – Penalties
	RCW 28A.225.330	Enrolling students from other districts – Requests for information and permanent records – Withheld transcripts — Immunity from liability – Notification to teachers and security personnel — Rules
	RCW. 28A.320.128	Notice and disclosure policies – Threats of violence – Student conduct – Immunity for good faith notice – Penalty
	RCW 28A.320; 2020 c 167 § 1	Notification provisions
	RCW 72.09.345	Sex offenders – Release of information to protect public – End-of-sentence review committee – Assessment – Record access – Review, classification, referral of offenders – Issuance of narrative notices
	WAC 392-400	Student Discipline
	20 U.S.C. 1232g; 34 C.F.R. Part 99	Family Educational Rights and Privacy Act Article IX, Section 1, Washington State Constitution
Management Resources:	<i>Policy and Legal News</i>	
	1997 - Aug	Legislature addresses student discipline
	1999 - Jun	School safety bills impact policy
	2010 - Oct	
	2018 - Aug	
	2018 - Dec	
	2020 - Aug	

Adopted: 05.08.06

Revised: 01.24.11 | 10.26.20

Interviews and Interrogations of Students on School Premises

Policy 3226

Although the district values its relationships with law enforcement, the Department of Children, Youth, and Families (DCYF), and the county health department, to minimize interruption of the instructional program, the district discourages interviews and interrogations of students on school premises. As a general rule, interviews and interrogations by any agency, including law enforcement, and the county health department(s), should take place at the agency or the student's home, rather than school premises.

However, there are limited circumstances when an interview of students at school is warranted, for example, school-initiated investigations, child abuse investigations, and/or serious crime investigations. When an onsite interview or interrogation is warranted by the circumstances, the district will utilize the procedures and protocols associated with this policy, which were developed in cooperation with these agencies, and ensure that students and parent(s)/caregiver/guardian(s) are afforded all rights under law. The interviews of students as witnesses, victims, and suspects are treated differently.

In contrast to the limited circumstances noted above, the work of immigration agents does not overlap with the work or duties of the district. This is because the district's obligation to educate the children residing within its borders is not diminished by the children or parents' immigration status. The district supports the federal immigration enforcement policy that directs immigration agents to avoid questioning and arrests at sensitive locations, including schools. Therefore, staff shall not grant information or access to immigration agents unless/until the district Superintendent and /or General Counsel determines the request complies with *Plyler v. Doe* and other applicable laws according to the criteria in the associated procedure.

Cross References:	Policy 3124	Removal-Release of Student During School Hours
	Policy 3231	Student Records
	Policy 3432	Emergencies
	Policy 3414	Infectious Diseases
	Policy 4310	District Relationships with Law Enforcement and other Government Agencies
Legal References:	RCW 26.44.030	Reports – Duty and authority to make – Duty of receiving agency – Duty to notify – Case planning and consultation – Penalty for unauthorized exchange of information – Filing dependency petitions – Investigations – Interviews of children – Records – Risk assessment process.
	RCW 26.44.050	Abuse or neglect of child – Duty of law enforcement agency or department of children, youth, and families social and health services – taking child into custody without court order, when.
	RCW.26.44.110	Information about rights – Custody without court order - Written statement required – Contents
	RCW 24.44.115	Child taken into custody under court order – Information to parents.
	RCW 28A.635.020	Willfully disobeying school administrative personnel or refusing to leave public property, violations, when – Penalty
	RCW 28A.605.005	Parental rights
Management Resources:	Policy & Legal News	
	2018 – Dec	
	2013 – Jul	
	2001 – Apr	
	1998 – Feb	

Adopted: 01.27.14

Revised: 03.06.23

Interviews and Interrogations of Students on School Premises

Procedure 3226P

To minimize interruption to the instructional program, the district discourages interviews and interrogations of students on school premises. When the circumstances warrant an onsite interview/interrogation, staff will follow the protocols in this procedure.

I. Entry to a School

- a. A law enforcement officer (e.g., police officer, sheriff deputy, and immigration agent), child protective services worker, or health department official shall contact the principal or designee upon entering a school building and present proper identification.
- b. School building administrative personnel will cooperate as specified below, treating interviews of students as witnesses, victims, and suspects differently.

II. Interview of Student Witness/Victim of Criminal Activity

- a. Students of any age who are witnesses to a crime or victims of a crime may be interviewed without parent/caregiver/guardian consent.
- b. Should it become apparent during a witness/victim interview that the student under the age of 12 years of age is the suspect of a crime, law enforcement shall immediately stop questioning until parent/caregiver consent is obtained.
- c. The principal or designee will immediately notify the parent or caregiver about the interview unless the parent or caregiver has been accused of abusing or neglecting the student. ~~make a reasonable effort to notify the parent/caregiver/guardian of the interview if, in the opinion of the law enforcement officer(s), the notification will not hinder the investigation.~~ By law, the principal or designee may not prevent the interview and will so inform the parent/caregiver/guardian.
- d. When prior notice has been given to the parent/caregiver/guardian, the principal or designee will convey any expression of objection by the parent/caregiver/guardian about the interview to the law enforcement officer(s).
- e. If the parent/caregiver/guardian is not present for the interview, the principal or ~~designee/other school employee~~ will be present if the student ~~or~~ law enforcement requests.

III. Interview of Student Witness/Victim, Child Abuse or Neglect Investigation

- a. Students of any age who are witnesses to, or victims of, abuse or neglect may be interviewed so long as the interviewer obtains the student's consent in the presence of the principal or designee. A student may not be interviewed without his or her consent unless the interviewer has a warrant or determines that exigent circumstances exist.
- b. Should it become apparent during a witness/victim interview that the student under 12 years of age is the suspect of a crime, law enforcement shall immediately stop questioning until parent/caregiver/guardian consent is obtained.
- c. The principal or designee will immediately notify the parent or caregiver about the interview unless the parent or caregiver has been accused of abusing or neglecting the student. ~~make a reasonable effort to notify the parent/caregiver/guardian about the interview if, in the opinion of the law enforcement officer(s), the notification will not hinder the investigation.~~
- d. When the parent/caregiver/guardian has been given prior notice, the principal or designee will convey any expression of objection by the parent/caregiver/guardian about the interview to the law enforcement officer(s).
- e. If the parent/caregiver/guardian is not present for the interview, the principal or

~~designee or other school employee~~ will be present if the student, ~~and~~ law enforcement, or the Department of Children, Youth, and Families (DCYF) requests.

- f. If the principal or designee believes the student is being intimidated, threatened, or coerced; that the student is unaware that he or she is free to leave the interview at any time; or that the student is in physical or emotional distress, the principal or designee may request to take a break and make those concerns known to the interviewer. The principal or designee may then request to continue, temporarily suspend, or terminate the interview.
- g. The school will document the date, time, place, interview length, student name, consent to be interviewed, the interviewer, and any additional parties present.

IV. Interview of Student Suspect of Criminal Activity

- a. Student suspects under the age of 12 may be interviewed only with parent/~~caregiver~~guardian consent.
- b. Washington State law permits students 12 years and older, who are suspects of a crime, to be interviewed without parent/~~caregiver~~guardian consent.
- c. The principal or designee will ~~immediately notify the parent or caregiver about the interview unless the parent or caregiver has been accused of abusing or neglecting the student~~make a reasonable effort to notify the parent/~~caregiver~~guardian of the interview ~~if, in the opinion of the law enforcement officer(s), the notification will not hinder the investigation.~~ By law, the principal or designee may not prevent the interview from taking place and will so inform the parent/~~caregiver~~guardian.
- d. When prior notice has been given to the parent/~~caregiver~~guardian, the principal or designee will convey any expression of objection about the interview made by the parent/~~caregiver~~guardian to the law enforcement officer(s).
- e. Law enforcement must provide students under the age of 18 with access to an attorney for consultation before the student waives any constitutional rights.

V. Interview of Student Sought by Health Department Officials

The principal or designee will permit a health department official to conduct a confidential interview with a student suspected of being in contact with an individual infected with a communicable disease when the interview is during school hours, and the principal will not release the student to travel to the health department.

VI. Interview of Student Sought by Immigration Agents

- a. If an immigration agent requests access to a student or a school site, staff shall deny immediate access, alert the principal, and forward the request to the Superintendent and/or General Counsel for review.
- b. The Superintendent and/or General Counsel shall ask for the immigration agent's credentials, ask the agent why the agent is requesting access, and ask to see a warrant.
- c. To be valid, the warrant must state the purpose of the interview, identify the search location, reference a specific person, include an accurate date, and be signed by a federal or state judge.
- d. Immigration agents must also provide written authority instructing them to enter district property and stating the purpose of the entry from one of the following: Immigration and Customs Enforcement (ICE), the Assistant Director of Operations, Homeland Security Investigations (H&SI), the Executive Associate Director (EAD) of H&SI, the Assistant Director for Field Operations, Enforcement and Removal Operations (ERO), or the EAD of ERO.
- e. Upon receipt and examination of the required information, the Superintendent and/or General Counsel will determine whether immigration agents will be allowed to contact

or question the individual named on the warrant and will communicate that decision to the principal or designee.

- f. The Superintendent and/or General Counsel or designee will ~~immediately make a reasonable effort to~~ notify the parent/~~caregiver~~guardian of the interview.
- g. The Superintendent, General Counsel, principal, or designee will ask to be present during the interview and ensure the agents are not given access to information, records, or areas beyond that specified in the warrant.

VII. Access to Student Records

- a. If the parent/~~caregiver~~guardian or student over 18 years of age has not filed a written objection to the release of directory information, anyone may request and be granted the directory information about students as designated in the district's student records policy and procedure (see ~~Model~~-Policy and Procedure 3231). The actual residential addresses of participants in Washington State's Address Confidentiality Program are not to be available for release as directory information. Social Security numbers, student identification numbers (with authentication factors such as a secret password or personal identification number), and other personally identifiable information are not considered directory information.
- b. Student records protected by the federal Family Educational Rights and Privacy Act (FERPA) may only be examined or released following written permission from a minor student's parent/~~caregiver~~guardian or an adult student over 18, pursuant to a court order or subpoena, or in response to a health or safety emergency. Student records may also be examined by or released to DCYF or law enforcement if DCYF or law enforcement is conducting an investigation or family assessment of alleged abuse or neglect of a student, and the records are relevant to the alleged abuse or neglect.

VIII. Taking a Student into Custody

- a. In a criminal matter, a law enforcement officer is not required to have a warrant in order for the school to release the student into law enforcement custody. The principal or designee will ~~make immediately reasonable effort to~~ notify the parent/~~caregiver~~guardian unless directed not to by the law enforcement officer because child abuse or neglect is alleged against the parent/~~caregiver~~guardian, or some other similar, specified reason exists for prohibiting notification.
- b. School authorities may request that the law enforcement officer put his or her reasoning for ~~the~~ denial of parent/~~caregiver~~guardian notification into writing.
- c. A student may not be taken into custody at school on a truancy petition.
- d. Immigration agents are required to have a subpoena or warrant signed by a judge in order for the district to release a student into their custody.

Adopted: 01.27.14

Revised: 03.06.23

Student Discipline Policy 3241

Introduction/Philosophy/Purpose

The board focuses on the educational achievement of every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. 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. Providing a safe and supportive learning environment for all students.
2. Providing due process to students
3. Implementing culturally responsive discretionary and nondiscretionary policies and procedures that provide opportunity for all students to achieve personal and academic success.
4. Engaging with school personnel, students, parents, caregivers, and the community in decisions related to the development and implementation of discipline policies and procedures.
5. Ensuring fairness and equity in the administration of discretionary and nondiscretionary discipline.
6. ~~Supporting students in meeting behavioral expectations, including providing for early involvement of parents and caregivers.~~
7. Administering discretionary 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.
8. Providing educational services that students need to complete their education without disruption.
9. Facilitating collaboration between school personnel, students, parents, and caregivers to support successful reentry into the classroom following a suspension or expulsion.
10. ~~Ensuring fairness, equity, and due process in the administration of discipline.~~
11. ~~Implementing culturally responsive discipline that provides every student with the opportunity to achieve personal and academic success.~~
12. ~~Providing a safe environment for all students and for district employees.~~

Students' Fundamental Rights and Responsibilities/District Commitment

~~The board 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 students 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 judgment of qualified certificated educators regarding the conditions necessary to maintain the atmosphere, which creates a more positive school climate that maximizes instructional time.

The district 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, ethnicity, religion, color, national origin, sexual orientation, gender expression, gender identity, homelessness,

immigration or citizenship 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 is prohibited.

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.

Student Responsibilities

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 study. 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, 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 review the district's discipline standards and review the fidelity of implementation. 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.~~

The district will ~~develop and~~ periodically review a ~~discretionary and nondiscretionary discipline and~~ further develop this policy and procedure with the participation of school personnel, students, parents, caregivers, and the community. ~~During the~~ As part of this development and review process, the district ~~must will~~ use disaggregated data collected under RCW ~~28A.300.042~~ to monitor the impact of ~~the district's student~~ discipline policy, procedure, and practices and ~~update its policy and procedure~~ to improve fairness and equity in the administration of student discipline. ~~The District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.~~

~~The policy and procedure will be developed in accordance with WAC 392-400-110.~~

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, and the community.

Distribution of Policies and Procedures

The district will make the current version of this policy and procedure available to families and the community. The district will annually provide this policy and procedures to all district personnel, students, parents, and caregivers, 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 district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure.

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
Policy 2161
Policy 2162

Policy 3122
Policy 3210
Policy 3244
Policy 3520
Policy 4210
Policy 4218

Legal References: 42 U.S.C. 2000d et seq.
34 CFR Part 100.3
Chapter 392-400, WAC
WAC 392-190-048

Chapter 28A.600 RCW
RCW 28A.400.110

Substance Abuse Program
Special Education and Related Services for Eligible Students
Education of Students With Disabilities Under Section 504
of the Rehabilitation Act of 1973
Excused and Unexcused Absences
Nondiscrimination
Prohibition of Corporal Punishment
Student Fees, Fines, or Charges
Regulation of Dangerous Weapons on School Premises
Language Access
Civil Rights Act of 1964
Regulations implementing Civil Rights Act of 1964
~~Student Discipline~~
Access to course offerings – Student discipline and
corrective action
Students
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	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
RCW 9A.12.020	Possessing dangerous weapons on school facilities — Penalty — Exceptions

Management
Resources:

*Policy & Legal
News*
2023 - Jul
2021 - Feb
2019 - Apr
2010 - Jun
2014 - Aug
2014 - Dec
2016 - Jul
2018 - Aug

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 |
08.11.25

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 ~~and this procedure.~~
- **"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 ~~in violation of the district's discipline policy and procedure.~~
- **"Corrective action"** means ~~disciplinary and nondisciplinary actions taken by a certificated educator. Nondisciplinary actions 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. 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.415.443 ~~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 a 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). ~~Disciplinary action may include, but is not limited to, oral or written reprimands, detention, exclusion from extracurricular activities, denial of classroom privileges, and exclusion from transportation, or written notification to parents of disruptive behavior, a copy of which must be provided to the principal.~~ Disciplinary 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.~~
- **"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.
- **“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, 9.41.280, 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.
- **“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 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 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 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 - Teacher or designated staff counsels with student and if possible, the parent/caregiver 	<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 - 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.)

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 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.

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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		✓					

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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

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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	✓	✓					

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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

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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 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 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 **excluding a student from transportation or extracurricular activities, or** 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.

Classroom exclusions (RCW 28A.600.020)

A teacher may exclude a student from the teacher's individual classroom and instructional or activity area while the student is under the teacher's immediate supervision, **subject to the requirements of RCW 28A.600.460**. Except in emergency circumstances, a teacher must first attempt one or more alternative forms of corrective action before excluding a student.

A 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, **consistent with RCW 28A.600.460**, may be considered a suspension in accordance with this procedure. **and in that case, the district must provide for early involvement of parents in attempts to improve the student's behavior.**

A student may not be removed from school during a classroom exclusion unless the district provides notice and due process for a suspension, expulsion, or emergency removal.

A classroom exclusion does not include 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 **consistent**

with RCW 28A.150.240.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

Following the classroom exclusion of a student, the teacher 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. ~~The classroom exclusion must be recorded in a manner consistent with RCW 28A.600.460. 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.

Informal grievance procedure – classroom exclusions, transportation, detention, extracurriculars

Any parent/caregiver or student who is aggrieved by the administration of a classroom exclusion, exclusion from transportation or extracurricular activities, detention, or other discretionary discipline (not including suspensions), ~~discretionary or nondiscretionary discipline other than suspensions, expulsions, and emergency removals, including discipline that excludes a student from transportation or extracurricular activities,~~ has the right to an informal conference with the principal or designee to resolve the grievance. At the informal conference, the student will be given an opportunity to share their perspective and explanation regarding the behavioral violation. ~~There is no appeal beyond this informal conference, and any decision made at such conference is final.~~

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

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 provide the parent(s) opportunity for involvement to support the student in meeting behavioral expectations and will make every reasonable attempt to involve the student and parents in the resolution of behavioral violations ~~resolve behavioral violations before administering suspension or expulsion.~~ Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature and circumstances of the behavioral 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. ~~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.

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,~~ **during a suspension or expulsion,** 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 student is excluded from the student's regular educational setting in accordance with 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 directors, school principals, assistant principals, and dean of students with the authority to administer in-school and short-term suspension. Before administering an 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 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.~~

Before administering an in-school or short-term suspension, the district must consider the general conditions and limitations for suspension and expulsions listed above.

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.

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 general conditions and limitations for suspensions and expulsions listed above.~~

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW 28A.600.015(6)(a) through (d), as outlined below, and after determining that the student would pose an imminent danger to students or school personnel if the student returned to school before completing a long-term suspension or expulsion. ~~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 there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for~~

~~B~~Behavioral violations that meet the definitions provided under RCW 28A.600.015 (6)(a) - through (d), which include the following:

- 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 defined under any laws as a class A felony or an attempt to commit a class A felony ~~that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;~~
 - ii. criminal solicitation of or criminal conspiracy to commit a class A felony;
 - iii. manslaughter in the first or second degree;
 - iv. indecent liberties committed by forcible compulsion;
 - v. kidnapping in the second degree;
 - vi. arson in the second degree;
 - vii. assault in the second degree;
 - viii. assault of a child in the second degree;
 - ix. extortion in the first degree
 - x. robbery in the second degree;
 - xi. drive-by shooting; and
 - xii. 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 9.94A.030, ~~which includes~~
 - i. 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;
 - ii. a violation of RCW 9A.64.020;
 - iii. a felony that is a violation of chapter 9.68A RCW (other than RCW 9.68A.080);
 - iv. a felony that is, under chapter 9A.28 RCW, a criminal attempt, criminal solicitation, or criminal conspiracy to commit such crimes; and
 - v. a felony with a finding of sexual motivation under RCW 9.94A.835 or 13.40.135.
 - 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.~~

Neither ~~a~~ a long-term suspension nor an expulsion may not exceed the length of an academic term. The district may not administer a long-term suspension or an expulsion 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 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 must~~ will conduct an informal initial hearing with the student ~~for the purpose of~~ to hearing 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 perspective and provide an explanation regarding the behavioral violation.

At an initial hearing in which the principal or designee is considering administering a short-term or in-school suspension, the principal or designee must provide the student with an opportunity to contact their parents.

At an initial hearing in which the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact the student's parents to provide an opportunity for the parents to participate in the initial hearing in person or by telephone.

Following the initial hearing but before administering any suspension or expulsion, the district will attempt to notify the student's parents as soon as reasonably possible 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;
- f. The right of the student and parent(s) to appeal the suspension or expulsion, **including where and to whom the appeal must be requested**; 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.

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 ~~off from~~ its start.

If the district converts an emergency removal to a suspension or expulsion, the district must (a) apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and (b) provide the student and parent(s) with notice and due process rights under WAC 392-400-430 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 ~~exclusion, suspension or expulsion.~~

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 ~~as applicable~~, 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 ~~district may temporarily continue to administer the suspension or expulsionsuspension 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's 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, ~~within one school business day after receiving the appeal request, unless otherwise agreed to,~~ the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email ~~of, 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 and others involved, the district will hold the hearing without public notice and without public access. ~~unless the students 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 **and must be knowledgeable about the rules in chapter 392-400 WAC and the district's policy and procedure.**

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's 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 ~~by analog, digital, using a manual, electronic, or other type of recording device. The district will provide a copy of the recording to the student or parents upon request. Upon the student's or parents' request, 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 ~~and~~

procedure 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, ~~or~~ emergency remove 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 392-400-430 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 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)~~ 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;
- 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

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 ~~to~~ the school from which ~~they/he/she~~ ~~has~~ been suspended ~~or~~ /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, ~~they/he/she~~ ~~must~~ 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 ~~or principal, as applicable,~~ will advise the student and parents of the decision within seven ~~(7)~~ school days of ~~receiving the~~ 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 ~~may authorize 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 Individualized Education Program Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP).

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.

Adopted: 06.07

Revised: 08.11 | 05.19.14 | 03.09.15 | 12.17.18 | 5.11.20 | 4.18.22 | 09.11.23 | 06.03.24 | 08.11.25

NEW BUSINESS

- A. Lexington School Achievement Presentation
- B. Policy 3425 Accommodating Students with Adrenal Insufficiency (1st Reading)
- C. Procedure 3416P Medication at School (Information)
- D. Policy 1005 Key Functions of the Board (1st Reading)
- E. Policy 1210 Organization of the Board and Election of Officers (1st Reading)
- F. Policy 1630 Evaluation of Superintendent (1st Reading)
- G. Policy 1820 Board Self-Assessment (1st Reading)
- H. Policy 1821 Standards for Individual School Directors (1st Reading)
- I. Retire policies (Action)
 - a. Policy 1810 Annual Governance Goals & Objectives
 - b. Procedure 1820P Board Self-Assessment
- J. Superintendent's Report

LEXINGTON
ELEMENTARY
SCHOOL
ACHIEVEMENT
PRESENTATION

Accommodating Students with Adrenal Insufficiency Policy 3425

Individual Health Plans

The district will develop an individual health plan for each student with adrenal insufficiency. The plan will include emergency plans, be updated at least annually, and be distributed to the appropriate staff based on the student's needs and staff level of contact with the student.

In developing the individual health plan, the district will acquire parent requests and instructions, and orders from licensed health professionals prescribing within the scope of their prescriptive authority for monitoring and treating adrenal insufficiency at school.

The district may need to provide exceptions to school policies to implement a student's individual health plan. If that's necessary, the exceptions will be described in the health plan.

The district will follow Policy 3416 and 3416P in administering adrenal insufficiency medication, including the proper storage of medical equipment and medication provided by the parent.

Parent-Designated Adults

Parents may assign a parent-designated adult to care for their student.

A parent-designated adult means an adult who is authorized by the parents of a student with adrenal insufficiency to provide care for the child consistent with the student's individual health plan, volunteers to do so, receives additional training selected by the parents, and provides care to the student consistent with their individual health plan. A parent-designated adult may be a district employee.

A parent-designated adult must complete training selected by the student's parents in the proper procedures to care for the student, including administering an emergency injection of corticosteroid during an adrenal crisis, consistent with the student's individual health plan. The training may be provided by an organization that offers training for staff caring for students with adrenal insufficiency or for caretakers of children with adrenal insufficiency.

For a district employee who isn't licensed under chapter 18.79 RCW to be a parent-designated adult, they must voluntarily file a written, current, and unexpired letter of intent stating their willingness to be a parent-designated adult. If an employee who isn't licensed under chapter 18.79 RCW chooses not to file such a letter, the employee may not be subject to reprisal or discipline for refusing to file it.

The district will collect and store legal documents for the parent-designated adult to provide care if necessary.

Immunity

The district, a district employee, or a parent-designated adult shall not be liable in any criminal action or for civil damages for providing assistance or services to a student with adrenal insufficiency under this policy if they acted in good faith and substantially complied with the student's individual health plan and the instructions of the student's licensed health care professional.

Cross References:	Policy 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
	Policy 3416	Medication at School
	Policy 5630	Volunteers
Legal References:	RCW 28A.210.260	Public and private schools—Administration of medication—Conditions
	RCW 28A.210.350	Student with diabetes, epilepsy or other seizure disorders, or adrenal insufficiency—Compliance with individual health plan—Immunity

RCW 28A.210.358 Students with adrenal insufficiency—Individual health plans—Parent-designated adult

Adopted:

Revised:

DRAFT

Medication at School

Procedure 3416P

Medication at School

Each school principal, in consultation with the school Registered Nurse (RN), will authorize two (2) staff members to administer prescribed or non-prescribed medication. These designated staff members will receive RN delegation prior to the opening of school each year.

For purposes of this procedure, “medication” means oral medication, topical medication, eye drops, ear drops, and nasal spray. This definition DOES NOT include over-the-counter topical sunscreen products regulated by the US Food and Drug Administration (see Sunscreen section below). Oral medications are administered by mouth, either by swallowing or by inhaling, and may include administration by mask if the mask covers the mouth or mouth and nose.

Medication may be dispensed to students on a scheduled basis upon written authorization from a parent with a written request by a licensed health professional prescribing within the scope of their prescriptive authority. The written requests must be accompanied by written instructions from a licensed health professional. Requests will be valid for not more than the current school year. All new orders for medication or medication order changes must be approved by the supervising RN prior to school staff administering the first dose.

All medications must be properly labeled and be contained in the original container. Individuals administering medications will:

- A. Collect the medication directly from the parent/caregiver/guardian (students should not transport medication to and from school except for medications that are self-administered by students, such as epinephrine auto-injectors or asthma inhalers, as supported by district policy and/or procedure). Collect a medication request and authorization form properly signed by the parent/caregiver/guardian and by the LHP, including instructions from the LHP if the medication is to be administered for more than fifteen consecutive days. All new orders for medication or medication order changes must be approved by the supervising RN prior to school staff administering the first dose;
- B. Count the medication and record the number of pills or amount of liquid medication received, with initials and date received, on the medication log. It is preferable to have two people count and initial;
- C. Counting of controlled substances at least weekly is recommended by the Board of Pharmacy. On weekly medication counts, the nurse must have assistance and a witness to the actual count of the medications;
- D. Store the prescription or OTC medication (not more than a twenty (20) day supply) in a locked, substantially constructed cabinet or limited access area (for emergency medications);
- E. Maintain a current record which indicates that the medication was administered. If a dose is missed, note the reason, e.g., “absent.” This record must be kept for 8 years;
- F. Medications may not be given after the date specified on the authorization form or expiration date on the label.
- G. Report medication errors to the school nurse immediately.

Provide for supervision by a physician or registered nurse.

A copy of this policy and procedure will be provided to the parent upon request.

Oral or topical medications, eye drops, ear drops, or nasal sprays may be administered by a registered nurse, a licensed practical nurse, or designated staff who are delegated to, trained, and supervised by

the RV.

Nasal sprays containing controlled substances may only be administered by a school nurse if a school nurse is in the building. If a school nurse is not in the building, the task may be delegated to an authorized school employee. A parent-designated adult with training as required by RCW 28A.210.260 may also administer the medication when a nurse is not in the building. After a school employee who is not a school nurse administers a nasal spray that is a controlled substance, the employee must summon emergency medical assistance as soon as practicable, except in instances when the administration of the nasal spray occurs routinely, as documented in emergency care plan signed by the parent or caregiver and LHP.

No medication will be administered by injection by unlicensed school staff except when a student is susceptible to a life-endangering situation.

The parent will submit written authorization to act according to the specific written orders and supporting directions provided by a licensed health professional prescribing within his or her prescriptive authority (e.g., medication administered to counteract a reaction to a bee sting). Such medication will be administered by staff trained by the supervising registered nurse to administer such an injection.

Written orders for emergency medication, signed and dated, from the licensed health professional prescribing within his or her prescriptive authority will:

- A. State that the student suffers from a health condition which may result in an emergency;
- B. Identify the drug, the mode of administration, and the dose;
- C. Indicate when the medication will be administered based on anticipated or actual symptoms;
- D. Recommend follow-up after administration or additional medications, transport to hospital; and
- E. Specify how to report to the health professional prescribing within his or her prescriptive authority and any record-keeping recommendations.

If a health professional and a student's parent request that a student be permitted to carry his/or her own medication and/or be permitted to self-administer the medication, the principal may grant permission after consulting with the school nurse. The process for requesting and providing instructions will be the same as established for all medications. The principal and nurse will take into account the age, maturity, and capability of the student; the nature of the medication; the circumstances under which the student will or may have to self-administer the medication, and other issues relevant in the specific case before authorizing a student to carry and/or self-administer medication at school. Except in the case of multi-dose devices (like asthma inhalers), students shall only carry one day's supply of medication at a time. Violations of any conditions placed on the student permitted to carry and/or self-administer his/her own medication may result in termination of that permission, as well as the imposition of discipline when appropriate.

Sunscreen

Over-the-counter topical sunscreen products may be possessed and used by students, parents, and school staff, without a written prescription or note from a licensed healthcare provider, if the following conditions are met:

- A. The product is regulated by the US Food and Drug Administration as an over-the-counter sunscreen product; and
- B. If possessed by a student, the product is provided to the student by their parent or caregiver.

Students who possess over-the-counter topical sunscreen products that meet the above criteria may carry up to 8 ounces at a time, preferably with the container in a plastic bag.

Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own sunscreen products may result in confiscation and termination of that permission, as well as the imposition of discipline when appropriate.

School staff may assist students in the application of sunscreen products in certain circumstances and in the presence of another staff member. The appropriate staff member will take into account the age, maturity, and capability of the student, the need for the application of the sunscreen, and other issues relevant in the specific case, before assisting students in the application of sunscreen products at school or during school-sponsored events. However, staff members are not required to assist students in applying sunscreen.

The District may provide education to students regarding sun safety guidelines.

Parent-Designated Adult Care of Students with Adrenal Insufficiency, Epilepsy, or Diabetes

The policy and procedure for parent-designated adults caring for students with adrenal insufficiency, epilepsy, or students with diabetes are:

- 3411 Students with Seizure Disorders or Epilepsy
- 3415 Accommodating Students with Diabetes
- 3425 Accommodating Students with Adrenal Insufficiency

Adopted: 06.2007

Revised: 06.2008 | 08.2011 | 05.20.13 | 05.26.15 | 01.22.18 | 1.3.22 | 8.15.22 | 10.16.23

Key Functions of the Board

Policy 1005

The research-based WA School Board standards outline the primary functions of the school board. These standards are linked to higher student achievement and more effective governance practices. ~~Acting on behalf of the people of each community, the school board will fulfill the following functions:~~

Responsible School District Governance:

Provide responsible school district governance by:

- Conducting board and district business in a fair, respectful, and responsible manner.
- Ensuring the board is accountable and open to the public, including seeking divergent and diverse perspectives in its decision-making process.
- Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.
- Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.
- Promoting healthy relationships by communicating supportively; inspiring, motivating, and empowering others; and exercising influence in a positive manner.
- Working as an effective and collaborative team.

~~The board, with participation by the community, will envision the future of the school district's educational program and formulate goals, define outcomes and set the course for the school district. This will be done within the context of racial, ethnic and religious diversity and with a commitment to education excellence and equity for all students.~~

Creating Conditions District-Wide for Student and Staff Success:

Create conditions district-wide for student and staff success by:

- Providing for the safety and wellness of all students and staff;
- Employing and supporting quality teachers, administrators and other staff and providing for their professional development;
- Providing for learning essentials, including rigorous curriculum, technology and high-quality facilities;
- Ensuring management of the organization, operations, and resources for an efficient and effective learning environment; and
- Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

~~To achieve the vision, the board will establish a structure which reflects local circumstances and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework. This includes employing a superintendent, developing and approving policies, formulating budgets, setting high instructional and learning goals for staff and students, and nurturing a climate conducive to continuous improvement.~~

Communication of and Commitment to High Expectations for Student Learning:

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

- Articulating the conviction that each and every student can learn and the belief that student learning can improve regardless of existing circumstances or resources;
- Leading the development, articulation, and stewardship of a vision of learning that is shared and supported by schools and the community;

- Adopting a collaboratively developed district strategic plan focused on learning and achievement outcomes for each and every student; and
- Ensuring non-negotiable goals for student achievement are established and aligned with the district's strategic plan.

~~The board will continuously articulate the belief that all students can learn and that each student's learning can improve regardless of existing circumstances or resources. The board will act as leaders of a vision of shared learning that is supported by individual schools and the community.~~

Holding the District Accountable for Student Learning:

Hold school district accountable for meeting student learning expectations by:

- Committing to continuous improvement in student achievement at each school and throughout the district;
- Evaluating the superintendent on clear and focused expectations; and
- Measuring student academic progress and needs based on valid and reliable assessments.

~~The board's accountability for student learning will include adopting a system of continuous assessment of all conditions affecting education, including assessments for measuring staff and student progress towards goals. The public will be kept informed about programs and progress. Staff and board training will be provided to ensure continuous improvement of student achievement.~~

Engagement of the Community in EducationEngagement:

Engage the local community and represent the values and expectations they hold for their schools by:

- Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources;
- Ensuring school board and district transparency through a process that is open and accountable;
- Ensuring district information and decisions are communicated community-wide; and
- Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

~~The board will serve as education's key advocate on behalf of students and their schools. The board will work to advance the community's vision for its schools, pursue the district's goals, encourage progress and energize systemic change and ensure that students are treated as whole persons in a diversified society.~~

Annually the board will reflect on the degree to which it has operated according to its key functions by conducting a board self-assessment and engaging in board development activities where needed.

For more information, visit the [WSSDA School Board Standards](#).

Cross References: Policy 1310 Policy Adoption, Manuals, and Administrative Procedures
 Policy 1810 Annual Governance Goals and Objectives
 Policy 1820 Board Self-AssessmentEvaluation of the Board

Management *Policy & Legal*

Resources: *News*
 2025 - Oct
 2012 - Feb

~~Washington School Board Standards (Adopted June 27, 2009)~~

Adopted: 01.23.06

Revised: 01.13.15

Organization of the Board and Election of Officers

Policy 1210

At the first meeting at which newly-elected board members are seated in election years and at the first regular meeting in December in non-election years, the board will elect from among its members a president and a vice president to serve one-year terms. A newly elected or appointed (less than one year) board member will not be eligible to serve as an officer unless the majority of the board is newly appointed or elected. ~~following the certified November election, the School Board shall organize and elect its officers from its own members. By roll call, the officers shall be elected in the following order: President and Vice President. Balloting shall continue until a majority is received.~~

If a board member is unable to continue to serve as an officer, a replacement will be elected immediately. In the absence of both the president and the vice president, the board will elect a president pro tempore who will perform the functions of the president during the latter's absence.

~~In the event of a vacancy in either the position of board President or Vice President, the Board will elect a replacement for the vacated position(s) within two meetings after the vacancy has occurred.~~

The superintendent will act as board secretary and perform all the duties as outlined by law. In order to provide a record of the proceedings of each meeting of the board, the superintendent will appoint a recording secretary of the board.

~~By law, the Superintendent is the Secretary of the Board. In the absence of both the President and Vice President, he/she shall call the meeting to order and conduct the election of a temporary President from among the other members. In the event of the Superintendent's absence, the Designee will fulfill this responsibility.~~

In even-numbered years at the same meeting, a WSSDA legislative representative will be elected to serve a two-year term.

The normal order of business will be modified for the annual organizational meeting by considering the following matters, after the approval of the minutes of the previous meeting:

- Welcome and introduction of newly elected board members by the chair/president;
- Call for nominations for president to serve during the ensuing year;
- Election of a president (roll call vote);
- Assumption of office by the new president;
- Call for nominations for vice president to serve during the ensuing year;
- Election of a vice president (roll call vote);
- Call for nominations for WSSDA legislative representative to serve for the next two years; and
- Election of a WSSDA legislative representative.

Policies will continue from year to year and board to board until and unless the board changes them.

Cross References: Policy 1225

School Director Legislative Program

Legal References: RCW 28A.330.010

Board President, Vice President or President Pro Tempore
- Secretary

RCW 28A.330.020

Certain board elections, manner & vote required,
selection of personnel, manner

RCW 28A.330.050

Duties of Superintendent as Secretary of the board

RCW 28A.400.030

Superintendent's Duties of President

RCW 29A.6004.280170

Local elected officials, commencement of term of office –
Purpose

Management Resources: *Policy & Legal
News
2025 - Oct*

2017 - Apr

ADOPTED: 1.8.75

REVISED: 07.77 | 07.82 | 1.29.97 | 1.23.06 | 1.28.08 | 12.14.20

Draft

Evaluation of the Superintendent

Policy 1630

The board will establish evaluative criteria and will be responsible for evaluating the performance of the superintendent.

The superintendent will have the opportunity for confidential conferences with the board members ~~on no less than two occasions in each year~~, for the purpose of aiding of the superintendent in ~~their~~his/her performance. The board, on the basis of the evaluation, may terminate, renew, or extend the superintendent's contract for periods not to exceed three years.

Pursuant to state law, RCW 28a.150.230, names the school board as responsible "to adopt policies to: (a) Establish performance criteria and an evaluation process for its superintendent..." and, through RCW 42.30.110(g), dictates the use of executive sessions for evaluating the performance of public employees.

In addition, state law, RCW 28A.405.100, requires that the evaluation process look at these eight categories at a minimum:

- knowledge of, experience in, and training in recognizing good professional performance, capabilities, and development;
- school administration and management;
- school finance;
- professional preparation and scholarship;
- effort toward improvement when needed;
- interest in pupils, employees, patrons, and subjects taught in school;
- leadership;
- and the ability and performance of evaluation of school personnel.

WSSDA provides a goal-centered model to support the effective evaluation of the superintendent.

Legal References: RCW 28A.400.010 Employment of Superintendent – Superintendent's qualifications, general powers, term, contract renewal

[WSSDA Superintendent Evaluation](#)

Adopted: 01.23.06

Revised: 02.24.14

Board Self-Assessment Policy 1820

~~Annually~~At the conclusion of each year, the board will assess its own performance in terms of ~~research-based generally accepted~~ principles of successful board operations, ~~and~~ in relation to its annual goals and objectives, and Washington ~~State~~ School Board Standards. The board self-assessment will address performance in the key functions of school boards:

- A. Responsible school district governance;
- B. Communication of and commitment to high expectations for student learning;
- C. Creating conditions district-wide for student and staff success;
- D. Holding the district accountable for student learning; and
- E. Engagement of the community in education.

The results of the self-assessment will be ~~reviewed and discussed by the board-superintendent team and~~ used in setting goals for the subsequent year.

Cross References: Policy 1005 Key Functions of the Board
 Policy 1810 Annual Governance Goals and Objectives
 Policy 1822 Training and Development for Board Members
 [WSSDA School Board Standards](#)

Management *Policy & Legal*
Resources: *News*
 2025 - Oct
 2012 - Feb

Adopted: 01.23.06
Revised: 01.14.13

Standards for Individual School Directors

Policy 1821

Each individual board member will annually review the WSSDA *Individual School Director Standards* as a basis for assessing their own conduct as an elected school director. Collectively, the board will assess its performance in terms of its six major functions:

1. Values and Ethical Behavior

Individual school directors model ethical behavior and are guided by values that:

- a. Place students' needs first.
- b. Demonstrate commitment to equity and high standards of achievement for each student.
- c. Commit to treating each individual with dignity and respect.
- d. Model high ethical standards.
- e. Advocate for public education.

2. Leadership

Individual school directors serve as educational leaders in their communities and state by:

- a. Contributing to thoughtful governance discussions and decisions by being well informed, open-minded and deliberative.
- b. Understanding that authority rests with the board as a whole and not with individual directors.
- c. Articulating and modeling appropriate school director roles and responsibilities.
- d. Actively participating in school director duties and responsibilities.
- e. Demonstrating group membership and leadership skills, working within the board structure.
- f. Respecting the board's role in policy making and supporting all adopted board policies.

3. Communication

Individual school directors engage in ethical, transparent and inclusive communications by:

- a. Building and maintaining positive connections with the community and staff.
- b. Communicating accurately and honestly, with awareness of the impact of their words and actions.
- c. Listening carefully and with an open mind.
- d. Maintaining civility and treating all people with respect and dignity.
- e. Maintaining confidentiality of appropriate matters.
- f. Referring people with needs or concerns to appropriate staff.
- g. Welcoming family, student, staff and community input.

4. Professional Development

Individual school directors seek continuous growth in their own skills and knowledge by:

- a. Committing the time and energy necessary to be informed and competent.
- b. Keeping abreast of current issues, research, applicable laws, regulations, and policies that affect public education.
- c. Participating in professional development, individually and with the board/superintendent team.

5. Accountability

Individual school directors are accountable in their governance role to their students, families, staff, and community by:

- a. Contributing to a functioning and effective board-superintendent team.
- b. Taking personal responsibility for their own words and actions and the impact they have on others.

- c. Respecting and abiding by board decisions.
- d. Meeting expectations for transparency, including disclosing potential conflicts of interest and refraining from discussing or voting on those issues.
- e. Complying with board policies and all laws.

6. Commitment to Education Equity

Individual school directors prioritize the success of each and every student in their district by:

- a. Honoring the diverse experiences, strengths and barriers to success of students, staff and families.
- b. Collaboratively and proactively working to remove barriers for students, staff and families.
- c. Ensuring multiple perspectives are heard and honored by providing equitable opportunities for input.
- d. Fostering a culture of dignity and belonging by example and through policy.

Legal References: WSSDA Board Standards

Management *Policy &*

Resources: *Legal News*
2025 - Oct

Adopted:

Revised:

Annual Governance Goals and Objectives

Policy 1810

Each year the board will formulate goals and objectives to guide effective board governance. The goals and objectives will include, but are not limited to, key board functions of:

- A. Responsible school district governance;
- B. Communication of and commitment to high expectations for student learning;
- C. Creating conditions district-wide for student and staff success;
- D. Holding the district accountable for student learning; and
- E. Engagement of the community in education.

At the conclusion of the year, the board will reflect on the degree to which it has met its goals and objectives by conducting a board self-assessment and engaging in board development activities where needed.

Cross References:	Policy 1005 Policy 1820 Policy 1822	Key Functions of the Board Board Self-Assessment Training and Development for Board Members
Management Resources:	<i>Policy & Legal News</i> 2012 - Feb	

Adopted: 01.23.06

Revised: 01.14.13

Board Self-Assessment Procedure 1820P

Each individual board member will annually review the WSSDA Individual School Director Standards as a basis for assessing his/her own conduct as an elected representative of the board of directors. Collectively, the board will assess its performance in terms of its five major functions.

- 1. Responsible School District Governance – The board will demonstrate its responsibilities for establishing an organizational structure by:**
 - a. Enacting policies that provide a definite course of action;
 - b. Monitoring the implementation of policies;
 - c. Reviewing proposed labor agreements, staffing recommendations and staff evaluations;
 - d. Formulating budgets; and
 - e. Working to ensure a healthy learning and working environment that supports continuous improvement.
- 2. Communication of and commitment to high expectations for student learning: The board will demonstrate its responsibility for providing a community vision of its schools by:**
 - a. Working with the community to determine the district's educational program and what students need to know and be able to do;
 - b. Formulating educational goals based on community expectations and the needs of students;
 - c. Encouraging leadership, instruction and assessment, and curriculum development activities directed toward goals; and
 - d. Annually reviewing the district's progress and direction against its vision.
- 3. Creating conditions district-wide for student and staff success – The board will demonstrate accountability by:**
 - a. Employing and supporting quality teachers, administrators and other staff;
 - b. Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities;
 - c. Providing for learning essentials including rigorous curriculum, technology and high quality facilities;
 - d. Providing for the safety and security of all students and staff;
 - e. Reviewing building and grounds maintenance and needs;
 - f. Reviewing transportation services and other support services; and
 - g. Initiating and reviewing internal and external audits.
- 4. Holding the district accountable for student learning – The board will oversee the district and superintendent's performance by:**
 - a. Annually review district and school improvement plans;
 - b. Developing written expectations for the superintendent and communicating those to the community; and
 - c. Basing decisions about the superintendent's contract on the objective evaluation of the superintendent's achievement of performance expectations.
- 5. Engagement of the Community in Education – The board will advocate for education and on behalf of students and their schools by:**
 - a. Keeping the community informed about its schools;
 - b. Participating in school and community activities; and
 - c. Encouraging citizen involvement in the schools.

Adopted: 01.14.13
Revised:

SUPERINTENDENT'S REPORT
