

BOARD OF DIRECTORS

May 11, 2020





Kelso School District No. 458
601 Crawford St. Kelso WA, 98626
May 11, 2020 @ Roy Parsons Executive Board Room
6:00 p.m. Regular Board Meeting

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes of April 27, 2020 Regular Board Meeting
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Salary Schedule Update

UNFINISHED BUSINESS

- A. Procedure 3241P Student Discipline (Information) Don Iverson
- B. Policy 3241 Student Discipline (2nd Reading & Action) Don Iverson

NEW BUSINESS

- A. School Boundary Adjustments - Fall 2021 (Action) Scott Westlund
- B. Policy 3131 & 3131P District Attendance Area – Transfers (Information) Don Iverson
- C. Resolution 2019R 2019/20-23 Emergency Waiver of School Days & Instructional Hours (Action)
..... Mary Beth Tack
- D. Kelso School District Continuous Learning Plan -COVID-19 (Action)Kim Yore/Lacey DeWeert
- E. Superintendents Report Mary Beth Tack

FOR THE GOOD OF THE ORDER

ADJOURN



Kelso School District Board of Directors

Leah MooreTerm Expires: November 2021
Karen Grafton, Vice PresidentTerm Expires: November 2021
Jeane Conrad.....Term Expires: November 2023
Mike Haas, President.....Term Expires: November 2023
Ron HuntingtonTerm Expires: November 2023

Kelso School District Board of Directors Committee Assignments

December, 2019

Position 1 Director – Leah Moore

- Legislative Representative
- Facilities/Construction

Position 2 Vice President - Karen Grafton

- ELL Advisory
- Calendar
- Kelso Public Schools Foundation

Position 3 Director - Jeane Conrad

- Student Rights & Responsibilities
- Highly Capable
- Budget

Position 4 President - Mike Haas

- Technology
- Social & Emotional Learning/Whole Child
- Budget
- Boundary Review

Position 5 Director - Ron Huntington

- CTE
- WIAA
- Council on Learning

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
September 9 @ District Office 5:00 Work Session (School Boundary Review) 6:00 Regular Board Meeting	October 7 @ District Office 5:00 Work Session (Math) 6:00 Regular Board Meeting	November 4 @ District Office 5:00 Work Session (ELA/SEL) 6:00 Regular Board Meeting	December 16 @ Huntington Middle School 5:00 Work Session (Strategic Plan) 6:00 Regular Board Meeting
September 23 @ District Office 5:00 Work Session (Threat Assessment) 6:00 Regular Board Meeting	October 21 @ District Office 5:00 Work Session (Levy Recommendation) 6:00 Regular Board Meeting	November 18 @ Wallace Elementary 5:30 Coffee & Cookies with Board Members 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
January 13 @ Roy Parsons Board Room 5:00 Work Session (Facility Closure) 6:00 Regular Board Meeting	February 10 @ Barnes Elementary 5:00 Work Session (Hi-Cap & ELL) 6:00 Regular Board Meeting	March 9 @ Coweeman Middle School 5:00 Work Session (Boundary/Choice Recommendation) 6:00 Regular Board Meeting	April 13 @ Roy Parsons Board Room 5:00 Work Session (Pathways) 6:00 Regular Board Meeting
January 27 @ Roy Parsons Board Room 5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting	February 24 @ Butler Acres Elementary 5:00 Work Session (AVID) 6:00 Regular Board Meeting	March 23 @ Roy Parsons Board Room 6:00 Regular Board Meeting	April 27 @ Roy Parsons Board Room 5:00 Work Session (ELA/SEL) 6:00 Regular Board Meeting
MAY	JUNE	JULY	AUGUST
May 11 @ Roy Parsons Board Room 5:00 Work Session (Math) (Pathways) 6:00 Regular Board Meeting	June 1 @ Roy Parsons Board Room 5:00 Work Session or Special Meeting (Graduation Appeals)	July 13 @ Roy Parsons Board Room 5:00 Regular Board Meeting	August 17 @ Roy Parsons Board Room 5:00 Regular Board Meeting
	June 15 @ Roy Parsons Board Room 5:00 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.





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.

★ 2019-20 PRIORITY:

English Language Arts standards and materials implementation

Mathematics standards and adoption

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



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.



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.

★ 2019-20 PRIORITY:

Whole Child/Social Emotional Learning (SEL) systems implementation

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 bound

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 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 as measured by the Academic Rigor Index

Increase in high school graduation rates and decrease in dropout rates

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

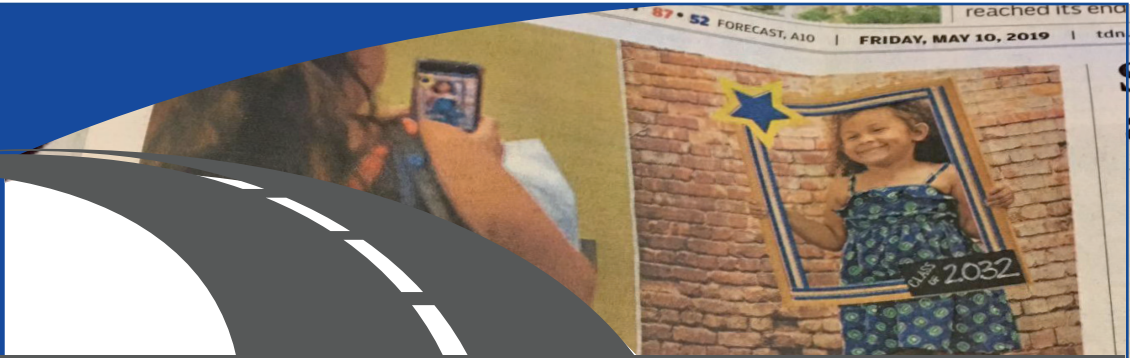
Ensure 100% of students participate in Senior Exit Interviews, which provide connections to community leaders and communicate next steps for diverse post-secondary plans



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
Develop a system in the importance of attracting, developing, and retaining talented and committed staff in every part of our school system	<p>Develop partnerships with local universities and community agencies to hire high-quality staff</p> <p>Establish clear standards of professional practice and accountability</p> <p>Provide opportunities for differentiated and continuous professional development for teachers, leaders, and staff</p>	<p>100% of classified and certificated staff meets certification requirements</p> <p>100% of staff consistently exhibits standards of professional practice</p> <p>100% of staff engages with professional development for continuous growth</p>
Implement standards-aligned teaching and learning based on equitable practices	<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 each student</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>
Implement data-informed continuous improvement processes at every level	<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 rigorous coursework and highly skilled teachers</p> <p>100% of staff advocates for fair and equitable practices for all students</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
Utilize a variety of media to maximize awareness and support of the district's mission, vision, goals, and programs	<p>Maintain and update information on district media, including district websites and printed materials</p> <p>Maintain proactive media relations practices</p> <p>Utilize 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>
Establish an effective employee communication plan to improve internal communication and employee engagement	<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>
Achieve coordinated communication, both internally and externally, regarding the district's goals, foundational principles, and safety issues/crisis management	<p>Establish key communicator network and facilitate connections among: city officials, first responders, and the school district</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>Develop and implement Transitional Kindergarten for children that do not qualify for ECEAP and Head Start</p> <p>Develop and 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>Promise Kindergarten is developed and implemented to support at least thirty students and families not currently accessing preschool</p> <p>JumpStart is developed and 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 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 create a KSD wellness team 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>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 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	<p>Use budget calendar, fiscal goals, and budget parameters for annual approval by the Kelso School Board</p> <p>Utilize Budget Advisory Council (BAC) to provide guidance and recommendations on annual budget development</p> <p>Provide continual updates on the district website during budget planning and development</p> <p>Conduct staff and community outreach during the annual budget development process and fiscal decision-making</p> <p>Assess monetary resources (local, state, and federal) and enrollment, to develop budget forecasts and projections</p> <p>Monitor expenditures and explore avenues to achieve efficiency in programs and operations</p>	<p>Board budget workshops, updates, a budget hearing, and formal budget adoption occur in the fiscal year during Kelso School Board meetings</p> <p>Community and staff engagement opportunities held for input and feedback on budget proposals</p> <p>Fiscal and budgetary information shared with staff and community through intra-district communications, website, and outside community resources</p> <p>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</p>
Allocate district resources effectively to support academic and operational needs	<p>Annual budget approved by Kelso School Board</p> <p>Maintain local levy to fund staff and activities essential to the programming and operations of the district that are not supported by state resources</p> <p>Develop budget priorities to align with the district's mission, vision, and "Road to Student Success" strategic plan</p>	<p>Levies and bonds pass</p> <p>Budget supports academic and operational goals and priorities</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

Consent Agenda

- A. Minutes of April 27, 2020 Regular Board Meeting**
- B. Certificated Employment Recommendations**
- C. Classified Employment Recommendations**
- D. Contracts and Agreements with Kelso School District**
- E. Warrants**
- F. Salary Schedule Update**

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
4/27/20

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

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

OTHERS PRESENT – Sandy DeBruler, Bob Gustin, Bob Gustin, Michael Evans
ABSENT - Holly Budge, Kim Yore & Lacey DeWeert (all excused)

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

COMMENTS & QUESTIONS –

No emails were submitted with comments or questions.

PUBLIC HEARING -

The appointed time has arrived, and the public hearings on the issue of whether the Board should consider a proposal to make adjustments to the elementary school boundaries in Kelso School District. The purpose of this hearing is not to answer in detail or discuss at length all questions about the boundary and choice proposed changes. It is to allow you an opportunity to present information and your views to the Board before action is considered at a future meeting on whether to adjust elementary boundaries.

This process was started September 2019. Six (6) different meetings. Thirteen (13) people on the committee. There has been a public survey online since March 9, asking for questions, concerns and comments regarding the changes to boundary and choice. As of now there have been twenty-six (26) comments. These responses will be shared with the board, before the May 11th meeting when they will take action.

No public comments

Karen Grafton - concerned that this is the 2nd public hearing with no comment.

Superintendent Tack - KSD public hearings have had minimal participation. Even our public hearing on December 17, 2018 going from three (3) elementary schools down to two (2) only had only three (3) participants and that was a very important meeting with much controversy. This was an in person meeting and was not limited. This has been a conversation and discussion since September 2019.

Motion to adjourn the Public Hearing from Director Grafton

Motion seconded by Director Huntington

Meeting adjourned at 6:12 p.m.

APPROVAL OF AGENDA - Motion Passed

Motion to Approve By: Director Moore

Seconded By: Director Conrad

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of April 13, Regular Board Meeting

Certificated Personnel:

New Hire: Effective 2020/21 School Year - Maleah Cooper (KHS), Katharyn Heselwood (SLP), Jesse Norris (KHS), Benjamin Rood (KHS)

Resignations: Effective June 30, 2020 - Taylor Beck (KHS) and Meghan Green (SLP)

Retirement: Effective June 30, 2020 - Nancy Breeden (R.V.)

Classified Personnel:

Return from Leave of Absence: Effective April 30, 2020 - Janette Moore (BA)

Resignation: Effective April 8, 2020 - Machel Burpee (Tech). Effective August 3, 2020 - Keisha Starmer (Wallace)

Retirement: Effective April 30, 2020 Janice Kelly (Nutrition Service) Effective June 30, 2020 Melvin "Randy" Doehne (Maintenance)

Contracts and Agreements

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
Aries	Scott Westlund	Proposal for step and ramp lease for Butler Acres Site	Cost not to exceed \$68,644.58
Cowlitz County	Scott Westlund	Assistance Agreement that allows Cowlitz County to use Kelso High and Huntington Middle School during the existing "Emergency Declaration (#20-01)" for storage, supply distribution, COVID-19 testing and vaccinations	Non-financial to KSD
Heffron Transportation Inc	Scott Westlund	Proposal for the traffic impact analysis of Huntington Middle School	Total cost approximately \$28,820.00

ESD 112 CONTRACTS

Behavioral Support & Consultation	Holly Budge	To provide program, classroom and/or student behavioral support and consultation	Cost for Consultation Fees: Analyst - \$100.00/hr Specialist - \$65.00/hr
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Warrants

April 27th, 2020

General Fund	Warrant Date	Amount	Warrant Number
AP	4/2/2020	\$15,000.00	257238
Payroll	4/7/2020	\$39,555.91	257239
AP	4/16/2020	\$100,000.00	257240

Capital Projects Fund

AP	4/2/2020	\$183,187.26	3245-3247
AP	4/17/2020	\$274,537.83	3248

Motion to Approve by: Director Conrad

Seconded by: Director Moore

UNFINISHED BUSINESS**NEW BUSINESS****POLICY 3241 & 3241P STUDENT DISCIPLINE - 1ST READING - DON IVERSON**

WSSDA has revised, renamed, and reclassified Policy and Procedure 3241 – Student Discipline (formerly Classroom – Management, Discipline, and Corrective Action).

In 2016, the Legislature passed House Bill (HB) 1541, which was regarding student discipline. After a robust rulemaking process, OSPI adopted the final student discipline rules on July 30, 2018, with portions of the rules taking effect in the 2018-2019 school year and the remainder taking effect during this 2019-2020 school year. The policy and procedure here reflect the rules being 100% required for 2020-2021 school year.

Our district, Community Ad-hoc team and Leadership team have been working toward these discipline rules for the past 3 years alongside OSPI. Although this is a robust policy and procedure—it does reflect our current practice and will be included into our 2020-2021 Rights and Responsibilities Handbook for students, parents and staff.

Some highlights of the rules/regulations:

- Prohibit the use of expulsion of students in kindergarten through grade four;
- Encourage schools to use best practices while minimizing the use of suspensions and expulsions;
- Prohibit schools from excluding students from school for absences or tardiness;
- Limit the use of exclusionary discipline for behaviors that do not present a threat to school safety;
- Clarifies expectations for how school districts must provide students the opportunity to receive educational services during a suspension or expulsion.

Don Iverson - As a district we've spent a lot of time incorporating these discipline policies over the last several years. With that said, we know that there's a current conflict with this policy/procedure and current collective bargaining agreement. We have some language that was added to the contract that goes beyond the current language of these rules and regulations. Therefore, we have some work to do. We need to gather around the table. Our discipline ad hoc team will continue to work toward adding new policy/procedures from this year, we'll align the language on our handbook so that we are congruent to state rules and regulations and we hope to present those to the board in May.

Ron Huntington - Would like a more detailed outline of the changes and differences. It was too much trying to go through 22 pages and see what changed and what stayed the same.

Don Iverson - Will rework it and send it to the Board.

Karen Grafton - Would also like clarification. Her understanding is that these policy changes are to protect teachers/staff. Asks for clarification on classroom clears. Hearing frustration from parents regarding room clears (where students on task must leave the room to deescalate a student in crisis)

Leah Moore - Asks that Don, Mary Beth and Tim work with the union to get the procedure aligned with contracts.

Superintendent Tack - We need to align our language with attorneys at WSSDA and then align the contracts to the WSSDA language and outlines.

Ron Huntington - Clarification, that we go with WSSDA recommendation? What is the precedent for how we change contracts to the ever changing WSSDA changes. How do we keep up and make sure they stay aligned.

Superintendent Tack - This is what happens during contract maintenance through MOU's (memorandum of understandings) and contract negotiations.

Karen Grafton - What happens if the union doesn't agree with it?

Superintendent Tack - That is the work and discussion during contract negotiations, I have the utmost confidence that it can be worked out.

Karen Grafton - Thought that WSSDA was used as merely guidelines, but the district has final say.

Superintendent Tack - It's very important, with ones like graduation and discipline, that we try to closely follow WSSDA recommendations.

Mike Haas - The board's responsibility is the policy, then we build the procedure surrounding the policy. Asks the board if this could be moved to 2nd reading.

Karen Grafton - Is asking for more information. Information violation with current contract as well as bullet points on changes.

Mike Haas - We can move it to 2nd reading and then to another reading if needed.

Superintendent Tack - School boards need to adopt policies, then our district teams look at policy language. Then district teams finalize Procedure language with WSSDA's guidance. Not every procedure goes before the board for approval.

Mike Haas - We do need to work through it. We need to get the information to the board and we'll work on more answers.

Karen Grafton- Worries about maintaining a good working relationship with the union.

Superintendent Tack - Agrees that is a top priority.

Jeane Conrad - Thinks we may be making this more complicated than needed. Looks forward to Don's response with a crosswalk.

Leah Moore - Agrees to move it to 2nd reading so that it is still on the radar for the board moving forward.

Mike Haas - We are moving it to 2nd reading with the possibility to move to 3rd.

Board agrees.

BUDGET STATUS REPORT - MARCH (SCOTT WESTLUND)

Estimated average annual FTE enrollment through the end of the year is 4852 FTE. With the school closures related to COVID-19, OSPI has provided all school districts with an average annual FTE count based upon trends from Spring 2019. With approximate

Running Start (107 FTE) and Kelso GOLD (10 FTE), our average annual FTE enrollment through June is 4969 FTE. This will put us approximately 19 FTE below budget.

It is estimated that our ending fund balance in August 2020 is projected to be upwards of \$4.4 million at this point in time, or 6.2% of projected expenditures and transfers for 2019/20. As we get further along in the school closure and can determine expenditures that are either reduced or delayed, our ending fund balance should see some upward movement.

The budget looks good through the seven months of school.

Changes are imminent due to school closures in March due to Covid-19. Like postage and printing for distance learning.

Still doing our own enrollment tracking for the following months.

Waiting for guidance to see about funding and expenses.

**ADOPTION OF SCHOOL BOARD MEETINGS FOR THE 2020/21 SCHOOL YEAR
CALENDAR APPROVED**

2020/2021 School Board Calendar—Draft

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
September 14 6:00 Regular Board Meeting	October 12 5:00 Work Session (Math) 6:00 Regular Board Meeting	November 9 5:00 Work Session (ELA) 6:00 Regular Board Meeting	December 14 5:00 Work Session (Wallace Celebration) 6:00 Regular Board Meeting
September 28 5:00 Work Session (Strategic Plan) 6:00 Regular Board Meeting	October 26 5:00 Work Session (Dual Credit) 6:00 Regular Board Meeting	November 23 5:00 Work Session (School Improvement Plan) 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
January 11 5:00 Work Session (SEL) 6:00 Regular Board Meeting	February 8 5:00 Work Session (ELA) 6:00 Regular Board Meeting	March 8 5:00 Work Session (EL) 6:00 Regular Board Meeting	April 19 6:00 Regular Board Meeting
January 25 5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting	February 22 5:00 Work Session (AVID) 6:00 Regular Board Meeting	March 22 5:00 Work Session (Science) 6:00 Regular Board Meeting	
MAY	JUNE	JULY	AUGUST
May 3 6:00 Regular Board Meeting	June 1 5:00 Work Session or Special Meeting (Graduation Appeals)	July 13 5:00 Regular Board Meeting	August 16 5: Regular Board Meeting
May 17 6:00 Regular Board Meeting	June 15 5:00 Regular Board Meeting		

Motion to Accept by: Director Moore
Seconded by: Director Huntington

APPROVAL REVISIONS TO THE 2019/20 SCHOOL CALENDAR DUE TO COVID - 19 CLOSURE - CALENDAR APPROVED

KSD Staff School Calendar reflects the following changes:

Extended Spring Break - March 27-April 3

COVID Make Up Dates - June 12-19

March 30, April 20, May 11, June 11 - Learning Opportunity Packets

April 12-18 Chromebook Distribution

Wallace Staff School Calendar reflects the following changes:

Extended Spring Break - March 27-April 3

COVID Make Up Dates - May 26-29, June 1, June 8

March 30, April 20, May 11, June 11 - Learning Opportunity Packets

April 12-18 Chromebook Distribution

Karen Grafton - Don't we need to add the days we were off.

Superintendent Tack - It is important to keep it accurate for historical documentation

Jeane Conrad - Would like to see this as well

Tim Peterson - They tried to represent the days KSD had instruction, even if not at school. This is also the staff calendar and not the student calendar. Staff is getting paid during this time.

Leah Moore - Still not sure this calendar accurately reflects the days out.

Tim Peterson - We will update and re-submit for next time with student non-attendance days.

Superintendent Tack - Seems to be some confusion as this is the staff calendar that is being submitted, not the student calendar.

Board - Agrees that this is ok to move forward.

Motion to Accept by: Director Moore

Seconded by: Director Conrad

APPROVAL OF RESOLUTION 2019/20-22 CLOSE SCHOOLS FOR EDUCATIONAL PROGRAMMING - SCOTT WESTLUND

Resolution of the Board of Directors Closing Beacon Hill Elementary School and Catlin Elementary School for K-12 Educational Programming.

KSD Board of Directors has determined a need to replace Beacon Hill and Catlin Elementary Schools with newly constructed Lexington Elementary School.

The Board was presented in a public workshop with a school closure study as required under RCW 28A.335.020, and Board Policy 6883, on January 13th, 2020.

A separate public hearing, of which public notice was provided in a general circulation once each week for two consecutive weeks, was conducted on April 13th, 2020 as required under RCW 28A.335.020, and Board Policy 6883, to seek public comment on the proposed closure.

Motion to Accept by: Director Moore

Seconded by: Director Huntington

SUPERINTENDENT REPORT

- 39,978 meals delivered as of today
- Data on remote learning
 - Asking staff to participate
 - Connecting with families during this time
 - Tuesdays complete a thorough report to the State Superintendent
 - About 61% of our students are engaging in our distance learning
 - Up north is closer to 30%
 - Neighboring districts close to 60% as well
- College navigation coach program rolling out
 - Helps students not committed to a post secondary plan
 - Helps with FAFSA and scholarships
 - Helping them pave the way
 - May 11th the college navigation coach will distribute letters to students. Stating that they have a spot and that they should “stay close to go far.”
 -

FOR THE GOOD OF THE ORDER

- Director Grafton
 - Questions from other citizens:
 - Will KHS students receive a refund on spring sports fee?
 - Seniors yes
 - Underclassmen will transfer to use next year unless a refund is requested
 - Concerned about Zoom protocol and wanting to know if KSD has guidelines around this.
 - IEP plans, how are we supporting students with IEP's?
 - Sped team has been working hard and communicating with parents surrounding IEP needs and plans.

Adjourn meeting 7:05 pm

X _____

President

X _____

Secretary

CERTIFICATED PERSONNEL
May 11, 2020

New Hires 2020/21 school year:

Liden, Erin – Teacher, Coweeman Middle School
1.0 FTE
Effective: 2020/21 School Year

Schlangen, Rachel – SLP, District Wide
1.0 FTE
Effective: 2020/21 School Year

Tivnan, Joseph – Teacher, Kelso High School
1.0 FTE
Effective 2020/21 School Year

Resignations:

Flynn, Carolyn – Teacher, Carrolls Elementary
1.0 FTE
Effective: June 30, 2020

Forsman, Sheryl – Teacher, Beacon Hill Elementary
1.0 FTE
Effective: June 30, 2020

Hoskins, Christie – Asst. Principal, Butler Acres Elementary
1.0 FTE
Effective: June 30, 2020

District Re-Assignment:

Micheletto, Tara – Interim Asst. Principal, Catlin Elementary
1.0 FTE
Effective: July 1, 2020 – June 30, 2021

Distribution List:

Human Resources KEA Payroll Student Records Mgr Cody Reid

**KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
April 22, 2020 - May 5, 2020**

Date Issued	Name	Position	School
4/24/2020	Boyer-Blum, Angela	2019/20 BEST Mentor	Carrolls
4/24/2020	Carlson, Lynda	2019/20 BEST Mentor	KHS
4/24/2020	Crawford, Pennie	2019/20 BEST Mentor	CMS
4/24/2020	DeRosier, Kacie	2019/20 BEST Mentor	Beacon Hill
4/24/2020	Gardner, Darin	2019/20 BEST Mentor	KHS
4/24/2020	Guttormsen Sr, Gunnar	2019/20 BEST Mentor	KHS
4/24/2020	Hartley, Daniel	2019/20 BEST Mentor	KHS
4/24/2020	Jaskowiak, Emily	2019/20 BEST Mentor	District Wide
4/24/2020	Morrow, Susan	2019/20 BEST Mentor	HMS
4/24/2020	Oswald, Lynette	2019/20 BEST Mentor	Barnes
4/24/2020	Ramseth, Tammy	2019/20 BEST Mentor	Butler Acres
4/24/2020	Strassner, Eric	2019/20 BEST Mentor	KHS
4/24/2020	Taylor, Amanda	2019/20 BEST Mentor	Beacon Hill
4/24/2020	Toney, Julie	2019/20 BEST Mentor	Wallace
4/24/2020	Uhrlaub, Laura	2019/20 BEST Mentor	Beacon Hill
4/24/2020	Zorn, Anne Marie	2019/20 BEST Mentor	Catlin
4/24/2020	Guttormsen, Gunnar	2019-20 BEST Mentor	Office

CLASSIFIED PERSONNEL

May 11, 2020

New Hires:

Fittro, Brock - Technology Support Specialist, Administration
8.0 hrs/day, 260 days/year
Effective May 11, 2020

Resignations:

Engebretson, Rachael - Paraeducator, Sped Resource, Beacon Hill Elementary
6.25 hrs/day, 190 days/year
Effective August 3, 2020

Kraft, Lorraine - Paraeducator, Basic Ed, LAP, Bus Duty, Playground, Beacon Hill Elementary
6.0 hrs/day, 190 days/year
Effective August 3, 2020

Richard, Quincy - Homeless Liaison, Administration
7.5 hrs/day, 191 days/year
Effective May 11, 2020

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

For Board Approval: May 11, 2020

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL

Company/Provider	Sponsor	Description of Services
Dry Box Inc	Gary Schimmel	Agreement to lease (3) mobile storage units for 3 months beginning 4/20/20
Ecological Land Services (ELS)	Scott Westlund	Agreement for professional services on Huntington Middle School Project - Site Reconnaissance and Written Critical Areas Memorandum
JH Kelly LLC	Scott Westlund	Agreement to perform General Contractor services for the Carrolls Elementary School Modernization Project
Pediatric Services of America Inc dba Aveanna Healthcare	Holly Budge	To provide professional nursing services for (1) KSD student
Pioneer Healthcare Services LLC	Holly Budge	To provide licensed health care providers as specified by KSD for supplemental staffing services
Sessions Plumbing & Heating Inc	Melissa Boudreau	To update plumbing and heating for Kelso High Green House

ESD 112 CONTRACTS

ESD-U Alternative Routes to Certification	Tim Peterson	Amendment #1 to increase participating candidates in program from 2 to 3
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L DISTRICT

Amount

Cost is \$371.91/mo for all 3 units

Estimated cost not to exceed \$1,500.00

Estimated cost \$3,166,775.00

Cost is: LPN \$43/hr
RN \$53/hr

Hourly rate cost for PT \$68-\$78 per hour

Estimated cost is \$72,718.87

Cost increase of \$1,000 to bring total to
\$3,000.00

GENERAL FUND
April 30, 2020

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) 257241-257242 HAS BEEN APPROVED FOR PAYMENT IN THE AMOUNT OF \$749.34 ON APRIL 30, 2020

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 April 27, 2020, the board, by a _____ vote, approves payments, totaling \$4,562,042.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257243 through 257276, totaling \$4,562,042.60

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

Check Nbr	Vendor Name	Check Date	Check Amount
257243	ACH Cowlitz County Treasurer	04/30/2020	2,205,518.84
257244	COWLITZ COUNTY TREASURER	04/30/2020	269,173.65
257245	COWLITZ COUNTY TREASURER	04/30/2020	467,882.06
257246	DEPT OF RETIREMENT SYSTEMS	04/30/2020	1,312.87
257247	DEPT OF RETIREMENT SYSTEMS	04/30/2020	165,052.63
257248	DEPT OF RETIREMENT SYSTEMS	04/30/2020	514,601.87
257249	DEPT OF RETIREMENT SYSTEMS	04/30/2020	12,757.87
257250	ESD 112 WORK/COMP	04/30/2020	53,394.82
257251	ESD 112 UNEMPLOYMENT COOP	04/30/2020	6,157.89
257252	Vendor Continued Check	04/30/2020	0.00
257253	HCA-SEBB BENEFITS	04/30/2020	750,337.00
257254	HCA-SEBB FLEX SPEND	04/30/2020	3,884.24
257255	HEALTH CARE AUTHORITY	04/30/2020	1,343.39
257256	HEALTH EQUITY	04/30/2020	867.00
257257	INFOARMOR INC	04/30/2020	128.55
257258	KELSO SCHOOLS FOUNDATION	04/30/2020	517.00
257259	KELSO TRANS CHAPTE	04/30/2020	97.50
257260	LEGALEASE GROUP	04/30/2020	376.92
257261	MALAIER, TRUSTEE, Michael G	04/30/2020	730.00
257262	METROPOLITAN LIFE	04/30/2020	5,418.36
257263	NATIONWIDE	04/30/2020	611.47
257264	Oregon Dept. of Revenue	04/30/2020	2,634.80
257265	PSE KELSO LOCAL	04/30/2020	552.00
257266	PUBLIC SCHOOL EMPLOYEES OF WA	04/30/2020	1,415.33
257267	PUBLIC SCHOOL EMPLOYEES OF WA	04/30/2020	10,087.64
257268	The Standard Insurance Company	04/30/2020	3,602.63
257269	THE OMNI GROUP	04/30/2020	38,565.00

Check Nbr	Vendor Name	Check Date	Check Amount
257270	UNITED WAY OF COWLITZ CO	04/30/2020	634.50
257271	VEBA TRUST	04/30/2020	9,000.00
257272	W.S.P.L.E.A.	04/30/2020	10.00
257273	WA ST SCHOOL RETIREES ASSOC	04/30/2020	147.00
257274	WA ST SUPPORT REGISTRY	04/30/2020	522.19
257275	WEA	04/30/2020	33.32
257276	WEA PAYROLL DEDUCTIONS	04/30/2020	34,674.26
34	Computer	Check(s) For a Total of	4,562,042.60

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 April 27, 2020, the board, by a _____ vote, approves payments, totaling \$2,297.61. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257277 through 257277, totaling \$2,297.61

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

Check Nbr	Vendor Name	Check Date	Check Amount
257277	ACH-AP COWLITZ COUNTY TREASURE	04/30/2020	2,297.61

1	Computer	Check(s) For a Total of	2,297.61
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General Fund

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

As of April 27, 2020, the board, by a ^{vote,}
~~approves payments, totaling \$2,297.61. The payments are further identified~~
in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 192000434 through 192000451, totaling \$2,297.61

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

Check Nbr	Vendor Name	Check Date	Check Amount
192000434	Davis, Denelle L	04/30/2020	151.99
192000435	Free, Maria Nadine	04/30/2020	17.94
192000436	Green, Marla Ann	04/30/2020	139.33
192000437	Hoopfer, Elizabeth Kay	04/30/2020	155.25
192000438	Jaskowiak, Emily Louise	04/30/2020	462.47
192000439	Junnikkala, Sue Lynne	04/30/2020	100.00
192000440	Kandoll, Bonnie Mize	04/30/2020	110.76
192000441	Kelly, Janice M	04/30/2020	10.00
192000442	Mason, Krista Rose	04/30/2020	134.55
192000443	McDaniel, Christine Marie	04/30/2020	396.00
192000444	Micheletto, Tara R	04/30/2020	140.13
192000445	Milligan, Shelley Denise	04/30/2020	99.70
192000446	Muir, Adam M	04/30/2020	94.00
192000447	Roffler, Elizabeth Su	04/30/2020	23.27
192000448	Ross, Aquilia Denarius	04/30/2020	12.76
192000449	Rynevich, Anna Cassidy	04/30/2020	192.28
192000450	Sanders, Amanda June	04/30/2020	52.70
192000451	Walter, Theresa Ann	04/30/2020	4.48

18	ACH	Check(s) For a Total of	2,297.61
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 27, 2020, the board, by a _____ vote, approves payments, totaling \$788,897.94. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257278 through 257421, totaling \$788,897.94

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

Check Nbr	Vendor Name	Check Date	Check Amount
257278	ACCOUNTABLE HEALTHCARE STAFFIN	04/30/2020	11,685.00
257279	ACP DIRECT	04/30/2020	789.70
257280	ADVANCED MEDICAL PERSONNEL SER	04/30/2020	10,391.94
257281	ALS ENVIRONMENTAL	04/30/2020	15.00
257282	ALWAYS BE LEARNING INC	04/30/2020	24,500.00
257283	AMAZON	04/30/2020	2,263.33
257284	ARAMARK	04/30/2020	135.68
257285	AVEANNA HEALTHCARE	04/30/2020	6,454.87
257286	BAKER LUMBER CO.	04/30/2020	137.29
257287	Vendor Continued Check	04/30/2020	0.00
257288	BANK OF AMERICA	04/30/2020	2,492.90
257289	BAXTER AUTO PARTS #23	04/30/2020	756.55
257290	BEACON HILL SEWER	04/30/2020	348.33
257291	BLICK ART MATERIALS	04/30/2020	16.22
257292	BOILER AND COMBUSTION SERVICE,	04/30/2020	113.90
257293	BOUND TO STAY BOUND BOOKS, INC	04/30/2020	258.23
257294	BUSACK ELECTRIC INC	04/30/2020	3,934.84
257295	BUSINESS OFFICE-REV FUND	04/30/2020	3,095.29
257296	C & H INDUSTRIAL TOOL & SUPPLY	04/30/2020	486.91
257297	CALIFORNIA HYDRONICS CORP	04/30/2020	660.92
257298	CAREERSTAFF UNLIMITED	04/30/2020	4,088.00
257299	CARLSONS HEATING & AIR CONDITI	04/30/2020	53.90
257300	CARROLLS WATER ASSOCIATION	04/30/2020	232.25
257301	CASCADE NETWORKS	04/30/2020	7,636.00
257302	CASCADE NATURAL GAS	04/30/2020	20,588.94
257303	CDW GOVERNMENT, INC.	04/30/2020	713.78
257304	CENTRAL WELDING SUPPLY	04/30/2020	14.74

Check Nbr	Vendor Name	Check Date	Check Amount
257305	CHOWN HARDWARE & MACHINERY	04/30/2020	83.65
257306	CHRISTENSON ELECTRIC, INC	04/30/2020	63,791.03
257307	CITY FIRE	04/30/2020	302.68
257308	CITY OF KELSO	04/30/2020	10,757.00
257309	CITY OF KELSO - UTILITY DEPT	04/30/2020	10,535.52
257310	COLUMBIA SECURITY SERV & SYSTE	04/30/2020	1,240.00
257311	COLUMBIA WELLNESS	04/30/2020	187.50
257312	CONSOLIDATED ELECTRICAL DIST	04/30/2020	51.69
257313	CONSTRUCTION SPECIALTY SUPPLY	04/30/2020	110.00
257314	COST LESS AUTO PARTS	04/30/2020	12.28
257315	COWLITZ COUNTY PUBLIC WORKS DE	04/30/2020	50.88
257316	COWLITZ PUD	04/30/2020	41,462.91
257317	COWLITZ COUNTY HEALTH DEPT	04/30/2020	260.00
257318	Vendor Continued Check	04/30/2020	0.00
257319	COWLITZ COUNTY TREASURER	04/30/2020	66,655.75
257320	DAILY NEWS - LEGAL	04/30/2020	312.00
257321	Vendor Continued Check	04/30/2020	0.00
257322	DAIRY FRESH FARMS	04/30/2020	9,112.79
257323	DAVIS DEMOGRAPHICS & PLANNING,	04/30/2020	2,263.75
257324	DELL	04/30/2020	389.82
257325	DEMCO, INC.	04/30/2020	182.80
257326	DEPT OF RETIREMENT SYSTEMS	04/30/2020	327.43
257327	DUCK DELIVERY PRODUCE, INC.	04/30/2020	6,376.55
257328	EASTSIDE PSYCHOLOGY SERVICES,	04/30/2020	2,187.50
257329	EDUCATIONAL SERVICE DIST #112	04/30/2020	155,494.97
257330	ESD 112/RISK	04/30/2020	1,000.00
257331	EVERGREEN PAINT, INC.	04/30/2020	219.34
257332	EXPRESS EMPLOYMENT PROFESSIONA	04/30/2020	96.97
257333	FAIRFAX HOSPITAL	04/30/2020	5,654.37
257334	FERGUSON ENTER. INC #3007	04/30/2020	32.43
257335	FLINN SCIENTIFIC INC.	04/30/2020	512.45
257336	FOXHIRE LLC	04/30/2020	9,944.80
257337	FRED J MILLER INC	04/30/2020	50,200.00
257338	GIA PUBLICATIONS	04/30/2020	74.78
257339	GLOBAL PACIFIC ENVIRONMENTAL I	04/30/2020	1,157.55

Check Nbr	Vendor Name	Check Date	Check Amount
257340	GOODWILL - OLYMPICS/RAINIER R	04/30/2020	15,815.86
257341	HEALTH CARE AUTHORITY	04/30/2020	3,433.49
257342	HUNGRY CUTTERS LLC	04/30/2020	39.43
257343	IMPRINTS	04/30/2020	925.00
257344	FIFTH THIRD BANK	04/30/2020	1,277.58
257345	J.W. PEPPER & SON, INC.	04/30/2020	103.21
257346	JUBITZ CORP	04/30/2020	369.41
257347	KELSO CAR WASH, LLC	04/30/2020	42.00
257348	KING COUNTY DIRECTORS	04/30/2020	258.45
257349	LAMINATOR.COM INC.	04/30/2020	68.46
257350	LEADER SERVICES	04/30/2020	698.60
257351	LENOVO (UNITED STATES) INC	04/30/2020	2,567.38
257352	Longbell Security Resources	04/30/2020	369.70
257353	Longview School District #122	04/30/2020	525.40
257354	LOWER COLUMBIA OCCUPATIONAL HE	04/30/2020	420.00
257355	MANTHE EQUIPMENT, INC.	04/30/2020	115.65
257356	MARTIN, JILL	04/30/2020	50.40
257357	MI CONTROLS, INC.	04/30/2020	642.14
257358	MICROK12	04/30/2020	11,068.75
257359	MODUS TECHNOLOGY, INC	04/30/2020	712.26
257360	MOMENTUM PSYCHOLOGICAL & ASSES	04/30/2020	850.00
257361	MONOPRICE INC	04/30/2020	207.57
257362	NORTH COAST ELECTRIC CO.	04/30/2020	443.64
257363	NORTHWEST PLAYGROUND EQUIPMENT	04/30/2020	1,886.50
257364	NuCO2	04/30/2020	443.98
257365	OFFENDER SERVICES	04/30/2020	1,125.00
257366	OFFICE DEPOT	04/30/2020	2,268.51
257367	OFFICE EXPRESS, INC	04/30/2020	4,281.31
257368	PACIFIC FIBRE PRODUCTS INC	04/30/2020	567.56
257369	PACIFIC OFFICE AUTOMATION	04/30/2020	1,234.08
257370	PACIFIC OFFICE AUTOMATION	04/30/2020	4,822.94
257371	PEARSON / NCS PEARSON INC	04/30/2020	355.22
257372	PLATT ELECTRIC SUPPLY	04/30/2020	466.48
257373	PORTER FOSTER RORICK LLP	04/30/2020	2,500.00
257374	POTTER WEBSTER COMPANY	04/30/2020	172.48

Check Nbr	Vendor Name	Check Date	Check Amount
257375	PROGRESS CENTER, INC.	04/30/2020	53,950.00
257376	PSAT/NMSQT	04/30/2020	828.00
257377	QUADIENT LEASING USA INC	04/30/2020	744.91
257378	QUADIENT INC	04/30/2020	486.82
257379	RELIABLE MUFFLER	04/30/2020	162.16
257380	RENAUD ELECTRIC CO., INC	04/30/2020	263.76
257381	SAFeway INC	04/30/2020	100.00
257382	SCHETKY NORTHWEST SALES, INC	04/30/2020	2,650.92
257383	SCHOLASTIC BOOK CLUBS, INC	04/30/2020	45.28
257384	SCHOOL OUTFITTERS	04/30/2020	405.59
257385	SECURITY PROFESSIONALS, LLC	04/30/2020	200.91
257386	SHERWIN WILLIAMS	04/30/2020	129.57
257387	SOLIANT HEALTH	04/30/2020	16,200.00
257388	SRI / SIGNING RESOURCES & INTE	04/30/2020	152.50
257389	STAGECRAFT INDUSTRIES, INC	04/30/2020	1,980.00
257390	STATE AUDITOR'S OFFICE	04/30/2020	2,105.00
257391	SUPERINTENDENT OF PUBLIC INSTR	04/30/2020	17,497.05
257392	SWANSON BARK & WOOD PRODUCTS I	04/30/2020	258.36
257393	T & T TIRE LLC	04/30/2020	3,083.12
257394	THE HOME DEPOT PRO-SUPPLYWORKS	04/30/2020	1,374.24
257395	THE PART WORKS, INC.	04/30/2020	132.75
257396	TOUCHPOINT NETWORKS	04/30/2020	210.60
257397	TROXELL COMMUNICATIONS, INC.	04/30/2020	951.28
257398	U.S. CELLULAR	04/30/2020	1,384.15
257399	UNITED BATTERY	04/30/2020	119.99
257400	UNITED SITE SERVICES	04/30/2020	201.59
257401	US BANK EQUIPMENT FINANCE	04/30/2020	3,812.56
257402	US FOODS INC	04/30/2020	30,954.88
257403	Vendor Continued Check	04/30/2020	0.00
257404	UW EDUCATIONAL OUTREACH REGIST	04/30/2020	19,385.00
257405	VANCOUVER SCHOOL DISTRICT #37	04/30/2020	4,500.00
257406	VERNIE'S	04/30/2020	100.88
257407	VISION EDUCATION RESEARCH, LLC	04/30/2020	1,540.00
257408	WA ST CENTER FOR CHILDHOOD DEA	04/30/2020	1,300.00
257409	WAITE SPECIALTY MACHINE INC	04/30/2020	162.16

Check Nbr	Vendor Name	Check Date	Check Amount
257410	WASHINGTON STATE TREASURER	04/30/2020	234.36
257411	WASTE CONTROL/KELSO	04/30/2020	2,403.71
257412	WATKINS TRACTOR & SUPPLY CO.	04/30/2020	1,055.01
257413	WEATHERGUARD, INC	04/30/2020	1,178.98
257414	WEST COAST UPHOLSTERY	04/30/2020	216.20
257415	WILCO	04/30/2020	269.19
257416	WILCOX & FLEGEL FUEL OIL CO.	04/30/2020	5,134.65
257417	WILSON ENTERPRISES	04/30/2020	301.06
257418	WINDSTREAM	04/30/2020	1,895.90
257419	WOODWIND & BRASSWIND	04/30/2020	207.43
257420	Wyman, Thomas Albert	04/30/2020	722.75
257421	Youth & Family Link	04/30/2020	3,870.53
144	Computer	Check(s) For a Total of	788,897.94

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 April 27, 2020, the board, by a _____ vote, approves payments, totaling \$4,328.44. ~~The payments are further identified~~ in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257422 through 257422, totaling \$4,328.44

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member Board Member

Check Nbr	Vendor Name	Check Date	Check Amount
257422	ACH- COWLITZ COUNTY TREASURER	04/30/2020	4,328.44

1	Computer	Check(s)	For a Total of	4,328.44
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General Fund

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

As of April 27, 2020, the board, by a _____ vote, approves payments, totaling \$825.06. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257423 through 257426, totaling \$825.06

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

Check Nbr	Vendor Name	Check Date	Check Amount
257423	HCA-SEBB BENEFITS	05/05/2020	756.00
257424	INFOARMOR INC	05/05/2020	16.95
257425	LEGALEASE GROUP	05/05/2020	13.96
257426	METROPOLITAN LIFE	05/05/2020	38.15

4	Computer	Check(s) For a Total of	825.06
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General Fund

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

As of April 27, 2020, the board, by a vote,
approves payments, totaling \$10,907.83. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257427 through 257427, totaling \$10,907.83

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

Check Nbr	Vendor Name	Check Date	Check Amount
257427	SESSIONS PLUMBING & HEATING	05/05/2020	10,907.83

1	Computer	Check(s) For a Total of	10,907.83
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Capital Projects Fund

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

As of April 27, 2020, the board, by a _____ vote, approves payments, totaling \$4,283,300.45. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3249 through 3261, totaling \$4,283,300.45

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

Check Nbr	Vendor Name	Check Date	Check Amount
3249	BEACON HILL SEWER	04/30/2020	3,603.68
3250	CAPITAL PROJECTS REVOLVING FUN	04/30/2020	3,267.50
3251	COLLINS ARCHITECTURAL GROUP PS	04/30/2020	24,385.01
3252	COWLITZ COUNTY DEPT - ROADS	04/30/2020	129.81
3253	EDUCATIONAL SERVICE DIST #112	04/30/2020	164,160.98
3254	FORMA CONSTRUCTION CO	04/30/2020	3,710,179.47
3255	HEFFRON TRANSPORTATION INC	04/30/2020	2,442.50
3256	HERITAGE BANK & FORMA CONSTRUC	04/30/2020	174,602.58
3257	INTEGRUS ARCHITECTURE PS	04/30/2020	190,096.50
3258	PBS ENGINEERING & ENVIRON.	04/30/2020	8,161.39
3259	PERKINS COIE LLP	04/30/2020	472.50
3260	SECURITY PROFESSIONALS, LLC	04/30/2020	43.19
3261	ULINE	04/30/2020	1,755.34

13	Computer	Check(s) For a Total of	4,283,300.45
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 27, 2020, the board, by a _____ vote, approves payments, totaling \$6.00. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30750 through 30750, totaling \$6.00

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
30750	ACH-AP COWLITZ COUNTY TREASURE	04/30/2020	6.00

1	Computer	Check(s) For a Total of	6.00
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 27, 2020, the board, by a _____ vote, approves payments, totaling \$6.00. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, ASB ACCOUNTS PAYABLE ACH:
ACH Numbers 192000433 through 192000433, totaling \$6.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
192000433	McKee, Teresa K	04/30/2020	6.00

1	ACH	Check(s) For a Total of	6.00
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ASB Fund

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

As of April 27, 2020, the board, by a _____ vote, approves payments, totaling \$12,283.01. ~~The payments are further~~ identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30751 through 30763, totaling \$12,283.01

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

Check Nbr	Vendor Name	Check Date	Check Amount
30751	A.S.B. IMPREST FUND	04/30/2020	495.00
30752	ADVANCED ELECTRIC SIGNS, INC.	04/30/2020	948.58
30753	BANK OF AMERICA	04/30/2020	670.66
30754	BIGFOOT SCREEN PRINTING	04/30/2020	1,475.57
30755	CITY OF KELSO	04/30/2020	158.03
30756	COWLITZ COUNTY HEALTH DEPT	04/30/2020	70.00
30757	GEAR UP SPORTS, LLC	04/30/2020	7,294.94
30758	MINT VALLEY RACQUET CLUB	04/30/2020	22.50
30759	NW ASSOCIATION FOR PERFORMING	04/30/2020	600.00
30760	PLAQUES & SUCH	04/30/2020	54.84
30761	PRO GRAPHYX	04/30/2020	51.89
30762	SAFEWAY INC	04/30/2020	31.00
30763	WASHINGTON STATE THESPIAN SOCI	04/30/2020	410.00

13 Computer Check(s) For a Total of 12,283.01

**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 April 27, 2020, the board, by a _____ vote, approves payments, totaling \$89.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, PPT CCT:
Warrant Numbers 1655 through 1655, totaling \$89.00

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
1655 BANK OF AMERICA	04/30/2020	89.00

1	Computer	Check(s) For a Total of	89.00
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**NON-REPRESENTED SALARY SCHEDULE
2019-20 SCHOOL YEAR**

	Hrs/Yr	Years of Service						
		Year 1	Yrs 2-6	Yrs 7-9	Yrs 10-12	Yrs 13-19	Yrs 20-24	Yrs 25+
Administrative Assistant to Superintendent	2,080	\$31.95	\$32.35	\$32.78	\$33.20	\$33.62	\$34.04	\$35.03
Administrative Assistants:								
Business, Special Programs, Support Services, Teaching & Learning, Human Resources	2,080	\$25.50	\$25.91	\$26.33	\$26.74	\$27.14	\$27.57	\$28.37
Support Services	1,728	\$25.50	\$25.91	\$26.33	\$26.74	\$27.14	\$27.57	\$28.37
Human Resources Specialist	2,080	\$29.08	\$30.54	\$32.07	\$33.68	\$34.85	\$36.08	\$37.34
Human Resources Associate	2,080	\$22.86	\$23.41	\$23.97	\$24.52	\$25.10	\$25.65	\$26.40

SUPERVISORS & OTHER EXEMPT STAFF				
		Step 1	Step 2	Step 3
Supervisor, Facilities & Operations		\$103,908	\$106,006	\$108,102
Supervisor, Transportation & Operations		\$91,523	\$93,886	\$96,249
Supervisor, Nutrition Services		\$89,160	\$91,523	\$93,886
Supervisor, Information and Technology Services		\$81,600	\$84,150	\$86,700
Human Resources, Payroll, Fiscal, and Network and Technology Support Manager		\$69,875	\$72,310	\$74,744
Grant Coordinator (Drug Free Communities Coordinator)		\$57,617	\$61,972	\$63,519
Public Relations Officer		\$81,441	\$86,531	\$91,621
Assistant Operations Supervisor		\$55,271	\$58,313	\$68,040

Board Approval

By: _____
School Board President

Date: _____

Effective August 1, 2020

Unfinished Business

- A. Procedure 3241P Student Discipline (Information) Don Iverson
- B. Policy 3241 Student Discipline (2nd Reading & Action) Don Iverson

Section: STUDENTS

Procedure Title: ~~Classroom Management, Discipline and Corrective Action~~

Definitions

- ~~**Behavioral violation** means a student's behavior that violates the District's discipline policies.~~
- ~~**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. Classroom exclusion does not include action 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.~~
- ~~**Corrective Action** means discipline, classroom exclusion, suspension, emergency expulsion, or expulsion~~
- ~~**Culturally responsive** has the same meaning as cultural competency in RCW 28A.410.270~~
- ~~**Discipline and other forms of discipline** means all forms of corrective action used in response to behavioral violations other than classroom exclusion, suspension, expulsion, or emergency expulsion or expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.~~
- ~~**Discretionary discipline** means any disciplinary action taken in response to student misconduct that violates the rules, policies, or procedures adopted by the board of directors, other than the misconduct listed in one or more of the categories in this procedure set forth below in the section entitled "Suspension, Expulsions, and Discretionary Discipline. Discretionary discipline cannot include long term suspension or expulsion.~~
- ~~**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 an emergency removal from school for up to, but not exceeding, ten (10) consecutive school days from the student's current school placement by the superintendent or designee. An emergency expulsion requires the superintendent or designee to have good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to other students or school staff or an immediate and continuing threat of substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten (10) school days from the date of the emergency removal from school. If the district converts the emergency expulsion to another~~

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form of corrective action, it must provide notice and an explanation of due process rights to the student and parent/guardian.

- ~~**Expulsion** means a denial of attendance for a period of time up to but no longer than length of an academic term (as defined by the board of directors) from the time the student is removed from his/her current school placement by a school district superintendent or designee. An expulsion may not be for an indefinite period of time and may not be imposed as a form of discretionary discipline. An expulsion may be extended beyond one calendar year if: 1) the school principal petitions the district superintendent for an extension; and 2) the district superintendent authorizes the extension pursuant to the superintendent of public instruction's rules adopted for this purpose (see Petition for Extension of One Year Expulsion below). An expulsion may also include a denial of admission to, or entry upon, real or personal property that is owned, leased, rented or controlled by the district.~~
- ~~**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.~~
- ~~**Parent** means a biological, adoptive, or foster parent, or a guardian generally authorized to act as parent or specifically authorized to make education decisions. The definition of parent does not include the state, if the student is a ward of the state. When 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 or if a judicial decree or order identifies a specific person or persons. See WAC 392-172A-01125.~~
- ~~**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 a calendar day, except school holidays, on which enrolled students are afforded the opportunity to be engaged in educational activity planned, supervised and conducted by or under the supervision of certificated staff, and on which day all or any portion of enrolled students participate in such educational activity.~~
- ~~**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, expulsion, or emergency expulsion. 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.~~
 - ~~**Short-term suspension** means suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days.~~
 - ~~**Long-term suspension** means a suspension that exceeds ten (10)~~

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consecutive school days. A long-term suspension may not exceed the length of an academic term, as defined by the school board, cannot be imposed beyond the school year in which the alleged misbehavior occurs, and may not be imposed except for the offenses listed below in the section entitled "Suspension, Expulsions, and Discretionary Discipline."

Superintendent authority

The superintendent will have the authority to discipline, suspend or expel students. The superintendent will:

- Identify the conditions under which a teacher may exclude a student from his or her class; and
- Designate which staff members have the authority to initiate or to impose discipline, suspensions or expulsions.

No student will be expelled, suspended, or disciplined in any manner for the 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 the educational process.

No form of discipline will be enforced in such a manner as to prevent a student from accomplishing a specific academic grade, subject or graduation requirements.

Notification of suspensions of students eligible for special education services:

The principal will notify special education staff of any suspensions to be imposed on a student who is currently eligible for special education services or any student who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that the district can ensure compliance with special education discipline procedures.

Notification of procedures relating to student behavior

Principals will annually publish and make available to students, parents and staff the rules of the district that establish misconduct and the written procedures for administering corrective action. The publication will also define student rights and responsibilities relating to student behavior.

Pursuant to the Drug-Free Schools and Communities Act (Amendments of 1989), students and parents will be given annual notice of the standard of conduct the district requires regarding controlled substance and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.

The District will also, in consultation with staff, students, student's families, and the community, form a District Ad Hoc team to periodically review and update the District's rules, policies, and procedures related to student discipline within the Rights and Responsibilities Handbook.

Fundamental rights.

When administering discipline under this chapter, the school district must not:

- (1) Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal;
- (2) Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
- (3) Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
- (4) Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
- (5) Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

Rights and responsibilities of certificated staff

Certificated staff will have the right to:

- Expect students to comply with school rules;
- Develop and/or review building rules relating to student conduct, behavioral expectations and supports, at least once each year. Building rules will be consistent with district rules relating to student conduct;
- Receive any complaint or grievance regarding corrective action of students. Certificated staff will be given the opportunity to present their version of the incident and to meet with the complaining party in the event that a conference is arranged;
- Use such reasonable action as is necessary to protect himself/ herself, a student, or others from physical abuse or injury;
- Detain a student after school with due consideration for bus transportation.
- To be notified when the school/district is made aware of violent or criminal behavior in a student's background/history. That information will be provided to those working directly with the student. A staffing to discuss possible concerns may be initiated.

Teachers have the right to exclude any student who creates a disruption of the educational process in violation of building disciplinary standards, while under the teacher's supervision, from his/her individual classroom or instructional or activity area for all or any portion of the balance of the school day or until the principal or designee and teacher have conferred, whichever occurs first.

~~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." In compliance with and support of RCW 28A.600.020 and Kelso School Board policies 3200 and 3241, "Confer" means that the teacher has had the opportunity to provide input on a plan for disciplining the student, that the teacher's input has received full administrative consideration, and the administrator's discipline decision was discussed with the teacher and is mutually acceptable to the administrator and to the teacher before the student returns to the teacher's classroom.~~

~~Except in emergency circumstances as provided for in WAC 392-400-290 (see Emergency Removal below), the teacher will attempt one or more forms of corrective action prior to excluding the student. 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 and the teacher have conferred.~~

Certificated staff will have the responsibility to:

- ~~• Observe the rights of students;~~
- ~~• Supervise student behavior and enforce the rules of student conduct fairly, consistently, and without discrimination. Any infractions will be reported orally and in writing to the principal as soon as possible regardless of any corrective actions taken by the teacher;~~
- ~~• Maintain good order in the classroom, in the hallways, on the playgrounds or other common areas of the school, and on school buses (i.e., during field trips);~~
- ~~• Maintain accurate attendance records and report all cases of truancy;~~
- ~~• Set an appropriate example of personal conduct and avoid statements which may be demeaning or personally offensive to any student or group of students; and~~
- ~~• Meet with a parent(s) within five (5) school days upon request to hear a complaint regarding the use of classroom materials and/or teaching strategies that are being employed in the classroom.~~

Principals will have the responsibility to:

- ~~• Impose suspension or expulsion when appropriate;~~
- ~~• Notify parents when students are suspended or expelled; and~~
- ~~• Confer with certificated staff at least once per year to develop and/or review rules of conduct to be employed in the school and corrective actions that may be employed in the event of rule infractions.~~

Unexcused absences and tardiness

~~Students with one or more unexcused absences and/or tardiness and subject to~~

Procedure 3241P

~~compulsory attendance pursuant to Chapter 28A.225 RCW may be subject to corrective action that is reasonably calculated to modify the student's conduct. However, if a district imposes corrective action on a student for one or more unexcused absences, it must:~~

- ~~• Provide notice to the student's parent/guardian in writing in English or the primary language of the parent/guardian, that the student has failed to attend school without valid justification, and by any other means necessary to provide notice of these facts;~~
- ~~• Schedule a conference or conferences with the parents/guardians and the student to analyze the causes of the student's absences and determine whether the student would be appropriately placed in a special program designed for his/her educational success; and~~
- ~~• Take steps to reduce the student's absences, which include, where appropriate in the judgment of district staff, adjustments to the student's school program or school or courses or assisting the parent/guardian in obtaining supplementary services.~~

~~Additionally, a student's academic grade or credit may only be adversely affected by reason of tardiness or absences if:~~

- ~~• The student's attendance or participation is related to the instructional objectives or goals of the particular subject or course;~~
- ~~• The student's attendance or participation has been identified by the teacher pursuant to district policy as a basis for grading the subject or course; and~~
- ~~• The circumstances pertaining to the student's inability to attend school have been taken into consideration, including whether the absences are directly related to the student's disability under Section 504 of the Rehabilitation Act of 1964, Title II of the Americans with Disabilities Act (ADA) or the Individuals with Disabilities Education Act (IDEA).~~

Alternative forms of corrective action

~~The board encourages the use of alternative forms of correction action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning. District administrators may consider alternative forms of corrective action—including programs intended to lessen the time of exclusion from class attendance—which have been approved by the board and/or superintendent.~~

~~Except in cases involving exceptional misconduct, district administrators must impose alternative forms of corrective action for incidents of misbehavior prior to imposing a suspension or expulsion for the same type of misbehavior.~~

Student disciplinary boards

~~The board recognizes that a student's behavior may be positively influenced when an incident giving rise to corrective action is reviewed by a panel of the student's peers. The board may, in its discretion, authorize the establishment of one or more student-disciplinary boards composed of students, which may also include teachers,~~

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~~administrators, parents or any combination thereof pursuant to WAC 392-400-220. The student disciplinary board may be authorized to prescribe reasonable discipline and may recommend suspension or expulsion to the appropriate school authority. The school authority will be authorized to set aside or modify the student disciplinary board's recommendation.~~

Student discipline

~~Student discipline will be enforced in order to maintain a safe and orderly school environment that is conducive to student learning.~~

~~The methods employed in enforcing the rules of student conduct involve professional judgment. Such judgment should be:~~

- ~~• Consistent from day to day and student to student;~~
- ~~• Guided by appropriate classroom management strategies;~~
- ~~• Balanced against the severity of the misconduct;~~
- ~~• Appropriate to the student's circumstances and prior behavior;~~
- ~~• Fair to the student, parent/guardian, and others; and effective.~~

~~Since these criteria may conflict, established procedures must be followed in correcting misbehavior. No form of discipline will be enforced in such a manner as to prevent a student from accomplishing specific academic grade, subject or graduation requirements. Appeal procedures have been established in order to provide for an opportunity for every corrective action to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff.~~

Detention

~~For minor infractions of school rules or regulations, or for minor misconduct, staff may detain students after school hours.~~

~~Preceding the assignment of detention, the staff member will inform the student of the nature of the offense charged and of the specific conduct which allegedly constitutes the violation. The student will be afforded an opportunity to explain or justify his/her actions to the staff member.~~

~~Detention will not begin until the parent/guardian has been notified (except in the case of an adult student) for the purpose of informing him/her of the basis and reason for the detention and to permit him/her to make arrangements for the necessary transportation of the student when he/she has been detained after school hours for corrective action.~~

~~Students detained for corrective action will be under the direct supervision of the staff member or another member of the professional staff.~~

Grievance and appeal process for student discipline

~~Any parent/guardian or student who is aggrieved by the imposition of discipline will have the right to an informal conference with the principal for the purpose of resolving the~~

Procedure 3241P

~~grievance. The employee whose action is being grieved will be notified of the grievance as soon as reasonably possible.~~

~~At such conference the student and parent/guardian will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.~~

~~After exhausting this remedy, the parent/guardian 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.~~

~~If the grievance is not resolved, the parent/guardian and student, upon two (2) school business days' prior notice, have the right to present a written or oral grievance to the board during its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance. The board will notify the parent and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented. The disciplinary action will continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.~~

Emergency removal

~~A student may be removed immediately from a class or subject by a teacher or administrator without other forms of corrective action and sent to the principal or a designated school official, without first attempting corrective action, provided that the teacher or administrator has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students or staff or an immediate and continuing threat of substantial disruption of the class, subject, or educational process of the student's school. The removal will continue only until:~~

- ~~• The danger or threat ceases; OR~~
- ~~• The principal or designee acts to impose corrective action.~~

~~The principal or designee will meet with the student as soon as reasonably possible following the removal and take or initiate appropriate corrective action. The meeting will take place no later than the beginning of the school day following the student's emergency removal. The teacher or administrator who removed the student will be notified of the action taken or initiated.~~

~~In no event without the consent of the teacher may a student that has been emergency removed return to the class until the teacher and principal and/or designee have conferred. In compliance with and support of RCW 28A.600.020 and Kelso School Board policies 3200 and 3241, "Confer" means that the teacher has had the opportunity to provide input, that the teacher's input has received full administrative consideration, and the administrator's decision for the student's return was discussed with the teacher and is mutually acceptable to the administrator and to the teacher before the student returns to the teacher's classroom.~~

Short-term suspension

Conditions and limitations

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~~The nature and circumstances of the student conduct violation must reasonably warrant a short-term suspension. As a general rule, no student will be suspended for a short term unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature.~~

~~No student in grades kindergarten through fourth grade will be suspended for more than a total of ten (10) school days during any single semester or trimester and no loss of academic grades or credit will be imposed by reason of the suspension.~~

~~No student in fifth grade and above will be suspended for more than a total of fifteen (15) school days during any single semester or ten school days during any single trimester.~~

~~Any student who has been short-term suspended will be provided the opportunity upon return to make-up assignments and tests missed during the suspension if the assignments or tests have a substantial effect upon the student's grades or failure to complete such assignments or tests would result in denial of credit.~~

~~The principal will notify special education staff of any short-term suspensions to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that short-term suspensions may cumulatively or consecutively exceed ten school (10) days, (see Procedure 2161P, Special Education and Related Services for Eligible Students, Discipline section) the principal will notify relevant special education staff so that the district can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.~~

In-school suspension

~~Students who are denied attendance at school are denied the opportunity to learn. The district has therefore created an in-school suspension program which temporarily removes the student from his/her regular learning environment but permits the student to maintain his/her educational progress. An in-school suspension is no different from any other suspension as defined by WAC 392-400-205, and therefore triggers the same substantive and procedural due process, including student and parent/guardian notification.~~

~~Students who are assigned to in-school suspension are granted this opportunity as a privilege and are expected to comply with the expectations of staff. The superintendent will establish guidelines for the operation of the in-school suspension program.~~

Suggested guidelines for in-school suspension are as follows:

- ~~• A student who is afforded the opportunity to be assigned to in-school suspension will agree to the conditions specified by the school principal. Unless the student is of majority age, the principal will inform the parent or guardian. The student's or parents' or guardians' conversation will include the number of days the student will be assigned to in-school suspension.~~
- ~~• In-school suspension is designed to encourage learning. Students will be expected~~

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to work on their classroom assignments at all times.

- ~~A student in in-school suspension will attend a single subject or class or any full-schedule of subjects or classes in a separate location on school property from their regular subject or class or schedule and/or classmates.~~
- ~~The student will be denied the opportunity to participate in any school activities while in in-school suspension.~~
- ~~While in-school suspended, the student and staff may develop a behavior contract that defines the future expected behavior of the student. The student and his/her parents/guardians and a staff member will sign the contract.~~
- ~~Any act of inappropriate conduct may result in imposition of other corrective action.~~
- ~~After a student is placed back into the regular classroom(s), the principal or designee or school counselor will monitor the student's progress. The student will be encouraged to maintain a relationship with the school counselor or other staff members as a means of dealing with any problems that arise.~~
- ~~Specific rules and building procedures will be developed by the building principal.~~

Exceptional misconduct

~~A student may be short-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruption to the operation of the school that immediate suspension is warranted. In cases of exceptional misconduct, a short-term suspension may be imposed without first attempting alternative forms of corrective action.~~

~~The superintendent, following consultation with a representative ad hoc citizens' committee, will recommend for board adoption, the nature and extent of the corrective actions which may be imposed as a consequence of exceptional misconduct. (See Procedure 3240P). An exception may be granted by an administrator when warranted by extenuating circumstances.~~

Prior notice and conference

- ~~Prior to the short-term suspension of a student, the principal or designee will conduct a conference with the student and provide:~~
- ~~An oral or written notice of the charges;~~
- ~~An oral or written explanation of the evidence in support of the allegation(s); AND~~
- ~~An oral or written explanation of the short-term suspension which may be imposed.~~

~~The student will be provided an opportunity to present his/her explanation of the allegation(s).~~

~~If the short-term suspension is to exceed one (1) calendar day, the principal or designee will notify the student's parent/guardian of the reason for the suspension and its duration either orally or by U.S. mail as soon as reasonably possible. The notice will also address~~

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~~the parent/guardian's right to an informal conference pursuant to WAC 392-400-255 and the fact that the suspension may be reduced as a result of such conference.~~

Grievance and appeal process for short-term suspension

~~Any parent/guardian or student who is aggrieved by the imposition of a short-term suspension will have the right to an informal conference with the principal or designee for the purpose of resolving the grievance. At such conference the student and parent will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.~~

~~The parent/guardian and student after exhausting this remedy will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the superintendent.~~

~~If the grievance is not resolved, the parent/guardian and student, upon two (2) school business days' prior notice, will have the right to present a written or oral grievance to the board at its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance.~~

~~The board will notify the parent/guardian and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented. The short-term suspension will continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.~~

Readmission

~~Any student who has been short-term suspended will be allowed to make application for readmission at any time in accordance with district policy and procedure. (See also—Readmission Application Process, below)~~

Emergency expulsion

Conditions and limitations

~~A student may be immediately removed from school prior to a hearing without other forms of corrective action if the superintendent or designee has good and sufficient reason to believe that the student poses:~~

- ~~•—An immediate and continuing danger to other students or school staff; OR~~
- ~~•—An immediate and continuing threat of substantial disruption of the educational process.~~

~~Such emergency expulsion must end or be converted to another form of corrective action within ten (10) school days of the date of the expulsion. If the emergency expulsion is converted to another form of corrective action, the district will provide the student and/or parents/guardians with notice and due process rights appropriate to the new corrective action.~~

Notice of hearing

~~The district will notify the student and his/her parents/guardians of the emergency—~~

expulsion and of their opportunity for a hearing by:

- ~~Hand delivery of written notice within twenty-four hours of expulsion (school districts must document delivery of the notice by obtaining the signature of the student's parents/guardians acknowledging receipt or the written certification of the person making the delivery); OR~~
- ~~Certified letter mailed within twenty-four hours of the expulsion (reasonable attempts to contact the parents/guardians by phone or in person will also be made as soon as reasonably possible).~~

~~The district's written and oral notice of emergency expulsion and opportunity for hearing will:~~

- ~~Be provided in the predominant language of the student and/or a parent/guardian, if other than English, if feasible;~~
- ~~Specify the alleged reasons that the student's presence poses an immediate and continuing danger to students, school staff, or poses an immediate and continuing threat of substantial disruption of the educational process.~~
- ~~Set forth the date on which the emergency expulsion began and when it will end;~~
- ~~Set forth the right of the student and/or his or her parents/guardians to a hearing for purposes of contesting the allegations as soon as is reasonably possible; and~~
- ~~Set forth the facts that:~~
 - ~~A written or oral request for hearing must be received by a designated school employee or his or her office on or before the end of the third school business day after receipt of the notice of opportunity for hearing; AND~~
 - ~~If the request is not received within three school business days, then the right to a hearing may be deemed waived and the emergency expulsion may be continued, if deemed necessary, for up to ten (10) school days from the date of the student's emergency expulsion from school without any further opportunity for the student or his or her parent/guardian to contest it.~~

~~As a best practice, the district should provide a schedule of school business days with the notice.~~

~~The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The request may be provided in writing or orally, but must be provided to the district employee specified in the notice or their office. If a request for hearing is not received within the required period, the district will deem the right to hearing waived and the emergency expulsion may be imposed for up to ten (10) school days from the date of the expulsion from school.~~

Prehearing and hearing

~~If a request for hearing is received within three (3) school business days after receipt of~~

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~~notice, the school district will immediately schedule and give notice of a hearing to commence as soon as reasonably possible and no later than the second school business day after receipt of the request for hearing.~~

~~The student and his/her parents/guardians have the right to:~~

- ~~• Be represented by legal counsel;~~
- ~~• Inspect in advance of the hearing any documentary and physical evidence that the district intends to introduce at hearing;~~
- ~~• Question and confront witnesses (see WAC 392-400-305 for procedure if a school district witness does not appear);~~
- ~~• Explain the alleged misconduct;~~
- ~~• Present relevant affidavits, exhibits, and witnesses.~~

~~The district and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing.~~

~~The hearing will be conducted before a hearing officer appointed by the superintendent. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both district administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings. Either a tape recorded or verbatim record of the hearing will be made.~~

~~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 hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.~~

~~The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:~~

- ~~• Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);~~
- ~~• Findings of fact as to the alleged misconduct;~~
- ~~• A conclusion as to whether the student's immediate and continuing danger to students and/or school staff OR immediate and continuing threat of substantial disruption of the educational process giving rise to the emergency expulsion has terminated; AND~~
- ~~• A conclusion as to whether the emergency expulsion shall be converted to another~~

form of corrective action or stand as imposed.

Within one (1) school business day after the date upon which the hearing concludes, the hearing officer will issue the decision and the district will provide notice of such decision to the student and the student's parents/guardians and legal counsel, if any, by depositing a letter in certified U.S. mail.

If the hearing officer concludes in his/her decision that the emergency expulsion shall be converted to another form of corrective action, the district must provide notice of all due process rights to the student and parent/guardian for the appropriate corrective action. For appeals from a hearing officer decision regarding an emergency expulsion, see Appeals of long term suspension and expulsion, below.

Long term suspension

Conditions and limitations

A student may be long term suspended for violation of school district rules. The nature and circumstances of the violation must reasonably warrant a long term suspension. As a general rule, no student will be long term suspended unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature.

No student in fifth grade and above will be long term suspended in a manner that causes the student to lose academic grades or credit for longer than one semester or trimester during the same school year.

The principal will notify special education staff of any long term suspension to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that the district can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

Exceptional misconduct

A student may be long term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruptive effect on the operation of the school that an immediate resort to a long term suspension is warranted. In cases of exceptional misconduct, a long term suspension may be imposed without first attempting alternative forms of corrective action. The superintendent, following consultation with a representative ad hoc citizens' committee, will recommend for board approval, the nature and extent of the corrective actions which may be imposed as a consequence of exceptional misconduct. (See Procedure 3240P). An exception may be granted by an administrator and/or hearing officer when warranted by extenuating circumstances.

Notice of hearing

Prior to imposing a long term suspension, the district will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be

~~delivered in person or by certified mail. The notice will:~~

- ~~• Be provided in the predominant language of the student and his or her parents/guardians, if other than English, if feasible;~~
- ~~• Specify the alleged misconduct and the school district rule(s) alleged to have been violated;~~
- ~~• Set forth the proposed long-term suspension;~~
- ~~• Set forth the right to a hearing for the purpose of contesting the allegation(s); AND~~
- ~~• Set forth the facts that:~~
 - ~~➤ A written or oral request for hearing must be received by the Director of Student Services and Supervision or their office on or before the end of the third school business day after the notice is received; and~~
 - ~~➤ If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed without further opportunity for the student and/or their parent/guardian to contest it.~~

~~As a best practice, the district should provide a schedule of school business days with the notice.~~

~~The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The request may be provided in writing or orally, but must be provided to the district employee specified in the notice or their office. If a request for hearing is not received within the required period, the district will deem the right to hearing waived and the long-term suspension may be imposed.~~

~~Pre-hearing and hearing~~

~~If a request for hearing is received within three (3) school business days after receipt of notice, the school district will schedule a hearing to begin within three (3) school business days after the date of receiving the request.~~

~~The student and parent/guardian have the right to:~~

- ~~• Be represented by legal counsel;~~
- ~~• Inspect in advance of the hearing any documentary and physical evidence that the district intends to introduce at hearing;~~
- ~~• Question and confront witnesses (see WAC 392-400-305 for procedure if a school-district witness does not appear);~~
- ~~• Explain the alleged misconduct; and~~
- ~~• Present relevant affidavits, exhibits, and witnesses.~~

~~The district and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the~~

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hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the superintendent. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both district administration experience and/or legal training and/or prior experience conducting administrative hearings.

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 hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
- A conclusion as to whether the nature and duration of the proposed long term suspension is appropriate or whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and the district will provide notice of such decision to the student's legal counsel, or, if none, to the student's and his/her parents/guardians.

If the hearing officer decides that a long term suspension is appropriate, the parent/guardian and student will have the right to appeal that decision to the school board or school district disciplinary appeal council by filing a written or oral notice of appeal at the office of the superintendent or the hearing officer within three (3) school business days after the date of receipt of the decision.

If a timely notice of appeal is not provided to the district, the long term suspension may be imposed as of the calendar day following expiration of the three (3) school business day period (see Appeal Process for Long Term Suspension or Expulsion, below).

Readmission

Any student who has been long term suspended will be allowed to make application for readmission at any time in accordance with district policy and procedure. (See also Readmission Application Process, below)

Expulsion

Conditions and limitations

~~The nature and circumstances of the alleged violation must reasonably warrant the harshness of expulsion. No student will be expelled unless other forms of corrective action reasonably calculated to modify his or her conduct have failed or there is good reason to believe that other forms of corrective action would fail if used.~~

~~The district will make reasonable efforts to assist students in returning to an educational setting prior to, and no later than, the end date of the expulsion.~~

~~An expulsion may not be imposed for an indefinite period of time, and may not exceed one calendar year from the date of corrective action unless:~~

- ~~• The school petitions the superintendent for an extension; AND~~
- ~~• The superintendent authorizes the extension in compliance with the superintendent of public instruction's rules adopted for this purpose (see Petition for Extension of One Year Expulsion below).~~

~~Once a student is expelled in compliance with district policy, the expulsion will be brought to the attention of appropriate local and state authorities, including, but not limited to, juvenile authorities acting pursuant to the Basic Juvenile Court Act, so that such authorities may address the student's educational needs.~~

~~Any elementary or secondary school student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school provided transportation, or areas of facilities while being used exclusively by public schools, will be expelled from school for not less than one calendar year~~

~~pursuant to RCW 28A.600.420 with notification to parents/guardians and law enforcement.~~

Notice of hearing

~~Prior to the expulsion of a student, the district will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:~~

- ~~• Be provided in the predominant language of the student and his or her parents/guardians, if other than English, if feasible; Specify the alleged misconduct and the school district rule(s) alleged to have been violated;~~
- ~~• Set forth the proposed expulsion;~~
- ~~• Set forth the right to a hearing for the purpose of contesting the allegation(s); AND~~
- ~~• Set forth the facts that:~~
 - ~~➤ A written or oral request for hearing must be received by (insert designated staff member) or their office on or before the end of the third school business day after the notice is received; and~~
 - ~~➤ If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed~~

~~without further opportunity for the student and/or their parent/guardian to contest it.~~

Prehearing and hearing

~~If a request for hearing is received within three (3) school business days after receipt of notice, the school district will schedule a hearing to begin within three (3) school business days after the date of receiving the request.~~

~~The student and parent/guardian have the right to:~~

- ~~• Be represented by legal counsel;~~
- ~~• Inspect in advance of the hearing any documentary and physical evidence that the district intends to introduce at hearing;~~
- ~~• Question and confront witnesses (see WAC 392-400-305 for procedure if a school district witness does not appear);~~
- ~~• Explain the alleged misconduct;~~
- ~~• Present relevant affidavits, exhibits, and witnesses.~~

~~The district and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing. Either a tape recorded or verbatim record of the hearing will be made.~~

~~The hearing will be conducted before a hearing officer appointed by the superintendent. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both district administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings.~~

~~The hearing is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the hearing will be held without public notice and without public access unless the student(s) and/or the parent(s)/guardian(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will comply with the Family Educational Rights and Privacy Act (FERPA) in regard to 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 hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.~~

~~The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:~~

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- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
- A conclusion as to whether the expulsion is appropriate OR whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and the district will provide notice of such decision to the student's legal counsel, or, if none, to the student's and his/her parents/guardians.

The student and parent/guardian will have the right to appeal the hearing officer's decision to the school board or school district disciplinary appeal council by filing a written or oral notice of appeal at the office of the superintendent or the hearing officer within three (3) school business days after the date of receipt of the decision. If a timely notice of appeal is not provided to the district, the expulsion may be imposed as of the calendar day following expiration of the three (3) school business day period.

If a timely notice of appeal is received, see Appeal Process for Long Term Suspension or Expulsion, below.

Readmission

Any student who has been expelled will be allowed to make application for readmission at any time in accordance with district policy and procedure. (See also Readmission Application Process, below)

Reporting

Principals will report all long term suspensions and the reasons therefor to the superintendent or designee within twenty-four (24) hours after the imposing the expulsion.

Petition for extension of one-year expulsion

The principal or designee may petition the superintendent for authorization to exceed the one year calendar limitation on an expulsion when warranted because of risk to public health and safety. The petition may be submitted any time after final imposition of the expulsion and prior to the end of the expulsion. The petition will include:

- A detailed description of the student's misconduct, the school rules that were violated, and the public health or safety concerns of the district;
- A detailed description of the student's academic, attendance and discipline history, if any;
- A description of the lesser forms of corrective action that were considered and the reasons why they were rejected;
- A description of all alternative learning experiences, vocational programs and/or other educational services that may be available to the student;
- The proposed extended length of the expulsion;

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- Identification of special education services or accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, if appropriate;
- A proposed date for the reengagement meeting.

A copy of the petition will be delivered in person or by certified mail to the student and his/her parents/guardians in the predominant language of the student and/or his/her parents/guardians, if other than English, if feasible; Rights Act of 1964. The student and/or parents/guardians may submit a written or oral response to the petition within ten (10) school business days of receipt of the petition.

Within eleven (11) school business days, but no later than twenty (20) school business days from delivery of the petition to the student and parent/guardians, the superintendent will issue a written decision granting or denying the petition. The superintendent, in his/her discretion, may grant the petition if evidence exists that if a student was to return at or before one calendar year, he/she would pose a risk to public health or safety. The written decision will include a description of rights and procedures for appeal.

The student and/or parents/guardians may appeal the decision within ten (10) school business days of receipt of the decision to the school board.

The district will report the number of petitions submitted, approved and denied to the office of the superintendent of public instruction annually.

Appeal process for long-term suspension and expulsion

If a timely notice of appeal is received, the long-term suspension or expulsion may be imposed during the appeal period if:

- The long-term suspension or nonemergency expulsion is imposed for no more than ten (10) consecutive days or until the appeal is decided, whichever is the shortest period.
- Any days that the student is suspended or expelled before the appeal is decided are applied to the term of suspension or expulsion and will not limit or extend the term of the suspension or extend the term of suspension or expulsion; and
- A suspended student who returns to school before the appeal is decided will be provided the opportunity upon return to make up assignments and tests missed by reason of suspension if:
 - Such assignments or tests have a substantial effect on the student's semester or trimester grade or grades; OR
 - Failure to complete such assignment or tests would result in denial of course credit.

The board will schedule and hold a meeting to informally review the matter within ten (10) school business days from receipt of such appeal. The purpose of the meeting will be to confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time the student, parent/guardian, and/or counsel will be given the

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~~right to be heard and will be granted the opportunity to present such witnesses and testimony as the board deems reasonable.~~

~~Prior to adjournment, the board will agree to one of the following procedures:~~

- ~~• Study the hearing record or other materials submitted and record its findings within ten (10) school business days; OR~~
- ~~• Schedule and hold a special meeting to hear further arguments on the case and record its findings within fifteen (15) school business days; OR~~
- ~~• Hear and try the case de novo before the board within ten (10) school business days.~~

~~Any decision by the board to impose or to affirm, reverse or modify the imposition of suspension or expulsion upon a student will be made only by:~~

- ~~• Those board members who have heard or read the evidence;~~
- ~~• Those board members who have not acted as a witness in the matter; AND~~
- ~~• A majority vote at a meeting at which a quorum of the board is present.~~

~~Within thirty (30) days of receipt of the board's final decision, any parent and student desiring to appeal any action upon the part of the board regarding the suspension or expulsion may serve a notice of appeal upon the board and file such notice with the Superior Court Clerk of the County.~~

Reengagement Meeting

~~A reengagement meeting should be convened within twenty (20) days of a long term suspension or expulsion but no later than five (5) days before the student's reentry or reenrollment to school. The purpose of the meeting is to discuss a reengagement plan with the parent/guardian and the student.~~

Reengagement Plan

~~The district must create a plan tailored to the student's individual circumstances, including consideration of the incident that led to the student's long term suspension or expulsion. The plan should aid the student in taking the necessary steps to remedy the situation that led to the suspension or expulsion.~~

~~In developing the reengagement plan, the district should consider shortening the length of time that the student is suspended or expelled, other forms of corrective action and supportive interventions that aid in the student's academic success and keep the student engaged and on track to graduate.~~

~~A reengagement meeting conducted by the district involving the student and his/her parents/guardians is not intended to replace a petition for readmission.~~

Readmission Application Process

~~Any student who has been suspended or expelled will be allowed to make application for readmission at any time. If a student desires to be readmitted to the school from which he/she has been suspended/expelled, the student will submit a written application to the~~

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~~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:~~

- ~~• Reasons the student wants to return and why the request should be considered;~~
- ~~• Evidence which 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/guardian of the decision within seven (7) school days of the receipt of such application.~~

Adopted:	<u>June 2007</u>
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Student Discipline Procedure 3241P

(Red – Language as of 04/27/20, Blue – Added Language as of 05/11/20)

Definitions

For purposes of all disciplinary policies and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
- **“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 action 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 must provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, the district must 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 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. For parents who are unable to read any language, the district will provide written material orally.

Supporting Students with Other Forms of Discipline

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses 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.

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 address the differences in perception 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).

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.

Students and parents may challenge the administration of other forms of discipline, including the imposition of after-school detention using the grievance process below.

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 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 and Assistant Principals, 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.

Classroom exclusions (WAC 392-400-330)

After attempting at least one other form of discipline, as set forth above, 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. As stated above, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavior that disrupts the educational process to reduce the effect of implicit or unconscious bias.

Classroom exclusion may be 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 notification and due process as stated in the section 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 form of discipline, including 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 classroom exclusion 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 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

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion 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.

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 discipline in any manner 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 in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

As stated above, the district must have 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.

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.

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 expulsion 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 (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 other law precludes the student from returning to his or her regular educational setting.

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.

In-school suspension and short-term suspension

The Superintendent designates to Directors, School Principals and Assistant Principals with the authority to impose in-school and short-term suspension. Before 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 and considered the student's individual circumstances. The district will not administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal.

Unless otherwise required by law, 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, 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

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, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must provide the student an opportunity to contact his or her parent(s) regarding the initial hearing. 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.

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;

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 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 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

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 impose long-term suspension or expulsion only for 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 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:
 - any violent offense as defined in RCW 9.94A.030, including
 - any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - manslaughter;
 - indecent liberties committed by forcible compulsion;
 - kidnapping;
 - arson;
 - assault in the second degree;
 - assault of a child in the second degree;
 - robbery;
 - drive-by shooting; and
 - 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.

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 - i. any sex offense as defined in RCW 9A.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;
 - ii. inhaling toxic fumes in violation of chapter 9.47A RCW;
 - iii. any controlled substance violation of chapter 69.50 RCW;
 - iv. any liquor violation of RCW 66.44.270;
 - v. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
 - vi. 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;
 - vii. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
 - viii. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
 - ix. 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
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 - i. criminal gang intimidation in violation of RCW 9A.46.120;
 - ii. gang activity on school grounds in violation of RCW 28A.600.455;
 - iii. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
 - iv. 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 RCW 28A.600.015, 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, the district will work to develop definitions and consensus on what constitutes such an imminent threat to reduce the effect of implicit or unconscious bias.

Behavior agreements

The district authorizes staff 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. The district will provide any behavior agreement in a language and form the student and parents understand.

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.

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.

Other than for the firearm exception 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 its special education discipline procedures as well as its general education discipline procedures.

Divergence between long-term suspension and expulsion

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.

Emergency Expulsions

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.

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.

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.

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. 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 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 or 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 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 be made only 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 or 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.

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:	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 |**

Section: **STUDENTS**

Policy Title: ~~Classroom Management, Discipline, and Corrective Action~~

~~Rules of student conduct are essential for maintaining a safe and supporting learning environment for all students. A student's refusal to comply with rules and regulations established for the governing of the school will constitute sufficient cause for disciplinary actions.~~

~~Staff are responsible for supervising student behavior, employing effective classroom management methods and enforcing the rules of student conduct in a fair, consistent and non-discriminatory manner. Disciplinary action must be reasonable, culturally responsive, and necessary under the circumstances while reflecting the district's priority to maintain a safe and positive learning environment for all students and staff. The district will administer disciplinary action in a way that responds to the needs and strengths of students, supports students in meeting behavioral expectations, and keeps them within the classroom to the maximum extent possible.~~

~~When administering discipline under this policy and the related procedure, district staff must not:~~

- ~~• Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal.~~
- ~~• Deprive a student of constitutional rights to freedom of speech, press, peaceable assembly, petition the government and its representatives for a redress of grievances, free exercise of religion, free from sectarian control or influence, subject to reasonable time, place, and manner limitations on exercising such rights;~~
- ~~• Deprive a student of the constitutional right to be secure in the person, papers, and effects against unreasonable searches and seizures;~~
- ~~• Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or~~
- ~~• Deprive a student of the right to an equal educational opportunity, in whole or in part, without due process of law.~~

~~The district will distribute its discipline policy and procedure to students, their parents/guardians, and the community on an annual basis. The district will provide students and/or their parents/guardians with all required substantive and procedural due process concerning grievances, hearings, and/or appeals of corrective action. The district will ensure that it provides such information with language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Acts of 1964. The district will also strive to provide trainings regarding policies and procedures related to student discipline for appropriate school and district staff whose duties require them to interact with students and enforce or implement components of student discipline.~~

~~The district will assist long-term suspended and expelled students in returning to school as soon as possible by providing them with a reengagement plan tailored to the student's individual~~

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~~circumstances, including consideration of the incident that led to the student's long-term suspension or expulsion.~~

~~The District, however, may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion for the purpose of protecting 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; and~~
- ~~• 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.~~

~~The district will annually collect and review data on disciplinary actions taken against students within each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042 and will include students protected by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. The review must include short-term suspensions, long-term suspensions and expulsions. In reviewing the data, the district will determine whether it has disciplined a substantially disproportionate number of students within any of the disaggregated categories. If the district finds disproportionality, the district will take action to ensure that it is not the result of discrimination.~~

~~In consultation with school district staff, students, families and the community, the district will periodically review and update this policy and its accompanying procedure.~~

Cross References:	Board Policy 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
	3210	Nondiscrimination
	3240	Student Conduct Expectations and Reasonable Sanctions
	3244	Prohibition of Corporal Punishment
	3520	Student Fees, Fines, or Changes
	4210	Regulation of Dangerous Weapons on School Premises
	4218	Language Access Plan (not yet adopted by KSD 10.10.16)

Legal References:

RCW 9A.16.100	Use of force on children – Policy – Actions
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	presumed unreasonable
RCW 9A.12.020	Possessing dangerous weapons on school facilities – Penalty – Exceptions
RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching – Scope – Responsibilities – Penalty
Chapter 28A.225, RCW	Compulsory school attendance and admission
Chapter 28A.320, RCW	Provisions applicable to all districts
RCW 28A.400.100	Principals and vice principals – Employment of Qualifications – Duties
RCW 28A.400.110	Principal to assure appropriate student discipline Building discipline standards – Classes to improve classroom management skills
Chapter 28A.600, RCW	Students
34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964
42 U.S.C. 2000d et seq.	Civil Rights Act of 1964
WAC 392-190-048	Access to course offerings – Student discipline and corrective action
Chapter 392-400, WAC	Pupils

Management Resources:

Policy & Legal News, August 2018
Policy & Legal News, July 2016
Policy & Legal News, December 2014
Policy & Legal News, August 2014
Policy News, June 2010

Adopted:	<u>May 8, 2006</u>
Revised:	<u>June 9, 2008</u>
Revised:	<u>June 15, 2009</u>
Revised:	<u>May 19, 2014</u>
Revised:	<u>March 9, 2015</u>
Revised:	<u>February 21, 2017</u>
Revised:	<u>December 17, 2018</u>

Student Discipline

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“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
 - 3240 – Student Conduct Expectations and Reasonable Sanctions
 - 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.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions

RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable

Management
Resources:

2019 - April Policy Alert

2010 - June Issue

2014 - August Issue

2014 - December Issue

2016 - July Policy Issue

2018 - August 2018 - August Policy Issue

Adopted: 5.8.06

Revised: 6.9.08 | 6.15.09 | 5.19.14 | 3.9.15 | 2.21.17 | 12.17.18

New Business

- A. School Boundary Adjustments - Fall 2021 (Action) Scott Westlund
- B. Policy 3131 & 3131P District Attendance Area – Transfers (Information) Don Iverson
- C. Resolution 2019R 2019/20-23 Emergency Waiver of School Days & Instructional Hours (Action)
..... Mary Beth Tack
- D. Kelso School District Continuous Learning Plan -COVID-19 (Action)Kim Yore/Lacey DeWeert
- E. Superintendents Report Mary Beth Tack



May 11, 2020

TO: Mary Beth Tack, Superintendent

FROM: Scott Westlund, Chief Financial and Operations Officer

SUBJECT: School Boundary Adjustments for Fall 2021.

In 2017, the School Board directed the Facility Improvement Team (FIT) to review district facilities and recommend a 20-year capital improvement program. Based upon these recommendations, major capital projects were identified and included on the Capital Bond Levy which was approved by voters in February 2018.

One of the major projects, the new elementary school in Lexington, is currently under construction and will open in September of 2021. The construction of Lexington Elementary School necessitated the closure of both Beacon Hill and Catlin Elementary Schools. These closures, along with the construction of the larger school in Lexington, required shifting elementary school attendance boundaries.

Since Fall 2019, the Boundary Review Committee (BRC) has been developing recommendations to implement school boundary adjustments necessary to accommodate the opening of Lexington Elementary School. The BRC's work was directed by Board approved Guiding Principals and District Policy 3130.

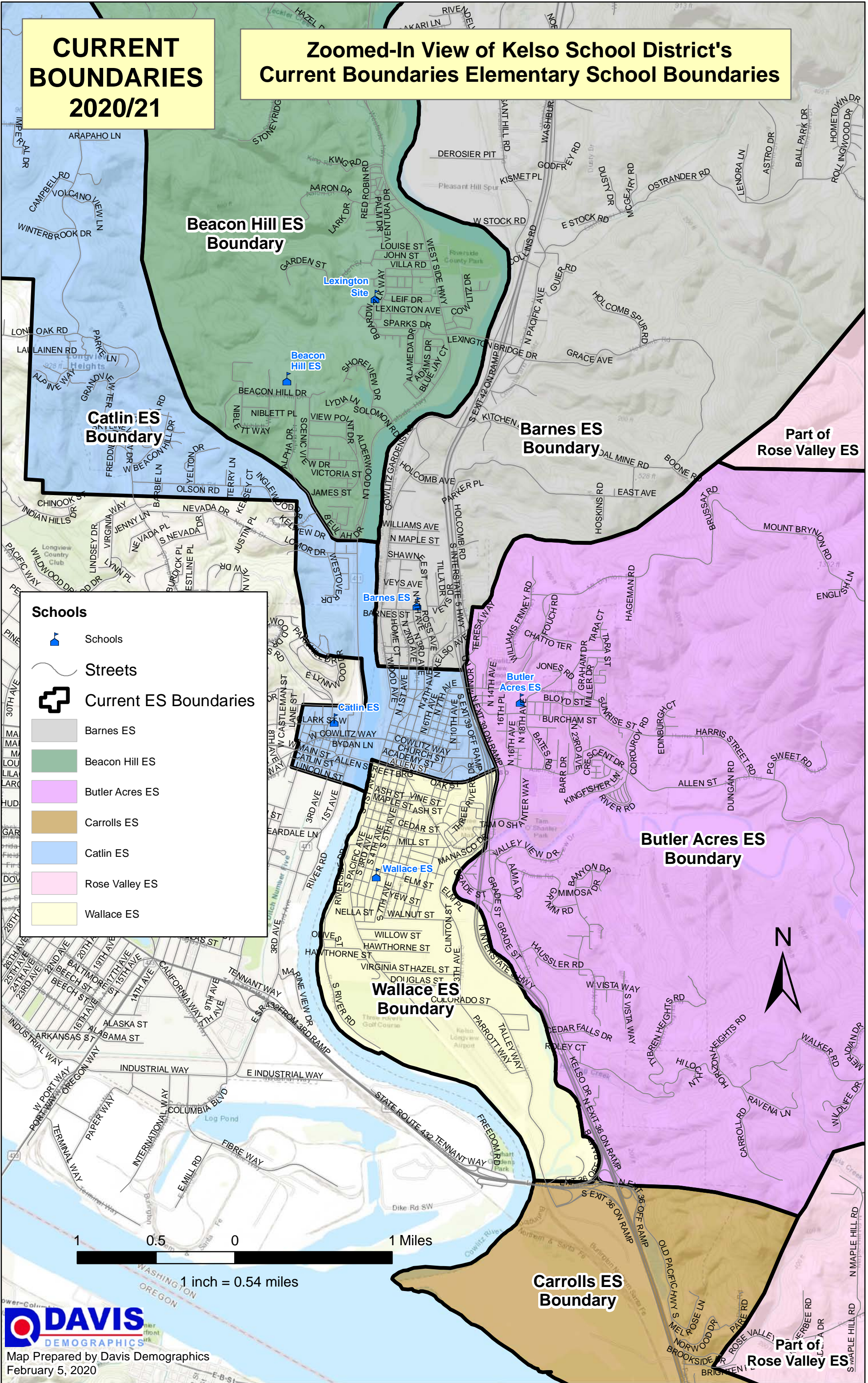
September 2019 – February 2020 –	BRC meets six (6) times to set process, timeline, and considerations for school closure
March 9, 2020 –	Boundary Review Committee recommendation presented at Kelso School Board Workshop, as well as plan for School Choice
March 10 th – May 7 th , 2020 –	Public survey available for comment on proposed school boundary changes. District website includes BRC and recommended changes for public review
April 27, 2020 –	Public hearing on proposed school boundary changes

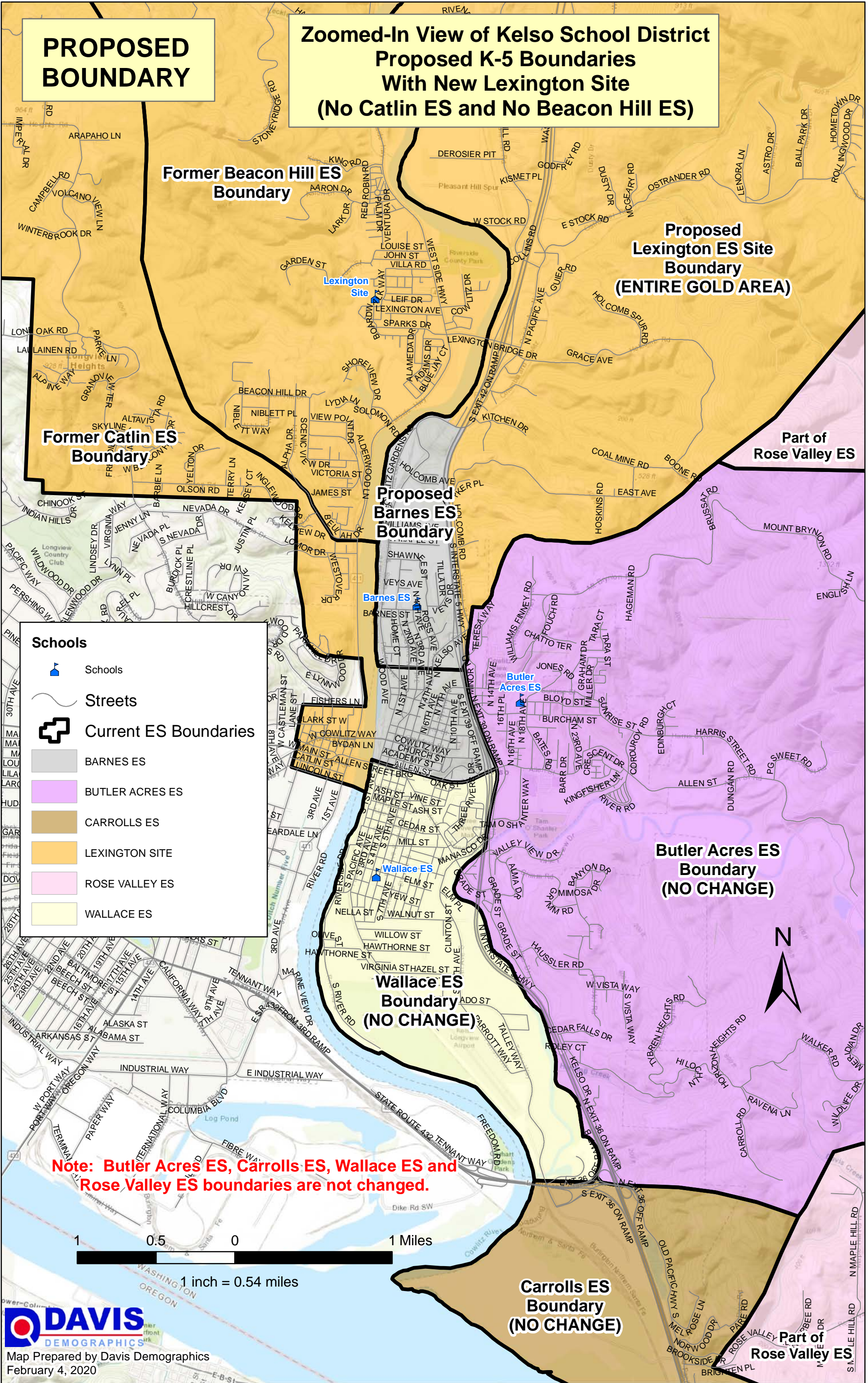
Once the 2020 boundary adjustment is approved by the School Board, the district will implement communication and engagement efforts focused on supporting our families and community through the transition process. Procedure 3131 will be updated and shared with the School Board to outline the School Choice Process shared during the Board Workshop and Hearing process.

It is the recommendation of the Boundary Review Committee and District staff to adjust the elementary school boundaries as previously presented to the School Board on March 9, 2020, and attached.

**CURRENT
BOUNDARIES
2020/21**

**Zoomed-In View of Kelso School District's
Current Boundaries Elementary School Boundaries**





District Attendance Area Transfers

Policy 3131

Each student in the district is required to attend the school designated for the geographic attendance area in which he or she resides.

A parent or guardian may request that his or her child be allowed to attend another school in the district. Requests must be submitted, in writing, to the principal of the building at which the student is currently assigned. Secondary students who request attendance area transfers are subject to the Washington Interscholastic Activities Association's eligibility rules.

Transfers may be granted if:

- A. A financial, educational, safety, or health condition affecting the student would be reasonably improved as a result of the transfer;
- B. Attendance at another school in the district is more accessible to the parent's place of work or to the location of child care; or
- C. Transportation to the requested school is provided by the parent/guardian.
- D. There is some other special hardship or detrimental condition affecting the student or the student's immediate family which would be alleviated as a result of the transfer. Special hardship or detrimental condition may include a student who moves to a new attendance area in the district during the year. A student who moves to a new attendance area in the district during the school year may elect to transfer at the time of the move or at the end of the semester or grading period. For a high school sophomore or junior, transfers may only be approved to coincide with the beginning of a new grading period. A senior may elect to finish the school year without transferring to a new school, but must declare his or her preference prior to the beginning of the last semester.

The principal of the currently-assigned school will consult with the principal of the school to which the student desires to transfer to determine:

- 1. Whether space is available in the grade level or classes at the building in which the student desires to be enrolled; or
- 2. Whether appropriate transportation is available to improve the student's condition as stated in requesting the transfer; or
- 3. Whether educational programs or services are available to improve the student's condition as stated in requesting the transfer; or
- 4. Whether the student's transfer is likely to create a risk to the health or safety of other students or staff at the new building; or

5. Whether the student has a history of convictions, violent behavior, or gang membership; or
6. Whether the student has a history of expulsions or suspensions from school; or
7. Whether enrollment of a child would displace a child who is a resident of the district (the child must be permitted to remain enrolled until he or she completes his or her schooling); or
8. Whether the student is excessively tardy or truant, the student frequently engages in misconduct or disruptive behavior in violation of school rules, or the student is not achieving academically.

Transfers must be granted if the student is a child of a full-time certificated or classified school employee unless he/she meets any of the above criteria.

Parents will be informed annually of the district's attendance area transfer option. The district will make available for public inspection the Superintendent of Public Instruction's annual information booklet on enrollment options in the state at each school building and the central office.

Cross References: Board Policy 3130 District Attendance Areas

Legal References: RCW 28A.225.225 Applications from nonresident students or students receiving home based instruction to attend district school – School employees' children – Acceptance and rejection standards – Notification

RCW 28A.225.270 Intra-district enrollment options policies

RCW 28A.225.290 Enrollment options information booklet

RCW 28A.225.300 Enrollment options information to parents

Management *Policy News* Enrolling Children of School Employees
Resources: June 2003

Adopted: 5.8.06

Revised: 5.9.16

District Attendance Area - Transfers

Procedure 3131P

A Kelso School District parent or guardian may request that his/her child be allowed to attend another school in the district. Requests must be submitted in writing to the principal of the building at which the student is requesting admittance.

Transfers may be granted if:

1. A financial, educational, safety or health condition affecting the student would be reasonably improved as the result of the transfer; or
2. Attendance at another school in the district is more accessible to the parent's place of work or to the location of child care; or
3. There is some special hardship or detrimental condition affecting the student or student's family which would be alleviated as a result of the transfer; or
4. There is space available in the grade level or classes at the building in which the student desires to be enrolled; or
5. There are appropriate educational programs available; or

Transfers may be denied if:

1. The student's transfer is likely to create a risk to the safety and/or welfare of other students or staff; or
2. The student has a history of convictions, violent behavior, or gang membership; or
3. The student has a history of expulsions or suspensions from school; or
4. The enrollment of a child would displace a child who is a resident of the district (the child must be permitted to remain enrolled until he or she completes his or her schooling).
5. The student is excessively tardy or truant, the student frequently engages in misconduct or disruptive behavior in violation of school rules, or the student is not achieving academically.

The following sequence will typify enrollment transfers:

1. In consultation with the elementary and secondary principals, the District will establish load levels (space limitations) for individual classes and grade levels at each building, beyond which no incoming transfer student shall be added.
2. Enrollment numbers for the succeeding school year will be determined by March 1.
3. Transfer applications may be picked up at the school of choice and when completed, returned to the Director of Student Services. All requests must be completed during an open enrollment period from March 1 to March 31.

4. Enrollment transfer requests received after the open enrollment period will be processed on a case-by-case basis as space is available.
5. Procedural steps in requesting transfer:
 - A. Principal of requested school reviews request and consults with principal of resident school.
 - B. Principal of resident school reviews request with principal of requested school Parent and principal meet (if warranted).
 - C. Resident principal signs the release.
 - D. Director of Special Programs reviews request (if applicable).
 - E. Application is forwarded to Student Services Student Services forwards to Student Records
 - F. A report is written detailing the numbers participating and sent to the principals and secretaries.
6. If the application is granted, the parents will agree to:
 - A. Provide transportation to and from the requested school.
 - B. Notify the district any time the parents wish to return the child to the neighborhood school.
7. If the application is denied, the student will be enrolled at the neighborhood school. A letter of explanation for the denial will be sent to the parents. When space is no longer available at a particular school, non-neighborhood students will be exited at the end of the school year, in the reverse order of admittance, and returned to their neighborhood school or another school of their choice.
8. Students whose legal residence changes to another Kelso school's attendance area may not be required to change schools, but will be required to submit an application for transfer.
9. When space is no longer available at a particular school, non-neighborhood students will be exited at the end of the school year, in reverse order of their admittance, and returned to their neighborhood school or another school of their choice.
10. These procedures apply to all Kelso School District students.
11. School district employees will not discuss with any student the relative merits of the high school athletic or academic programs. In like manner, high school athletes will not be encouraged to enact recruitment activities among any students. Enforcement will be by coaches, staff and administration. WIAA rules shall be applied to intradistrict transfers. Alleged violations will be referred to the Activity Review Board via the school principal and may result in disciplinary action of the students and professional staff involved.
12. Appeals to the transfer procedures may be made to the Director of Student Services and will be directed to either elementary or secondary principals as appropriate.

SCHOOL ATTENDANCE AREA, REBOUNDARY REVISIONS

The Kelso School District Board of Directors recognizes that each student in the district is required to attend the school designated for the geographic attendance area in which he or she resides. With the closing of Catlin and Beacon Hill Elementary Schools and the new addition of Lexington Elementary School, boundary adjustments of attendance areas have become necessary.

For the 2021-2022 school year only, all current In-District and Out-of-District choice students currently attending Barnes, Beacon Hill, Catlin or Wallace Elementary Schools, will be reassigned back to either; (1) their residential assigned attendance school based on the new boundaries or (2) their residential assigned school district. In-District and Out-of-District students, attending other elementary schools will remain at their current schools.

Those currently affected choice students of Barnes, Beacon Hill, Catlin or Wallace Elementary Schools are invited to reapply for In-District Choice consideration on, or before, December 4th 2021, if they desire to attend a different elementary school from their newly assigned neighborhood school.

We will attempt to accommodate all In-district and Out-of-District transfers during this process. In-District Choice requests for the Barnes, Catlin, Lexington or Wallace Elementary Schools will be considered in the order set forth below.

- 1. Students who previously attended the school on an in-district transfer*
- 2. Years of historical attendance of the student at the requested elementary school.*
- 3. Whether space is available in the grade level or classes at school, in which the student desires to be enrolled.*
- 4. The applicant student meets all District transfer requirements (not including attendance area requirements) for enrollment in the requested school.*
- 5. Keeping siblings within the same residence, together at the same elementary school.*
- 6. There is some other special hardship or detrimental condition affecting the student or the student's immediate family, which would be alleviated as a result of the transfer*

Starting August 16th, 2021, if additional space within Barnes, Catlin, Lexington or Wallace Elementary Schools is identified, previous in-district transfer requests that were originally denied due to any of the above conditions, will be reconsidered in the order set forth above.

Out-of- District choice applications for Barnes, Catlin, Lexington or Wallace Elementary will be considered upon completion of the In-District choice process and if additional space remains. Out-of- District choice applications will be considered in the order set forth above.

Special Circumstances:

- 1. Students who qualify for services under the McKinney Vento Homeless Education Act shall be exempt from involuntary attendance area transfer.*
- 2. Children who are displaced due to the military orders of one or more parents will be enrolled according to requirements of RCW 28A.225.217*

3. *Transfers must be granted if the student is a child of a full-time certificated or classified school employee unless he/she meets any of the criteria for denial as listed within Policy 3131.*
4. *The district reserves the right to base final decisions on the needs of all schools in the district. When fall enrollments in an attendance area substantially exceed class size guidelines, students may be required to attend a school in another attendance area.*

Timeline:

<i>September 20th, 2020</i>	<i>Affected parents sent letters identifying school placement for the 2021-2022 school year and option of reapplying for in-district choice at their preferred school.</i>
<i>October 4th -December 4th, 2020</i>	<i>In-district choice applications for boundary-affected schools are accepted. All forms to be time/date stamped.</i>
<i>December 7-17th, 2020</i>	<i>In-District Choice requests for the elementary schools affected (Barnes, Catlin, Wallace) will be considered in the order set forth above.</i>
<i>On or before, December 18th 2020</i>	<i>Acceptance/Denial letters are sent to parents identifying their students assigned school for 2021-2022</i>
<i>January 11-15th, 2021</i>	<i>Window for Appeal.</i> <i>If a student transfer request is denied, parents have the right to appeal that decision thru a district internal appeal process. The appeal process will be included in the denial letter that is sent home to parents.</i>
<i>On or before, August 16th, 2021</i>	<i>If additional space within the boundary revision schools is determined, the following choice applications will be considered in the order presented below:</i> <ol style="list-style-type: none"><i>1. Previous in-district transfer requests that were originally denied due to space will be reconsidered in the order set forth above.</i><i>2. New in-district choice forms that were received after the December 11, 2021 deadline.</i><i>3. Out of district choice applications.</i>

Adopted: 10.17

Revised: 5.11.20 (*Board Communication*) |

Resolution – Emergency Waiver of School Days and Instructional Hours

BOARD RESOLUTION No. 2019/20-23

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts and RCW 28A.330.100 authorizes local school boards with additional powers to prescribe a course of study, to establish and maintain grade year levels and departments, and to determine the length of time over and above that required by law;

WHEREAS, RCW 28A.150.200 sets forth a program of basic education and RCW 28A.150.220 sets forth the minimum instructional requirements of basic education, including that districts must offer at least one hundred eighty school days and a minimum of instructional hours for kindergarten, grades one through eight, and nine through twelve;

WHEREAS, on February 29, 2020, the Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules establishing the terms and conditions for allowing a school district to receive state basic education money, when, due to an emergency school closure, a district is unable to fulfill the statutory requirements of providing one hundred eighty days of operation or the total program hour offerings or teacher contract hours imposed by law.

WHEREAS on April 29, 2020, the State Superintendent adopted Chapter 392-901 WAC, which chapter consists of emergency rules regarding school district operations during facility closures related to COVID-19 and provides school districts with a process for receiving waiver of the statutorily prescribed school days / instructional hours and thereby receive their state basic education apportionment allocations for the 2019-2020 school year;

WHEREAS RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program, including establishing performance criteria and an evaluation process for all programs constituting a part of the district's curriculum, and further assigns local school boards the responsibility to establish final curriculum standards consistent with law and rules of the superintendent of public instruction, relevant to the particular needs of district students, the unusual characteristics of the district, and ensuring a quality education for each student in the district;

NOW, THEREFORE BE IT RESOLVED that the Kelso School Board/Public Schools authorizes/has authorized the Superintendent or designee to develop a continuous learning plan for all enrolled students consistent with Chapter 392-901 WAC. Affirming that the district's continuous learning plan meets the requirements outlined in chapter 392-901 WAC, the Kelso School Board/Public Schools hereby adopts/ has adopted the district's continuous learning plan and authorizes/ has authorized its implementation.

BE IT FURTHER RESOLVED that the District Superintendent will extend/ has extended the 2019-2020 school year to June 19th.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this

action had, full power and lawful authority to adopt this instrument. This resolution acts in tandem with chapter 392-901-005 WAC and pertains exclusively to the 2019-2020 school year.

Adopted and approved this _____ day of _____.

By: _____
Board President or Designee

Attest: _____
Superintendent

Adoption Date: **05.20**

Classification:

Revised Dates:

Kelso School District Continuous Distant Learning Plan

Stage 1 (March 24-April 3)

Communication

- **Revised Kelso School District Calendar – COVID Closure Update (See Attached Calendars)**
- Based on a division of labor plan led by the school principal, teachers will call each family on March 26th and survey families about access to technology and educational resources to determine how we can best provide learning opportunities for students. Please see additional document from Principals with survey questions. Make sure to log survey responses for each student. These surveys will include questions about what method, online learning or learning packets, the family would like their children to use, preferred method of communication, access to learning supplies, device capabilities, and internet reliability, among others. If you are worried about using your own phone, you can set up google voice in google. This will allow you the ability to call without showing your number. Directions for this will follow this email.
- Admin will contact each certificated staff member about their access to technology, internet capabilities, educational resources, and supports needed to use during instruction.
- Technology department will set up zoom accounts for Admin so they can communicate with staff.
- Review applicable district policies dictating communication between staff and students.
- Communication sent out via social media/emails regarding Grade 6-12 Chromebook distribution.

Student Learning (March 16-April 3)

- Technology Instructional Coach, Brenda Sargent developed a Home Resource page on Kelso School District website with educational supports for each grade level and content area.
- Teachers submit to Brenda Sargent potential resources to be added to the Home Learning Resource website, including grade level suggested daily schedules, and additional subject area resources.
- Instructional Coaches develop daily/weekly schedules and three week learning packets for kindergarten through fifth grade students based on Kelso School District scope and sequence in ELA, Math, and SEL. Packets will be mailed home to each student before March 30th.
- Kindergarten through fifth grade students receive a three week learning packet with daily/weekly schedule and work for the weeks of March 30-April 17th.
- School teams and administration will establish plans to communicate with families/students of special populations of students, including students with disabilities, English learners, those who are medically fragile, and students experiencing homelessness once a week.
- Our goal is to keep students engaged in learning and minimize learning loss. This is not about task completion. The direction for grading is on hold until we receive direction from Board of Education and/or OSPI.

Support for Staff (March 24-26)

- The Teaching and Learning department will schedule and hold weekly building-level Zoom meetings with elementary, middle, and high school Administrators. We will convene remotely to discuss expectations and develop and prepare for continuity of learning.
- The Teaching and Learning department and the Special Education Department will identify and prepare to connect with teacher leaders in curriculum and technology integration, including those who work with special populations.

- The Teaching and Learning department in collaboration with school administration will identify and prepare plans for documenting contact with students as communication plans are developed.
- Through the conversations between school administrators and teachers, we will identify the learning platform professional development needs of our teachers.
- Staff will reach out to Brenda Sargent regarding professional development around technology needs for preparing lessons and/or delivering online lessons to students.

Spring Break April 3-10th for students and March 27th – April 10th for Certificated Staff

Stage 2 (April 13-17th)

Continue and complete any Stage 1 tasks that remain.

Communication

- Communication continues to be sent out via social media/emails regarding Grade 6-12 Chromebook distribution.
- **Plan for school based system of collecting student engagement information. (See Attachment)**
Administration communicates school community expectations for each building, including developing a plan for each student to receive at least one two way communication contact prior to the end of the week. For example, using email, video conferencing, phone calls, or another notification method to send a class-wide message regarding how the student is doing, if they have any basic needs that aren't being met, and provide online or packet learning assistance.
- **Teaching and Learning Department shares the Kelso School District grading policy at each level to admin and teachers. (See Grading Attachments)**
- Work with KEA and develop a plan for certificated staff time, 1/3 of each day teaching, 1/3 planning, and 1/3 professional development. This is flexible from day to day as needed.

Student Learning

- Teachers will continue to communicate with special populations of students such as, students with disabilities, English learners, migrant students, those who are medically fragile, or students experiencing homelessness once a week making sure to utilize translators when necessary.
- Pre K through fifth grade students continue to complete three week learning packets for March 30-April 17th
- Teachers will continue to send Brenda Sargent additional resources to Home Learning Resource website, including grade level suggested daily schedules, and additional subject area resources

Support for Staff

District Process to Determine Essential Grade Level Standards

- April 13-14-15th department and grade level PLC teams convene remotely via zoom, facetime, Google Meet, conference calls, etc. in order to identify essential standards to teach for the remaining days and plan standards based content level lessons in an online and/or packet format for the next three weeks.
 - PLC Teams review Kelso School District scope and sequence documents and Washington State Learning Standards in order to identify essential standards students will need to accomplish this year.

- PLC Teams are invited to utilize and work with district office/building level instructional coaches for assistance.
- April 13-14th certificated staff can enter the buildings to gather materials they might need to plan lessons and provide instruction.
- Essential Standards based lesson need to be approved by building administrators before they are sent out.
- Brenda Sargent will provide professional development around technology for preparing lessons and/or delivering online lessons to students to any staff members that needs assistance.
- Online lessons can be delivered through Google Classroom, Zoom, or Seesaw.
- April 16th by 8:00 am lesson plans for both online and learning packets need to be emailed to the building Principal for review. Principals will review the packets and send back any necessary feedback to teachers.
- April 16th by 2:00 pm, teachers will email the learning packets and along with full names and addresses of students who need the learning packets, to the print shop email.
- April 16-17th Print shop will copy learning packets and mail them home to the names provided in Friday's mail for April 20-25 learning opportunities for students whose family requested learning packets.
- Principals plan to provide daily updates to building staff on health and safety circumstances and available resources; and define continuity plans (back-up plans in the event of staff illness).

Stage 3 (April 20-25)

Continue and complete any Stage 1 or Stage 2 tasks that remain.

Communication

- Staff will communicate with students and families each week, log the contact data on district Google spreadsheet. Provide translation services if possible.
- School PLC grade level teams / departments / content areas need to establish and communicate a daily or weekly routine for students and adjust for learners with unique needs.
- Teaching and Learning Department shares the Kelso School District grading policy at each level with parents and students. (See Attachments)
- Teachers and administrators will collaboratively problem solve and answer new questions.

Student Learning

- Teachers will provide online learning opportunities for students whose family requested an online learning platform.
- Students whose family requested learning packets will work through the packets each day.
- Schools will establish and share teacher office hours with students and parents. This is a consistent time they are available each day for student support/questions.
- Teachers reach out to students each week through a phone call, video conferencing, emails back and forth, etc. and document two way communication on the Kelso Weekly Student Check-in Google doc.
- Staff will help students work through challenges in their learning packets during weekly check-ins.
- Students in grades 6-12 will return the completed learning packets in pre-stamped envelopes each week. Students in grade pre-k-5 returning learning packets is optional. Parents can return the learning packets to the district office parking lot mail box.

- Students/families should spend two hours a day/10 hours for the week on completing provided learning opportunities.

Support for Staff

- Deliver content each day in a flexible and adaptable way that is accessible for all students either through online lessons provided through Google Classroom, Zoom, or Seesaw platforms or previously developed printed learning packets.
- Once a week department and grade level PLC teams convene remotely via zoom, Facetime, conference calls, etc. in order to plan essential standards based content level lessons in both an online and packet format for the next week.
- Lesson plans for both online and learning packets need to be emailed to the building Principal for review the week before they are mailed home.
- Principals continue to provide updates to building staff on health and safety circumstances and available resources; and define continuity plans (back-up plans in the event of staff illness).

Stage 4 (April 27th – possibly June 19th)

Continue and complete any Stage 1, Stage 2, or Stage 3 tasks that remain.

Communication

- Revised Kelso School District Calendar – COVID Closure Update approved by School Board on April 27, 2020 (See Attached Calendars)
- Staff will communicate with students and families each week, log the contact data on district google spreadsheet. Provide translation services if possible.
- School PLC grade level teams / departments / content areas communicate a daily or weekly routine for students and adjust for learners with unique needs.
- Weekly or bi-monthly leadership meetings with Kelso School District department leads to share updates and plans.
- Teaching and Learning Department establish weekly grade band leadership meetings on Thursdays each week.
- Teachers and administrators will collaboratively problem solve and answer new questions.

Student Learning

- Teachers will provide online learning opportunities for students whose family requested an online learning platform.
- Students whose family requested learning packets will work through the packets each day.
- Schools will establish and share teacher office hours with students and parents. This is a consistent time they are available each day for student support/questions.
- Teachers reach out to students each week through a phone call, video conferencing, emails back and forth, etc. and document two way communication on the Kelso Weekly Student Check-in Google doc.
- Staff will help students work through challenges in their learning packets during weekly check-ins.

- Students in grades 6-12 will return the completed learning packets in pre-stamped envelopes each week. Students in grade pre-k-5 returning learning packets is optional. Parents can return the learning packets to the district office parking lot mail box.
- Students/families should spend two hours a day/10 hours for the week on completing provided learning opportunities.

Support for Staff

- Deliver content each day in a flexible and adaptable way that is accessible for all students either through online lessons provided through Google Classroom, Zoom, or Seesaw platforms or previously developed printed learning packets.
- Once a week department and grade level PLC teams convene remotely via zoom, Facetime, conference calls, etc. in order to plan essential standards based content level lessons in both an online and packet format for the next three week period (April 20-May 8, May 8-May 29, and June 1-June 19th).
- Lesson plans for three week online and learning packets need to be emailed to the building Principal for review before they are mailed home.
- Addressed learning packets need to be sent to the print shop to be weighed, stamped, and mailed no later than Wednesday the week before the students are expected to start (April 15, May 6, and May 27).
- The print shop will mail the learning packets home between Wednesday and Friday's mail during the weeks of April 13-17, May 4-8, and May 25-29.
- Principals continue to provide updates to building staff on health and safety circumstances and available resources; and define continuity plans (back-up plans in the event of staff illness).
- Answer new questions and problem solve.

Kelso School District Weekly Student engagement/check-in

[illegible]

This is a sample of the document used for weekly engagement/check-in with each student each week.

KELSO SCHOOL DISTRICT NO. 458
2019/20 STAFF SCHOOL CALENDAR - COVID CLOSURE UPDATE

AUGUST 2019

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4	5	6	7	8	9	10	
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SEPTEMBER 2019

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OCTOBER 2019

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NOVEMBER 2019

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DECEMBER 2019

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JANUARY 2020

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FEBRUARY 2020

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MARCH 2020

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APRIL 2020

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MAY 2020

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JUNE 2020

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JULY 2020

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FIRST AND LAST DAY OF SCHOOL:

August 28 First Day
 June 19 Last Day

GRADUATION:

June 6

CERTIFICATED EMPLOYEE ORIENTATION:

August 8, 9, & 12 (New Employees Only)

DISTRICT DIRECTED REQUIRED DAYS:

August 21 October 11 (In-Service)
 August 22 March 13 (In-Service)
 August 27

WEDNESDAY EARLY DISMISSAL:

Elementary 1:55 p.m.; Secondary 1:00 p.m.

EARLY DISMISSAL:

November 27 (Secondary), December 20, April 3
 - Elem 1:55 p.m.; Secondary 1:00 p.m.
 Last Day of School - Elem 11:10 a.m.; Secondary 10:05 a.m.

STUDENT NON-ATTENDANCE DAYS

September 2 - Labor Day
 October 11 - In-Service Day
 November 11 - Veteran's Day
 November 25-27 - Elementary* P/T Conferences
 November 28-29 - Thanksgiving
 December 2 - Trimester Break
 December 23-January 3 - Winter Break
 January 20 - Martin Luther King Day
 January 21 - Semester Break
 February 17 - President's Day
 March 13 - In-Service Day
 March 16 - Trimester Break
 March 30-April 10 - Spring Break
 May 25 - Memorial Day

TRIMESTERS END:

November 27, March 12, & June 19

SEMESTER ENDS:

January 17

MAKE-UP DATES:

Semester and Trimester Breaks (December 2,
 January 21, March 16): End of School Year

COVID Closure Dates:

Extended Spring Break - March 27-April 3
 COVID Make-Up - June 12-19
 March 30, April 20, May 11, June 11 - Learning
 Opportunity Packets
 April 12-18 - Chromebook Distribution

BOARD APPROVED 04/27/2020

KELSO SCHOOL DISTRICT NO. 458
2019/20 WALLACE STAFF SCHOOL CALENDAR – COVID CLOSURE UPDATE

AUGUST 2019

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SEPTEMBER 2019

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OCTOBER 2019

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NOVEMBER 2019

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DECEMBER 2019

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JANUARY 2020

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FEBRUARY 2020

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MARCH 2020

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APRIL 2020

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MAY 2020

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JUNE 2020

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JULY 2020

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FIRST AND LAST DAY OF SCHOOL:

August 14 First Day
 June 19 Last Day

CERTIFICATED EMPLOYEE ORIENTATION:

August 8, 9, & 12 (New Employees Only)

DISTRICT DIRECTED REQUIRED DAYS:

August 13 October 11 (In-Service)
 August 20 March 13 (In-Service)
 August 21

WEDNESDAY EARLY DISMISSAL:

Elementary 1:55 p.m., Secondary 1:00 p.m.

EARLY DISMISSAL:

November 27 (Secondary), December 20, April 3
 - Elem. 1:55 p.m.; Secondary 1:00 p.m.
 Last Day of School - Elem. 11:00 a.m.; Secondary 10:05 a.m.

STUDENT NON-ATTENDANCE DAYS:

September 2 - Labor Day
 October 11 - In-Service Day
 October 14-18 - Intercession 1
 November 11 - Veteran's Day
 November 25-27 - Elementary* P/T Conferences
 November 28-29 - Thanksgiving
 December 21-January 3 - Winter Break
 January 20 - Martin Luther King Day
 February 17 - President's Day
 February 18-21 - Intercession 2
 March 13 - In-Service Day
 March 27-April 10 - Spring Break
 May 25 - Memorial Day
 May 26-29 - Intercession 3
 June 15 - Non-School Days

TRIMESTERS END:

November 20, March 12, & June 29

MAKE-UP DATES:

Mondays at End of School Year (June 1, June 8,
 June 15), End of School Year

COVID Closure Dates:

Extended Spring Break - March 27-April 3
 COVID Make-Up - May 28-29, June 1, June 8
 March 30, April 20, May 11, June 11 - Learning
 Opportunity Packets
 April 12-18 - Chromebook Distribution

BOARD APPROVED 04/27/2020

Kelso School District Academic Grading Plan:

Kelso School District Staff,

April 22, 2020

First, I want to thank you for your work to keep our students engaged in learning in the midst of statewide school closures. Our physical buildings may be closed to the public, but learning certainly has not stopped. Thank you.

I am writing to share that today the Office of the Superintendent of Public Instruction (OSPI) issued new guidelines for grading Washington State students in grades K-12.

The rules, which were drafted based on feedback from parents, students and educators from across the state, focus on the following framework for determining grades and credit:

1. Students in grades K–8 must demonstrate effort and success in learning standards established by their teachers. Students will move on to the next grade, unless there is a mutual agreement between parents/guardians and teachers to repeat a grade or a portion of learning missed. Districts will make decisions on middle school grading practices for students not taking high school credit-bearing courses.
2. Grades 9–12 and middle school students earning high school credits will be graded using the following principles:
 - a. Do no harm.
 - b. Every student will get an opportunity to improve their grade with their March 17 status as a baseline.
 - c. No student will receive a “pass,” “fail,” or “no credit” grade for any course.
 - d. Teachers will assign grades or assign an “incomplete” for students who cannot engage in an equitable way.
 - e. Every class taken during the closure period will be given a statewide designator on their high school transcript to denote the unique environment in which the course was taken.
 - f. Students assigned an “incomplete” for a course will be given opportunities to reengage and meet learning standards, in consultation with the school/student/parents/guardians, including through summer school, courses in the following term or year, independent study, competency-based courses, online courses, or backfilling the incomplete grade with the letter grade obtained in the next course taken in that subject area.
 - g. All students will be given an opportunity to engage in continuous learning to maintain or improve their mastery of essential standards.

The framework issued by OSPI Superintendent Reykdal is meant to provide statewide consistency and local flexibility for districts when assessing student learning during the remainder of the school year. You may view the full bulletin here: <https://bit.ly/3av9R9t>

I appreciate your work to support students in their educational journey during these difficult times.

Thank you,
Kim Yore



KELSO SCHOOL DISTRICT

COVID-19 SCHOOL CLOSURE COMMUNICATION

High School Grading Guidelines 2020 COVID-19 Emergency Closure

Due to the emergency closure of schools by Governor Inslee, high school students and middle school students earning high school credits will have two options for how 3rd trimester grades will appear on the official transcript for the 2019-2020 school year.



1. Letter Grade (A through C):

- You will receive a traditional letter grade on your high school transcript.
- Letter Grades continue to impact cumulative GPAs.



2. Incomplete Grade:

- This option can be initiated by students notifying teachers by June 8.
- The incomplete remains on your transcript and can be changed to a letter grade when the course has been completed at some point during high school. There are several options for completion (such as retake course, test out, etc.). Please work with your high school counselor.
- Incomplete grades do not impact cumulative GPAs positively or negatively.
- If you are maintaining NCAA eligibility, please check with the Clearinghouse before choosing this option.
- Please research your post-secondary institutions (military, trades, apprenticeships, and 2- or 4-year institutions) before choosing this option.



JUNE 8

The default choice for all students is a letter grade. Students must notify teachers by June 8 if they choose the incomplete option.

We recognize individual circumstances vary and our priority is to err on the side of compassion. **Students may choose a combination of letter grades or incompletes by course** (ie: a student may choose to receive a letter grade in two classes and an incomplete in the remaining three).

Kelso School District Academic Grading Letter Sent to Parents by Administrators:

Dear Families,

I hope this letter finds you and your family well and healthy. I am writing to share that the Office of the Superintendent of Public Instruction (OSPI) has issued new guidelines for grading Washington State students in grades K-12.

The rules, which were drafted based on feedback from parents, students and educators from across the state, focus on the following framework for determining grades and credit:

3. Students in grades K–8 must demonstrate effort and success in learning standards established by their teachers. Students will move on to the next grade. Districts will make decisions on middle school grading practices for students not taking high school credit-bearing courses.
4. Grades 9–12 and middle school students earning high school credits will be graded using the following principles:
 - a. Do no harm.
 - b. Every student will get an opportunity to improve their grade with their March 17 status as a baseline.
 - c. No student will receive a “pass,” “fail,” or “no credit” grade for any course.
 - d. Teachers will assign grades or assign an “incomplete” for students who cannot engage in an equitable way.
 - e. Every class taken during the closure period will be given a statewide designator on the high school transcript to denote the unique environment in which the course was taken.
 - f. Students assigned an “incomplete” for a course will be given opportunities to reengage and meet learning standards, in consultation with the school/student/parents/guardians, including through summer school, courses in the following term or year, independent study, competency-based courses, online courses, or backfilling the incomplete grade with the letter grade obtained in the next course taken in that subject area.
 - g. All students will be given an opportunity to engage in continuous learning to maintain or improve their mastery of essential standards.

The framework issued by OSPI Superintendent Reykdal is meant to provide statewide consistency and local flexibility for districts when assessing student learning during the remainder of the school year.

I will continue to share information as decisions are made. I appreciate your understanding as we work to support students in their educational journey during these difficult times.

Sincerely,



KELSO SCHOOL DISTRICT

COVID-19 SCHOOL CLOSURE COMMUNICATION

High School Grading FAQs

Why is the district using a new grading system for third trimester at KHS?

The Office of Superintendent of Public Instruction (OSPI) adopted new rules as a result of the emergency closure that we must follow for all high school courses. OSPI's Do No Harm rule protects students from adverse consequences of the emergency closure and limitations of Remote Learning.

What final grades can students earn on third trimester transcripts?

A, B, C, or Incomplete. Pass, No Credit, and/or F grades will not appear on third trimester transcripts.

How will this affect accumulated GPAs?

A, B, or C letter grades are calculated into the accumulated GPA. Incomplete does not affect accumulated GPA.

What if an IEP or 504 Plan specifies a different grading system?

The grading system in the learning plan will be followed.

How will students finish a course with a grade of Incomplete?

Students will have a variety of ways to finish a course that is Incomplete, including options that stretch into the duration of high school years. More details will emerge for these options.

Do Incomplete grades result in earning a credit for the course?

No. While a grade of Incomplete does not affect accumulated GPA, it also does not result in earning credit for the course. Students will still need to earn enough credits to graduate with a Kelso High School, Loowit, or KVA diploma. Students won't earn a credit until they finish the requirements for the course. Upon completion of the course, the "I" will be changed to the grade earned.

What about students taking high school courses in middle school like Algebra I, Geometry, or Advanced Science?

Middle school students who are taking high school courses follow these same rules.

How will third trimester grades be listed on transcripts?

Transcripts will look similar. Final grades for third trimester will have a statewide designator that indicates they were earned in these unique circumstances of emergency closure.

What is the impact of this new system on admissions to Washington colleges and universities?

Washington colleges and universities published guidance on April 9 that stated admissions will not be harmed due to the emergency school closure.

Do these new rules affect academic college scholarships, NCAA eligibility, or military enlistment?

No. This is one of the major reasons OSPI changed their guidance to these new rules. Grades of P, NC, and F do not adequately communicate student progress in this time of long-term emergency school closure.

What about SAT or ACT tests for admissions?

SAT and ACT have changed testing schedules. See information at their websites: [SAT](#) and [ACT](#). Some universities are announcing that SAT or ACT scores are no longer required starting in the 2021-2022 school year.

Does this affect AP tests?

AP tests are under the authority of the College Board and do not directly affect grades or accumulated GPAs. The College Board is adjusting the test to accommodate the emergency school closure. See more information at [their website](#). Students should contact their AP teacher for details.

Can students choose to waive a course due to the emergency school closure?

No. Potential waivers are only for seniors. While the Washington State Board of Education adopted new emergency rules that allow districts to waive certain graduation credits for seniors, the following guidelines are in place:

- Seniors must continue to learn and attempt to earn credits. This is a good-faith effort to earn credit for the course.
- Seniors do not earn credits with a waiver.
- The waiver simply eliminates the requirement of the course for graduation purposes.
- The waivers are only for this year.

What if I have questions about class credits?

If you have questions in regards to credits, please contact your counselor.



The delivery of specially designed instruction for our students with disabilities is being handled carefully by all special education teachers and related service providers. The special education department teams are aligned to the efforts made by the teaching & learning department and working in concert with their general education colleagues to provide an individualized, modified program of supports and services in a 'good faith effort' to support our students.

As a department, each special education staff member will communicate with consistency and clarity and they will document our communication, services, decisions, and student experience.

As the student's IEP case manager, special education teachers are working directly with students' families to determine the reasonable amount and type of support that could be provided following the most current guidelines for safety and directives for distance learning for each of your students.

Our efforts during remote learning are made following strategies that support inclusionary practices for ALL students:

- Maintain focus on supportive relationships with students and families, beyond considerations for instructional content.
- Develop projects/choice boards with flexible choices for students and families, to foster interest, creativity, and build on student strengths.
- Incorporate strategies to support students with balancing continuous learning and home responsibilities.
- Design materials/activities that support technology and technology-free experiences for students.
- Provide individualized learning experiences utilizing accessible materials and multiple modalities.

Documentation during the long term school closure is required. It is critical during this time of extended school closures and distance learning that any activity to support a child's IEP is documented. The documentation will help show that your district made good-faith efforts to continue individual specialized services during the coronavirus outbreak. It will also help our district meet reporting requirements and be better prepared for when in-person schooling resumes.



If teachers make a modification to a homework packet for a student with disabilities, they document it. If a special education teacher has tried to contact a parent of a student with disabilities, but has been unsuccessful, those attempts will be documented. If a parent refuses any special education services at this time because she is overwhelmed, that also will be documented.

**Each teacher has a system for tracking. The tracking system should be accessible and easy to use for service providers and teachers. It also should be understandable to educators who did not work directly with the student.

**Each teacher will be specific about what is documented. Document modifications, delays, inability to deliver service, and other changes to special education and related services provided to students with disabilities during extended school closures.

At a minimum, documentation must include:

- The dates services were provided.
- Education and related service minutes (both offered and delivered).
- Services provided to the student (both current and modified).
- Staff who provided the services.
- Accommodations and modifications provided based on the IEP.
- Student's response to services and accommodations.
- Any notes from educators that may be relevant to the student's situation.

We successfully continue to follow the IDEA's notification and assessment requirements. The IDEA's parent notification and assessment requirements still apply during extended school closures. The unique circumstances of the coronavirus outbreak may mean that communication between school systems and parents will be done through phone calls and video chats.

Superintendents Update