



WHITE SALMON VALLEY SCHOOLS

KEY TO THE FUTURE

Dr. Jerry Lewis, Superintendent
District Office
P.O. Box 157
White Salmon, WA 98672
(509) 493-1500
FAX No. (509) 493-2275

**Board Meeting Agenda
Transportation Center
August 22, 2019
7:00 p.m.**

1. Call to order
2. Flag salute
3. Additions/deletions to agenda
4. Adoption of agenda
5. Consent agenda:
 - a. Minutes
 - b. Bills:
6. Reports
 - a. White Salmon Valley Park District
 - a. 2019-2020 School Year
 - b. Washington State Patrol Transportation Recognition
 - c. First Reading of Policies
 - i. Policy No. 6100: Revenues From Local, State and Federal Sources
 - ii. Policy No. 3241: Student Discipline
7. **Audience Comment:** *Comments are limited to 2 minutes per individual for a total of 10 minutes for all audience comments.*
8. Action items
 - a. Second Reading of Policies
 - i. Policy No. 0510b: Positive Social and Emotional School and Classroom Culture
 - b. Insitu Lease Renewal
 - c. Henkle Middle School Student ASB Card Increase
 - d. Resignations/Leaves/Retirements
 - e. New Hires

The regular meeting of the Board of Education, White Salmon Valley School District, Klickitat and Skamania Counties, White Salmon, WA was called to order at 7:00 p.m. Wednesday, July 17, 2019 in the Sharon Schalk Transportation Center, located at 1430 NW Bruin Country Rd., White Salmon, WA. Present: Chairman Alan Reitz, Andrea VanSickle, Laurie Stanton, Supt. Jerry Lewis, and guests.

Public Hearing:

- a) **District 2019-2020 Final Budget:** Kathy Raley, the White Salmon Valley School District's business Manager, and Gavin Hottman, form ESD 112, presented the 2019-2020 proposed budget and answered questions in regards to the budget for the board. They four year budget plan and projections were also presented to the board and questions were answered.

Additions/Deletions to Agenda: Action Item G: WES/WPSIS Covered play area construction contract.

Laurie Stanton moved to adopt the agenda with the addition. Seconded by Andrea VanSickle. Carried.

Andrea VanSickle moved to accept the Consent Agenda, general fund bills including checks 48725 through 48791, totaling \$126,779.85 and checks 48798 through 48800 totaling \$13,227.72. ASB fund checks 48792 through 48797, totaling \$2,387.86. Electronic deposits to the Department of Revenue of \$2,497.17, \$102.34, and \$923.23. Payroll checks 48801 through 48846 including electronic deposits and payroll tax in the amount of \$1,092,683.24. Seconded by Laurie Stanton. Carried.

Audience Comments:

Gabrielle Gilbert thanked Dr. Lewis, for his work on policy 0510b, as well as Brandy and Katrina for the help on the policy. Gabrielle shared her hopes for this policy to move beyond the district to the state level.

Reports:

- a) **Bond Sale Update:** Dr. Lewis reviewed the bond sale results from July 16, 2019 with the board. Closing is set for August 6, 2019, at which time the funds will be deposited to the county treasurer.
- b) **First Reading of Policy:**
 - a. Policy No. 0510b: Social and Emotional School and Classroom Culture. Dr. Lewis shared that after input from the community, he would like to make some edits to this policy and present the changes to administration during August, before a final draft is adopted.

Action Items:

- a) **Resolution#(18/19-09): District 2019-2020 Final Budget:** Andrea VanSickle moved to approve the 2019-2020 final budget. Seconded by Laurie Stanton. Carried.
- b) **2019-2020 Bilingual Grant Application Approval:** Laurie Stanton moved to approve the grant application. Seconded by Andrea VanSickle. Carried.
- c) **2019-2020 School Board Meeting Schedule:** Andrea VanSickle moved to approve the meeting schedule for the 2019-2020 school year. Seconded by Laurie Stanton. Carried.
- d) **District School Lunch 2019-2020 Prices:** Laurie Stanton moved to approve raising the lunch prices to \$2.80 for grades PK-3, and \$2.90 for grades 4-12. Seconded by Andrea VanSickle.
- e) **Resignations/Leaves/ Retirements:** None.
- f) **New Hires:** Andrea VanSickle moved to accept the hiring of; Lindsey Tibke, WES Second Grade Teacher, Baylee Fox, WES Kindergarten one year leave replacement, Kelly Hume, HMS Head Girls Volleyball Coach, Heidi Shultz, HMS Head Girls Volleyball Coach, Adriana Clayton, CHS Head Girls Soccer Coach, Kevin Liddiard, CHS Assistant Girls Volleyball Coach, Matthew Hamilton, CHS Wrestling Coach, and Kevin Kreps, CHS Wrestling Coach. Seconded by Laurie Stanton. Carried.
- g) **WES/WPSIS Covered Play Area Construction Contract:** Laurie Stanton moved to approve the contract for the covered play areas for a total of \$570,000.00 including tax. Seconded by Andrea VanSickle. Carried.

At 7:55 p.m. Chairman Reitz adjourned the meeting with a motion by Laurie Stanton, seconded by Andrea VanSickle. Carried.

The next regular board meeting will be at 7:00 p.m., Thursday, August 22, 2019 at the Sharon Schalk Transportation Center located at 1430 NW Bruin Country Rd., White Salmon, WA.

ATTEST:

Chairman

Secretary

10--General Fund-- CASH BASIS -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the White Salmon School District for the Month of July, 2019

Sept 1 Beginning Cash and Investment Balance

G/L 200 IMPREST FUNDS	5,000.00
G/L 230 CASH ON HAND	36,149.38
G/L 240 CASH ON DEPOSIT CTY TREAS	622,257.36
G/L 250 CASH WITH FISCAL AGENT	.00
G/L 450 INVESTMENTS	2,424,000.00
G/L 451 Investment/Cash With Trustee	.00
Subtotal - Cash and Investments	3,087,406.74 *
G/L 241 WARRANTS OUTSTANDING	536,586.11-

A. Net Beginning Cash and Investments 2,550,820.63 **

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>REVENUES</u>						
1000 LOCAL TAXES	2,328,047	29,490.39	2,308,878.16		19,168.84	99.18
2000 LOCAL SUPPORT NONTAX	451,761	32,835.00	443,713.98		8,047.02	98.22
3000 STATE, GENERAL PURPOSE	10,525,029	1,302,960.93	9,678,718.85		846,310.15	91.96
4000 STATE, SPECIAL PURPOSE	3,267,553	399,766.14	2,861,415.37		406,137.63	87.57
5000 FEDERAL, GENERAL PURPOSE	7,500	.00	12,195.56		4,695.56-	162.61
6000 FEDERAL, SPECIAL PURPOSE	1,214,825	94,673.36	764,979.83		449,845.17	62.97
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	92,500	29,610.65	115,778.01		23,278.01-	125.17
9000 OTHER FINANCING SOURCES	1,000	658.25	1,250.05		250.05-	125.01
 B. <u>Total REVENUES</u>	 17,888,215	 1,889,994.72	 16,186,929.81		 1,701,285.19	 90.49

C. Beginning Net Cash and Investments Plus Revenues (A+B) 18,737,750.44 **

EXPENDITURES

00 Regular Instruction	9,814,202	716,325.87	8,719,069.95	753,953.52	341,178.53	96.52
10 Federal Stimulus	100	.00	.00	0.00	100.00	0.00
20 Special Ed Instruction	2,077,698	437,192.23	2,080,519.45	0.00	2,821.45-	100.14
30 Voc. Ed Instruction	555,620	40,543.95	498,473.83	51,531.38	5,614.79	98.99
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,466,198	180,629.62	1,206,826.96	78,375.14	180,995.90	87.66
70 Other Instructional Pgms	588,702	12,684.75	155,616.90	32,981.25	400,103.85	32.04
80 Community Services	118,370	24,596.20	100,355.19	35,178.48	17,163.67-	114.50
90 Support Services	3,683,206	259,341.14	3,087,025.45	569,796.63	26,383.92	99.28
 D. <u>Total EXPENDITURES</u>	 18,304,096	 1,671,313.76	 15,847,887.73	 1,521,816.40	 934,391.87	 94.90

Current Cash and Investments

G/L 200 IMPREST FUNDS	5,000.00
G/L 230 CASH ON HAND	56,901.53
G/L 240 CASH ON DEPOSIT CTY TREAS	590,870.71
G/L 250 CASH WITH FISCAL AGENT	.00
G/L 450 INVESTMENTS	2,587,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	548,146.33-
	2,691,625.91 *

Ending Net Cash and Investments 2,889,862.71 **

Adjustments 198,236.80-

Total Ending Cash & Investments & Adjustments 2,691,625.91 **

Net Change in Cash Since Sept 1 140,805.28

20--Capital Projects-- CASH BASIS -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the White Salmon School District for the Month of July, 2019

Sept 1 Beginning Cash and Investment Balance

G/L 200 Imprest Cash	.00	
G/L 230 CASH ON HAND	.00	
G/L 240 CASH ON DEPOSIT CTY TREAS	1,846.13	
G/L 250 Cash with Fiscal Agent	.00	
G/L 450 INVESTMENTS	283,000.00	
G/L 451 Investment/Cash With Trustee	.00	
Subtotal - Cash and Investments	284,846.13	*
G/L 241 WARRANTS OUTSTANDING	.00	
 A. <u>Net Beginning Cash and Investments</u>	 284,846.13	 **

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>REVENUES</u>						
1000 Local Taxes	0	.00	26.09		26.09-	0.00
2000 Local Support Nontax	158,000	20,092.30	141,395.10		16,604.90	89.49
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
 B. <u>Total REVENUES</u>	 158,000	 20,092.30	 141,421.19		 16,578.81	 89.51
 C. <u>Beginning Net Cash and Investments Plus Revenues (A+B)</u>			426,267.32			**

<u>EXPENDITURES</u>						
10 Sites	0	.00	.00	0.00	.00	0.00
20 Buildings	243,000	.00	10,705.25	0.00	232,294.75	4.41
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
 D. <u>Total EXPENDITURES</u>	 243,000	 .00	 10,705.25	 0.00	 232,294.75	 4.41

Current Cash and Investments

G/L 200 Imprest Cash	.00
G/L 230 CASH ON HAND	19,448.40
G/L 240 CASH ON DEPOSIT CTY TREAS	21,916.26
G/L 250 Cash with Fiscal Agent	.00
G/L 450 INVESTMENTS	330,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	.00
	371,364.66 *

Ending Net Cash and Investments 415,562.07 **

Adjustments 44,197.41-

Total Ending Cash & Investments & Adjustments 371,364.66 **

Net Change in Cash Since Sept 1 86,518.53

30--Debt Service Fund-- CASH BASIS -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the White Salmon School District for the Month of July, 2019

Sept 1 Beginning Cash and Investment Balance

G/L 230 -- NEW ACCOUNT --	.00	
G/L 240 CASH ON DEPOSIT CTY TREAS	6,144.79	
G/L 250 CASH WITH FISCAL AGENT	.00	
G/L 450 INVESTMENTS	355,000.00	
G/L 451 Investment/Cash With Trustee	.00	
Subtotal - Cash and Investments	361,144.79	*
G/L 241 Warrants Outstanding	.00	
 A. <u>Net Beginning Cash and Investments</u>	 361,144.79	 **

REVENUES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	437,050	2,080.23	432,464.61		4,585.39	98.95
2000 Local Support Nontax	3,100	633.40	3,792.91		692.91-	122.35
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	603.65		603.65-	0.00
9000 Other Financing Sources	15,000	.00	14,223.36		776.64	94.82
 B. <u>Total REVENUES</u>	 455,150	 2,713.63	 451,084.53		 4,065.47	 99.11
 C. <u>Beginning Net Cash and Investments Plus Revenues (A+B)</u>			812,229.32	**		

EXPENDITURES

11 Matured Bond Expenditures	399,000	.00	398,999.38	0.00	.62	100.00
21 Interest On Bonds	33,286	.00	20,461.48	0.00	12,824.52	61.47
31 Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
41 Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
51 Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
61 Underwriter's Fees	10,000	.00	.00	0.00	10,000.00	0.00
 D. <u>Total EXPENDITURES</u>	 442,286	 .00	 419,460.86	 0.00	 22,825.14	 94.84

Current Cash and Investments

G/L 230 -- NEW ACCOUNT --	.00	
G/L 240 CASH ON DEPOSIT CTY TREAS	7,881.54-	
G/L 250 CASH WITH FISCAL AGENT	.00	
G/L 450 INVESTMENTS	375,000.00	
G/L 451 Investment/Cash With Trustee	.00	
G/L 241 Warrants Outstanding	.00	
	367,118.46	*
 Ending Net Cash and Investments	 392,768.46	 **
 Adjustments	 25,650.00-	
 Total Ending Cash & Investments & Adjustments	 367,118.46	 **
 Net Change in Cash Since Sept 1	 5,973.67	

40--Associated Student Body Fund-- CASH BASIS -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the White Salmon School District for the Month of July, 2019

Sept 1 Beginning Cash and Investment Balance

G/L 200 IMPREST FUNDS	7,300.00
G/L 230 CASH ON HAND	107.76
G/L 240 CASH ON DEPOSIT CTY TREAS	8,396.40
G/L 450 INVESTMENTS	143,000.00
Subtotal - Cash and Investments	158,804.16 *
G/L 241 WARRANTS OUTSTANDING	115.00-

A. Net Beginning Cash and Investments 158,689.16 **

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
REVENUES AND OTHER FIN. SOURCES						
1000 General Student Body	122,300	263.06	48,564.24		73,735.76	39.71
2000 Athletics	162,500	631.00	37,351.16		125,148.84	22.99
3000 Classes	21,500	.00	9,461.00		12,039.00	44.00
4000 Clubs	90,500	.00	45,006.33		45,493.67	49.73
6000 Private Moneys	8,500	.00	133.00		8,367.00	1.56
B. <u>Total REVENUES</u>	405,300	894.06	140,515.73		264,784.27	34.67

C. Beginning Net Cash and Investments Plus Revenues (A+B) 299,204.89 **

EXPENDITURES

1000 General Student Body	121,500	101.59	34,901.34	0.00	86,598.66	28.73
2000 Athletics	155,800	1,590.44	56,320.60	0.00	99,479.40	36.15
3000 Classes	21,500	.00	5,101.89	0.00	16,398.11	23.73
4000 Clubs	89,500	744.54	51,061.16	0.00	38,438.84	57.05
6000 Private Moneys	8,500	.00	280.58	0.00	8,219.42	3.30
D. <u>Total EXPENDITURES</u>	396,800	2,436.57	147,665.57	0.00	249,134.43	37.21

Current Cash and Investments

G/L 200 IMPREST FUNDS	7,300.00
G/L 230 CASH ON HAND	2,941.24-
G/L 240 CASH ON DEPOSIT CTY TREAS	1,487.56-
G/L 450 INVESTMENTS	139,000.00
G/L 241 WARRANTS OUTSTANDING	5,638.12
	147,509.32 *

Ending Net Cash and Investments 151,539.32 **

Adjustments 4,030.00-

Total Ending Cash & Investments & Adjustments 147,509.32 **

Net Change in Cash Since Sept 1 11,179.84-

90--Transportation Vehicle Fund-- CASH BASIS -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the White Salmon School District for the Month of July, 2019

Sept 1 Beginning Cash and Investment Balance

G/L 230 CASH ON HAND	.00	
G/L 240 CASH ON DPT. CO. TREAS	1,683.27	
G/L 250 Cash with Fiscal Agent	.00	
G/L 450 INVESTMENTS	264,000.00	
G/L 451 Investment/Cash With Trustee	.00	
Subtotal - Cash and Investments	265,683.27	*
G/L 241 WARRANTS OUTSTANDING	.00	
 A. <u>Net Beginning Cash and Investments</u>	 265,683.27	 **

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>REVENUES AND OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	1,500	522.77	4,725.74		3,225.74	315.05
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	61,122	.00	.00		61,122.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
From the General Fund	0	.00	.00		.00	0.00
 B. <u>Total REVENUES</u>	 62,622	 522.77	 4,725.74		 57,896.26	 7.55
 C. <u>Beginning Net Cash and Investments Plus Revenues (A+B)</u>			270,409.01			**

EXPENDITURES

Type 30 Equipment	133,000	.00	.00	0.00	133,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
 D. <u>Total EXPENDITURES</u>	 133,000	 .00	 .00	 0.00	 133,000.00	 0.00

Current Cash and Investments

G/L 230 CASH ON HAND	.00	
G/L 240 CASH ON DPT. CO. TREAS	2,409.01	
G/L 250 Cash with Fiscal Agent	.00	
G/L 450 INVESTMENTS	268,000.00	
G/L 451 Investment/Cash With Trustee	.00	
G/L 241 WARRANTS OUTSTANDING	.00	
	270,409.01	*
 Ending Net Cash and Investments	 270,409.01	 **
 Adjustments	 .00	
 Total Ending Cash & Investments & Adjustments	 270,409.01	 **
 Net Change in Cash Since Sept 1	 4,725.74	

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



SUPERINTENDENT OF PUBLIC INSTRUCTION

Chris Reykdal Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

June 25, 2019

Dr. Jerry Lewis
Superintendent
White Salmon Valley School District #405-17
PO Box 157
White Salmon, WA 98672-0157

Dear Dr. Lewis:

After reviewing the results of the recent Washington State Patrol annual inspection, we recognize that your school district has again completed the inspection of school buses with exceptional results. For the past two years, the results in your district have been outstanding.

We congratulate you, your administration, and the staff of Mid-Columbia Transportation Cooperative for these outstanding school bus inspection results. We look forward to your continued support of student transportation safety.

Keep up the fantastic work.

Sincerely,

Chris Reykdal
Superintendent of
Public Instruction

CHIEF JOHN R. BATISTE
Washington State Patrol

CR/JRB:kmk

cc: Susan Tibke, Transportation Director, Mid-Columbia Transp. Co-op

Positive Social and Emotional School and Classroom Culture

Policy Statement

The White Salmon Valley School District ensures effective instruction for all students by providing a physically and emotionally safe environment and focusing on equity, thereby resulting in sustained high levels of learning and well-being. Further, that students are prepared for post-secondary aspirations, careers, and life. A positive social and emotional school and classroom climate is an essential element of achieving this goal.

Implementation of the following set of guiding principles and systemic strategies will promote these desired outcomes.

The White Salmon Valley School District Board of Directors adopts this Policy that is guided by the fundamental belief that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact and socialize in physically, emotionally and intellectually safe, respectful and positive school environments, as well as the opportunity to experience high quality relationships. Schools, therefore, have the responsibility to promote conditions designed to create, maintain and nurture a positive social and emotional school and classroom climate.

This Policy sets forth the framework for an effective and informed positive social and emotional school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation.

The Board recognizes that there is not one best way to improve a positive social and emotional school and classroom climate. Each school needs to consider its history, strengths, needs, and goals. This Policy will support and promote action plans that will create and/or sustain physically, emotionally, and intellectually safe learning environments that foster equity, social, emotional, ethical and academic education.

Definitions

“Positive Sustained School Climate” is the foundation for learning and positive youth development and includes:

1. Norms, values and expectations that support people feeling socially, emotionally, intellectually and physically safe;
2. People who treat one another with dignity, and are engaged and respected;
3. A school community that works collaboratively together to develop, live and contribute to a shared school vision;
4. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
5. A school community that contributes to the operations of the school and the care of the physical environment.

“School Climate” means the quality and character of the school life with a particular focus on the quality of the relationships within the school community between and among students and adults. School climate is also based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures.

“Safe School Climate Plan” means the district has a developed and implemented a plan for prohibition of harassment, intimidation, and bullying. Further that HIB information is available in the school office’s and posted on the district’s website.

“School employee” means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the District; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, intermediate, middle or high school.

Fostering a Positive Social and Emotional Classroom Climate

Effective Social and Emotional Classroom Management

- Foster positive relationships with students
- Provide clear communication for "reasonable" classroom procedures and rules, modifying if and when needed: Behavioral expectations, physical arrangement, implementation of learning new behaviors, and consistency in expectations.
- Promote age appropriate positive outcomes for behavioral violations, for example; implementation of intervention plans
- Use of best practices including, but not limited to: building trust with students and respect for student's ideas and input.
- Provide opportunities and support for participation and meaning making
- Use of Pro Active De-Escalation strategies

Parent and Student Recommendation Process

- Collaborative and proactive practices
- Parent and student input for restorative practices when appropriate
- Parent and student input on consequences for perceived misbehaviors when appropriate
- Refer to any students IEP or 504 plan before disciplinary action is decided upon

District Options for Support and Staff Professional Development Offered

- Collaborative and Proactive Practices
- District Health and Wellness Center: Use of Behavior Professional
- Provide building staff training using (ASCD: Creating a Trauma-Sensitive Classroom)
- ACES Video Training: Communities in Schools: [ciscentraltexas.org/trauma training](http://ciscentraltexas.org/trauma%20training)
- Adverse Childhood Experiences: Trauma-Informed Strategies for Teacher and Student Well-Being; Webinar: <https://us.corwin.com/en-us/nam/adverse-childhood-experiences-webinar>
- PBIS Tiered Interventions
- Safe Schools Video Trainings
- OSPI Social and Emotional Training Modules
- Other support or training resources that the district identifies
- Research based/proven support trainings (e.g. Visible Learning, John Hattie

Revenues From Local, State and Federal Sources

Revenues from Local Resources

Use of Local Revenues for Enrichment

All local revenues will be used only for documented and demonstrated enrichment of the state's program of basic education.

Local revenues include the following:

- Enrichment levies collected under RCW 84.52.053;
- Local effort assistance funding received under chapter 28A.500 RCW; and
- Other local revenues such as, but not limited to, grants, donations, state and federal payments in lieu of taxes, or any local revenues that operate as an offset to the district's basic education allocation under RCW 28A.150.250.

Enrichment of the state's program of basic education includes supplementing the following:

- The minimum instructional offerings of RCW 28A.150.220 or 28A.150.260;
- The staffing ratios or program components of RCW 28A.150.260, including providing additional staff for class size reduction beyond class sizes allocated in the prototypical school model and additional staff beyond the staffing ratios allocated in the prototypical school formula;
- The program components of RCW 28A.150.200, 28A.150.220, or 28A.150.260; or
- The program of professional learning as defined by RCW 28A.415.430 beyond that allocated pursuant to RCW 28A.150.415.

The district can pay for the following with local revenues:

- Extracurricular activities;
- Extended school days;
- An extended school year;
- Additional course offerings beyond the minimum instructional program established in the state's statutory program of basic education;
- Activities associated with early learning programs;
- Any additional salary costs attributable to the provision or administration of permitted enrichment activities; and
- Additional activities or enhancements that the office of the superintendent of public instruction determines to be documented and demonstrated enrichment and for which the superintendent approves proposed expenditures during the preballot approval process required by RCW 84.52.053 and 28A.505.240.

Enrichment Levies

As necessary, the district will consider requesting voter approval of an enrichment levy. Such a levy will be for an amount permitted by law. The board will solicit advice from staff and community members prior to establishing the amount and purposes of the levy. The levy will be presented by program and expenditure in the district's annual descriptive guide for community members as required by law. OSPI must approve the district's expenditure plan for the enrichment levy before the district can submit the levy to the voters.

Response to Audit Findings on the Use of Local Revenues

As part of the state auditor's regular financial audit, it will review the district's expenditures to ensure they are in compliance with RCW 28A.150.276, the statute that limits the district's use of local revenues to supplementing the state's basic education program.

Within 30 days of receiving the auditor's findings, the board will hold a public hearing to review the findings.

Revenues from State Resources

The responsibility for financing public education in Washington falls primarily upon the state. To provide educational services beyond the levels possible under the basic education allocation, the district must

depend upon state and federal special purpose funding programs and grants or enrichment levies approved by district voters.

The state provides special purpose appropriations for programs of transportation, for children with disabilities, and for such other programs as it deems appropriate to assist schools.

If the superintendent or designee identifies an optional state grant and determines that the benefits of accepting the grant outweigh the costs, he or she may provide a report to the board describing the benefits and the costs associated with accepting the grant. After reviewing the report, the board may formally authorize accepting the grant.

Revenues from the Federal Government

The objective of the board is to provide the best educational services possible within resources available to the district. Federal grants and programs may provide helpful financial resources towards pursuing that objective. When it is optional for the district to participate in a federally funded program, the board will receive detailed analysis from the staff regarding both the advantages to be realized from the program and the additional costs in terms of staff time, impact on existing programs, and new obligations that the program may require. Before authorizing participation in such a program, the board will first determine that the advantages outweigh the disadvantages and that the program will not detract from other programs already in operation.

The board agrees to comply with all applicable federal and state requirements that may be a condition to receipt of federal funds including, but not limited to:

- Maintenance of fiscal records that show the receipt and disposition of federal funds;
- Provision for eligible private school students to participate in programs and/or services designed for the educationally disadvantaged as well as other programs that are supported by federal funds;
- Provision for testing to identify target students as well as to measure program results; and
- Provision for staff and parent involvement, program planning, budget development, and program evaluation.

The district agrees to comply with Title I requirements pertaining to the implementation of internal controls for travel, contracted services, training, and capital outlay purchases and expenditures. The following controls are established for the Title I program:

- All Title I funded purchases and expenditures will be directly related to allowable Title I activities and services that are necessary to carry out the objectives of the current program effectively, and for the benefit of eligible participants;
- Title I purchases and expenditures will be restricted to those incurred by persons with direct Title I duties and responsibilities and/or that benefit only eligible Title I participants;
- Title I funded in-service trainings will be directly related to specific Title I program activities and provided only to persons with Title I program responsibilities and duties; and
- Appropriate documentation of all Title I purchases and expenditures incurred will be maintained for accountability and audit purposes.

The district further assures that a district-wide salary schedule is in effect and that the staff are assigned equitably among schools. Instructional material will also be distributed equitably among all schools. The board grants authority to directors and staff to participate in the development of any state and/or federal regulations deemed to be necessary for the implementation of federally-funded programs.

Federal Impact Funds

Federal impact funds are provided to the district as a supplement to taxes and other revenue sources. State appropriated funds and local taxes contribute to the development and implementation of a basic education program for all students enrolled in the district. The district gives assurance that tribes and parents of Indian children will be afforded the opportunity to make recommendations regarding the needs of their children and will be involved in the planning and development of the basic education program, including those educational programs and services to be provided with federal impact funds. Indian students will have the equal opportunity to participate in the district's program with other students.

Recognizing that the board is the ultimate authority in defining the educational program of the district, the superintendent or designee will establish procedures to assure the involvement of the tribes and parents of Indian students in the development of the basic education program, including the education services to be provided with federal impact funds and the participation of Indian children in the program on an equal basis.

The superintendent or designee will provide opportunities for parents and members of the tribal council to suggest if any policy and/or procedure changes as well as program changes are necessary to better serve the needs of the Indian students.

Cross References: 6020 - System of Funds and Accounts

Legal References: RCW 28A.150.230 District school directors' responsibilities
RCW 28A.150.250 Annual basic education allocation — Full funding — Withholding of funds for noncompliance
RCW 28A.300.070 Receipt of federal funds for school purposes — Superintendent of public instruction to administer
RCW 84.52.0531 Levies by school districts — Maximum dollar amount for maintenance and operation support — Restrictions — Maximum levy percentage — Levy reduction funds — Rules.
Chapter 180-16 WAC State Support of Public Schools
Public Law 81-874 Impact Aid

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Student Discipline

“Discipline” means any action taken by the school district in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. Data show that a supportive response to behavioral violation is more effective and increases equitable educational opportunities. The purposes of this policy and accompanying procedure include:

- Engaging with families and the community and striving to understand and be responsive to cultural context
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible
- Providing educational services that students need during suspension and expulsion
- Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful reentry into the classroom following a suspension or expulsion
- Ensuring fairness, equity, and due process in the administration of discipline
- Providing every student with the opportunity to achieve personal and academic success
- Providing a safe environment for all students and for district employees

The Superintendent shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of the district’s rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.

Minimizing exclusion, engaging with families, and supporting students

Unless a student’s presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).

School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. 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.

As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a reengagement meeting and collaborate with parents and students to develop a reengagement plan that is tailored to the student’s individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

Staff authority

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. 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 will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.

Ensuring fairness, providing notice, and an opportunity for a hearing

When administering discipline, the district will observe all of the student's constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent participation during an initial hearing with the student. The district will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.

The district has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.

Development and review

Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the district will ensure such reporting. The district will periodically collect and review data on disciplinary actions taken against students in each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042, including students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The district will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the district will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.

Distribution of policies and procedures

The school district will make its discipline policies and procedures available to families and the community. The district will annually provide its discipline policies and procedures to all district personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure district employees and contractors are knowledgeable of the discipline policies and procedures.

Cross References:

2121 - Substance Abuse Program
2161 - Special Education and Related Services for Eligible Students
2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
3122 - Excused and Unexcused Absences
3200 - Rights and Responsibilities
3210 - Nondiscrimination
3244 - Prohibition of Corporal Punishment
3520 - Student Fees, Fines, or Charges

4210 - Regulation of Dangerous Weapons on School Premises
4218 - Language Access Plan

Legal References:

42 U.S.C. 2000d et seq. Civil Rights Act of 1964
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
Chapter 392-400, WAC Pupils
WAC 392-190-048 Access to course offerings – Student discipline
Chapter 28A.600 RCW, Students
RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties
Chapter 28A.320, RCW Provisions applicable to all districts
Chapter 28A.225, RCW Compulsory school attendance and admission
RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
RCW 9A.16.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions
RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable

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2010 - June Issue
2014 - August Issue
2014 - December Issue
2016 - July Policy Issue
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