

BOARD OF DIRECTORS

April 18, 2022





Kelso School District No. 458
601 Crawford St. Kelso WA, 98626
April 18, 2022 @ Roy Parsons Executive Board Room & Zoom
5:00 p.m. Work Session – Special Programs
6:00 p.m. Regular Board Meeting

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

- A. Barnes Elementary School Student Recognition
- B. Teacher Appreciation Week Recognition
- C. Administrative Professionals Recognition

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes from March 21, 2022 Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Surplus of Items

UNFINISHED BUSINESS

NEW BUSINESS

- A. Barnes School Achievement PresentationAngela Hansen & Andy Lundberg
- B. Health & Safety UpdateDon Iverson
- C. Policy 3241P Student Discipline (Information)Don Iverson
- D. 2022-2023 Rights & Responsibility Handbook (Action)Don Iverson
- E. Policy 6225 Use of Electronic Signatures (1st Reading)Scott Westlund
- F. Policy 3246/3246P Isolation & Restraint of Students (1st Reading)Heather Ogden
- G. Approve 2022-23 Board Meeting Calendar (Action)Mary Beth Tack
- H. Superintendents ReportMary Beth Tack

FOR THE GOOD OF THE ORDER

ADJOURN



Kelso School District Board of Directors

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

Kelso School District

Board of Directors Committee Assignments

January, 2022

Position 1

Director – Leah Moore

- Legislative Representative
- Facilities/Construction

Position 2

Director - Karen Grafton

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

Position 3

President - Jeane Conrad

- Student Rights & Responsibilities
- Highly Capable
- Budget

Position 4

Vice President - Mike Haas

- Kelso Public Schools Foundation
- Budget
- Boundary Review

Position 5

Director - Ron Huntington

- CTE
- WIAA
- Council on Learning

2021/2022 School Board Calendar

Updated 01/22

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
September 13 6:00 Regular Board Meeting	October 18 5:00 Executive Session RCW 42.30.110(1)(g) 6:00 Regular Board Meeting	November 1 5:00 Work Session (Seniors & Dual Credit) 6:00 Regular Board Meeting	December 14 5:00 Work Session (SEL) 6:00 Regular Board Meeting
		November 15 5:00 Work Session (School Improvement Plan) 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
January 3 5:00 Work Session (ELA) 6:00 Regular Board Meeting	February 15 5:00 Work Session (Math) 6:00 Regular Board Meeting	March 7 5:00 Work Session (Bond Construction) 6:00 Regular Board Meeting	April 18 5:00 Work Session (Special Programs) 6:00 Regular Board Meeting
January 24 5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting		March 21 5:00 Work Session (Science) 6:00 Regular Board Meeting	
MAY	JUNE	JULY	AUGUST
May 9 5:00 Work Session (HiCap) 6:00 Regular Board Meeting	June 6 5:00 Special Meeting (Graduation Appeals for walking in graduation) 6:00 Regular Board Meeting	July 11 5:00 Regular Board Meeting	August 15 4:00 Work Session (Budget) 5:00 Regular Board Meeting
May 23 5:00 Work Session (MLL - Multilingual Learner) 6:00 Regular Board Meeting			



Road to **STUDENT SUCCESS**

Our Goals



SCHOOL CLIMATE

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



EARLY LEARNING

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



QUALITY INSTRUCTION

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



CAREER, COLLEGE & COMMUNITY READY

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

Mission

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

Vision

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

Principles

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



CAREER, COLLEGE & COMMUNITY READY

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



100% GRADUATING

FISCAL RESPONSIBILITY

★ **2021-22 PRIORITY:**
Maintain effective resource allocation, operational planning, and solid fiscal controls.

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.



QUALITY INSTRUCTION

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

★ **2021-22 PRIORITY:**

Expansion of robust remote and in-person learning models



SCHOOL CLIMATE

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

★ **2021-22 PRIORITY:**

Climate and culture of student and staff health and safety



How We Get There





Roadmap

CAREER, COLLEGE, COMMUNITY READY

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

Goals

IMPLEMENTATION MEASURES

IMPACT MEASURES

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

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

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

100% of students use the HSBP to **ensure** they are on track for graduation and post-secondary enrolled

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

Increase student participation and scores on college entrance tests (ACT, PSAT, SAT, and ASVAB)

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

100% of high school students participate in a mock job interview and complete a resume

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

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

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

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

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

100% of high school students complete the FAFSA application

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

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

Increase in high school graduation rates and decrease in dropout rates



Roadmap CLIMATE

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

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Improve school climate and safety	<p>Develop and implement a comprehensive Multi-Tiered System of Support (MTSS) model in all Kelso schools</p> <p>Develop and implement a Positive Behavior and Intervention System (PBIS) in each school</p> <p>Implement Social and Emotional Learning (SEL) in our schools so children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions</p> <p>Deliver high-quality training and other implementation supports, including initial training and ongoing support to school staff</p>	<p>100% of elementary classrooms embed SEL standards into daily instruction</p> <p>90% of students will access classroom instructional time which directly relates to an increase in student learning as measured by state and local assessments</p> <p>Decrease prevailing risk factors for students identified within the Healthy Youth Survey Data and reduce classroom and school exclusions as measured by school suspension rates</p> <p>90% of students will report they learn in an environment that is physically and emotionally safe</p>
Increase student access to, and awareness of, school based counseling and the availability of mental health services	<p>Develop and implement a school-based mental health referral process</p> <p>Increase school-based counseling and mental health services for students</p> <p>Network and link community service providers to increase mental health, physical health, and drug and alcohol services to students and their families</p>	<p>Increase in the number of students accessing and receiving school- and community-based counseling and mental/physical health services</p>
Provide a comprehensive Work Place Wellness Program that promotes healthy lifestyle for staff	<p>Develop and sustain a district-wide workforce health committee that actively promotes a healthy lifestyle for staff</p> <p>Conduct staff surveys that identify prevailing risk factors in our employee population that will drive healthy staff initiatives</p> <p>Gather and share resources for preventing and responding to workforce health issues</p>	<p>Reduce absenteeism and lost time, promote retention of staff, improve decision making and productivity, improve employee morale, improve disease management and prevention, and promote a healthier workforce</p>



Roadmap COMMUNICATION

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

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
<p>Use a variety of media to maximize awareness and support of the district's mission, vision, goals, and programs</p>	<p>Maintain and update information on district media, including district websites and printed materials</p> <p>Maintain proactive media relations practices</p> <p>Use social media channels to provide timely and relevant information</p>	<p>Targeted audiences have access to timely and relevant communication</p> <p>Positive news stories appear in the media monthly</p> <p>Levies and bonds pass</p>
<p>Establish an effective employee communication plan to improve internal communication and employee engagement</p>	<p>Continue communicating via:</p> <ul style="list-style-type: none"> • <i>Hilander Highlights</i> for all staff and community • <i>Inside Connections</i> for all staff • Timely and relevant key communications from district departments 	<p>All staff know district mission, vision, goals, and progress</p> <p>Staff feels valued, connected, and honored</p>
<p>Achieve coordinated communication, both internally and externally, regarding the district's goals, foundational principles, and safety issues/crisis management</p>	<p>Establish key communicator network and facilitate connections among community leaders</p> <p>Maintain high level of visibility through participation in professional and community events</p> <p>Build and maintain partnerships with local business and community leaders</p>	<p>Aligned messages among key communicators in the community, particularly in regard to crisis management</p> <p>Increased community partnerships</p> <p>Increased staff and student connections with community stakeholders and local businesses</p>



Roadmap EARLY LEARNING

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

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Develop and implement a comprehensive birth to pre-kindergarten plan which strengthens school readiness	<p>Coordinate with Early Childhood Education and Assistance Program (ECEAP) and Head Start to increase the number of eligible Kelso families accessing local educational programs</p> <p>Coordinate with local early learning providers on a quarterly basis to align instructional materials</p> <p>Partner with local early learning programs on a quarterly basis to provide professional development and best practices in behavior, literacy, and math</p>	<p>Increase percentage of Kelso families accessing ECEAP and Head Start as measured by Department of Child, Youth, and Families (DCYF) Saturation Study</p> <p>100% of local early learning providers implement instructional materials aligned to early learning standards</p> <p>Increase percentage of Kelso early learning staff that participate yearly in the Annual Early Learning Conference</p>
Develop and implement a comprehensive plan which improves school readiness and strengthens the transition to kindergarten	<p>Coordinate with ECEAP and Head Start to identify students who need additional summer transition support</p> <p>Implement Transitional Kindergarten and Preschool Pups to provide additional opportunities for early learning</p> <p>Implement a JumpStart to kindergarten for students who need additional supports for kindergarten readiness</p>	<p>Transitions plans are developed for 100% of identified students</p> <p>Transitional Kindergarten and preschool is implemented to support at least ninety students and families</p> <p>JumpStart is implemented in 100% of our elementary schools</p>
Increase the percentage of kindergarten – 3rd grade students who meet or exceed grade-level standards	<p>Curriculum: staff designs rigorous standards-based lessons utilizing current district adopted core materials</p> <p>Instruction: staff remains current in best instructional practices and implement within the classroom on a daily basis with the instructional framework as a foundation</p> <p>Assessment: staff utilizes and develops action plans to improve student growth based on relevant formative assessment</p>	<p>100% of staff teach grade-level standards utilizing approved district materials</p> <p>100% of staff uses observable early learning best practices on a daily basis</p> <p>100% of staff uses quality formative assessment to drive instruction</p>



Roadmap

FINANCIAL STEWARDSHIP

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

Goals

IMPLEMENTATION MEASURES

IMPACT MEASURES

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

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

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

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

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

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

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

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

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

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

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

Allocate district resources effectively to support academic and operational needs

Annual budget approved by Kelso School Board

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

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

Levies and bonds pass

Budget supports academic and operational goals and priorities



Roadmap QUALITY INSTRUCTION

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

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
<p>Develop a system in the importance of attracting, developing, and retaining talented and committed staff in every part of our school system</p>	<p>Develop partnerships with regional universities and community agencies to hire high-quality staff</p> <p>Establish clear standards of professional practice and accountability</p> <p>Provide opportunities for differentiated and continuous professional development for teachers, leaders, and staff</p>	<p>100% of classified and certificated staff meets certification requirements</p> <p>100% of staff consistently exhibits standards of professional practice</p> <p>100% of staff engages with professional development for continuous growth</p>
<p>Implement standards-aligned teaching and learning based on equitable practices</p>	<p>Ensure that all students have access to rigorous, standards-based curriculum</p> <p>Provide professional development to ensure instructional strategies are differentiated to meet the learning needs of all students</p>	<p>100% of students enroll in academic rigorous course work as measured by Academic Rigor Index</p> <p>100% of students experience differentiated instruction in their classrooms</p>
<p>Implement data-informed continuous improvement processes at every level</p>	<p>Use frequent and timely 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 Community (PLC) teams</p>	<p>100% of students participate in district and state assessments</p> <p>100% of staff uses formative assessment for student learning and provides instruction responsive to students' needs</p> <p>100% of students have access to highly skilled teachers and rigorous coursework</p> <p>100% of staff advocates for fair and equitable practices for all students</p>

Section: **BOARD OF DIRECTORS**

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

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

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

Policy 1430 Continued

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

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

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

Adopted: January 23, 2006

Communications, Correspondence & Introductions

Barnes Elementary

Student Recognition

Bennett Blake	Esperanza Cabrera
Sapphy Windham	Landon Bailey
Abora Xhepaj	Roxanna Sanchez
Venus Hill	Sheyla Hernandez
Oliver Perry	Rose White
Walter Stebbins	Brayden Bonds
Yahir Rodriguez	Kaleah Kent
Isabella Salmeron	Aliyah Nichols
Sophia Gibbons	

CONSENT AGENDA

- A. Minutes from March 21, 2022 Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Surplus of Items

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
3/21/22

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

Board Members:	Leah Moore (In-Person) Karen Grafton (In-Person) Jeane Conrad - President (In Person) Mike Haas - Vice President (In-Person) Ron Huntington (In-Person)
Cabinet Members:	Scott Westlund – Chief Financial Officer (Zoom) Holly Budge – Director of Human Resources (Zoom) Don Iverson – Director of Student Services (Zoom) Heather Ogden – Director of Special Programs (Zoom) Kim Yore – Director of Teaching & Learning (Absent)
Superintendent:	Mary Beth Tack (In Person)
Asst. Secretary:	Molly Guler (In Person)

OTHERS PRESENT – This meeting was held remotely as well as in person. Not all of the names of people in attendance were available if online, or partial names were listed. The names of people in attendance are listed as they were shown and included: Tara Micheletto, Jennifer, Terresa Yost, John Pham, Vincent Gomez, Linda Hanna, Breanne's iPhone, iPhone, Carolina Amick, Bree, Kelsey Delagrange, 13605, Lopez Fam, Lindeman, nathan, Araceli Salas, austins, Sam and Hannah Adams, Aaron Madsen, Yusuf, Mackin, kim.yore's iPhone, hayden, Korey Gellespie, Jennifer, Maralyn Haeger, Amanda Storm, breanne, Chelsea Eastman, kailana bloomfeldt, iPhone, Vincent Gomez, Levi Lindeman, Alli H, Danielle, Walthers, karen's iPad, jared's iPhone, A.D.E. Phone, ELIZABETH HADLOCK, Lopez, Carissa Foulke, Nataly Cantor, Larry Crosby, Tim Yore, Lynette Oswald, Khloe Olinger , TB's phone

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS -

A. Lexington Student Achievement

B. School Retirees Recognition

COMMENTS & QUESTIONS –

William Younger- States concern for the time students wore masks

Lindsay Rieker - States concern for district stance on masks during the last 2 years.

Romie Terri - States concern for sex education in schools and treatment of grandson. Board will be circling back.

APPROVAL OF AGENDA - Motion Passed

Motion to Approve By: Director Huntington

Seconded By: Director Moore

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of March 7, 2022 Board Meeting & Work Session

Certificated Employment Recommendations

Classified Employment Recommendations

Warrants

Contracts

Requests for Sunday Activity

Motion to Approve By: Director Haas

Seconded By: Director Grafton

UNFINISHED BUSINESS

APPROVED - POLICY 2161/2161P SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS (2ND READING & ACTION) - MARY BETH TACK

Policy, saying we will provide special education and related services for eligible students, this is a new policy for Kelso

Procedure - changed it to student first language. Use of interpreters for use during meetings. Alignment to High School and Beyond plan in IEP. Included crisis intervention training needs to be trauma informed. Eliminated certain holds and restraints. Added in our specific plans. Update to staff requirements.

Motion to Approve By: Director Moore

Seconded By: Director Haas

APPROVED - POLICY 3241 STUDENT DISCIPLINE (4th READING AND ACTION) - DON IVERSON

Lines in blue have been added since the last reading, making a 4th reading necessary.

Policy came to us around 2016. There was a disproportionate level of exclusion, this policy directly relates to those. Tonight we are moving fto 4th reading with the policy and the procedure will come later in the spring in conjunction with the Rights and Responsibilities handbook. ADHOC Team will work on this together before we bring it before the board.

Motion to move to Approve By: Director Haas

Seconded By: Director Moore

NEW BUSINESS

HEARD LEXINGTON ELEMENTARY SCHOOL ACHIEVEMENT PRESENTATION - TIM YORE, TARA MICHELETTO, LYNETTE OSWALD



Big Eggs for 2021-2022

SOAR in your
Role



Math:
What are the
students doing?
What are the
teachers doing?

Collaborate/
PLC

ELA:
Commitment
to Core

Student Growth

Lexington's School-Wide Goal in
the School Improvement Plan

Goal 1



Close the Gap

- More than a year of growth
- 797 students

Data

- WAKids
- STAR
- SBA (fall & spring)
- PSI
- PASI
- Unit Assessments

80%

Of LES students
to make more
than 1 year's
growth in ELA

When

By June 2022

Core

- ReadyGEN
- Open Court

Interventions

- Small groups-skill deficit focused
- Open Court
- Foundational Skills
- School-wide Data Focus
- ReadyGen
- Decodables
- Scaffolded Strategies

Goal 2

Close the Gap

- Eagle Flight Intervention
- Data Dives and PLC's

30%

Of students will
EXIT
Intervention
services

Data

- Zearn
- STAR
- SBA (fall & spring)
- PSI
- PASI
- Unit Assessments

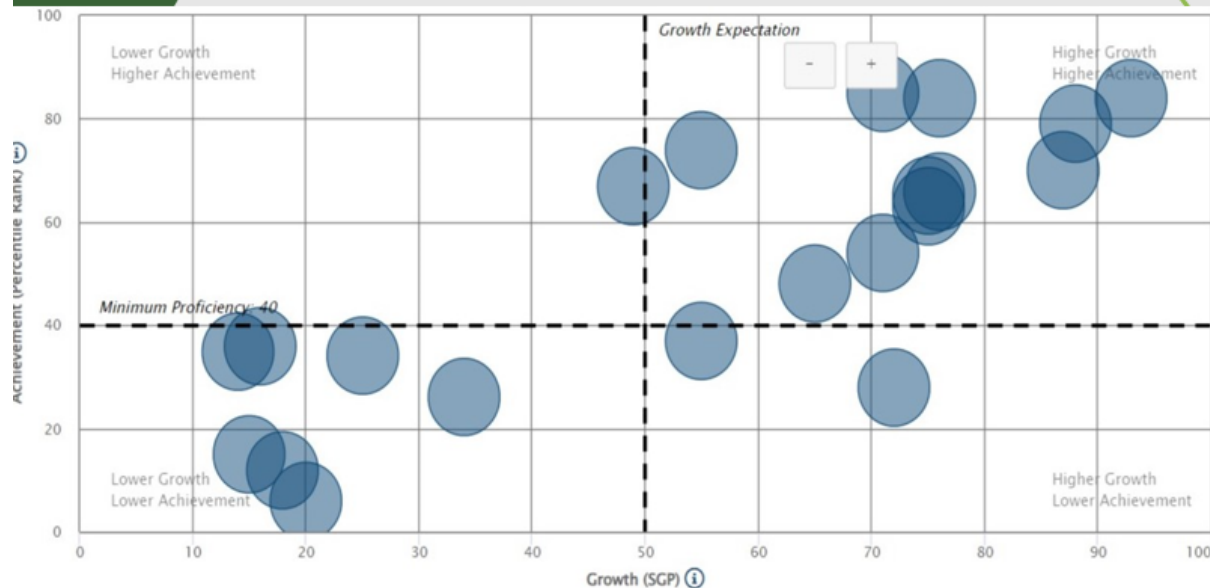
Interventions

- Eagle Flight Daily
- 95% Reading groups
- Double Dose push-in and pull out
- MTSS-A process

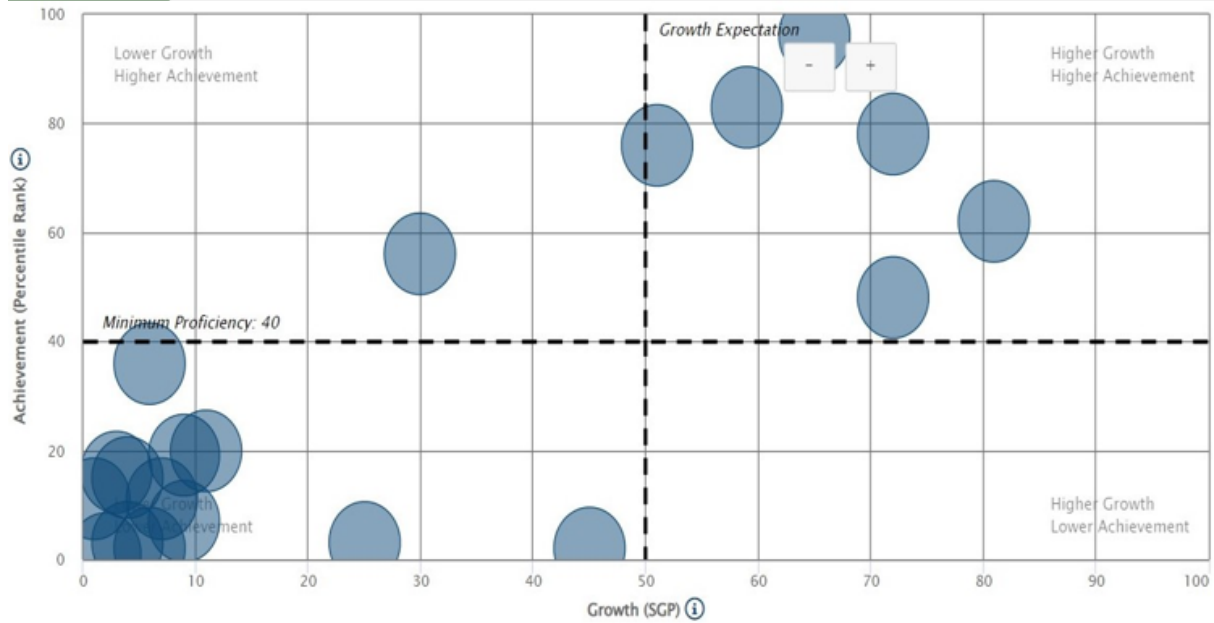
When

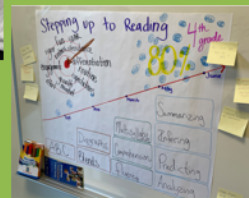
By June 2022

Typical Results



Atypical Results





Soaring to greater Heights!



- AVID–Summer Institute
- Continuous Growth; as we grow, we GROW
- MTSS–S: Tier 1, Tier 2, Tier 3
- Collaboration
- Flexibility

HEARD BUDGET STATUS UPDATE - FEBRUARY - SCOTT WESTLUND

Overall, average annual District enrollment (including Running Start) for the 2021/22 school year was budgeted at 4826 FTE. March 1st total average enrollment was 4810 FTE or down 14 FTE from budget. We continue to see improving average enrollment numbers as we move throughout the school year, and appear that we may come close to budget on enrollment.

Beginning fund balance as of September 1, 2021, is \$6,755,864. This equates into an 8.8% projected ending fund balance of anticipated expenditures and transfers for the 2021/22 school year. Projected ending fund balance for August 31, 2022, is estimated to be in the range of \$6 million. Budget status documents show an ending much lower at this point, due to a cash flow disparity of spending federal ESSER/ARP funds and waiting for reimbursement.

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

The Washington State Legislature finished the 2022 Legislative Session on March 10th. Here are four of the main highlights, which affect the Kelso School District:

The inflationary Cost of living raise will be 5.5% for the 2022/23 school year. The increase is passed to all employee groups.

The funding model for schools was updated to include increased funding in the areas of school nurses, counselors, social workers, and psychologists. Currently the Kelso School District is well beyond staffing levels provided by the State so this funding will help ensure that the additional staff we have added can continue into the future.

To help support the declining enrollment in school districts across the State, most districts, including Kelso, will receive a partial enrollment stabilization payment. This payment was calculated using the difference in current enrollment from the enrollment during the 2019/20 school year prior to COVID.

The legislature increased the eligibility of low-income school districts to allow for expanded free-school meals for all students through the Community Eligibility Provision (CEP) of our meal program. Though our meals have been free for all students the past 2+ years through the COVID relief funding from Congress, it will be continued through the Healthy, Hunger Free Kids Act program through the U.S. Department of Agriculture.

ACCEPTANCE OF RESOLUTION 202122-07 PARENT-TEACHER CONFERENCES WAIVER REQUEST - HOLLY BUDGE

WHEREAS, the Kelso School District Board of Directors believes quality dialogue with students and their parents/guardians is an essential factor in school achievement; and

WHEREAS, the Board recognizes that the parent-teacher collaboration is a vital element in supporting student effort and progress; and

WEHERAS, the Board believes that offering parent-teacher conference opportunities that are both structured and timed to maximize the interaction; and

WHEREAS, the Board believes that maintaining sufficient instructional time that at least meets the minimal State requirement of 1,027 hours;

Therefore, Be it Resolved that the Kelso School District Board of Directors does hereby affirm its support for a waiver request that meets or exceeds the instructional hours requirement and structures parent-teacher conferences for three full days in the fall for the upcoming school year (2022-23), the next school year (2023-24), and the following school year (2024-25).

Motion to Approve By: Director Haas

Seconded By: Director Moore

LEGISLATIVE UPDATE - DIRECTOR LEAH MOORE

- Supplemental operating budget
 - Enrollment stabilization
- Staffing allocations
 - Provided further funding for the prototypical school model
- Lap funding
 - giving the districts the ability to keep their funding in LAP
- Capital budget
 - money for seismic grants
- Over state \$13M allocated for special student transportation

SUPERINTENDENT REPORT - SUPERINTENDENT TACK

- Secondary Art Teachers
 - HS teachers
 - 12 art pieces with 11 high school students were recognized at the state level
- Math Elementary adoption team
 - Mr. Guttormsen and Director Yore facilitated
 - a lot of hard work and dedication
 - Great results
- Administrative Deans -
 - Hired all 4 for next year
 - Goal - minimize behaviors to maximize learning

FOR THE GOOD OF THE ORDER

- Director Moore: WSSDA spring regional meeting is being hosted by KSD on May 17th

- Director Conrad: Lexington certification walk through - it was great to talk to those in charge of building and see what they are proudest of. KUDO's to construction crew. We were fortunate to have a strong team that advocated for things for students and have seen that pay off.
- Director Grafton - All district orchestra concert was incredible. The last one was the day before schools shut down in 2020.
- Director Conrad - Listening tours at CMS last week. Students are really happy to be back and want to get back to normal, it was heartwarming to listen to them speaking for their entire class.

Adjourn at 7:16 p.m.

X

President

X

Secretary

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
3/21/22

The work session meeting of the Board of Directors of Kelso School District No. 458 was called to order at 5:00 p.m. at the RoyParsons Executive Board Room through a Zoom online/phone platform.

Board Members:	Leah Moore (In-Person) Karen Grafton (In-Person) Jeane Conrad - President (In Person) Mike Haas - Vice President (In-Person) Ron Huntington (In-Person)
Cabinet Members:	Scott Westlund – Chief Financial Officer Holly Budge – Director of Human Resources Don Iverson – Director of Student Services Heather Ogden – Director of Special Programs Kim Yore – Director of Teaching & Learning
Superintendent:	Mary Beth Tack (In Person)
Asst. Secretary:	Molly Guler (In Person)

OTHERS PRESENT – This meeting was held remotely and in person. Not all of the names of people in attendance were available, or partial names were listed. The names of people in attendance are listed as they were shown and included: Laura Uhrlaub, Erin Liden, Adam Muir, Dwayne Edwards

Introduction and overview of agenda (Kim Yore)	
Elementary Science <ul style="list-style-type: none">• The big picture of STEAM (increasing passion and knowledge about future careers)• Benefits of grade level splitting at Lexington Elementary• AVID and STEAM	<ul style="list-style-type: none">• Kids are showing an overwhelming desire for STEAM careers early on.• Allowing exploration though engineering and building has proven a good strategy.• New STEAM rooms at Wallace & Lexington have been

<ul style="list-style-type: none"> • Transitional Kindergarten STEAM • Q&A <p>(Laura Uhrlaub - ZOOM)</p>	<p>phenomenal as far as helping students succeed in STEAM classes.</p> <ul style="list-style-type: none"> • STEAM classes work like library and PE specialist programs.
<p>Middle School Science</p> <ul style="list-style-type: none"> • AVID One-Pagers and Science (Adam) • Amplify Learning Highlights (Erin) • Q&A <p>(Adam Muir and Erin Liden)</p>	<ul style="list-style-type: none"> • Amplify will continue to be used at KSD as it is the most complete program available. • Amplify allows teachers a view into where students are to adjust topics to fit students. • AVID One-pagers: a summary of what was learned. Gave students a chance to detach from the computers. • AVID One-pagers: strategy used K-12 linking vocabulary at each level • Interactive notebook: looked at on a weekly basis by teachers to promote interaction. • Interactive notebook: gives an outlet to go back and highlight and process to be used as they move along and cross reference.
<p>High School Science</p> <ul style="list-style-type: none"> • Update on changes, challenges, and thoughts • Q&A <p>(Dwayne Edwards)</p>	<ul style="list-style-type: none"> • Great continuity throughout the district when using AVID strategy interactive notebooks. Preparing kids for high school. • Science department is sponsoring a blood drive coming up. • Recently encouraging students who have taken 2 years of Chemistry to take UW Chem. • Looking at a strong connection between math and science classes to help students succeed • KHS classes available: <ul style="list-style-type: none"> ◦ Project Lead the way - Bio Med, Anatomy, Medical intervention (modern labs) ◦ AP Bio and AP Chem (alternate years)

CERTIFICATED PERSONNEL

April 18, 2022

New Hires:

Blair, Jacqueline - English Language Arts Teacher, Huntington Middle School

1.0 FTE

Effective August 23, 2022

Brudi, Edin - English Language Arts Teacher, Kelso High School

1.0 FTE

Effective August 23, 2022

Chaffin, Tanja - Elementary Teacher, Barnes Elementary

1.0 FTE

Effective August 23, 2022

Doucette, Amanda - Elementary Teacher, Butler Acres Elementary

1.0 FTE

Effective August 23, 2022

Hays, Susan - Elementary Teacher, Rose Valley Elementary

1.0 FTE

Effective August 23, 2022

Jones, Lacey - Elementary Teacher, Carrolls Elementary

1.0 FTE

Effective August 23, 2022

LiaBraaten, Brent - Secondary Choral Music Teacher, Kelso High School and Coweeman Middle School

1.0 FTE

Effective August 23, 2022

Lopez, Gabrielle - Elementary Teacher, Lexington Elementary

1.0 FTE

Effective August 23, 2022

Muller, Bianca - Assistant Principal, Coweeman Middle School

1.0 FTE

Effective July 1, 2022

Robertson, Elizabeth - Special Education Teacher, Lexington Elementary

1.0 FTE

Effective August 23, 2022

Ruiz, Daniel - Assistant Principal, Kelso High School

1.0 FTE

Effective July 1, 2022

Resignation:

Hansen, Angela - Elementary Principal, Barnes Elementary

1.0 FTE

Effective June 30, 2022

Jorgusen, Shyla - Special Education Teacher, Lexington Elementary
1.0 FTE
Effective May 30, 2022

Polis, Jessica - Elementary Teacher, Lexington Elementary
1.0 FTE
Effective August 1, 2022

* = Leave Replacement
TBD = To Be Determined

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

**KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED
March 17, 2022 to April 13, 2022**

Date Issued	Employee	Position	Bldg
3/30/2022	Anderson, Thressa	Coach Track - Asst.	Huntington Middle School
3/30/2022	Crowe, Nick	Coach Track - Head	Huntington Middle School
3/30/2022	Davis, Karinne	Coach Track - Asst.	Huntington Middle School
3/30/2022	Dieter, Jason	Coach Track - Head	Coweeman Middle School
3/28/2022	Finkas, Ty	Additional Period Contract - .20 FTE	Undesignated
3/30/2022	Hamilton, Jennifer	Coach Track - Asst.	Coweeman Middle School
3/30/2022	Iddings, Ryan	Coach Track - Asst.	Coweeman Middle School
3/30/2022	Muir, Adam	Coach Track - Head	Huntington Middle School
3/30/2022	Prothero, Ryan	Coach Track - Asst.	Coweeman Middle School
3/30/2022	Roberts, Justin	Coach Track - Head	Coweeman Middle School
3/30/2022	Roffler, Elizabeth	Coach Track - Asst.	Huntington Middle School
4/5/2022	Hamilton, Jennifer	AVID 12 Coordinator	Kelso High School
4/5/2022	Hamilton, Jennifer	AVID 12 Coordinator	Kelso High School
4/5/2022	Kegler, Kathy	IRR Training	Barnes Elementary
4/5/2022	Reveal, Jeannie	Intramural Module - LifeSkills	Lexington Elementary
4/5/2022	Erickson, Jenee	Intramural Module - LifeSkills	Lexington Elementary

CLASSIFIED PERSONNEL
April 18, 2022

New Hires:

Green, Andrew - Custodian, Undesignated

8.0 hrs/day, 260 days/year

Effective March 31, 2022

Rae, Shawna - Bus Driver, Transportation

4.5 hrs/day, 191 days/year

Effective March 31, 2022

Grindle Spain, Cheryl - Bus Driver, Transportation

4.0 hrs/day, 191 days/year

Effective April 1, 2022

Classification change:

Contreras, Carissa - CTE Clerk, Kelso High School

5.0 hrs/day, 191 days/year

Effective March 28, 2022

Resignations:

Briney, Erika - Paraeducator - SpEd/SLC, Lexington Elementary School

6.5 hrs/day, 190 days/year

Effective April 2, 2022

Hayes, Alexis - Paraeducator - SpEd/Resource, Barnes Elementary School

6.75 hrs/day, 190 days/year

Effective April 14, 2022

Return from Leave of Absence

Grow, Shawna - Bus Driver, Transportation

4.5 hrs/day, 191 days/year

Effective April 12, 2022

Separation

Dolman, Shannah - Nutritional Services Helper, Huntington Middle School

6.5 hrs/day, 190 days/year

Effective April 19, 2022

Nolan, Kristen - Paraeducator - SpEd/Resource, Lexington Elementary School

6.25 hrs/day, 190 days/year

Effective April 19, 2022

Gibbs, Kylee - Paraeducator - SpEd/Resource, Barnes Elementary School

6.75 hrs/day, 190 days/year

Effective April 19, 2022

* = Temporary Position

TSP = Timesheet Position

TBD = To Be Determined

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

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
Aveanna Healthcare	Heather Ogden	Provide professional nursing services (RN or LPN) for KSD medically fragile student(s)	LPN Services of \$50.00 per hour RN Services of \$60.00 per hour
Brian Hewitt Engineering, LLC	Scott Westlund	Proposal for septic design for Rose Valley Elementary	Cost of \$10,500.00
City of Kelso (SRO)	Scott Westlund	Renewed agreement for the City of Kelso to commission a Kelso Police Officer to the district with KHS as the primary assignment	Cost of \$9,982.00 per month
City of Kelso (Safe Routes to Schools)	Scott Westlund	City of Kelso (SRTS) to design additional lighting from crosswalk/sidewalk on N. Kelso Ave into HMS parking lot	Cost of \$2,500.00
FORMA Construction	Scott Westlund	Construction Change Directives for Huntington Middle School CCD-065 Add note from demo of plywood and trim Add partial chase walls to enclose vertical duct CCD-066 Add supplementary terms per Federal ESSER Terms CCD-067 Revise detail per CDS-029	As provided by Article 7.3 and 7.5 As provided by Article 7.3 and 7.5 As provided by Article 7.3 and 7.5
JMB Consulting Group	Scott Westlund	Proposal for schematic design estimate for Rose Valley Elementary modernization	Cost of \$6,600.00
Therapy Travelers	Heather Ogden	Staffing agreement for full time School Psychologist from 4/11/22 to 6/17/22	Cost of \$98.00 per hour
Treehouse	Don Iverson	MOU to authorize Treehouse to provide foster youth education support services for KSD	Non-financial
Washington Army National Guard	Scott Westlund	MOU for static display of military aircraft at Kelso High School	Non-financial
Washington State School for the Blind	Heather Ogden	Provide an Itinerant Teacher of the Visually Impaired for on-site consultation and/or direct services for KSD's visually impaired student (April - June 2022)	Setup cost of \$520.00 Daily rate of \$832.00

GENERAL FUND
March 31st, 2022

**WE, THE UNDERSIGNED BOARD OF DIRECTORS OF KELSO SCHOOL DISTRICT NO. 458,
COWLITZ COUNTY, WASHINGTON, DO HEREBY CERTIFY THAT ALL SERVICES
RELATED TO PAYROLL COSTS, PAID BY DIRECT WARRANT(S) AS SPECIFIED ON
WARRANT(S) 261952-261953 HAS BEEN APPROVED FOR PAYMENT IN THE AMOUNT OF
\$3,963.07 ON MARCH 31ST, 2022**

BOARD OF DIRECTORS

PRESIDENT

ATTEST:

SECRETARY, BOARD OF DIRECTORS,

General Fund

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

As of March 21, 2022, the board, by a _____ vote, approves payments, totaling \$5,084,611.18. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 261954 through 261985, totaling \$5,084,611.18

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

Check Nbr	Vendor Name	Check Date	Check Amount
261954	ACH Cowlitz County Treasurer	03/31/2022	2,548,627.14
261955	COWLITZ COUNTY TREASURER	03/31/2022	302,162.91
261956	COWLITZ COUNTY TREASURER	03/31/2022	540,094.36
261957	DEPT OF RETIREMENT SYSTEMS	03/31/2022	632.31
261958	DEPT OF RETIREMENT SYSTEMS	03/31/2022	171,270.39
261959	DEPT OF RETIREMENT SYSTEMS	03/31/2022	536,469.09
261960	DEPT OF RETIREMENT SYSTEMS	03/31/2022	23,149.94
261961	ESD 112 WORK/COMP	03/31/2022	67,766.80
261962	ESD 112 UNEMPLOYMENT COOP	03/31/2022	20,486.21
261963	Vendor Continued Check	03/31/2022	0.00
261964	HCA-SEBB BENEFITS	03/31/2022	744,155.00
261965	HCA-SEBB FLEX SPEND	03/31/2022	3,587.57
261966	HEALTH EQUITY	03/31/2022	768.75
261967	INFOARMOR INC	03/31/2022	85.70
261968	KELSO SCHOOLS FOUNDATION	03/31/2022	460.00
261969	KELSO TRANS CHAPTE	03/31/2022	75.00
261970	LEGALEASE GROUP	03/31/2022	293.16
261971	METROPOLITAN LIFE	03/31/2022	5,593.45
261972	NATIONWIDE	03/31/2022	968.90
261973	Oregon Dept. of Revenue	03/31/2022	2,771.61
261974	PSE KELSO LOCAL	03/31/2022	498.00
261975	PUBLIC SCHOOL EMPLOYEES OF WA	03/31/2022	1,370.56
261976	PUBLIC SCHOOL EMPLOYEES OF WA	03/31/2022	10,158.88
261977	The Standard Insurance Company	03/31/2022	9,627.77
261978	THE OMNI GROUP	03/31/2022	47,895.99
261979	UNITED STATES TREASURY	03/31/2022	234.52
261980	UNITED WAY OF COWLITZ CO	03/31/2022	483.50

Check Nbr	Vendor Name	Check Date	Check Amount
261981	VEBA TRUST	03/31/2022	10,000.00
261982	W.S.P.L.E.A.	03/31/2022	10.00
261983	WA ST SCHOOL RETIREES ASSOC	03/31/2022	105.00
261984	WEA	03/31/2022	158.40
261985	WEA PAYROLL DEDUCTIONS	03/31/2022	34,650.27
32	Computer	Check(s) For a Total of	5,084,611.18

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 March 21, 2022, the board, by a ^{vote,}
~~approves payments, totaling \$9,946.99. The payments are further identified~~
in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 261986 through 261986, totaling \$9,946.99

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
261986	ACH-AP COWLITZ COUNTY TREASURE	03/31/2022	9,946.99

1	Computer	Check(s) For a Total of	9,946.99
---	----------	-------------------------	----------

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 March 21, 2022, the board, by a _____ vote, approves payments, totaling \$9,946.99. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 212200245 through 212200316, totaling \$9,946.99

Secretary _____	Board Member _____		
Board Member _____	Board Member _____		
Board Member _____	Board Member _____		
Check Nbr	Vendor Name	Check Date	Check Amount
212200245	Atkinson, Selina Marie	03/31/2022	63.00
212200246	Barella, Olivia Claire	03/31/2022	289.38
212200247	Birdsell, Robert L	03/31/2022	93.59
212200248	Broschat, Claudia Francine	03/31/2022	244.00
212200249	Budge, Holly Dawn	03/31/2022	90.00
212200250	Burke, Nicholas Thomas	03/31/2022	86.00
212200251	Butenhoff, Lisa Renee	03/31/2022	20.65
212200252	Chaffin, Tanja Lynn	03/31/2022	63.00
212200253	Coburn, Jason Adam	03/31/2022	561.60
212200254	Cook, Gayle Ann	03/31/2022	10.00
212200255	Corl, Shawna L	03/31/2022	57.28
212200256	Crawford, Brenda Lee	03/31/2022	500.00
212200257	Curry, Gianne Danteia	03/31/2022	72.00
212200258	DeWeert, Lacey Elaine	03/31/2022	481.21
212200259	Dollarhyde, Lavern Margaret	03/31/2022	119.61
212200260	Ecklund, Sarah Rochelle	03/31/2022	83.07
212200261	Engebo, Douglas E	03/31/2022	86.00
212200262	Erickson, Jenee	03/31/2022	48.08
212200263	Fleshman, Jacob C	03/31/2022	76.05
212200264	Ford, Ian M	03/31/2022	142.92
212200265	Free, Maria Nadine	03/31/2022	82.13
212200266	Freund, Denise Ann	03/31/2022	72.24
212200267	Ganieany, Lance Elden	03/31/2022	86.00
212200268	Geisler, Alison Christina	03/31/2022	174.87
212200269	Gislason, Janie L	03/31/2022	28.14
212200270	Green, Angela Ophia	03/31/2022	60.00
212200271	Grindle Spain, Cheryl Arnette	03/31/2022	89.38

Check Nbr	Vendor Name	Check Date	Check Amount
212200272	Guttormsen, Gunnar G	03/31/2022	64.61
212200273	Hansen, Angela Dea	03/31/2022	223.01
212200274	Harris, Kaydee Mae	03/31/2022	53.41
212200275	Henley, Brooke Yvonne	03/31/2022	177.23
212200276	Hennessey, Rhonda L	03/31/2022	29.46
212200277	Hiatt, Laura J	03/31/2022	138.77
212200278	Hillbery, Shanelle Marie	03/31/2022	147.86
212200279	House, Stefanie Roxanne	03/31/2022	610.22
212200280	Iverson II, Donald John	03/31/2022	23.99
212200281	Kandoll, Bonnie Mize	03/31/2022	75.78
212200282	Lundberg, Andrew James	03/31/2022	29.89
212200283	Martelli, Tailor Elizabeth	03/31/2022	49.14
212200284	Mattison, Curtis P	03/31/2022	66.00
212200285	McCoy, Marcia Lynne	03/31/2022	100.00
212200286	McWilliam, Joseph P	03/31/2022	178.94
212200287	Micheletto, Tara R	03/31/2022	250.00
212200288	Milligan, Shelley Denise	03/31/2022	94.91
212200289	Muir, Elizabeth Addie	03/31/2022	32.60
212200290	Mulcahy, Constance M	03/31/2022	77.69
212200291	Munger, Tracy M	03/31/2022	2.81
212200292	Musgrove, Loryn Dayle	03/31/2022	63.00
212200293	Myers, Adrean L	03/31/2022	166.14
212200294	Nelson, Melissa J	03/31/2022	100.85
212200295	Neves, Michael JUAN	03/31/2022	383.18
212200296	Ogden, Heather Renee	03/31/2022	209.97
212200297	Oswald, Lynette Kathryn	03/31/2022	250.50
212200298	Owens, Julie Ann	03/31/2022	19.26
212200299	Parsons, Wesley Dean	03/31/2022	68.00
212200300	Perez, Jessenia Ann	03/31/2022	16.15
212200301	Perkins, Rylee Euphemia Ann	03/31/2022	63.00
212200302	Rice, Sarah Emily	03/31/2022	273.94
212200303	Rinehart, Clarissa Marie	03/31/2022	48.58
212200304	Robertson, Mandie Allison	03/31/2022	60.00
212200305	Rood, Benjamin Harold	03/31/2022	183.00
212200306	Schueller, Zakary C	03/31/2022	501.86

Check Nbr	Vendor Name	Check Date	Check Amount
212200307	Sholtys-Cromwell, Cindy May	03/31/2022	247.43
212200308	Smith, Billea Joyce	03/31/2022	100.00
212200309	Smith, Robert Ichiro	03/31/2022	76.50
212200310	Thomas, Megan Michele	03/31/2022	313.94
212200311	Toedtemeier, Jamie M	03/31/2022	63.00
212200312	Toms, Stephanie A	03/31/2022	57.91
212200313	Wheatley, Janell R	03/31/2022	11.41
212200314	Whitman, Lisa Renee	03/31/2022	102.00
212200315	Yore, Kim Michelle	03/31/2022	41.30
212200316	Zorn, Anne M	03/31/2022	319.55

72	ACH	Check(s) For a Total of	9,946.99
----	-----	-------------------------	----------

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 March 21, 2022, the board, by a _____ vote, approves payments, totaling \$1,293,981.38. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 261987 through 262180, totaling \$1,293,981.38

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

Check Nbr	Vendor Name	Check Date	Check Amount
261987	95 PERCENT GROUP INC.	03/31/2022	498.04
261988	ACCOUNTABLE HEALTHCARE STAFFIN	03/31/2022	6,678.00
261989	ADVANCED TRAVEL/REV FUND	03/31/2022	752.96
261990	AIR REPS LLC	03/31/2022	177.87
261991	AIRGAS - NOR PAC, INC.	03/31/2022	1,061.04
261992	ALL OUT SEWER AND DRAIN SERVIC	03/31/2022	1,532.87
261993	ALLDATA LLC	03/31/2022	1,053.98
261994	ALS ENVIRONMENTAL	03/31/2022	220.00
261995	Vendor Continued Check	03/31/2022	0.00
261996	Vendor Continued Check	03/31/2022	0.00
261997	Vendor Continued Check	03/31/2022	0.00
261998	AMAZON	03/31/2022	25,452.62
261999	AMN HEALTHCARE ALLIED INC	03/31/2022	8,145.34
262000	ARAMARK	03/31/2022	180.75
262001	ARK THERAPEUTIC SERVICES INC	03/31/2022	41.94
262002	ART'S AUTOMOTIVE, INC.	03/31/2022	521.12
262003	ASSETGENIE, INC	03/31/2022	719.40
262004	AVEANNA HEALTHCARE	03/31/2022	7,290.00
262005	B & H PHOTO VIDEO	03/31/2022	166.40
262006	BAKER LUMBER CO.	03/31/2022	2,264.07
262007	Vendor Continued Check	03/31/2022	0.00
262008	Vendor Continued Check	03/31/2022	0.00
262009	Vendor Continued Check	03/31/2022	0.00
262010	BANK OF AMERICA	03/31/2022	29,314.96
262011	BARBO MACHINERY	03/31/2022	3,077.23
262012	BATSON ENTERPRISES INC.	03/31/2022	1,706.79
262013	BAXTER AUTO PARTS #23	03/31/2022	656.83

Check Nbr	Vendor Name	Check Date	Check Amount
262014	BEACON HILL SEWER	03/31/2022	2,333.04
262015	BEHAVIOR IS COMMUNICATION	03/31/2022	4,050.00
262016	BLUUM USA, INC	03/31/2022	20,311.11
262017	BOUND TO STAY BOUND BOOKS, INC	03/31/2022	1,156.29
262018	BRUSTEIN & MANASEVIT, PLLC	03/31/2022	705.00
262019	BUSINESS OFFICE-REV FUND	03/31/2022	4,039.53
262020	CAMFIL USA INC	03/31/2022	1,280.32
262021	CAPTEK ALARM	03/31/2022	37.84
262022	CARLSONS HEATING & AIR CONDITI	03/31/2022	1,488.24
262023	CARROLLS WATER ASSOCIATION	03/31/2022	185.25
262024	CASCADE NATURAL GAS	03/31/2022	32,271.03
262025	CDW GOVERNMENT, INC.	03/31/2022	7,103.20
262026	CENGAGE LEARNING	03/31/2022	487.83
262027	CENTRAL RESTAURANT PRODUCTS	03/31/2022	243.20
262028	CENTRAL WELDING SUPPLY	03/31/2022	3,970.53
262029	CHOWN HARDWARE & MACHINERY	03/31/2022	1,828.09
262030	CITY OF KELSO	03/31/2022	12,595.50
262031	CITY OF KELSO - UTILITY DEPT	03/31/2022	26,988.99
262032	COLUMBIA WELLNESS	03/31/2022	637.50
262033	COLUMBIA TECHNICAL, LLC	03/31/2022	617.00
262034	COMCAST BUSINESS	03/31/2022	11,686.88
262035	COMPHEALTH	03/31/2022	10,312.50
262036	CONREY ELECTRIC, INC.	03/31/2022	182.47
262037	CONSOLIDATED ELECTRICAL DIST	03/31/2022	41.08
262038	COPIES TODAY SPEEDY LITHO	03/31/2022	27.03
262039	COWLITZ COUNTY FIRE DIST #2	03/31/2022	13,500.00
262040	COWLITZ COUNTY PUBLIC WORKS DE	03/31/2022	156.12
262041	COWLITZ PUD	03/31/2022	65,385.50
262042	COWLITZ RIVER RIGGING INC	03/31/2022	772.43
262043	COWLITZ COUNTY PURCHASING SERV	03/31/2022	2,222.07
262044	CRISIS PREVENTION INSTITUTE, I	03/31/2022	94.95
262045	Vendor Continued Check	03/31/2022	0.00
262046	Vendor Continued Check	03/31/2022	0.00
262047	DAIRY FRESH FARMS	03/31/2022	19,983.26
262048	DALE MCGHEE & SONS WELL DRILLI	03/31/2022	13,858.60

Check Nbr	Vendor Name	Check Date	Check Amount
262049	DELL	03/31/2022	1,573.18
262050	DEMCO, INC.	03/31/2022	490.11
262051	DENALI HEATING & AIR CONDITION	03/31/2022	156.75
262052	DEPT OF RETIREMENT SYSTEMS	03/31/2022	232.42
262053	DISCOVERY COAST MEDIA	03/31/2022	43.24
262054	EASTSIDE PSYCHOLOGY SERVICES,	03/31/2022	13,217.00
262055	EDUCATIONAL SERVICE DIST #112	03/31/2022	213,850.85
262056	EDUCATIONAL SERVICE DIST #113	03/31/2022	585.00
262057	ENTEK CORPORATION	03/31/2022	483.75
262058	EVERGREEN PAINT, INC.	03/31/2022	22.33
262059	FASTENAL COMPANY	03/31/2022	149.67
262060	FEDERAL EXPRESS CORPORATION	03/31/2022	10.77
262061	FERGUSON ENTERPRISES, LLC	03/31/2022	149.73
262062	FIVE RIVERS CONSTRUCTION INC	03/31/2022	1,742.00
262063	FLAGHOUSE INC	03/31/2022	58.00
262064	FLINN SCIENTIFIC INC.	03/31/2022	96.85
262065	FOLLETT SCHOOL SOLUTIONS	03/31/2022	10,398.55
262066	FOLLETT CONTENT SOLUTIONS LLC	03/31/2022	249.07
262067	FOXHIRE LLC	03/31/2022	28,347.17
262068	FRANZ FAMILY BAKERIES	03/31/2022	3,501.20
262069	GARRETT SIGN	03/31/2022	1,457.32
262070	GATEWAY EDUCATIONAL SERVICES	03/31/2022	3,400.00
262071	GEORGIE'S CERAMIC & CLAY CO.	03/31/2022	1,386.72
262072	GLOBAL EQUIPMENT COMPANY INC	03/31/2022	1,251.46
262073	GOODWILL - OLYMPICS/RAINIER R	03/31/2022	28,403.78
262074	GOODYEAR TIRE & RUBBER CO	03/31/2022	499.52
262075	GOPHER	03/31/2022	118.65
262076	GRAINGER	03/31/2022	3,020.94
262077	HEALTH CARE AUTHORITY	03/31/2022	4,420.40
262078	HOLBORN SAFETY	03/31/2022	665.00
262079	IMAGINE LEARNING LLC	03/31/2022	1,081.00
262080	INTERSTATE BATTERIES OF RIVER	03/31/2022	289.60
262081	J.H. KELLY, INC.	03/31/2022	34,791.96
262082	J.L. STOREDAHL & SONS, INC.	03/31/2022	115.93
262083	JACKSON THERAPY PARTNERS LLC	03/31/2022	13,657.91

Check Nbr	Vendor Name	Check Date	Check Amount
262084	JOHNSON BARROW INC	03/31/2022	174.40
262085	JONES SCHOOL SUPPLY CO., INC	03/31/2022	83.03
262086	JOSTENS	03/31/2022	139.42
262087	JUBITZ CORP	03/31/2022	3,448.41
262088	KELSO PETERBILT INC	03/31/2022	307.17
262089	KEYS PLUS LOCKSMITHS	03/31/2022	186.42
262090	KING COUNTY DIRECTORS	03/31/2022	7,047.25
262091	L.G. ISAACSON CO. INC	03/31/2022	56.46
262092	LINE2DESIGN, INC	03/31/2022	1,124.75
262093	Longbell Security Resources	03/31/2022	601.04
262094	LOWE'S	03/31/2022	2,068.96
262095	LOWER COLUMBIA COLLEGE	03/31/2022	81,136.99
262096	LOWER COLUMBIA OCCUPATIONAL HE	03/31/2022	220.00
262097	MARK ANDY PRINT PRODUCTS	03/31/2022	105.24
262098	MAYESH WHOLESALE FLORIST, INC.	03/31/2022	359.70
262099	MCCANN'S MEDICAL - VANCOUVER	03/31/2022	148.86
262100	METEOR EDUCATION LLC	03/31/2022	6,652.86
262101	MI CONTROLS, INC.	03/31/2022	2,402.63
262102	MILLER PAINT CO	03/31/2022	25.94
262103	MONOPRICE INC	03/31/2022	85.92
262104	MYBINDING LLC	03/31/2022	61.48
262105	NASCO	03/31/2022	614.01
262106	NORTHWEST ENFORCEMENT INC	03/31/2022	23,383.75
262107	NuCO2	03/31/2022	533.09
262108	NW EDU SERVICE DIST #189	03/31/2022	1,200.00
262109	NW TEXTBOOK DEPOSITORY	03/31/2022	920.51
262110	OETC	03/31/2022	233.24
262111	OFFICE DEPOT	03/31/2022	3,627.48
262112	OFFICE EXPRESS, INC	03/31/2022	6,260.61
262113	ORCA PACIFIC INC	03/31/2022	609.65
262114	PACIFIC OFFICE AUTOMATION	03/31/2022	1,199.91
262115	PACIFIC OFFICE AUTOMATION	03/31/2022	5,308.47
262116	PACIFIC COAST SIGN SUPPLY	03/31/2022	3,739.55
262117	PACIFIC FITNESS PRODUCTS LLC	03/31/2022	2,763.04
262118	PARTS AUTHORITY LLC	03/31/2022	23.12

Check Nbr	Vendor Name	Check Date	Check Amount
262119	PEARSON / NCS PEARSON INC	03/31/2022	1,081.54
262120	PEERLESS NETWORK	03/31/2022	1,052.34
262121	PLATT ELECTRIC SUPPLY	03/31/2022	5,182.12
262122	PORTER FOSTER RORICK LLP	03/31/2022	2,170.00
262123	POTTER WEBSTER COMPANY	03/31/2022	406.30
262124	PROCARE THERAPY	03/31/2022	6,375.00
262125	REALITYWORKS, INC.	03/31/2022	1,194.46
262126	REALLY GOOD STUFF, LLC	03/31/2022	86.82
262127	ROCKLER WOODWORKING AND HARDWA	03/31/2022	2,538.05
262128	ROLLING HILLS PUBLISHING LLC	03/31/2022	1,740.00
262129	S & R SHEETMETAL, INC	03/31/2022	507.81
262130	S.W.W.M.E.A.	03/31/2022	300.00
262131	S/P2	03/31/2022	574.00
262132	SAFEWAY INC	03/31/2022	763.69
262133	SCANNING PENS INC.	03/31/2022	607.52
262134	SCHETKY NORTHWEST SALES, INC	03/31/2022	1,475.16
262135	SCHOOL HEALTH CORPORATION	03/31/2022	1,211.66
262136	SCHOOL SPECIALTY INC	03/31/2022	343.78
262137	SECURITY PROFESSIONALS, LLC	03/31/2022	129.56
262138	SHERWIN WILLIAMS	03/31/2022	1,057.76
262139	SIGNMASTERS AWARDS N' MORE, IN	03/31/2022	200.04
262140	SPICERS PAPER, INC.	03/31/2022	394.57
262141	SRI / SIGNING RESOURCES & INTE	03/31/2022	545.00
262142	STAPLES CONTRACT & COMMERCIAL	03/31/2022	523.62
262143	SUPERINTENDENT OF PUBLIC INSTR	03/31/2022	2,099.65
262144	T & T TIRE LLC	03/31/2022	210.80
262145	TECHNOLOGY INTEGRATION GROUP	03/31/2022	11,036.66
262146	THE HELLO FOUNDATION LLC	03/31/2022	38,047.50
262147	Vendor Continued Check	03/31/2022	0.00
262148	THE HOME DEPOT PRO-SUPPLYWORKS	03/31/2022	18,897.21
262149	THE PART WORKS, INC.	03/31/2022	329.71
262150	TK ELEVATOR	03/31/2022	2,862.78
262151	TOBII DYNAVOX LLC	03/31/2022	893.77
262152	TRIANGLE BOWL	03/31/2022	2,162.00
262153	TWIN CITY SERVICE CO. INC.	03/31/2022	2,059.87

Check Nbr	Vendor Name	Check Date	Check Amount
262154	U.S. CELLULAR	03/31/2022	1,820.68
262155	Vendor Continued Check	03/31/2022	0.00
262156	UNITED SALAD CO	03/31/2022	24,063.26
262157	UNIVERSITY OF WASHINGTON	03/31/2022	9,000.00
262158	UNIVERSITY OF WISCONSIN-MADISO	03/31/2022	675.00
262159	US BANK EQUIPMENT FINANCE	03/31/2022	4,029.03
262160	Vendor Continued Check	03/31/2022	0.00
262161	US FOODS INC	03/31/2022	87,289.10
262162	VANCOUVER BOLT AND SUPPLY INC	03/31/2022	13.36
262163	VANCOUVER SCHOOL DISTRICT #37	03/31/2022	4,500.00
262164	VERNIE'S	03/31/2022	410.55
262165	VIRCO INC	03/31/2022	640.49
262166	VISION EDUCATION RESEARCH, LLC	03/31/2022	4,125.00
262167	W.H. CRESS COMPANY	03/31/2022	750.21
262168	WA ASSOC OF SCHOOL ADMINISTRAT	03/31/2022	195.00
262169	WA CORRECTIONAL INDUSTRIES	03/31/2022	1,184.34
262170	WA DECA INC	03/31/2022	280.00
262171	WA ST CENTER FOR CHILDHOOD DEA	03/31/2022	1,300.00
262172	WA ST COACHES ASSOCIATION	03/31/2022	440.00
262173	WASTE CONTROL/KELSO	03/31/2022	2,542.51
262174	WATKINS TRACTOR & SUPPLY CO.	03/31/2022	413.09
262175	WESTERN EQUIPMENT DISTRIBUTORS	03/31/2022	127,346.99
262176	WILCO	03/31/2022	1,080.85
262177	WILCOX & FLEGEL FUEL OIL CO.	03/31/2022	32,931.00
262178	WOOD'S LOGGING SUPPLY, INC	03/31/2022	361.94
262179	WSIPC	03/31/2022	494.45
262180	YOURMEMBERSHIP.COM, INC	03/31/2022	198.00

194	Computer	Check(s) For a Total of	1,293,981.38
-----	----------	-------------------------	--------------

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 March 21, 2022, the board, by a _____ vote, approves payments, totaling \$812.12. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 262181 through 262181, totaling \$812.12

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

Check Nbr	Vendor Name	Check Date	Check Amount
262181	ACH- COWLITZ COUNTY TREASURER	03/31/2022	812.12

1	Computer	Check(s) For a Total of	812.12
---	----------	-------------------------	--------

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 March 21, 2022, the board, by a ^{vote,}
 approves payments, totaling \$1,136.74. ~~The payments are further identified~~
 in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 262182 through 262184, totaling \$1,136.74

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

Check Nbr	Vendor Name	Check Date	Check Amount
262182	HCA-SEBB BENEFITS	04/07/2022	801.00
262183	METROPOLITAN LIFE	04/07/2022	330.90
262184	The Standard Insurance Company	04/07/2022	4.84

3	Computer	Check(s)	For a Total of	1,136.74
---	----------	----------	----------------	----------

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 March 21, 2022, the board, by a _____ vote, approves payments, totaling \$2,321,836.16. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3695 through 3706, totaling \$2,321,836.16

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

Check Nbr	Vendor Name	Check Date	Check Amount
3695	CAPITAL PROJECTS REVOLVING FUN	03/31/2022	5,155.00
3696	COLLINS ARCHITECTURAL GROUP PS	03/31/2022	66,763.09
3697	EDUCATIONAL SERVICE DIST #112	03/31/2022	57,987.70
3698	FORMA CONSTRUCTION CO	03/31/2022	1,927,284.19
3699	HERITAGE BANK & FORMA CONSTRUC	03/31/2022	93,466.74
3700	HULTZ/BHU ENGINEERS INC	03/31/2022	12,780.00
3701	INTEGRUS ARCHITECTURE PS	03/31/2022	68,164.00
3702	LONG BUILDING TECHNOLOGIES INC	03/31/2022	68,784.25
3703	MARTH TRUCKING, LLC	03/31/2022	3,700.00
3704	PBS ENGINEERING & ENVIRON.	03/31/2022	15,321.95
3705	PERKINS COIE LLP	03/31/2022	1,624.00
3706	PROFESSIONAL ROOF CONSULTANTS	03/31/2022	805.24

12	Computer	Check(s) For a Total of	2,321,836.16
----	----------	-------------------------	--------------

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 March 21, 2022, the board, by a _____ vote, approves payments, totaling \$139.41. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31119 through 31119, totaling \$139.41

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

Check Nbr	Vendor Name	Check Date	Check Amount
31119	ACH-AP COWLITZ COUNTY TREASURE	03/31/2022	139.41

1	Computer	Check(s) For a Total of	139.41
---	----------	-------------------------	--------

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 March 21, 2022, the board, by a _____ vote, approves payments, totaling \$139.41. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB ACCOUNTS PAYABLE ACH:
ACH Numbers 212200317 through 212200319, totaling \$139.41

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

Check Nbr	Vendor Name	Check Date	Check Amount
212200317	Charleboix, Steven James	03/31/2022	75.91
212200318	Prescott, Denise Anne	03/31/2022	7.00
212200319	Rae, Shawna D	03/31/2022	56.50

3	ACH	Check(s) For a Total of	139.41
---	-----	-------------------------	--------

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 March 21, 2022, the board, by a ~~unanimous~~ vote, approves payments, totaling \$62,556.17. ~~The payments are further~~ identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31120 through 31147, totaling \$62,556.17

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

Check Nbr	Vendor Name	Check Date	Check Amount
31120	ABM EQUIPMENT COMPANY INC	03/31/2022	155.22
31121	ADVANCED TRAVEL/REV FUND	03/31/2022	1,190.00
31122	AMAZON	03/31/2022	821.14
31123	ATHLETES CORNER	03/31/2022	441.05
31124	BANK OF AMERICA	03/31/2022	13,560.96
31125	CLOUD 9 SPORTS	03/31/2022	4,837.91
31126	COMFORT INN & SUITES DOWNTOWN	03/31/2022	7,883.10
31127	CONTINENTAL ATHLETIC SUPPLY	03/31/2022	7,178.21
31128	EASTBAY INC.	03/31/2022	12,177.31
31129	EDUCATIONAL SERVICE DIST #112	03/31/2022	235.00
31130	FLORAFINDER, LLC	03/31/2022	2,916.31
31131	HOWIES ATHLETIC TAPE	03/31/2022	68.00
31132	INTEGRATED REGISTER SYSTEM INC	03/31/2022	81.08
31133	KELSO SCHOOL DISTRICT	03/31/2022	941.56
31134	KINGS WAY CHRISTIAN SCHOOLS	03/31/2022	45.00
31135	M.F. ATHLETIC CO.	03/31/2022	357.90
31136	NW DELI DISTRIBUTING, INC.	03/31/2022	2,003.11
31137	ORTING SCHOOL DISTRICT #344	03/31/2022	150.00
31138	PORTA PHONE	03/31/2022	700.98
31139	PRO GRAPHYX	03/31/2022	383.54
31140	RAINIER HIGH SCHOOL	03/31/2022	150.00
31141	SAFEWAY INC	03/31/2022	589.26
31142	SANDY HIGH SCHOOL	03/31/2022	350.00
31143	SIGNMASTERS AWARDS N' MORE, IN	03/31/2022	256.47
31144	SWIRE COCA-COLA USA	03/31/2022	1,496.66
31145	TENNIS OUTLET, INC	03/31/2022	2,952.40
31146	VNN, INC	03/31/2022	500.00

Check Nbr	Vendor Name	Check Date	Check Amount
31147	WA FFA ASSOCIATION	03/31/2022	134.00

28	Computer	Check(s) For a Total of	62,556.17
----	----------	-------------------------	-----------

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 March 21, 2022, the board, by a _____ vote, approves payments, totaling \$306.95. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31148 through 31148, totaling \$306.95

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

Check Nbr	Vendor Name	Check Date	Check Amount
31148	ACH- COWLITZ COUNTY TREASURER	03/31/2022	306.95

1	Computer	Check(s) For a Total of	306.95
---	----------	-------------------------	--------

Trust & Agency
Private Purpose

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 March 21, 2022, the board, by a _____ vote, approves payments, totaling \$1,184.88. The payments are further identified in this document.

Total by Payment Type for Cash Account, PPT CCT:
Warrant Numbers 1687 through 1689, totaling \$1,184.88

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

Check Nbr	Vendor Name	Check Date	Check Amount
1687	AMAZON	03/31/2022	19.44
1688	BUSINESS OFFICE-REV FUND	03/31/2022	165.44
1689	T-MOBILE USA INC	03/31/2022	1,000.00

3	Computer	Check(s) For a Total of	1,184.88
---	----------	-------------------------	----------

3/27/22

To: Haley Cox

From: Mary Chennault, KHS Tennis Coach

RE: Surplus old tennis uniforms

The following is an inventory of old KHS girls tennis uniforms that I am requesting be surplusd so they can be disposed of:

Description	XS	Small	Medium	Large	XL
navy tennis skirt	2	11	11	3	2
white Kelso Tennis shirt		15	19	5	5
navy/white strip tennis skirt	2	6	8	1	2
Navy Tennis shirts		3	4	1	1
Navy shirts with white sleeves		5	6	4	
Adidas warm up jackets		3	4		
Adidas warm up pants	1	2	3	1	

Thank you.

UNFINISHED BUSINESS

NEW BUSINESS

- A. Barnes School Achievement Presentation
- B. Health & Safety Update
- C. Policy 3241P Student Discipline (Information)
- D. 2022-2022 Rights & Responsibility Handbook (Action)
- E. Policy 6225 Use of Electronic Signatures (1st Reading)
- F. Policy 3246/3246P Isolation & Restraint of Students (1st Reading)
- G. Approve 2022-23 Board Meeting Calendar (Action)
- H. Superintendents Report

BARNES SCHOOL ACHIEVEMENT PRESENTATION

HEALTH

&

SAFETY

UPDATE

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 all the student disciplinary policies and procedures, the following definitions will apply:

- **"Behavioral violation"** means a student's behavior that violates the district's discipline policies.
- **"Best practices and strategies:** refers to other forms of discipline the district identified that school personnel should administer to support students in meeting behavioral expectations.
- **"Classroom exclusion"** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. ~~A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom or instructional or activity area. When a student is excluded from the student's classroom or instructional or activity area for longer than the balance of the school day, the school district must provide notice and due process for a suspension, expulsion, or emergency expulsion.~~ Classroom exclusion does not include actions that results in missed instruction for a brief duration when:
 - (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **"Culturally responsive"** has the same meaning as "cultural competency" in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **"Discipline"** means any action taken by a school district in response to behavioral violations.
- **"Disruption of the educational process"** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **"Emergency expulsion"** 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.
- **Emergency Removal/ Exclusion of student from classroom.** The rules adopted pursuant to RCW 28A.600.010 shall be interpreted to ensure that the optimum learning atmosphere of the classroom is maintained, and that the highest consideration is given to the judgment of qualified certificated educators regarding conditions necessary to maintain the optimum-learning atmosphere.

- Any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision may be excluded by the teacher from his or her individual classroom and instructional or activity area for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first.
- **Except in emergency circumstances**, the teacher first must attempt one or more alternative forms of corrective action. In no event without the consent of the teacher may an excluded student return to the class during the balance of that class or activity period or up to the following two days, or until the principal or his or her designee and the teacher have conferred.
- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480
- **“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.
- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- **“Parent”** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **“School board”** means the governing board of directors of the local school district.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.
- **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. 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 must~~ provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, ~~the district must~~ **school personnel will** make every reasonable attempt to involve the student and parent in the resolution of behavioral violations. ~~Unless an emergency circumstance exists, providing opportunity for this parental engagement is required before administering a suspension or expulsion.~~

The district ~~must~~ **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, meeting, 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.

Supporting Students with ~~Other Forms of Discipline~~ **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 guardian - Teacher or designated staff counsels with student and if possible, the parent/guardian 	<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, ~~staff members~~ school personnel must first attempt one or more ~~forms of other forms of discipline~~ 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, ~~the district~~ school personnel must first consider ~~other forms of discipline~~ one or more best practices and strategies.

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

Behavioral Violations

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

The Kelso School District is committed to:

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

Kelso Schools recognizes:

- Each situation involving discipline can be complex with underlying factors that requires 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.

Policy 3241P
Section: 3000 - Students

Behavior Code	Available Responses for Violations of Student Conduct Expectations							
	Tier 1 Team Determined ←	Classroom Response	School Based Response →	In School Suspension	Short Term Suspension	Long Term Suspension (5 th -12 th only)	Expulsion	Additional Information
Academic Dishonesty/Plagiarism	Elementary	✓	✓					
	Middle School	✓	✓	✓				
	High School	✓	✓	✓	✓			
Accomplice Activity	Elementary	✓	✓					
	Middle School	✓	✓	✓	✓			
	High School	✓	✓	✓	✓			
Alcohol or Drugs or Paraphernalia-- Possession or use	Elementary		✓	✓	✓		✓	Consult with Prevention & Intervention (Drug/Alcohol Mediation Eligible) Eligible for behavioral agreement
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Alcohol or Drugs - Sale or Delivery	Elementary		✓	✓	✓		✓	Consult with Prevention & Intervention (Drug/Alcohol Mediation Eligible) Eligible for behavioral agreement Mediation
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Alcohol or Drugs- Solicitation	Elementary		✓	✓	✓			Consult with Prevention & Intervention (Drug/Alcohol Mediation Eligible) Eligible for behavioral agreement
	Middle School		✓	✓	✓	✓		
	High School		✓	✓	✓	✓		
Arson/Reckless Burning	Elementary		✓	✓	✓		✓	Threat Assessment Required Eligible for behavioral agreement
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Assault/Threat of	Elementary		✓	✓	✓			Eligible for behavioral agreement
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Assault-Simple	Elementary		✓	✓	✓		✓	Eligible for behavioral agreement
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
	Middle School	✓	✓					

Behavior Code	Available Responses for Violations of Student Conduct Expectations							
	Tier 1 Team Determined ←	Classroom Response	School Based Response →	In School Suspension	Short Term Suspension	Long Term Suspension (5 th -12 th only)	Expulsion	Additional Information
Bomb Threat	Elementary	✓	✓	✓	✓		✓	Threat Assessment Required Eligible for behavioral agreement Law enforcement required
	Middle School	✓	✓	✓	✓	✓	✓	
	High School	✓	✓	✓	✓	✓	✓	
Closed Campus Violation	Elementary	✓	✓	✓				
	Middle School	✓	✓	✓				
	High School		✓	✓				
Dangerous Behavior	Elementary	✓	✓	✓	✓		✓	Eligible for behavioral agreement
	Middle School	✓	✓	✓	✓	✓	✓	
	High School	✓	✓	✓	✓	✓	✓	
Destruction of Property/Vandalism	Elementary	✓	✓	✓	✓			
	Middle School	✓	✓	✓	✓			
	High School	✓	✓	✓	✓			
Displays of Affection	Elementary	✓	✓	✓				
	Middle School	✓	✓	✓				
	High School	✓	✓	✓				
Disruptive Conduct	Elementary	✓	✓	✓	✓			
	Middle School	✓	✓	✓	✓			
	High School	✓	✓	✓	✓			
Driving- Negligent/Reckless	Elementary							
	Middle School							
	High School	✓	✓	✓				
Extortion	Elementary	✓	✓	✓	✓			
	Middle School	✓	✓	✓	✓			
	High School	✓	✓	✓	✓			
Inappropriate Dress	Elementary	✓	✓	✓				
	Middle School	✓	✓	✓				
	High School	✓	✓	✓				

Policy 3241P
Section: 3000 - Students

Behavior Code	Available Responses for Violations of Student Conduct Expectations							
	Tier 1 Team Determined ←	Classroom Response	School Based Response →	In School Suspension	Short Term Suspension	Long Term Suspension (5 th -12 th only)	Expulsion	Additional Information
Electronic Devices, Disruption or Inappropriate use of.	Elementary	✓	✓	✓	✓			
	Middle School	✓	✓	✓	✓			
	High School	✓	✓	✓	✓			
Firearms	Elementary						✓	Mandatory Expulsion from KSD or One Year Eligible for behavioral agreement Threat Assessment Required Law enforcement required
	Middle School						✓	
	High School						✓	
Fireworks, Explosives, Chemicals, and Incendiary Devices	Elementary		✓	✓	✓		✓	Threat Assessment Required 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		✓	✓	✓			
Inappropriate Dress	Elementary	✓	✓	✓				
	Middle School	✓	✓	✓				
	High School	✓	✓	✓				
Inappropriate Language	Elementary	✓	✓	✓	✓			
	Middle School	✓	✓	✓	✓			
	High School	✓	✓	✓	✓			
Inappropriate Sexual Conduct	Elementary	✓	✓	✓	✓			
	Middle School	✓	✓	✓	✓			
	High School	✓	✓	✓	✓			

Policy 3241P
Section: 3000 - Students

	Tier 1 Team Determined	Classroom Response	School Based Response	In School Suspension	Short Term Suspension	Long Term Suspension (5th-12th only)	Expulsion	Additional Information
	←		→					
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		✓	✓	✓		✓	Threat Assessment may be Required Eligible for behavioral agreement
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Forgery/Falsification of Documents	Elementary	✓	✓	✓				
	Middle School	✓	✓	✓				
	High School	✓	✓	✓				
Gangs/Gang Activity	Elementary		✓	✓	✓		✓	Eligible for behavioral agreement/gang contract.
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Harassment/ Intimidation/Bullying	Elementary		✓	✓	✓			HIB Paperwork required Eligible for behavioral agreement
	Middle School		✓	✓	✓	✓		
	High School		✓	✓	✓	✓		
Misuse of School Equipment Off Campus Behavior	Elementary	✓	✓	✓	✓		✓	Threat Assessment may be Required Eligible for behavioral agreement
	Middle School	✓	✓	✓	✓	✓	✓	
	High School	✓	✓	✓	✓	✓	✓	
Off Campus Behavior	Elementary		✓	✓	✓		✓	
	Middle School		✓	✓	✓	✓	✓	
	High School		✓	✓	✓	✓	✓	
Other Exceptional Misconduct	Elementary		✓	✓	✓			
	Middle School		✓	✓	✓			
	High School		✓	✓	✓			

Policy 3241P
Section: 3000 - Students

	Tier 1 Team Determined	Classroom Response	School Based Response	In School Suspension	Short Term Suspension	Long Term Suspension (5th-12th only)	Expulsion	Additional Information
	←		→					
Robbery	Elementary		✓	✓	✓			Eligible for behavioral agreement
	Middle School		✓	✓	✓	✓		
	High School		✓	✓	✓	✓		
Possession of Stolen Property	Elementary	✓	✓	✓	✓			
	Middle School	✓	✓	✓	✓			
	High School	✓	✓	✓	✓			
Tobacco-Possession, Use or Distribution of Related Paraphernalia	Elementary		✓	✓	✓			Consult with Prevention/Intervention
	Middle School		✓	✓	✓	✓		Eligible for behavioral agreement
	High School		✓	✓	✓	✓		
Trespass	Elementary		✓	✓	✓			
	Middle School		✓	✓	✓			
	High School		✓	✓	✓			
Verbal Abuse	Elementary	✓	✓	✓	✓			
	Middle School	✓	✓	✓	✓			
	High School	✓	✓	✓	✓			
Weapons-Dangerous	Elementary		✓	✓	✓	✓	✓	Threat Assessment Required
	Middle School		✓	✓	✓	✓	✓	Eligible for behavioral agreement
	High School		✓	✓	✓	✓	✓	

~~The types of behaviors for which the staff members may use other forms of discipline include any violation of the rules of conduct, as developed annually by the Superintendent. In connection with the rules of conduct, school principals and certificated building staff will confer at least annually to develop precise definitions and build consensus on what constitutes manifestation of problem behaviors. The purpose of developing definitions and consensus on manifestation of a problem behavior is to~~ The District will continue to further develop and/or revise the definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In addition to these District definitions, school principals will confer with certificated building employees at least annually to develop and/or review building discipline standards as stated in the Board Policy. This development of building standards will also address the differences in perceptions of subjective behaviors and reduce the effect of implicit or unconscious bias.

~~These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <http://www.k12.wa.us/SSEO/pubdocs/BehaviorMenu.pdf>. Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).~~

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 short-term suspension to Directors, School Principals, Assistant Principals and Dean 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 expulsion to Directors, School Principals and Assistant Principals.

Exclusions from transportation or extra-curricular activities and detention

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

~~Additionally, staff may use after-school detention as another form of discipline for not more than 30 minutes on any given day. Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to~~

~~explain or justify the behavior. At least one professional staff member will directly supervise students in after school detention.~~

~~Administering other forms of discipline cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.~~

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

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

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

Classroom exclusions ~~(WAC 392-400-330)~~

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

Except for emergency circumstances, the teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations **before considering using classroom exclusion.** Classroom exclusion may be **administered** for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency expulsion and must include the **required** notification and due process ~~as stated~~ **outlined** in the **section procedures** below.

~~Classroom exclusion cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.~~

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

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. ~~Reporting of the behavioral violation that led to the e~~Classroom exclusion **under the behavioral violation category of as "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. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

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

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

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

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

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

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

return to the class during the balance of that class or activity period or up to the following two days, or until the principal or his or her designee and the teacher have conferred. When a student is excluded from the student's classroom or instructional or activity area for longer than the balance of the school day, the school district must provide notice and due process for a suspension, expulsion, or emergency expulsion.

Grievance ~~process for other forms of discipline and~~ classroom exclusion and other forms of discipline

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

At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.

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

~~Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.~~

Student disciplinary board

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

Suspension and expulsion – general conditions and limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not ~~expel, suspend, or~~ **administer** discipline, **including suspension**

and expulsion, in any manner related to for a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any form of discipline, including suspension and expulsion, in a manner that would result in the denial delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

As stated above, the The district must have will provided the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering a short-term or in-school suspension any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

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

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

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

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

The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480;

†The change of setting is to protect victims under WAC 392-400-810; or

øOther law precludes the student from returning to his or her 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 impose administer in-school and short-term suspension. Before considering administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations. Before administering in-school or short-term suspension, the district will and considered the student's individual

circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted. The district will not administer in-school or short term suspension in a manner that would result in the denial or delay of the student's a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

~~Unless otherwise required by law, the~~ 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 ~~above~~, 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. ~~In accordance with the other parameters of this policy, these circumstances may include the following types of student behaviors:~~

- ~~• Being intoxicated or under the influence of controlled substance, alcohol or marijuana at school or while present at school activities;~~
- ~~• Bomb scares or false fire alarms that cause a disruption to the school program;~~
- ~~• Cheating or disclosure of exams;~~
- ~~• Commission of any crime on school grounds or during school activities;~~
- ~~• Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;~~
- ~~• Gang related activity;~~
- ~~• Harassment/intimidation/bullying;~~
- ~~• Intentional deprivation of student and staff use of school facilities;~~
- ~~• Intentional endangerment to self, other students, or staff, including endangering on a school bus;~~
- ~~• Intentional injury to another;~~
- ~~• Intentionally defacing or destroying the property of another;~~
- ~~• Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;~~
- ~~• Possession, use, sale, or delivery of illegal or controlled chemical substances;~~
- ~~• Preventing students from attending class or school activities;~~
- ~~• Refusal to cease prohibited behavior;~~
- ~~• Refusal to leave an area when repeatedly instructed to do so by school personnel;~~
- ~~• Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;~~
- ~~• Substantially and intentionally interfering with any class or activity;~~
- ~~• Threats of violence to other students or staff;~~
- ~~• Use or possession of weapons prohibited by state law.~~

Initial hearing

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.

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

When administering an in-school suspension, school personnel ~~must~~ **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 ~~must~~ **will** ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.

Long-term suspensions and expulsions – conditions and limitations

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

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may **only administer** ~~impose~~ long-term suspension or expulsion only for **specific severe behavioral violations** ~~specify misconduct~~. 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 policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for ~~student behaviors listed in~~ **behavioral violations that meet the definitions provided under RCW 28A.600.015 (6)(a) through (d), which include:**

- A. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- B. Any of the following offenses listed in RCW 13.04.155, including:
 - a. any violent offense as defined in RCW 9.94A.030, including:
 - i. any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - ii. manslaughter;
 - iii. indecent liberties committed by forcible compulsion;
 - iv. kidnapping;
 - v. arson;
 - vi. assault in the second degree;
 - vii. assault of a child in the second degree;
 - viii. robbery;
 - ix. drive-by shooting; and
 - x. vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
 - b. any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered 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;

- ~~i. inhaling toxic fumes in violation of chapter 9.47A RCW;~~
 - ~~ii. any controlled substance violation of chapter 69.50 RCW;~~
 - ~~iii. any liquor violation of RCW 66.44.270;~~
 - c. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
 - ~~1. any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;~~
 - ~~2. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;~~
 - ~~3. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and~~
 - ~~4. any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.~~
- 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.

~~In addition to being a behavior specified in~~ 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, before imposing long-term suspension or expulsion, district personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion the student would pose an imminent danger to students, school personnel, or pose an imminent threat of material and substantial disruption to the educational process. As stated 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 such an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.

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

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

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

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

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

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

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

Suspensions and expulsions – initial hearing

Before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. ~~Additionally,~~ and the principal or designee ~~must~~ will conduct an informal initial hearing with the student to hear the student's perspective. At the initial hearing, the principal or designee must provide the student an opportunity to contact ~~his or her~~ 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~~ regarding 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;
- 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 his or her perspective and provide explanation regarding the behavioral violation.

Suspensions and expulsions – notice

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

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

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

Emergency Expulsions – 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 expulsion solely for investigating student conduct.

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

- The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

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

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

- (a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
- (b) Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

All emergency expulsions, 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 expulsion.

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. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The~~

~~principal or designee must make a reasonable attempt to contact the student's parents and 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;~~
- ~~• 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 his or her perspective and provide explanation regarding the behavioral violation.~~

~~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.~~

Notice

~~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. If the parent cannot read any language, the district will provide language assistance. The written notice must include:~~

- ~~a. A description of the student's behavior and how the behavior violated this policy;~~
- ~~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; and~~
- ~~g. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.~~

~~Divergence between long-term suspension and expulsion~~ Emergency expulsions - notice

After an emergency expulsion, 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.

Notice

Within twenty-four (24) hours after an emergency expulsion, 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 expulsion, including the date on which the emergency expulsion will begin and end;

- The opportunity to receive educational services during the emergency expulsion;
- 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 expulsion, including where and to whom the appeal must be requested.

~~Appeal, Reconsideration, and Petition~~

Optional conference with principal

If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency expel 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 ~~events that led to the behavioral violation~~ and the events that led to the exclusion. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion. ~~Further, the student and parent will have the opportunity to~~ and discuss other forms of discipline that the district could administer.

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

Appeals

Requesting appeal

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

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion 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 expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

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

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and

- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-school and short-term suspension appeal

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

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

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

Long-term suspension or expulsion and emergency expulsion appeal

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

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing.

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

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning 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 expulsion, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

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

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

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

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:

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

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them 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; (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 expulsion, 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 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 expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion 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 expulsion 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 expulsions. This request may be either oral or in writing.

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

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension 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 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 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 expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted

Petition to extend an expulsion

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

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

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

Notice

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the Superintendent or designee received the petition. The written notice must include:

- A copy of the petition;

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

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

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

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

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

Review and Reconsideration of extension of expulsion

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

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

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

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

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

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

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

Educational Services

The district will offer educational services to enable a student who is suspended, **expelled** or **emergency expelled** ~~expelled~~ 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. 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 subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

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

For students subject to suspension or emergency expulsion 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 expulsion; 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 expulsion and periodically thereafter until the suspension or emergency expulsion ends to:

- 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
- Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC 392-121-107.

Readmission

Readmission application process

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

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

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

Reengagement

Reengagement Meeting

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

Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and his or her parent(s)/guardian(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 parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

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

Behavior agreements

The district authorizes ~~staff~~ 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 ~~behavior changes by the students~~ in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individual Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP). The district will provide any behavior agreement in a language and form the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

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

Exceptions for protecting victims

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

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

A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Management Resources: **2021 - February**
2019 - August Policy Alert
2019 - April Policy Alert
2014 - August Issue
2016 - July Policy Issue
2018 - August 2018 - August Policy Issue

Adopted: 06.07
Revised: 08.11 | 05.19.14 | 03.09.15 | 12.17.18 | 5.11.20

2022-2023

RIGHTS

&

RESPONSIBILITIES

Use of Electronic Signatures Policy 6225

Purpose:

To establish an electronic signature policy for the Kelso School District that will:

- Promote efficiency in order to conserve public resources;
- Establish guidelines for the use of electronic signatures for certain District transactions;
- Provide reasonable assurance of the integrity, authenticity, and nonrepudiation of electronic documents when electronic signatures are used by the District; and
- Determine the scope of the District's use of electronic signature providers.

Reducing the District's reliance on paper-based transactions will further improve information security and sharing, allow faster approval of and access to documents, and reduce costs and environmental impact. Providing the option of electronic signatures, when practicable, is consistent with the intent of Washington State law to promote electronic transactions and remove barriers that might prevent the use of electronic transactions by governmental entities.

Scope, Manner, and Format of Use

The District encourages electronic transactions and the use of electronic signatures, and recognizes electronic signatures as legally binding and equivalent in force and effect as a traditional signature made created when a person physically marks a document with the intent to sign the record.

The District authorizes the use of the DocuSign electronic signature platform, or any future replacement of such platform, to affix electronic signatures to District records. Other commercial electronic signature platforms may be used as approved by the superintendent or Chief Financial Officer.

The District Superintendent or designee is authorized to use the electronic signature platform or any future replacement of such platform to affix electronic signatures to District records as provided in this policy, as well as third-party vendors approved by the Superintendent or designee.

The electronic signature platform, or any future replacement of such platform, is authorized to affix electronic signatures to

The Board may modify, rescind, or replace this policy at any time.

Electronic signatures cannot be applied using another employee's name. Records signed on behalf of the Superintendent or designee shall use their own electronic signature.

An electronic signature is an acceptable substitute for a traditional signature on records requiring the signature of any record whenever the use of a traditional signature is authorized or required, except as provided herein.

If an electronic signature is used for interstate transactions or for documents required by the US Federal government, the electronic signature shall comply with the requirements of the Electronic Signatures in Global and Electronic Commerce Act.

This policy in no way affects the District’s ability to conduct a transaction using a physical medium and shall not be construed as a prohibition on the use of traditional signatures.

Legal References: 15 U.S.C. Ch. 96 Electronic Signatures in Global and National Commerce Act

Management Policy & Legal News
Resources:

2021 – October

2020 - May

Adopted:

Revised:

Restraint, or Isolation of Students and Other Uses of Reasonable Force **Policy 3246**

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

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

Use of restraint, isolation, or other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an “imminent likelihood of serious harm” as defined by ~~RCW 70.96B.010~~ **RCW 71.05.020** and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, or other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

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

Cross References:	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Legal References:	RCW 9A.16.020	Use of Force – When lawful
	RCW 9A.16.100	Use of Force on Children – Policy – Actions presumed unreasonable
	RCW28A.150.300	Corporal Punishment Prohibited – Adoption of policy
	RCW28A.155.210	Use of restraint or isolation – Requirement for procedures to notify parent or guardian
	RCW28A.600.485	Restraint of students with individualized education programs or plans developed under Section 504 of the Rehabilitation Act of 1973 – Procedures – Definitions Summary of incidents of isolation or restraint – Publishing to web site. (as amended by SHB 1240)
	RCW 70.96B.010	Definitions

WAC 392-400-235 Discipline – Conditions and limitations

~~Chapter 392-172A – Rules for the provision of special education~~
~~WAC~~

~~WAC 392-172A- Imminent~~
~~510092-~~

~~WAC 392-172A- Likelihood of Serious Harm~~
~~01109-~~

Management
Resources:

*Policy & Legal
News*

2016 March

2015 July

2013 December

~~New policy on Isolation and
Restraint of students with IEPs and 504 plans~~
~~Use of Reasonable Force Policy~~

2013 July

~~retitled, revised to include new reporting requirement pursuant to
ESSB 1688~~

2008 December

Use of Reasonable Force Policy

Adopted: 01.27.14

Revised: 12.07.15 | 08.13.18 | 08.12.19

Restraint, ~~or Isolation~~ and Other Uses of ~~Students~~ Reasonable Force **Procedure 3246P**

The procedure is intended to apply whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any student that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.020, RCW 9A.16.100, RCW 28A.160.300, RCW 28A.155.210, WAC 293-400-235, and, for students with an IEP, consistent with the regulations of Chapter 392-172A, WAC.

Definitions:

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

- ~~after~~ If the student has threatened the physical safety of another and has a history of one or more violent acts.
- **Physical force:** The use of bodily force or physical restriction that substantially immobilizes or reduces the free movement of a student.
- **Positive behavioral interventions:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavior interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
- **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device to restrict a student's freedom of movement. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.
- **Restraint device:** A device used to assist in controlling a student. Restraint device does not mean a seat harness used to safely transport students or other safety devices such as safety belts for wheelchairs, changing tables, booster seats, and other ambulatory devices intended for the safety of the student. This definition is consistent with RCW 28A.600.485(1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.
- **School police officer:** An employee of the school district responsible for security services in the district under the direction of a school administrator, but who also is a commissioned officer.
- **School resource officer:** A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district.
- **School security officer:** A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.

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

- Restraint, ~~or isolation, or other forms of reasonable force~~ may be used ~~when reasonably necessary to control spontaneous behavior that poses~~ to prevent or minimize imminent bodily harm to self or others, or if de-escalation or other positive behavioral interventions fail or are inappropriate, to protect district property, where there is an "imminent likelihood of such serious harm" occurring, as defined above.
- Restraint, isolation, or other forms of reasonable physical force may be used when a student has caused a substantial loss or damage to the property of others, and the student's behavior poses a substantial risk that such property damage will be inflicted.
- Restraint devices may be used as needed to obtain possession of a known or reasonably-suspected weapon or other dangerous object on a person or within the control of a person.

- An IEP or plan developed under Section 504 of the Rehabilitation Act of 1973 must not include the use of restraint or isolation as a planned behavior intervention unless a student's individual needs require more specific advanced education planning and the student's parent or guardian agrees. Nothing in these procedures is intended to limit the provision of a free appropriate public education (FAPE) under Part B of the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.
- Restraint, isolation, or other forms of reasonable physical force will not be used as a form of discipline or punishment.
- Restraint, isolation, or other forms of reasonable physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation and positive behavioral interventions fail or are inappropriate.
- Restraint, or isolation, or other forms of reasonable physical force should not be used as an intervention if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of such techniques.

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

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

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

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

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

- The isolation enclosure will be ventilated, lighted and temperature controlled from inside or outside or purposes of human occupancy.
- The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
- An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.

- Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
- Any staff member or other adults using isolation, restraint, or a restraint device must be trained and currently certified by a qualified provider in the use trauma-informed crisis intervention (including de-escalation techniques) and the safe use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

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

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

- District personnel are prohibited from using aversive interventions with a student;
- District personnel are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined above, or except as necessary to provide FAPE under the IDEA of Section 504 as referenced above;
- No student may be stimulated by contact with electric current, including, but not limited to, tasers;
- A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid from when the food or liquid is customarily served as a form of punishment;
- A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correction or restraining a child);
- A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
- A student must not be denied or subjected to an unreasonable delay in the provision of medication;
- A student may not be excluded from his or her regular instructional or service area and isolated within a room or any the form of enclosure, except under the conditions set forth in WAC 392-172A-02110;
- A student must not be forced to listen to noise or sound that the student finds painful;
- A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;
- A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;
- A student's head must not be partially or wholly submerged in water or any other liquid;
- A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together r by binding or otherwise attaching any part of the student's body to an

object—~~or against a wall or the floor~~, except under the conditions set forth in WAC 392-172A.02110-;

- A student must not be subjected to the use of prone (lying face-down) or supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

Degree of force:

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

Monitoring:

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

Post-incident notification and review with parent/guardian:

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

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

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

Incident report

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

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

Resolution of concerns about the use of force incident

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

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

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

Staff training requirements

~~Any staff member or other adults using isolation or restraint must be trained and certified by a qualified provider in the use of isolation and restraint, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.~~

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

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

Only staff trained by a qualified provider and authorized to use isolation, restraint, restraint devices or chemical spray procedures will administer it to students. The appropriate personnel will include those staff members who are most likely to be called upon to use isolation, restraint, restraint devices or chemical spray to prevent or address disruptive or dangerous student behavior.

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

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

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

Annual Report:

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

Adopted: 01.27.14

Revised: 12.07.15 | 08.13.18 | 09.09.19

2022/2023 School Board Calendar

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
September 12 5:00 Work Session (Senior/Dual Credit/ Post Secondary) 6:00 Regular Board Meeting	October 17 5:00 Work Session (SEL & Wellness— Staff & Students) 6:00 Regular Board Meeting Construction Update	November 7 5:00 Work Session (SIPS) 6:00 Regular Board Meeting	December 12 5:00 Work Session (ELA) 6:00 Regular Board Meeting
September 26 5:00 Work Session (Annual Data Review) 6:00 Regular Board Meeting		November 21 5:00 Work Session (Early Learning) 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
January 23 5:00 Work Session (Budget) 6:00 Regular Board Meeting Construction Update	February 13 5:00 Work Session (Math) 6:00 Regular Board Meeting	March 6 5:00 Work Session (Board Update) 6:00 Regular Board Meeting	April 17 5:00 Work Session (Special Programs) 6:00 Regular Board Meeting Construction Update
		March 20 5:00 Work Session (MLL) 6:00 Regular Board Meeting	
MAY	JUNE	JULY	AUGUST
May 8 5:00 Work Session (HiCap) 6:00 Regular Board Meeting	June 5 6:00 Regular Board Meeting	July 10 5:00 Regular Board Meeting Construction Update	August 14 4:00 Work Session (Budget) 5:00 Regular Board Meeting
May 22 5:00 Work Session (Science) 6:00 Regular Board Meeting			

SUPERINTENDENTS REPORT