



AGENDA FOR THE REGULAR BOARD MEETING

Monday, May 23, 2022 - District Office (2323 E. Farwell Rd., Mead, WA) - 6 pm

Webinar Link: mead354-org.zoom.us/j/84793649318

Or Call 669-900-6833 Webinar ID 847 9364 9318

I. PLEDGE OF ALLEGIANCE

II. APPROVAL OF AGENDA

(Action)

III. APPROVAL OF MINUTES

(Action)

Approval of the Minutes of the Regular Board Meeting of May 9, 2022

IV. REMARKS FOR THE GOOD OF THE SCHOOLS - Public Comment

V. CONTINUING BUSINESS

A. 2nd Reading Policy & Procedure 4311 Adoption

School Safety & Security Services Program

(Presented by: *Josh Westermann, Director Student & Family Services*)

(Non-Action) 1

VI. NEW BUSINESS

A. Consent Agenda

Vouchers, Personnel Actions, Extra-Curricular and Supplemental Contracts

(Action) 2

B. Student Travel Proposal

Mt. Spokane High School HOSA Club

(Presented by: *Darren Nelson, Director of Secondary Education*)

(Action) 3

C. 1st Reading Policy & Procedure 3241 Revision

Student Discipline

(Presented by: *Josh Westermann, Director Student & Family Services*)

(Non-Action) 4

D. Resolution 22-05

WIAA Enrollment for 2022-2023

(Presented by: *Daren Nelson, Director of Secondary Education*)

(Action) 5

E. Wednesday Late-Start Proposal

(Presented by: *Heather Havens, Learning & Teaching Assistant Superintendent*)

(Non-Action) 6

VII. REPORTS

A. Financial Report for the Month of April 2022

(Presented by: *Heather Ellingson, Chief Financial Officer*)

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B. Superintendent's Report

VIII. ADJOURN

Public Participation – Policy 1430

The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. Therefore, the opportunity for individuals (staff, guests and/or district residents) to express an opinion is provided at the beginning of School Board meetings. Per Policy 1430 public comment should relate to agenda items. Those wishing to speak must sign-in with: name, address, phone number and topic being addressed. Sign-in must be done prior to the beginning of the meeting before the gavel has dropped. If a group wishes to speak, it is recommended they choose a spokesperson to speak on behalf of the group. The Board President will recognize each speaker and invite him/her to step up to the podium. Comment time is limited to three (3) minutes. Individuals making public comments are asked to refrain from any inappropriate behavior, including but not limited to: clapping, shouting and/or sarcastic, vulgar or disrespectful language or actions. The School Board will not respond to public comments during the meeting. The board may express regret regarding the speaker's concerns and thank them for their contribution. This allows the Board time to confer with district staff and gain valuable knowledge before determining whether or not to more fully respond to a speaker's comments.

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.



**Minutes from the Regular Meeting of the Board of Directors
Monday, May 9, 2022**

The Board of Directors held a Regular Board Meeting on Monday, May 9, 2022. This meeting was held in-person and virtually via a Zoom link posted on the Mead School District website. Directors Burchard, Denholm, Olson, Cannon and Gray were present. Also attending were Superintendent Shawn Woodward, Chief Financial Officer Heather Ellingson and Assistant Superintendents Heather Havens and Jared Hoadley.

I. Pledge of Allegiance

The meeting began with President Burchard asking all to rise for the Pledge of Allegiance.

II. Approval of Agenda

Director Cannon made a motion to approve the meeting agenda, as presented. Director Olson seconded the motion. The motion carried unanimously.

III. Approval of Minutes

With the notation/correction by Director Gray that the copy of Resolution 22-04, attached to and made a part of the April 25th minutes, did not reflect a Special Education Para Educator reduction range of \$0 - \$640,000, Director Cannon made a motion to approve the minutes of the April 25, 2022, Regular Board Meeting, with that correction. Director Gray seconded the motion. The motion carried unanimously.

IV. Remarks for the Good of the Schools - Public Comment

President Burchard first opened the floor for board comments followed by comments from the three individuals who signed-up to speak.

Board Comments

Director Denholm was very complimentary of the *Trades Night* that took place at Mead High School on May 4th. He noted attendance was up from last year's event and that he saw lots of parents attending with their children as they explored summer job possibilities.

Director Olson noted the recent accomplishments of Mead High School golfer Taylor Malarski. At a tournament in the Tri-Cities she shot a 66 and then, the next day at Palouse Ridge in Pullman, shot an incredible 63. Taylor will be attending Gonzaga University next year on a golf scholarship.

Director Gray, who had the opportunity to attend a recent Mt. Spokane High School choir concert, shared it was a fantastic performance noting, in particular, the excellent job the choir staff did advertising the event to feeder schools.

Referencing the most recent edition of *Naslund's Notes* (Mead High School newsletter), President Burchard shared Mead High School is currently in 3rd place for the WIAA 3A Scholastic Cup with Mt. Spokane High School in 4th place. This award recognizes academic, athletic and sportsmanship excellence.

Public Comments

Autumn Bogart, parent of a DLC student, expressed her concern regarding the potential cuts to Special Education staffing. Regarding the reductions, she noted DLC teachers are already struggling to meet student needs and, therefore, she does not see how having fewer resources could work. In inquiring about how the reduction determination was made she wondered what experts were consulted. She is personally concerned for her son who right now does not have access to general education classes. Less resources will make transitioning to general education classes even harder. Regarding inclusion, she referenced the Riverside School District program and stated Mead, in her opinion, does not have a good program. She feels her child is segregated and she would like him included in school.

Superintendent Woodward indicated he would like to schedule a follow-up meeting with Ms. Bogart. He acknowledged Mead can do a better job when it comes to inclusion. He does, however, believe there are some misunderstandings regarding the nature and scope of potential Special Education reductions.

Tanya Holmes, mother of an Autistic student who attends Highland with a 1-on-1 para educator, and Mead School District employee working as a 1-on-1 para educator, thanked the district for the email that was sent following the April 25th board meeting. This email provided clarity and answered many of her questions regarding the approved range of Special Education para educator reductions. Even with receiving this additional information she has questions. She noted at her school they could not serve Special Education students without the help of para educators because of the high number of goal areas per student. She additionally reminded that IEPs are binding and that, for students like her son where the IEP references a 1-on-1 para educator, the para could not be taken away without team/parent approval. She noted that, especially at the secondary level, parents must continually advocate for their child to be more included in general education classes. Through her work with local Special Education committees, she has observed Lakeside does a good job with inclusion, Spokane is making progress and Mead has work to do.

Helen Black, mother of several children who have attended school in the Mead School District including a special needs child who currently attends high school, and someone who has until her recent retirement worked closely with Special Education departments in 14 area school districts, shared that, when asked, she tells parents of special needs children not to come to the Mead School District. She noted statements on the district's webpage that point to the district's pride in developing successful students and shared this has not been the case for her special needs son. Her son, who is a senior, could continue attending school in the Mead School District until he is 21 years of age but they are looking at different options because of their dissatisfaction with current offerings/opportunities. She is frustrated the district does not have programs in place to meet her son's needs. She hates that Special Education is once again being considered for cuts and questioned if the district is really committed to Special Education students.

For the record, and to provide clarity, Director Cannon reminded the current Special Education para educator allocation is a classroom model not a needs-based model. The resolution approved by the board on April 25th, that authorizes a reduction in Special Education para educator spending of up to \$640,000, allows the district to move to a needs-based model. There could be savings of up to \$640,000 by making this allocation change or the change could result in no savings at all. It is not the intention of the school board to target Special Education.

Superintendent Woodward added that to comply with contractual obligations, and move away from a classroom para educator allocation to a needs-based allocation, the modification to the education program that resulted from the declared financial emergency had to include, as a line item, Special Education para educators. Because each special education student has unique needs

it could be additional para support may be needed for a DLC student with less support than is currently provided necessary to meet the learning goals of a Resource Room student. Moving to a needs-based model will allow a para educator to follow a student rather than being assigned to one specific teacher for the entire day. The district wants to push resources where they are needed.

President Burchard acknowledged the emotional impact on parents of special needs children.

Ms. Black stated her belief that it is time for parents and the school board to come together on the subject of Special Education and move the district forward.

V. Continuing Business - none

VI. New Business

A. Consent Agenda

In response to a question from Director Gray, Chief Financial Officer Heather Ellingson and Doug Edmonson, who oversees secondary athletics, confirmed the running of summer sports camps is cost neutral for the district. The fee for each camp the board is being asked to approve via the Consent Agenda is the cost that will be paid by each participant.

Director Cannon made a motion to approve the Consent Agenda, as presented. Director Olson seconded the motion. The motion carried unanimously.

Consent Agenda

1. Hired Certificated Personnel:

Erin O'Connor	Meadow Ridge	Cert	1.0 FTE Leave Replacement (Interim) Principal 3/21/22 - 6/30/22
Kimberly Jensen	Mead High	Cert	1.0 FTE Continuing Principal effective 7/1/22

2. Hired Classified Personnel:

Mary Finch	Midway	Class	4 hrs/day Cook II effective 5/9/22
Tamara Zufall	Shiloh Hills	Class	6.25 hrs/day Para Ed effective 4/28/22
Thomas McNamee	Warehouse	Class	8 hrs/day Custodian II effective 4/20/22

3. Hired Certificated Substitutes:

Maria Friesen	Barbara Bezdicek	Jenna Cosgrove
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4. Hired Classified Substitutes:

Edwin Roose	Hailee Muller
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5. Approved AP Vouchers for General Fund, Capitol Projects, Private Purpose Trust & ASB.

Vouchers audited and certified by auditing officers as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board. As of this day, **May 9, 2022**, the Board, by a unanimous vote does approve for payment the vouchers included in the above referenced list and further described as **Warrant Numbers 105798 to 105971** in the following amounts:

<u>Fund</u>	<u>Amount</u>
General Fund - AP	\$ 248,124.48
General Fund - PR	10,275,857.69
ASB Fund	25,188.55
Capital Projects Fund	348,623.12

6. Accepted the Following Donations:

- Midway Elementary \$1200 from Kalispel Tribe/Northern Quest to purchase 5th grade rocket kits

7. Approved Mt. Spokane and Mead High Athletic Summer Camp fees.

8. Approved Requests for Unpaid Leave (i.e., parenting, medical, Good of the District, etc.):

Yolanda Valenzdez	Evergreen	Class	5/27/22 (4.5 hrs)
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Maddison Merrill	Prairie View	Class	5/26/22 (3 hrs)
Tina Solomon	Creekside	Class	5/5/22 - 6/20/22
Bruce Hagstrom	Creekside	Cert	22/23 School Year (1.0 FTE)
Timothy McMichael	Warehouse	Class	5/2/22-6/8/22

9. Approved Requests for Retirement/Resignation:

Chris Backman	Meadow Ridge	Cert	Resignation effective 8/31/22 (Principal)
Monica Piergallini	Creekside/Learning Services	Cert	Position Elimination effective 6/30/22 (Asst. Principal/Learning Services EL Admin)
Scott Tubbs	Creekside	Class	Resignation effective 5/6/22 (Para Ed)
Christine Brown	Midway	Class	Resignation effective 6/25/21 (Para Ed - was on leave for 21/22 school year)
Glenda Pearson	Brentwood	Class	Resignation effective 4/22/22
Tonya Riggins	Evergreen	Class	Resignation effective 5/13/22

**B. Student Travel Proposal
Mt. Spokane High School FCCLA**

Darren Nelson, Director of Secondary Education, presented a request from two Mt. Spokane High School FCCLA students and teacher Maureen Collins to travel to San Diego, California, June 28 - July 4, 2022, to participate in the FCCLA National Leadership Competition, for board consideration. Both student attendees have earned top Gold status, which qualifies them for this national leadership competition. Mr. Nelson explained FCCLA is an off-shoot of the ProStart program.

The estimated per student cost to attend the competition is \$300-\$350. ASB funds will be used to cover the remaining student travel costs with district CTE monies covering Ms. Collins' expenses. Ms. Collins will fly to San Diego, one of the students will fly with parents and the other student will travel by car with parents.

Director Olson made a motion to approve the presented trip from Mt. Spokane FCCLA to travel to San Diego, California, June 28 - July 4, 2022, to participate in the FCCLA National Leadership Competition. Director Denholm seconded the motion. The motion carried unanimously.

**C. 1st Reading Policy & Procedure 4311 Adoption
School Safety & Security Services Program**

Family & Student Services Director Josh Westermann presented the adoption of Policy & Procedure 4311, School Safety & Security Services Program, for first reading consideration. Having a school board approved policy/procedure that addresses the district's school safety and security services program is a requirement of Substitute House Bill 1214 passed by the state legislature in 2021. WSSDA Sample Policy 4311 and Sample Procedure 4311 are templates for the presented drafts. The presented policy and procedure comply with state/federal statutes and clearly outline the duties of a School Resource Officer.

The presented policy sets forth the purpose of the School Safety & Security Services Program, which includes the improvement of safety and the educational climate at school.

In the *Limitations* section, the policy states "the primary responsibility of maintaining proper order and conduct in the schools resides with school principals or their designee, with support of other school staff." The School Resource Officer (SRO) is prohibited from being involved in formal school discipline situations that are the responsibility of school administrators.

Other sections of the policy address *Requests for Intervention* and *Law Enforcement Activity & Immigration Enforcement*, as well as *Annual Review & Adoption of Agreements with Law Enforcement Agencies or Security Guard Companies*. Any agreement must include: 1) a clear statement regarding SRO duties and responsibility as they relate to student behavior and discipline; 2) a jointly determined hiring and placement process and a performance evaluation process; and 3) an avenue to confirm the SRO has completed an appropriate training series. The

agreement review and adoption process must involve parents, students and community members.

The presented procedure includes sections on *Safety & Security Staff Training*, *Complaint Resolution Process* and *Annual Data Collection & Reporting*. A comprehensive list of data to be collected is set forth in the procedure. This data, along with a copy of any signed agreements between the district and a law enforcement agency or security guard company, must be submitted annually to OSPI.

In response to a question from Director Olson, Mr. Westermann shared the cost for resource officers is split 50/50 with Spokane County. The district's share for two officers is approximately \$80,000, which is paid out of the Family & Student Services budget.

Chris Young, who was in attendance, in response to a question from Director Denholm, stated he has never been involved in immigration enforcement in his role as a School Resource Officer.

Mr. Westermann, following a question from Director Cannon, shared the impetus for the presenting the policy/procedure is compliance with the provisions as set forth in Substitute House Bill 4311. Director Cannon stated he would like to take time to compare the presented policy and procedure with the language in Substitute House Bill 1214. He additionally requested that a copy of the MOU between the school district and Spokane County regarding School Resource Officers be provided to board members.

Regarding the evaluation of School Resource Officers, Mr. Westermann shared the district provides feedback that is included by Spokane County in officer evaluations. Regarding who provides SRO training (a question asked by Director Gray), Mr. Westermann noted this is being developed and will be delivered by Education Service Districts.

Director Cannon indicated he would like to solicit feedback on the policy/procedure from district School Resource Officers as well as other district stakeholders.

President Burchard asked that the policy/procedure adoption be brought back for second reading at the next board meeting as a non-action item.

VII. Reports

A. Superintendent's Report

Superintendent Woodward's report consisted of an update on the following new elementary school programs that will start in the fall:

Dual Language Immersion – This update was provided by Learning & Teaching Assistant Director Robin Placzek. Mead will offer this dual language immersion experience in Spanish. Placement priority will be given to multilingual students, regardless of home school, with one-half of seats set aside for Midway students where the program is being housed. Hiring of the Dual Language Immersion kindergarten teacher is nearing completion. A *Family Information Night* is planned for the evening of Wednesday, May 11, 2022.

Highly Capable Program – This update was provided by Director of Elementary Education Rob Haugen. Highly Capable will include three strands next year: K-1 In-Building, 2-5 In-Building, plus a 2-3 full-time gifted classroom and a 4-5 full-time gifted classroom. Teachers for the two full-time classrooms have been hired. The two full-time classes will be housed at Farwell. The district is just wrapping up student qualification assessments (CogAT & math) and by the end of May will communicate with families of students eligible for full-time programing. In response to a question from President Burchard, Mr. Haugen shared he is confident there will be no trouble filling the two full-time classrooms with qualified students from all ten elementary schools. Funding for the program, with the exception of curriculum, is cost neutral.

Transitional Kindergarten – This update was provided by Learning & Teaching Assistant Superintendent Heather Havens. This program will be housed at Shiloh Hills Elementary School. There are currently 19 students fully registered, one is in process and there are three students on the waitlist. The class will be staffed with one certificated teacher (this position has been hired) and one para-educator. A second Transitional Kindergarten classroom will be opened if there are 16 students on the waitlist. The hope is to expand this program into other elementary schools in the coming years. Regarding transportation, the district hopes to utilize a smaller bus that will be used solely to transport Transitional K students to and from school. If that is not possible, regular buses will be used with seatbelts added to the first few rows of seats. A copy of the program *Entry Criteria Rubric* was provided to board members. A primary purpose of Transitional Kindergarten is to provide a program for four-year old children who do not have access to other kindergarten readiness programs.

VIII. Adjourn

The meeting was adjourned at 7 pm.

President

Secretary

MEAD SCHOOL DISTRICT

Board Meeting of May 23, 2022
Continuing Business

V.A.

Agenda Item: **2nd Reading Policy & Procedure 4311 Adoption
School Safety & Security Services Program**

Background: Policy & Procedure 4311, School Safety & Security Services Program, would be a new policy/procedure for the Mead School District. Having a school board approved policy/procedure that addresses the district's school safety and security services program is a requirement of Substitute House Bill 1214 passed by the state legislature in 2021. WSSDA Sample Policy 4311 & Sample Procedure 4311 are templates for the presented drafts. The presented policy and procedure comply with state/federal statutes and formalize district protocols with regard to School Resource Officers.

Summary: The presented policy sets forth the purpose of the School Safety & Security Services Program, which includes the improvement of safety and the educational climate at school.

In the *Limitations* section, the policy states "the primary responsibility of maintaining proper order and conduct in the schools resides with school principals or their designee, with support of other school staff." The School Resource Officer (SRO) is prohibited from being involved in formal school discipline situations that are the responsibility of school administrators.

Other sections of the policy address *Requests for Intervention* and *Law Enforcement Activity & Immigration Enforcement*, as well as *Annual Review & Adoption of Agreements with Law Enforcement Agencies or Security Guard Companies*. Any agreement must include: 1) a clear statement regarding SRO duties and responsibility as they relate to student behavior and discipline; 2) a jointly determined hiring and placement process and a performance evaluation process; and 3) an avenue to confirm the SRO has completed an appropriate training series. The agreement review and adoption process must involve parents, students and community members.

The presented procedure includes sections on *Safety & Security Staff Training*, *Complaint Resolution Process* and *Annual Data Collection & Reporting*. A comprehensive list of data to be collected is set forth in the procedure. This data, along with a copy

of any signed agreements between the district and a law enforcement agency or security guard company, must be submitted annually to OSPI.

No first reading (May 9, 2022) changes were recommended. In preparation for this second reading a copy of the MOU between the school district and Spokane County regarding School Resource Officers was provided via email to board members.

Staffing Implication: None

Other Considerations: None

Recommendation: No second reading action is requested.

Attachments:

- Draft Policy 4311
- Draft Procedure 4311

SCHOOL SAFETY & SECURITY SERVICES PROGRAM

At the beginning of each school year, if the district has safety and security staff working on school property, the district must present to and discuss with students, and distribute to families, information about the role and responsibilities of safety and security staff.

“Safety and security staff” means a school resource officer, a school security officer, a campus security officer, and any other commissioned or noncommissioned employee or contractor, whose primary job duty is to provide safety or security services for a public school.

“School resource officer” (SRO) means a commissioned law enforcement officer in the state of Washington with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff’s office to work in schools to build positive relationships with students and address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K-12 schools. School resource officers should focus on keeping students out of the criminal justice system when possible and should not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the educational system.

Purpose

The purpose of the Mead School District safety and security services program is to improve school safety and the educational climate at the school. The safety and security staff shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate. They shall support a positive school climate by developing positive relationships with students, parents and staff, and by helping to promote a safe, inclusive and positive learning environment. Safety and security staff are valuable team members of School Based Threat Assessment Teams, which are preventative in purpose. They are encouraged to participate consistent with Policy/Procedure 3225, School Based Threat Assessment.

Limitations

The primary responsibility for maintaining proper order and conduct in the schools resides with school principals or their designee, with the support of other school staff. Principals or their designee maintain order and handle all student discipline matters consistent with Policy/Procedure 3241, Classroom Management, Discipline & Corrective Action. A school resource officer is prohibited from becoming involved in formal school discipline situations that are the responsibility of school administrators.

Requests for Intervention

Teachers and school administrators may ask safety and security staff to intervene if a student’s presence poses an immediate and continuing danger to others or an immediate and continuing threat of material and substantial disruption of the educational process or in other emergency circumstances consistent with Policy 3432, Emergencies. Safety and security staff do not need to be asked before intervening in emergencies.

Law Enforcement Activity & Immigration Enforcement

As a general rule, law enforcement activity should take place at a location other than school premises. However, there are circumstances where law enforcement intervention/activity on school premises is warranted and may be conducted by an SRO. These law enforcement activities by an SRO may include interviews and interrogations; search of a student's person, possessions, or locker; citations, filing of delinquency petitions, referrals to a probation officer, actual arrests, and other referrals to the juvenile justice systems, consistent with Policy/Procedure 3226, Interviews & Interrogations of Students on School Premises and Policy/Procedure 3230 Student Privacy & Searches, and consistent with state law regarding a juvenile's access to an attorney when contacted by law enforcement.

The SRO duties do not extend to immigration enforcement and the SRO will not inquire into or collect information about an individual's immigration or citizenship status, or place of birth. Neither will the SRO provide information pursuant to notification requests from federal immigration authorities for the purposes of civil immigration enforcement, except as required by law.

Annual Review & Adoption of Agreements with Law Enforcement Agencies or Security Guard Companies

If a law enforcement agency or security guard company supplies safety and security staff to work on school property when students are expected to be present, the district must annually review and adopt an agreement with the law enforcement agency or security guard company. The agreement must:

- A. Include a clear statement regarding safety and security staff duties and responsibilities related to student behavior and discipline that: prohibits a school resource officer from becoming involved in formal school discipline situations that are the responsibility of school administrators; recognizes that a trained safety and security staff knows when to informally interact with students to reinforce school rules and when to enforce the law; clarifies the circumstances under which teachers and school administrators may ask safety and security staff to intervene with a student; explains how safety and security staff will be engaged in creating a positive school climate and positive relationships with students; and describes the process for families to file complaints with the school and, when applicable, the local law enforcement agency or the company that provides the safety and security staff on contract related to safety and security staff and a process for investigating and responding to complaints;
- B. Include a jointly determined hiring and placement process and a performance evaluation process; and
- C. Either confirm that the safety and security staff have completed training series documentation provided by the education service district or describe the plan for safety and security staff to complete the training series required by law.

The agreement review and adoption process must involve parents, students and community members.

The superintendent or designee will develop additional procedures to implement this policy.

Cross References

2121 – Substance Abuse Program
2161 – Special Education and Related Services for Eligible Students
3143 – District Notification of Juvenile Offenders
3225 – School-Based Threat Assessment
3226 – Interviews and Interrogations of Students on School Premises
3230 – Student Privacy and Searches
3432 – Emergencies
3241 – Classroom Management, Discipline & Corrective Action
3246 – Restraint, Isolation & Other Uses of Reasonable Force
4210 – Weapons on School Property

Legal References:

RCW 10.93.160 – Immigration and Citizenship Status
RCW 26.44.030 - Interviews of children
RCW 26.44.050 – Abuse or neglect of child – Duty of law enforcement agency or department of social and health services – Taking child into custody without court order
RCW 26.44.110 – Information about rights – Custody without court order – Written statement required – Contents
RCW 26.44.115 – Child taken into custody under court order – Information to parents
RCW 28A.300.640 – 645 – School based threat assessment program
Chapter 28A.320.124 – School resource officer programs
20 U.S.C. 1232g Family Education Rights and Privacy Act
SHB 1140, Chapter 328, Laws of 2021
Law Enforcement Contact with Juveniles – Access to Attorney

Adopted:

SCHOOL SAFETY & SECURITY SERVICES PROGRAM

Safety and Security Staff Training

The district recognizes that trained safety and security staff know when to informally interact with students to reinforce school rules and when to enforce the law. Prior to assigning safety and security staff to work on school property when students are expected to be present, the district and its contractors must either:

- A. Confirm that the safety and security staff have completed training series with documentation provided by the educational service district; or
- B. Require the safety and security staff to complete the following educational service district training series: two components for school resource officers and three components for other safety and security staff, which must meet the following requirements:
 - i. All safety and security staff must complete classroom training on the subjects listed below, within the first six months of working on school property when students are expected to be present:
 - Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;
 - Child and adolescent development;
 - Trauma-informed approaches to working with youth;
 - Recognizing and responding to youth mental health issues;
 - Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;
 - Collateral consequences of arrest, referral for prosecution, and court involvement;
 - Resources available in the community that serve as alternatives to arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;
 - Local and national disparities in the use of force and arrest of children;
 - De-escalation techniques when working with youth or groups of youth;
 - State law regarding restraint and isolation in schools, including RCW 28A.600.485;
 - Bias free policing and cultural competency;
 - The federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Sec. 1232g) requirements, including limits on access to and dissemination of student records for non-educational purposes; and
 - Restorative justice principles and practices.

- ii. All safety and security staff must complete two days of on-the-job training with experienced safety and security staff, at the school of the experienced staff, within the first year of working on school property when students are expected to be present; and
- iii. Safety and security staff who are not school resource officers must complete at least six check-in trainings with experienced staff within the first year of working on school property when students are expected to be present.

Complaint Resolution Process

The district recognizes the importance of establishing a simple and effective means for resolving concerns that may arise related to safety and security staff. The following complaint resolution system will address concerns regarding safety and security staff, provide for the investigation of complaints, and provide for timely communication of the resolution of the complaint to the complainant.

The complaint resolution system shall allow parents and guardians and adult students to submit complaints. A complaint shall mean a written claim by a parent or guardian or adult student that alleges improper conduct by safety and security staff that has directly aggrieved them.

The following procedure has been established for resolving a written complaint filed by a parent or guardian or adult student.

Step One

The parent or guardian or adult student will present the complaint in writing to the school principal or their designee within ten calendar days of the action or incident that gave rise to the complaint. The written statement of the complaint will contain:

- a. The facts upon which the complaint is based as the parent or guardian or adult student who is filing the complaint sees them;
- b. A reference to the policies/procedures of the district which have allegedly been violated; and
- c. The remedies sought.

Failure to submit a written complaint within the timeline specified will result in waiver of the complaint.

If a written complaint is filed in compliance with the timeline specified above, the parent or guardian or adult student will discuss this complaint with the school principal or their designee. A sincere effort will be made to resolve the complaint at this level. If the parent or guardian or adult student does not appeal the complaint to the superintendent or their designee in writing within ten calendar days of the parent or guardian or adult student's meeting with the school principal or their designee, the complaint will be waived.

Step Two

If the parent or guardian or adult student does appeal the complaint to the superintendent or their designee in writing within ten calendar days of the parent or guardian or adult student's meeting with the school principal or their designee, the superintendent or their designee will, within ten calendar days of the receipt of the complaint's written appeal, meet with that parent or guardian or adult student to hear their claim.

The superintendent or their designee will render a decision regarding the appeal within ten calendar days of the parent or guardian or adult student's meeting with the superintendent or their designee. The superintendent or their designee's decision will be considered final.

Annual Data Collection and Reporting

The district must annually collect the following information on safety and security staff:

- A. The total number of safety and security staff working in the district and in each school building, and number of days per week that each staff works;
- B. The name of any law enforcement agency or private organization with which the district has an agreement for safety and security services;
- C. A description of each incident where safety and security staff were involved that resulted in student discipline, use of force against a student, or a student arrest. For each student involved in the incident, the description must include:
 - (i) The student's race, ethnicity and other demographics; and
 - (ii) Whether the student has an individualized education program or plan developed under section 504 of the rehabilitation act of 1973.
- D. The number of complaints related to job duties and student interactions filed against safety and security staff; and
- E. Other school safety and security information required by the Office of the Superintendent of Public Instruction.

The district must annually submit any agreements with a law enforcement agency or security guard company and the information collected above in the time and in the manner required by the Office of the Superintendent of Public Instruction. The Office of the Superintendent of Public Instruction will make the submitted agreements and information publicly available. To the extent possible, information collected under "C" above must be disaggregated as provided in RCW 28A.300.042.

Adopted:

MEAD SCHOOL DISTRICT

Board Meeting of May 23, 2022
New Business

VI.A.

Agenda Item: Consent Agenda

Background:

The Consent Agenda contains items that are normal and customary in the operation of the school district.

Fiscal Impact:

The Consent Agenda items have no significant impact beyond the adopted budget. Expenditure or employment requests that exceed budget authorization should not appear as a consent item.

Staffing Implications:

None, other than the personnel recommendations, as presented.

Other Considerations:

None

Recommendation:

Approval of the Consent Agenda, as presented, is recommended.

Consent Agenda

Regular Board Meeting of May 23, 2022

1. Hire Certificated Personnel:

Erin O'Connor	Meadow Ridge	Cert	1.0 FTE Continuing Principal effective 7/1/22
Carmen Richardson	Learning & Teaching	Cert	1.0 FTE Leave Replacement LITS 21/22 school year effective 10/14/21 (amends previous hire from Continuing to Leave Replacement)
Claire Spring	Mead High School	Cert	.6 FTE Leave Replacement English Teacher 2 nd semester 21/22 (in addition to .4 FTE Continuing)

2. Hire Classified Personnel:

Andrea Jimenez	District Office	Class	8 hrs/day Leaves Specialist effective 5/2/22 (no longer serving as HR Executive Assistant)
Marcus Peschel	Transportation	Class	4.75 hrs/day Bus Driver effective 5/2/22
Dillon Lamb	Colbert	Class	8 hrs/day Custodian II effective 5/9/22
Kayla Geyer	Transportation	Class	4 hrs/day Bus Driver effective 5/16/22

3. Approve AP Vouchers for General Fund, Capitol Projects, Private Purpose Trust and ASB, as attached.

4. Approve Extra-Curricular Contracts (attached).

5. Accept the Following Donation:

- District Office General Fund \$500 CoBank

6. Approve Requests for Unpaid Leave (i.e. parenting, medical, Good of the District, etc.):

Sheree Greenslitt | Evergreen | Class | 5/12/22 - 6/20/22 (Mondays & Fridays Only)

7. Approve Retirements and Resignations:

Maren Cummings	Colbert	Cert	Resignation effective 6/20/22 (Teacher)
Dylan Hance	District Office	Class	Resignation effective 5/31/22 (Lead Accountant)
Tom Shaw	Transportation	Class	Retirement effective 6/10/22 (Bus Driver)
Gloria Burton	Special Services	Class	Retirement effective 10/31/22 (Para Ed)
Laurie Chadwick	Mead High	Cert	Retirement effective 8/29/22 (Teacher - will continue coaching)
Steve Kiesel	Mead High	Cert	Retirement effective 6/20/22
Tyler Hauschild	Mountainside	Cert	Resignation effective 8/31/19 (Teacher - has been on leave the past three years)
Todd Mason	Transportation	Class	Resignation effective 5/10/22 (Bus Driver)
Willem Hatley	Mountainside	Class	Resignation effective 5/20/22 (Para Ed - will continue coaching)

Spokane County, Mead, Washington

5/23/2022

Teachers have been checked by

THIS IS TO CERTIFY that the warrants of the Mead School District No. 354, Spokane County, Washington, as listed below, have been allowed by the School Board of this District.

Secretary _____

Board Signature _____

Board Signature _____

Board Signature _____

Board Signature _____

Board Signature _____

General Fund

Mead School District No 354

Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1195

Starting Check Number: 105972

Check #	Date	Payee	Amount
105972	05/13/2022	ACTION SPORTSWEAR	\$681.72
105973	05/13/2022	ADREM SOFTWARE INC	\$1,400.00
105974	05/13/2022	ADVANCED PAGING & COMMUNICATIONS INC	\$76.23
105975	05/13/2022	AI-MEDIA TECHNOLOGIES LLC	\$1,040.00
105976	05/13/2022	ALLSTREAM	\$3,998.35
105977	05/13/2022	AMAZON	\$1,997.05
105978	05/13/2022	AMAZON WEB SERVICES INC	\$76.52
105979	05/13/2022	AMERICAN ON SITE SERVICES	\$1,607.77
105980	05/13/2022	AMERIGAS PROPANE LP	\$885.54
105981	05/13/2022	ANATEK LABS INC	\$325.00
105982	05/13/2022	APPLE COMPUTER INC	\$1,576.42
105983	05/13/2022	AVISTA UTILITIES	\$131,830.15
105984	05/13/2022	BANNER BANK	\$12,373.00
105985	05/13/2022	BARGREEN ELLINGSON INC	\$245.47
105986	05/13/2022	BEYONDTRUST CORP	\$2,030.14
105987	05/13/2022	BOUND TO STAY BOUND BOOKS	\$367.54
105988	05/13/2022	BOWERS, DEBORAH	\$212.80
105989	05/13/2022	BOYS & GIRLS CLUBS OF SPOKANE CITY	\$4,225.53
105990	05/13/2022	CAMP FIRE INLAND NORTHWEST	\$1,150.00
105991	05/13/2022	CAMTEK	\$1,876.61
105992	05/13/2022	CENTURY LINK - SEATTLE	\$14.14
105993	05/13/2022	CINTAS	\$5,185.39
105994	05/13/2022	CINTAS	\$5,826.61
105995	05/13/2022	CITY OF SPOKANE - UTILITIES DIVISION	\$4,293.50
105996	05/13/2022	CLEARWATER MUSIC	\$81.68
105997	05/13/2022	CO ENERGY	\$970.93
105998	05/13/2022	COMPUNET INC	\$10,058.18
105999	05/13/2022	DELL FINANCIAL SERVICES LLC	\$304,231.80
106000	05/13/2022	DEMCO	\$328.25
106001	05/13/2022	ELK SEPTIC	\$5,188.80
106002	05/13/2022	ESD 101	\$10,002.88
106003	05/13/2022	ESD 113	\$1,357.50
106004	05/13/2022	EWU STUDENT FINANCIAL SERVICES	\$454,582.27
106005	05/13/2022	FIRST CHOICE SERVICES	\$382.56
106006	05/13/2022	FISHER'S TECHNOLOGY	\$7,833.75
106007	05/13/2022	FRED MEYER KROGER	\$49.75
106008	05/13/2022	GRADUATION ALLIANCE	\$30,628.80
106009	05/13/2022	GREATAMERICA FINANCIAL SERVICES	\$2,926.40

Mead School District No 354

Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1195

Starting Check Number: 105972

Check #	Date	Payee	Amount
106010	05/13/2022	HAPPY NUMBERS INC	\$2,900.00
106011	05/13/2022	HAVE BEANS WILL TRAVEL MOBILE EXPRESS	\$451.26
106012	05/13/2022	HEALING LODGE OF SEVEN NATIONS	\$9,349.20
106013	05/13/2022	HENRY SCHEIN INC	\$700.32
106014	05/13/2022	HOFFMAN MUSIC CO	\$43.31
106015	05/13/2022	HOME DEPOT CREDIT SERVICES	\$492.97
106016	05/13/2022	IBEX FLOORING	\$1,582.32
106017	05/13/2022	IML SECURITY SUPPLY	\$415.31
106018	05/13/2022	INLAND POWER & LIGHT CO	\$9,567.87
106019	05/13/2022	INTERMAX NETWORKS	\$313.63
106020	05/13/2022	INTERSTATE ALL BATTERY CENTER	\$467.95
106021	05/13/2022	IXL SUBSCRIPTIONS DEPARTMENT	\$864.00
106022	05/13/2022	JAMF SOFTWARE LLC	\$57,487.23
106023	05/13/2022	JOHNSTONE SUPPLY	\$2,060.19
106024	05/13/2022	JW PEPPER	\$882.65
106025	05/13/2022	KCDA	\$2,761.15
106026	05/13/2022	LAWSON PRODUCTS INC	\$1,599.78
106027	05/13/2022	LEARNING A-Z	\$1,413.74
106028	05/13/2022	LES SCHWAB TIRE	\$2,439.29
106029	05/13/2022	LINC FOODS	\$426.56
106030	05/13/2022	M & L SUPPLY	\$1,704.76
106031	05/13/2022	MAINTENANCE SOLUTIONS INC	\$300.26
106032	05/13/2022	MAXIM STAFFING SOLUTIONS	\$3,217.50
106033	05/13/2022	MCGUIRE BEARING CO	\$1,953.25
106034	05/13/2022	MEAD HIGH SCHOOL	\$300.00
106035	05/13/2022	MILLER PAINT CO INC	\$147.85
106036	05/13/2022	MOTION AUTO SUPPLY	\$284.35
106037	05/13/2022	MT SPOKANE ASB	\$125.00
106038	05/13/2022	NAPA AUTO PARTS	\$3,421.45
106039	05/13/2022	NATIONAL ASSOCIATION FOR GIFTED CHILDREN	\$1,558.00
106040	05/13/2022	NATIONAL COLOR GRAPHICS, INC	\$86.11
106041	05/13/2022	NEC FINANCIAL SERVICES LLC	\$4,641.62
106042	05/13/2022	NORTH 40 OUTFITTERS	\$311.61
106043	05/13/2022	OFFICE DEPOT	\$133.76
106044	05/13/2022	OSPI.	\$1,152.36
106045	05/13/2022	OXARC	\$7.25
106046	05/13/2022	PETROCARD SYSTEMS INC	\$155,762.89
106047	05/13/2022	PICKA TIME	\$182.50

Mead School District No 354

Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1195

Starting Check Number: 105972

Check #	Date	Payee	Amount
106048	05/13/2022	PLANET TURF/JCC LTD	\$57.50
106049	05/13/2022	PPC SOLUTIONS, INC	\$1,722.00
106050	05/13/2022	PTERA INC	\$85.00
106051	05/13/2022	RAINBOW RESOURCES	\$120.59
106052	05/13/2022	REILLY, KELLI	\$111.42
106053	05/13/2022	RWC INTERNATIONAL	\$5,836.50
106054	05/13/2022	RYDIN SIGN & DECAL	\$706.21
106055	05/13/2022	SAFEGUARD BUSINESS SYSTEMS	\$274.34
106056	05/13/2022	SAFETY-KLEEN	\$241.12
106057	05/13/2022	SAVVAS LEARNING COMPANY LLC	\$500.00
106058	05/13/2022	SCHOLASTIC BOOK FAIRS	\$4,430.12
106059	05/13/2022	SCHOOL HEALTH CORPORATION	\$243.23
106060	05/13/2022	SCHOOL SPECIALTY	\$57.23
106061	05/13/2022	SCHOOLS INSURANCE ASSOC OF WA	\$2,500.00
106062	05/13/2022	SEESAW	\$9,096.56
106063	05/13/2022	SHRINERS HOSPITAL	\$15,594.66
106064	05/13/2022	SITEONE LANDSCAPE SUPPLY LLC	\$584.87
106065	05/13/2022	SOUTHERN COMPUTER WAREHOUSE INC	\$485.87
106066	05/13/2022	SPOKANE CO ENVIRONMENTAL SERVICES	\$2,632.03
106067	05/13/2022	SPOKANE CO WATER DIST 3	\$2,433.91
106068	05/13/2022	SPOKANE INTERNATIONAL TRANSLATION	\$70.00
106069	05/13/2022	SPOKESMAN REVIEW.	\$362.80
106070	05/13/2022	STONEWAY ELECTRIC	\$5,036.14
106071	05/13/2022	SUNTOYA CORPORATION	\$480.79
106072	05/13/2022	T-MOBILE	\$4,359.50
106073	05/13/2022	TEACHING TEXTBOOKS INC	\$43.08
106074	05/13/2022	TERRY'S DAIRY INC	\$34,137.64
106075	05/13/2022	TRANSFINDER	\$10,690.00
106076	05/13/2022	TURF TANK	\$2,500.00
106077	05/13/2022	TYLER TECH INC	\$1,299.00
106078	05/13/2022	ULINE	\$160.49
106079	05/13/2022	UNITED DATA SECURITY INC	\$90.00
106080	05/13/2022	US FOODS INC	\$129,604.27
106081	05/13/2022	VERIZON..	\$493.79
106082	05/13/2022	WA ST FIRST AID	\$480.00
106083	05/13/2022	WALTER E NELSON CO	\$184.00
106084	05/13/2022	WASBO	\$410.00
106085	05/13/2022	WASHINGTON STATE HOSA	\$110.00

Mead School District No 354

Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1195

Starting Check Number: 105972

Check #	Date	Payee	Amount
106086	05/13/2022	WASTE MANAGEMENT OF SPOKANE	\$22,218.27
106087	05/13/2022	WELLS FARGO FINANCIAL LEASING INC	\$5,749.13
106088	05/13/2022	WEST VALLEY SCHOOL DISTRICT	\$4,606.14
106089	05/13/2022	WHITWORTH WATER DIST 2	\$1,601.31
106090	05/13/2022	ZAYO ENTERPRISE NETWORKS	\$6,514.92
106091	05/13/2022	ZIGGY'S	\$630.62
106092	05/13/2022	ZONAR SYSTEMS INC	\$141,436.04
Total Amount:			\$1,704,409.37

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1196

05/13/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Baldwin, Rebecca L				
		1.0.530.0100.27.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$13.05
Barrington, John O			Vendor Total:	\$13.05
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$68.09
Bauer, Dianne K			Vendor Total:	\$68.09
		1.0.530.0200.23.8581.25.25.000.0000	TRAVEL-IN DISTRICT	\$67.92
Beeman, Deann C			Vendor Total:	\$67.92
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$33.46
Binder, Mary E			Vendor Total:	\$33.46
		1.0.530.2100.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$22.99
Bower, Ellen Estelle			Vendor Total:	\$22.99
		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$46.33
Breitenbach, Karen T			Vendor Total:	\$46.33
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$40.19
Bryceson, Alexandra Joy			Vendor Total:	\$40.19
		1.0.530.9700.13.8581.01.03.000.0000	TRAVEL-IN DISTRICT	\$101.03
Burton, Gloria L			Vendor Total:	\$101.03
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$15.44
Cloer, Terrance R			Vendor Total:	\$15.44
		1.1.530.0128.28.8582.27.03.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$118.17

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1196

05/13/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Cooks, Kimberly Sue				Vendor Total: \$118.17
		1.0.530.9700.14.8582.01.04.000.0000	TRAVEL-OUT OF DISTRICT	\$40.07
Edwards, Nicholas A				Vendor Total: \$40.07
		1.0.530.0200.23.8581.25.25.000.0000	TRAVEL-IN DISTRICT	\$107.00
Gilbert, Donald L				Vendor Total: \$107.00
		1.0.530.9700.63.8581.07.35.000.0000	TRAVEL-IN DISTRICT	\$116.70
Granado, Katie				Vendor Total: \$116.70
		1.0.530.9700.61.8581.07.34.000.0000	TRAVEL-IN DISTRICT	\$25.39
Hutchins, Keri				Vendor Total: \$25.39
		1.0.530.9700.14.8582.01.04.000.0000	TRAVEL-OUT OF DISTRICT	\$20.00
Jimenez, Andrea Dawn				Vendor Total: \$20.00
		1.0.530.9700.14.8582.01.04.000.0000	TRAVEL-OUT OF DISTRICT	\$35.04
Jordan, Jaclyn Sue				Vendor Total: \$35.04
		1.0.530.0100.27.8581.20.03.000.0000	TRAVEL-IN DISTRICT	\$15.91
		1.0.530.0100.27.8581.28.03.000.0000	TRAVEL-IN DISTRICT	\$15.91
Kirishian, Michael Sarkis				Vendor Total: \$31.82
		1.0.530.9700.72.5100.01.32.000.0000	MISCELLANEOUS SUPPLIES	\$5.33
KUETER, RANDALL	V002220			Vendor Total: \$5.33
		1.0.530.9700.65.7340.26.03.000.0000	OTHER PROFESSIONAL PURCHASED SERVICES	\$6,225.00
				Vendor Total: \$6,225.00

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1196

05/13/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Lee, Robert Edward II				
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$175.50
Lofstedt, Kelli Lynn			Vendor Total:	\$175.50
		1.0.530.3165.27.5100.28.39.000.0000	CTE FAMILY/CONSUMER SCIENCE SUPPLIES	\$75.48
Murphy, Cheyeanne S			Vendor Total:	\$75.48
		1.0.530.9700.63.8581.07.35.000.0000	TRAVEL-IN DISTRICT	\$26.91
Nelson, Donn			Vendor Total:	\$26.91
		1.0.530.2109.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$80.20
Oswalt, Mark Philo			Vendor Total:	\$80.20
		1.0.530.9800.41.8581.07.07.000.0000	TRAVEL-IN DISTRICT	\$93.30
Overhauser, Johanna Marie			Vendor Total:	\$93.30
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$42.65
Patry, Katherine Sarah			Vendor Total:	\$42.65
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$15.74
Scott, Carla J			Vendor Total:	\$15.74
		1.0.530.9700.13.8582.01.03.000.0000	TRAVEL-OUT OF DISTRICT	\$60.19
Sherwood, Kristin Elisa			Vendor Total:	\$60.19
		1.0.530.2100.26.7810.01.09.000.0000	MEMBERSHIPS	\$91.00
Slusser, Beth L			Vendor Total:	\$91.00
		1.0.530.0200.27.5100.25.25.000.0000	ALE TEACHING SUPPLIES	\$24.95

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1196 05/13/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Smith, Sydney Lee				Vendor Total: \$24.95
		1.0.530.9700.13.8581.01.03.000.0000	TRAVEL-IN DISTRICT	\$66.04
Sponenburg, Sarah				Vendor Total: \$66.04
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$10.06
Whitman, Lehsley A				Vendor Total: \$10.06
		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$88.86
				Vendor Total: \$88.86
				Grand Total: \$7,983.90

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1204

Starting Check Number: 106142

Check #	Date	Payee	Amount
106142	05/20/2022	A2Z INTERPRETING, LLC	\$457.02
106143	05/20/2022	ACE HARDWARE	\$15.24
106144	05/20/2022	AG ENTERPRISE SUPPLY INC	\$539.42
106145	05/20/2022	ALPINE FRAMES	\$89.58
106146	05/20/2022	AMAZON	\$109.62
106147	05/20/2022	AMERIGAS PROPANE LP	\$1,629.14
106148	05/20/2022	APPLE COMPUTER INC	\$334.45
106149	05/20/2022	ARMSTRONG, CATE	\$50.00
106150	05/20/2022	AVAIL HOME HEALTH INC	\$1,787.50
106151	05/20/2022	BADMINTON ALLEY	\$458.59
106152	05/20/2022	BALDWIN SIGN COMPANY	\$385.00
106153	05/20/2022	BRYSON SALES & SERVICE OF WASHINGTON	\$2,080.62
106154	05/20/2022	CINTAS	\$285.33
106155	05/20/2022	CITY GLASS	\$459.97
106156	05/20/2022	CITY OF SPOKANE	\$202.00
106157	05/20/2022	CULLIGAN SOFT WATER SERVICE	\$325.39
106158	05/20/2022	CUTLER, DAN J	\$560.00
106159	05/20/2022	ESD 101	\$100.00
106160	05/20/2022	FRED MEYER KROGER	\$65.34
106161	05/20/2022	GEO ENGINEERS	\$3,625.00
106162	05/20/2022	GOPHER	\$193.49
106163	05/20/2022	HOLIDAY INN - ELLENSBURG	\$1,501.36
106164	05/20/2022	HOME DEPOT CREDIT SERVICES	\$420.41
106165	05/20/2022	HOME DEPOT PRO	\$6,307.61
106166	05/20/2022	HORIZON AUTOMATIC RAIN COMPANY DBA	\$337.08
106167	05/20/2022	INTERSTATE ALL BATTERY CENTER	\$189.42
106168	05/20/2022	JOHNSTONE SUPPLY	\$261.43
106169	05/20/2022	JOSTENS	\$3,996.33
106170	05/20/2022	JW PEPPER	\$2,198.74
106171	05/20/2022	KCDA	\$5,057.35
106172	05/20/2022	LANGUAGE LINE SERVICES INC	\$5.88
106173	05/20/2022	LAWSON PRODUCTS INC	\$499.92
106174	05/20/2022	LES SCHWAB TIRE	\$1,318.32
106175	05/20/2022	LINC FOODS	\$1,758.90
106176	05/20/2022	M & L SUPPLY	\$214.79
106177	05/20/2022	MAXIM STAFFING SOLUTIONS	\$1,482.25
106178	05/20/2022	MCGUIRE BEARING CO	\$1,515.69
106179	05/20/2022	MID MOUNTAIN BOILER & STEAM	\$8,317.21

Mead School District No 354

Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1204

Starting Check Number: 106142

Check #	Date	Payee	Amount
106180	05/20/2022	MOBIUS SPOKANE	\$700.00
106181	05/20/2022	MOTION AUTO SUPPLY	\$23.01
106182	05/20/2022	MR B'S CLEAN SWEEP INC	\$12,166.66
106183	05/20/2022	NAPA AUTO PARTS	\$1,291.95
106184	05/20/2022	NAT COLOR GRAPHICS	\$86.11
106185	05/20/2022	NORTH 40 OUTFITTERS	\$108.77
106186	05/20/2022	PICKA TIME	\$55.00
106187	05/20/2022	PURE FILTRATION PRODUCTS INC	\$7,629.24
106188	05/20/2022	RAINBOW RESOURCES	\$663.26
106189	05/20/2022	REALLY GREAT READING	\$380.00
106190	05/20/2022	RWC INTERNATIONAL	\$9,212.50
106191	05/20/2022	SHERWIN WILLIAMS	\$134.55
106192	05/20/2022	SITEONE LANDSCAPE SUPPLY LLC	\$35.22
106193	05/20/2022	SPOKANE CO SOLID WASTE	\$365.54
106194	05/20/2022	SPOKANE INTERNATIONAL TRANSLATION	\$55.00
106195	05/20/2022	STONEWAY ELECTRIC	\$2,386.43
106196	05/20/2022	SUNSHINE DISPOSAL & RECYCLING	\$3,335.42
106197	05/20/2022	TROPHIES UNLIMITED	\$243.07
106198	05/20/2022	US BANK CORPORATE PYMT SYSTEM	\$99,741.30
106199	05/20/2022	US FOODS INC	\$4,523.25
106200	05/20/2022	VERIZON.	\$7,478.27
106201	05/20/2022	WALTER E NELSON CO	\$1,155.99
106202	05/20/2022	WAXIE SANITARY SUPPLY	\$5,399.52
106203	05/20/2022	WEST VALLEY HIGH SCHOOL	\$0.30
106204	05/20/2022	WEST VALLEY SCHOOL DISTRICT	\$1,673.04
106205	05/20/2022	WESTERN EQUIPMENT	\$205.73
106206	05/20/2022	WESTERN STATES EQUIPMENT	\$44.68
Total Amount:			\$208,229.20

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1205 05/20/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Barrington, John O				
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$194.33
			Vendor Total:	\$194.33
Belding-Wilson, Dawn				
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$15.21
			Vendor Total:	\$15.21
Butler, Brandon Robert				
		1.0.530.3161.27.8582.28.39.000.0000	TRAVEL-OUT OF DISTRICT	\$960.23
			Vendor Total:	\$960.23
Butler, Stefanie				
		1.0.530.3161.27.8582.28.39.000.0000	TRAVEL-OUT OF DISTRICT	\$439.00
			Vendor Total:	\$439.00
Cardenas, Julia				
		1.0.530.1320.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$71.00
			Vendor Total:	\$71.00
Carrell, Julia				
		1.0.530.2102.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$2.46
			Vendor Total:	\$2.46
Delcid, Melanie L				
		1.0.530.1320.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$145.00
			Vendor Total:	\$145.00
Ellingson, Heather D				
		1.0.530.9700.13.8581.01.03.000.0000	TRAVEL-IN DISTRICT	\$172.73
			Vendor Total:	\$172.73
Elliott, Christina				
		1.0.530.2131.24.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$15.44
			Vendor Total:	\$15.44
Erwin, Emily				
		1.0.530.2101.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$25.39

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1205 05/20/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Gunther, Tanya M			Vendor Total:	\$25.39
		1.0.530.1320.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$145.00
			Vendor Total:	\$145.00
Hancock, Maud Robin				
		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$40.95
			Vendor Total:	\$40.95
Masiarek, Lindsey Johanna				
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$13.57
			Vendor Total:	\$13.57
Murphy, Cheyeanne S				
		1.0.530.9700.63.8581.07.35.000.0000	TRAVEL-IN DISTRICT	\$26.91
			Vendor Total:	\$26.91
Palpant, Kristen A				
		1.0.530.0129.26.8581.01.08.000.0000	TRAVEL-IN DISTRICT	\$18.43
			Vendor Total:	\$18.43
Pritchard, Anne Michelle				
		1.0.530.1320.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$122.00
			Vendor Total:	\$122.00
Skiles, Linda				
		1.0.530.9900.52.5100.09.03.000.0000	TRANSPORTATION OPERATIONS SUPPLIES	\$78.35
			Vendor Total:	\$78.35
Smith-Wallis, Tija Winslow				
		1.0.530.0100.27.8581.22.03.000.0000	TRAVEL-IN DISTRICT	\$14.34
		1.0.530.0100.27.8581.26.03.000.0000	TRAVEL-IN DISTRICT	\$14.33
			Vendor Total:	\$28.67
Spinnell, Christine Rachelle				
		1.0.530.1320.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$145.00
			Vendor Total:	\$145.00

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1205 05/20/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Strate, Carolyn Ann				
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$52.12
Turner, Finis			Vendor Total:	\$52.12
		1.0.530.2130.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$32.88
Vahlstrom, Maria Thereza			Vendor Total:	\$32.88
		1.0.530.6400.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$71.00
		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$13.46
Wiemers, Russell Lloyd			Vendor Total:	\$84.46
		1.0.530.2109.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$29.84
			Vendor Total:	\$29.84
			Grand Total:	\$2,858.97

End of Report

Capital Projects Fund

Mead School District No 354

Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1198

Starting Check Number: 106123

Check #	Date	Payee	Amount
106123	05/13/2022	BSN SPORTS	\$146.49
106124	05/13/2022	CSI LEASING INC	\$66,782.67
106125	05/13/2022	DCI ENGINEERS	\$716.73
106126	05/13/2022	SPOKANE REGIONAL HEALTH DISTRICT	\$400.00
Total Amount:			\$68,045.89

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1207

Starting Check Number: 106207

Check #	Date	Payee	Amount
106207	05/20/2022	ALSC ARCHITECTS	\$750.00
106208	05/20/2022	MACGILL	\$154.00
106209	05/20/2022	US BANK CORPORATE PYMT SYSTEM	\$3,484.78
106210	05/20/2022	WEST MUSIC CO	\$60.50
Total Amount:			\$4,449.28

End of Report

ASB

Mead School District No 354

Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1197

Starting Check Number: 106093

Check #	Date	Payee	Amount
106093	05/13/2022	A-L COMPRESSED GASES	\$7.79
106094	05/13/2022	ACADEMICS ARE COOL	\$275.00
106095	05/13/2022	ACTION SPORTSWEAR	\$516.49
106096	05/13/2022	BSN SPORTS	\$4,646.26
106097	05/13/2022	DORIAN STUDIO	\$500.00
106098	05/13/2022	ENGLAND, KAY C	\$704.14
106099	05/13/2022	FCCLA	\$175.00
106100	05/13/2022	GARLAND PRINTING CO	\$1,312.85
106101	05/13/2022	GONZAGA WOMENS BASKETBALL	\$3,600.00
106102	05/13/2022	HOFFMAN MUSIC CO	\$29.19
106103	05/13/2022	INSTANT SIGN FACTORY	\$279.59
106104	05/13/2022	KONABASS PRODUCTIONS LLC	\$2,725.00
106105	05/13/2022	LEWIS-CLARK STATE COLLEGE	\$350.00
106106	05/13/2022	MEAD SCHOOL DISTRICT	\$7,030.91
106107	05/13/2022	MILLWOOD BASKETBALL	\$1,150.00
106108	05/13/2022	MOCA CREATIONS	\$432.94
106109	05/13/2022	MOMENTUM INC	\$562.12
106110	05/13/2022	NSPA	\$347.00
106111	05/13/2022	PEPSI COLA BOTTLING CO	\$42.45
106112	05/13/2022	SNOHOMISH HIGH SCHOOL	\$300.00
106113	05/13/2022	SPOKANE GUILDS SCHOOL FOUNDATION	\$1,630.60
106114	05/13/2022	SUNRISE CUSTOM APPAREL	\$311.93
106115	05/13/2022	TENNIS WAREHOUSE	\$3,689.31
106116	05/13/2022	TROPHIES UNLIMITED	\$31.61
106117	05/13/2022	UNIVERSAL ATHLETIC	\$1,970.01
106118	05/13/2022	US AWARDS INC	\$2,999.74
106119	05/13/2022	WANDERMERE GOLF COURSE	\$853.06
106120	05/13/2022	WASHINGTON OFFICIALS ASSOCIATION	\$2,249.25
106121	05/13/2022	WASHINGTON STATE HOSA	\$800.00
106122	05/13/2022	WAVERLY'S COFFEE INC	\$165.00
Total Amount:			\$39,687.24

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1199

05/13/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Henderson, Ryan Dale				
		4.0.530.2150.00.0000.26.00.000.0000	ATHLETIC DIRECTOR	\$476.71
Maglio, Mary Margaret				Vendor Total: \$476.71
		4.0.530.2450.00.0000.28.00.000.0000	BOYS GOLF	\$26.00
Ross, Keith P				Vendor Total: \$26.00
		4.0.530.2460.00.0000.28.00.000.0000	GIRLS GOLF	\$26.00
				Vendor Total: \$26.00
				Grand Total: \$528.71

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1208

Starting Check Number: 106211

Check #	Date	Payee	Amount
106211	05/20/2022	ASSISTANT COACH FUNDRAISING LLC	\$7,271.00
106212	05/20/2022	BILLETER, BRUCE	\$468.62
106213	05/20/2022	BSN SPORTS	\$492.21
106214	05/20/2022	COCUSA MOTEL	\$509.70
106215	05/20/2022	CSPA	\$259.00
106216	05/20/2022	DORIAN STUDIO	\$500.00
106217	05/20/2022	GSL DISTRICT #8 SCHOOLS	\$250.00
106218	05/20/2022	INTEGRATED REGISTER SYSTEMS INC	\$81.68
106219	05/20/2022	PEPSI COLA BOTTLING CO	\$488.13
106220	05/20/2022	SNOHOMISH HIGH SCHOOL	\$300.00
106221	05/20/2022	UNIVERSAL ATHLETIC	\$340.86
106222	05/20/2022	US AWARDS INC	\$2,992.86
106223	05/20/2022	US BANK CORPORATE PYMT SYSTEM	\$35,232.20
Total Amount:			\$49,186.26

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1206

05/20/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Klingback, Jessica Renee		4.0.530.4023.00.0000.27.00.000.0000	CLASS OF 2022	\$49.59
			Vendor Total:	\$49.59
			Grand Total:	\$49.59

End of Report

EXTRA CURRICULAR CONTRACTS

May 23, 2022

Location	First Name	Last Name	Activity	Amount
Highland Middle	Brett	Balogh	6th Grade Basketball	\$ 1,181.00
Highland Middle	Dawson	Kamalu-Nako	6th Grade Basketball	\$ 1,144.00
Highland Middle	Leonard	Vargas	6th Grade Basketball	\$ 1,217.00
Highland Middle	Micah	Erdman	6th Grade Basketball	\$ 1,144.00
Highland Middle	Micah	Erdman	8th Grade Basketball	\$ 2,576.00
Highland Middle	Angeliki	Hibbard	Track	\$ 2,512.00
Highland Middle	Anna	Conner	Track	\$ 1,181.00
Highland Middle	Drake	Yoshioka	Track	\$ 2,576.00
Highland Middle	Evan	Rice	Track	\$ 2,861.00
Highland Middle	Jermaine	Tuggle	Track	\$ 3,239.00
Highland Middle	Marcy	Gallinger	Track	\$ 4,417.00
Highland Middle	Mark	Shulkin	Track	\$ 3,220.00
Highland Middle	Mark	Rasmussen	Track	\$ 3,975.00
Highland Middle	Michele	Shelton	Track	\$ 1,295.00
Highland Middle	Monica	Wallace	Track	\$ 2,672.00
Highland Middle	Ryan	Wiser	Track	\$ 3,533.00
Mead High	Jonáthan	Wrigley	Increased Stipend Due to VOE	\$ 226.00
Mountainside	Gregg	Sampson	6th Grade Basketball	\$ 1,144.00
Mountainside	Josh	Woollett	6th Grade Basketball	\$ 1,144.00
Mountainside	Luke	Thomas	6th Grade Basketball	\$ 1,713.00
Mountainside	Melissa	Martin	6th Grade Basketball	\$ 1,144.00
Mountainside	Cayden	Coffield	7/8th Grade Baseball	\$ 2,576.00
Mountainside	Cris	Coffield	Increased Stipend Due to VOE	\$ 585.00
Mountainside	Bryan	Swenland	Talent Show	\$ 1,194.00
Mt. Spokane	Johnathan	Harrison	After School Strength	\$ 900.00
Mt. Spokane	Brian	Gardner	Boys Golf	\$ 870.25
Northwood Middle	Jacob	Allen	6th Grade Basketball	\$ 1,144.00
Northwood Middle	Jeff	Allen	6th Grade Basketball	\$ 1,256.00
Northwood Middle	Josh	Allen	6th Grade Basketball	\$ 1,144.00
Northwood Middle	Tallie	Carlson	6th Grade Basketball	\$ 1,144.00
Skyline Elementary	Robert	Bravato	Fit for Bloomsday Club	\$ 228.00
Skyline Elementary	Jennifer	Gockley	Fit for Bloomsday Club	\$ 50.00
Skyline Elementary	Holly	Wilcox	Fit for Bloomsday Club	\$ 50.00
Skyline Elementary	Jonathan	Klins	Fit for Bloomsday Club	\$ 35.00
Skyline Elementary	Kayce	Kracke	Fit for Bloomsday Club	\$ 35.00

MEAD SCHOOL DISTRICT

Board Meeting of May 23, 2022
New Business

VI.B.

Agenda Item: **Student Travel Proposal**
 Mt. Spokane High School HOSA Club

Background:

Three qualifying Mt. Spokane High School HOSA (Health Operations Students of America) students (Abigail Melin, Olivia Snyder & Madison Warner) and teacher Raeleen Epperson request permission to travel to Nashville, Tennessee, June 21-26, 2022, to participate in the HOSA International Leadership Conference.

No school will be missed as the competition takes place after school is out for the summer.

Fiscal Impact:

The estimated per student cost is \$1,450.00 which will be covered by HOSA ASB funds and student contributions. The travel costs for Ms. Epperson will be covered by district CTE funds.

Recommendation:

Approval of the request for Mt. Spokane High School HOSA students to travel to Nashville, Tennessee, to participate in the HOSA International Leadership Conference, June 21-26, 2022, is recommended.

Attachment(s): **Student Travel Proposal**



STUDENT TRAVEL PROPOSAL

Print

School: MT Spokane HS Group: MSHS HOA Club

HOA
Trip Name: International Leadership Conference Submission Date: 4-26-2022

For every student who travels as part of this activity I will have in my possession:

- A signed Student Travel Permission Form
- A Medical Emergency Information Form

P. Epperson
Teacher, Coach/Advisor

4-26-2022
Date

Extended Field Trip (Overnight)

Trips related to club, leadership or academic activities that involve overnight stays (e.g. overnight leadership camps). Requires preliminary approval of building Principal, Activities/Athletic Director & lead Student Services administrator followed by final School Board approval.

X

Special Event Trip (Overnight)

Co-curricular or extra-curricular trips that are not part of sanctioned regular or post-season schedules and involve overnight stays and substantial cost to the student (e.g. band trip to bowl parade and trips to national or regional student leadership conference). Requires preliminary approval of building Principal, Activities/Athletic Director & lead Student Services administrator followed by final School Board approval.

Academic Study Trip (Overnight)

School sponsored academic trip that is supervised by school staff and results in educational credit for the student (e.g. government class trip to Washington, D.C., etc.). Requires preliminary approval of building Principal, Activities/Athletic Director & lead Student Services administrator followed by final School Board approval.

Day Trip

No overnight stay . . . Requires building principal authorization only.

Date(s) of Trip: June 21-26, 2022 Person in Charge: Raelean Epperson 509-991-4891

Destination(s): Nashville, Tennessee

Approvals

Principal _____ Activities/Athletic Director _____

Student Services _____ Nurse _____

School Board _____ Final Approval Date _____

Student Travel Field Trip Trip Date June 21-26, 2022 Date Submitted: 509 991 4891
Supervisor Name: Kaeleen Esperson
Total number of students participating: 3 Total number of adults participating: 1

Copies Included:

- ☒ Student Travel Proposal Forms (3 pages)
☒ Transportation Request Sheet
☒ Permission Slip w/ Info Filled In (Parent signed slips will be collected by teacher at a later date)
☒ Itinerary
☒ Student Expectations and Attire (Normal School Rules Apply)
☒ Student List (Sarah will submit it to the nurse)
☒ Chaperone Names and Contact Information
☒ Contact Information of Trip Supervisor
☒ Travel Request Claim Form (only if planning to claim per diem or reimbursement for out of pocket expenses)

IMPORTANT REMINDERS:

- * Schedule your sub in AESOP
- * Meet with the nurse the week before your trip for necessary information and training.
- * All chaperones must have a Washington State background check completed and approved. Check with your building secretary for this process.
- * Take the collected signed permission slips with you on the trip in case of emergency. You should have one for each student attending the trip.

EXPENSE BREAKDOWN

Transportation (Mark all that apply)

District Car(s) and/or Van(s) How Many? _____
☒ Rental Car(s) and/or Van(s) How Many? 1
District Bus How Many? _____
Charter Bus How Many? _____
☒ Plane 4 x \$ 892 = \$ 3568

How is Transportation being funded?
Circle one: HOSA
☒ CTE funds ☐ Building funds ☒ ASB funds
+ 1 student

Lodging

None
School Stay _____ x \$ _____ = \$ _____
☒ Hotel or Camp (circle one) 2 x \$ 1280 = \$ 2560

How is Lodging being funded?
Circle one: HOSA
☒ CTE fund ☐ Building funds ☒ ASB funds
+ 5 student

Fees

None
☒ Registration Fees 4 x \$ 110 = \$ 440

How are Fees being funded?
Circle one: HOSA
☒ CTE fund ☐ Building funds ☒ ASB funds
+ 5 student

Subs

☒ No sub needed
☐ Sub needed
1/2 Day _____ x \$65.00 = \$ _____
Full Day(s) _____ x \$130.00 = \$ _____

How are Subs being funded?
Circle one: _____
☐ CTE funds ☐ Building funds ☐ ASB funds

ADDITIONAL INFORMATION:

See attached funding document for more information.

Trio Educational Benefit and Planned Activities:

My students are attending + competing at the HOSA International Leadership Conference.

Cost & Funding Sources: See attached document

Building Budget Covering:	\$
ASB Funds Covering:	\$
District Funds Covering:	\$
Student/Parent Cost (per student) Covering - Please Itemize:	\$

Fundraising Opportunities:

My students are currently seeking sponsors from the medical field.

Participants:

Estimated # of Students 3 Estimated # of Adults (Chaperons & Staff) 1
of School Days Missed: 0 # of Sub Days Needed: 0 Student/Chaperone Ratio: 3:1

Additional Information:

1. Does the trip involve any of the following ... please circle:

- ☒ Swimming and/or Boating
- ☐ Remote Locations/Hiking
- ☐ Outdoor Education
- ☐ Animals
- ☒ Air Travel
- ☐ Motorized Activities

2. Lodging: Gaylord Opryland Resort and
Convention Center. Nashville, TN
3. Transportation: Air - details on attached itinerary.

4. Supporting Documents:

Preliminary Trip Itinerary attached? X Yes No

Related brochures/information attached: na Yes No

Student Trip Expectations attached: X Yes No

**Permission To Participate In School Trip – Middle and High School**

After reviewing the information provided regarding this trip, I hereby grant permission to participate for:

STUDENT NAME _____ SCHOOL MT Spokane HS
DATE OF BIRTH _____ EMERGENCY CONTACT NAME _____
CONTACT HOME NUMBER _____ CELL/WORK NUMBER _____
TRIP PURPOSE HOSA ILC
TRIP DESTINATION Nashville, TN TRIP DATE June 21-26, 2022
TRANSPORTATION: District Bus or vehicle _____
Other (description) Air
ADDITIONAL NOTES: _____

TO BE COMPLETED BY PARENT (All bold faced items):

Please list any **medical conditions or medications needed** which school staff should be aware of:

I acknowledge that this activity entails inherent risks of bodily injury as well as damage to or loss of property. I hereby release the Mead School District, and its staff and representatives, from liability for such loss or injury as the result of this trip, to the extent allowed by law.

I certify that my child has no known medical or physical conditions which could interfere with his/her safety in this activity. In the event that it becomes necessary for the school district staff in charge to obtain emergency care for my child, I acknowledge that neither the school district or the individual staff member is responsible for the expense incurred as the result of the accident, injury, illness, or other unforeseen circumstance.

I authorize qualified medical and emergency professionals to examine, and in the event of injury or serious illness, administer emergency care to the above named student. I understand that an effort will be made to contact me to explain the nature of the problem prior to any treatment.

Signature of Parent/Legal Guardian _____

Date _____

Phone _____

TRIP INFORMATION (Attached)

I have read and reviewed with my child the attached itinerary (detailing dates, places, events, times, etc.) and behavior expectations. I am also fully aware of the special dangers and risks inherent in participating in these activities. Being fully informed as to these risks and expectations, we agree to abide by those expectations and participate in the event listed above.

Signature of Parent/Legal Guardian _____

Date _____

Phone _____

HOSA ILC 2022 – Nashville

Mt Spokane HS

Advisor attending: Raeleen Epperson

Students attending: Abby Melin, Olivia Snyder and Maddie Warner

Advisor Expenses

Advisor Airfare = \$892.20

Rental of 1 Car = ??? (\$600 est.)

Advisor Meals = \$474

Advisor Lodging = \$1280.25

Advisor Conference Registration = \$110

TOTAL = \$ 3356.45 funded via CTE- Doug Edmonson

Student Expenses

Airfare = \$892.20 X 3 = \$2676.60

Registration = \$110 X 3 = \$330

Hotel = \$1280.25

TOTAL = \$4286.85 funded via HOSA ASB & student contribution

Students will pay for their meals and any extra expenses such as tourist attractions, theme parks, etc.

Itinerary – HOSA ILC Nashville, TN - June 21-26, 2022

Tuesday June 21st

6:05 AM – depart Spokane Airport – Delta flight #1022
10:50 AM – Arrive MPLS – St Paul Airport
12:52 PM – depart MPLS – St Paul Airport – Delta flight #2424
2:52 PM – arrive Nashville Airport
pick up rental car, travel to hotel, Gaylord Opryland Resort and Convention Center

Wednesday June 22nd

8:00 AM – Conference Registration
9:00 AM-5:00 PM – HOSA EXPO
3:30 PM – Healthcare Issues Exam (Abby and Olivia)
7:30 PM – 9:00 PM – ILC Opening Session

Thursday June 23rd

9:00 AM – 4:00 PM – Educational Symposiums
9:00 AM – 5:00 PM – HOSA EXPO
2:00 PM – CERT Skills Round 1 Test (Abby and Maddie)

Friday June 24th

9:00 AM – 4:00 PM – Educational Symposiums
9:00 AM – 2:00PM – HOSA EXPO
CERT Skills Round 2 – by appointment
7:30 PM – 10:00 PM - Recognition Session
10:00PM – 12:00 AM – Entertainment TBD

Saturday June 25th

HOSA Day – Nashville Behind the Scenes or Nashville Zoo at Grassmere
8:00 PM – 10:00 PM – Grands Awards Session/Closing Ceremonies
10:00 PM – 12:00 AM – HOSA Grand Awards Dance

Sunday June 26th

Check out of hotel
2:56 PM – depart Nashville airport – Delta flight #2282
5:05 PM - arrive Atlanta airport
7:55 PM – depart Atlanta airport – Delta flight #2814
9:36 PM – arrive Spokane airport

HOSA Conduct Code

A good reputation enables members to take pride in their organization. HOSA members have an excellent reputation. Your conduct at any HOSA function should make a positive contribution to the reputation that has been established.

1. Your behavior at all times should be such that it reflects credit to you, your school/college, your state and HOSA.
2. Student conduct is the responsibility of the local chapter advisor. Students shall keep their advisors informed of their activities and whereabouts at all times. (HOSA Conference name badges shall be worn at all times at HOSA functions)
3. You are expected to attend all general sessions and other scheduled conference activities. Please be prompt and show respect to those in the audience and on stage.
4. Members are to report any accidents, injuries or illnesses to their local or state advisor immediately.
5. Members are expected to observe the designated curfew. (Curfew means that each person must be in their own room by the designated hour.)
6. If a student is responsible for stealing or vandalism, the student and his/her parents will be expected to pay any and all damages.
7. Members/participants attending the International Conference may not purchase, consume or be under the influence of alcohol or drugs at any time. Violators will be subject to stringent disciplinary action.
8. The HOSA Conference is a non-smoking conference. Smoking is only allowed in designated areas. Show respect to roommates.
9. Students who disregard the rules will be subject to disciplinary action and will be sent home at their own expense. Parents will be notified.
10. Any long distance phone calls, charges to the room, etc. will be the responsibility of the individual student and/or parents.
11. Members are to abide by the ILC-Attire Policy at all business sessions, general sessions, competitive events and other Conference activities.
12. As a delegate to the International Leadership Conference, permission is granted to make photographs, videotapes, broadcasts, and/or sound recordings, separately or in combination, available for reproduction for educational and promotional purposes by HOSA.

GENERAL SESSION PROTOCOL: The general sessions should be enthusiastic but delegates must not be rude or obnoxious to those in the audience or on stage. It is important to remain seated until the end of the session. Chartered Associations that do not adhere to general session protocol will be asked to send a representative to a special meeting of the HOSA Executive Council.

I understand and will adhere to HOSA's Dress Code Policy for all general sessions and for social activities. I have read the Code of Conduct for HOSA conferences and agree to abide by these rules.

Parent/Guardian _____
Print Name Signature Date

Name of Student _____
Print Name Signature Date

School: _____ State _____

Medical Liability Release Form

DIRECTIONS: Due to legal restrictions, it is necessary that all delegates, parents/guardians, guests and HOSA Advisors complete this form to be eligible to attend the 2018 HOSA International Leadership Conference. This form should be returned to the HOSA Chapter Advisor who will forward all forms to the State Advisor. In turn, the HOSA State Advisor will make a copy for his/her files and mail the original forms to HOSA-Future Health Professionals. Please check with your State Advisor for the state due date, which will be prior to May 15.

PLEASE TYPE OR PRINT ALL INFORMATION

Delegate Parent/Guardian

Delegate Name _____ Date of Birth _____
Parent/Guardian Name _____ Parent/Guardian Cell# _____
Home Address _____ City _____ State _____
Parent/Guardian/Telephone: Home _____ Work _____
Student's Physician _____ Phone _____
Physician's Address _____
Alternate Contact _____
Telephone Number Home _____ Work _____
Local Advisor _____ School Name _____
Student is covered by group or medical insurance _____ Yes _____ No _____
If yes, complete the following information:
Name of insured _____ Insurance Company _____
Group # _____ Policy # _____
Please completely describe any medical condition which may recur or be a factor in medical treatment:
a. Allergies _____ e. Physical Handicap _____
b. Convulsions _____ f. Medicine Reactions _____
c. Blackouts _____ g. Disease of any kind _____
d. Heart/lung problems _____ h. Other (Be specific) _____
If currently taking medication, please provide the following information:
Name of medication _____ Physician/Phone Number _____

LIABILITY RELEASE. I certify that the information described above is accurate and complete to the best of my knowledge. I understand that each individual is responsible for his/her own insurance coverage during this trip. I hereby release the HOSA, Inc. Board of Directors, the HOSA-Future Health Professionals Staff, State and Local HOSA Associations, and any designated individual in charge of the HOSA group or specific activity from any legal or financial responsibility with respect to my personal or my student/child's participation in or contact with any known element associated with an activity including competitive events.

PARENT/GUARDIAN: Please check one of the following and sign your name.

- ☐ I give my permission for immediate medical treatment as required in the judgment of the attending physician. Notify me and/or any persons listed above as soon as possible.
- ☐ I do not give permission for medical treatment until I have been contacted.

Parent/Guardian's Signature _____ Date _____
(Applicable for delegates under the age of 18 and must be signed by the parent or legal guardian)

Delegate's Signature _____ Date _____

Advisor's Signature _____ Date _____

School _____ State _____

TODAYS DATE:

Cell Phone#

TEACHER:

EVENT:

GROUP:

DATE OF THE EVENT	DAY OF THE WEEK	DESTINATION NAME(S) & ADDRESS(ES)	Bus @	Type of Bus	Release Times for Students	Pick up Time	Depart Time	ARRIVE AT EVENT TIME	DEPART FROM EVENT DATE / TIME	ARRIVE BACK AT SCHOOL TIME	# of STUDENTS / STAFF
			MHS N-Athletic Doors E-Band Doors S-Front Doors W-Bus Loop	44 Reg 48 XL w/storage Cargo only D/LC wheelchair	5-10 mins before load time for bus	BUS is @ school enter in 15mins increments (8:15, 8:30)	BUS Leaves school for event enter in 15mins increments (8:15, 8:30)				
		Please include Itinerary	MHS E-Student Parking Lot S-Front Doors W-Gym W-Tennis Ct W-Band Doors								

SCHOOL BUS

SCHOOL VAN seats? 7 8 10

CHARTER

RENTAL CAR

Special Equipment Transported (luggage, supplies, etc...Be specific):

Field Trips: Please submit to Sarah Krop for Administrative Approval.

- Buses are being scheduled in 15 minute increments (bus should arrive at 9:00 for a 9:15 departure time)
- Drivers are almost always booked for another trip and even a 10 minute wait will throw off their schedule. PLEASE let Sarah know if things need to be adjusted for an accurate departure time.
- If you're releasing students from class for an event, please let the staff know those times in advance. Email an accurate list, in alphabetical order, to the staff the day before the event.

Questions? Contact Sarah Krop 509-465-7653

For Office Use Only:

Budget code: CTB:

ASB:

Other:

Students attending:

Abigail Melin

Olivia Snyder

Madison Warner

MEAD SCHOOL DISTRICT

Board Meeting of May 23, 2022
New Business

V.C.

Agenda Item: 1st Reading Policy & Procedure 3241 Revision
Student Discipline

Background: Policy/Procedure 3241, Classroom Management, Discipline and Corrective Action, was adopted on September 10, 2018, with no revisions approved since that time. The presented revisions bring this policy/procedure into compliance with discipline changes approved by state legislators via SSHB 1191.

WSSDA Sample Policy 3241 and Sample Procedure 3241 were used as templates for the presented revisions. Due to the extensive nature of the revisions, they are being presented as standalone documents with current Policy 3241 and current Procedure 3241 attached for reference.

Summary: The presented revisions align both the policy and procedure to current state law and current district practices. In addition to changing the policy/procedure name to “Student Discipline” the revisions contain definitions as set forth in SSHB 1191 including those specially related to all forms of exclusionary discipline.

The presented policy places a focus on school discipline that supports students with best practices and strategies. For example, there is a focus on prevention and an individualized approach to meeting student needs. Additionally, schools must attempt other interventions before utilizing exclusionary discipline.

Included as a part of the procedure is a Behavioral Violations – Best Practices and Strategies matrix tool for the purpose of bringing consistency and an equitable approach to exclusionary discipline.

Staffing Implication: None

Other Considerations: None

Recommendation: No first reading action is requested.

Attachments:

- Draft Policy/Procedure 3241
- Current Policy/Procedure 3241

STUDENT DISCIPLINE

Introduction/Philosophy/Purpose

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

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents or guardians and families;
- 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 to complete their education without disruption;
- Facilitating collaboration between school personnel, students, and parents or guardians, and families to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students, district employees, and members of the community.

Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students’ fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;

2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students and staff with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

Development and Review

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

The District will ensure that school principals confer with certificated building employees as appropriate to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff may develop written school procedures for administering discipline that are consistent with this policy and procedure. Each school may also:

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

School handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies.

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

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

School principals will confer with certificated building employees as appropriate to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#). This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

Distribution of Policies and Procedures

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

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school 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. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools may provide discipline training developed under RCW [28A.415.410](#) to support implementation of this policy and procedure to all school staff as feasible.

Application

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

Cross References: 2121 - Substance Abuse Program

2161 - Special Education and Related Services for Eligible Students

3122 - Excused and Unexcused Absences

3210 - Nondiscrimination

3520 - Student Fees, Fines, or Charges

4210 - Regulation of Dangerous Weapons on School Premises

Legal References:

RCW 9A.41.280 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
WAC 392-190-048 Access to course offerings – Student discipline
Chapter 392-400 WAC, Student Discipline
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management
Resources:

- 2021 – February Issue
- 2019 – April Policy Alert
- 2018 - August Issue
- 2016 - July Issue
- 2014 - December Issue
- 2014 - August Issue
- 2010 - June Issue

Adopted: September 10, 2018
Revised:

CLASSROOM MANAGEMENT, DISCIPLINE AND CORRECTIVE ACTION

Rules of student conduct are essential to maintain a school environment conducive to learning. A student's refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for discipline or corrective action.

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. Corrective action must be reasonable and necessary under the circumstances and reflect the district's priority to maintain a safe and positive learning environment for all students and staff.

The district will distribute its discipline policy and procedure to students, their parents/guardians, and the community on an annual basis. Students and/or their parents/guardians will be provided all required substantive and procedural due process in regard to grievances, hearings and/or appeals of corrective action. 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 circumstances, including consideration of the incident that led to the student's long-term suspension or expulsion.

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 disproportionality is found, 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:

- 2161 - Special Education and Related Services for Eligible Students
- 3122 - Excused and Unexcused Absences
- 3210 - Nondiscrimination
- 3240 - Student Conduct Expectations and Reasonable Sanctions
- 4210 - Regulation of Dangerous Weapons on School Premises

Legal References:

- RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable
- RCW 9A.41.280 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
- WAC 392-190-048 Access to course offerings – Student discipline
- Chapter 392-400, WAC Pupils
- 34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
- 42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management Resources:

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

Adopted: September 10, 2018

STUDENT DISCIPLINE

Introduction

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

Definitions

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

- **“Behavioral violation”** means a student's behavior that violates the district's discipline policies.
- **“Best practices and strategies”** refers to other forms of discipline, including but not limited to other forms of discipline that the district has identified in this procedure, that school personnel should administer when appropriate to support students in meeting behavioral expectations.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC [392-400-330](#) and [392-400-335](#). Classroom exclusion does not include actions that result in missed instruction for a brief duration when:
 - (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“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](#).

- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC [392-400-430](#) through [392-400-480](#).
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW [28A.165.035](#).
- **“Parent”** has the same meaning as in WAC [392-172A-01125](#), and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC [392-172A-05130](#). If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **“School board”** means the governing board of directors of the local school district.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.
- **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
 - **In-school suspension** means a suspension in which a student is excluded from the student’s regular educational setting but remains in the student’s current school placement for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).

Engaging with Families & Language Assistance

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

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

Supporting Students with Best Practices and Strategies

The District will implement culturally responsive discipline that strive to provide every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>.

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

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

Each school within the District will implement best practices and strategies consistent with this policy and procedure. In accordance with WAC [392-400-110\(1\)\(e\)](#), the District has identified a continuum of best practices and strategies (attached) that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations.

All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. School personnel at each District school will review the identified best practices and strategies as well as building discipline standards as appropriate.

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

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

Behavioral Violations

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

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

Staff Authority and Exclusionary Discipline

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

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent, Assistant Superintendent, school principals, school vice-principals, as well as their designees, have general authority to administer discipline.

Exclusions from Transportation or Extra-Curricular Activities and Detention

The Superintendent authorizes school principals and school vice-principals and their designees to administer other forms of discipline that exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 – Students in Transition: Enrollment Rights and Services.

Authorized staff may administer lunch detention for not more than the duration of a lunch period on any given day. Students with lunch detention will eat their lunch in a designated area supervised by authorized staff. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention.

Students will also be provided with an opportunity to share their perspective and explanation regarding the behavioral violation.

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

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

Classroom Exclusions

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

Unless 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 teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations before using classroom exclusion. Classroom exclusion may be administered for all or any portion of the balance of the school day. Classroom exclusion does not encompass the involuntary removal of a student from school, including involuntarily sending a student home early or requiring a parent to keep a student at home, based on a behavioral violation. Involuntary removal of a student from school constitutes a suspension, expulsion, or emergency expulsion and must include the required notification and due process outlined in the procedures below. However, the voluntary removal of a student from school for the day by a parent, guardian, or other appropriate individual does not constitute a suspension or expulsion.

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

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the

classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. Classroom exclusion under the behavioral violation category of "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

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

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

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

Grievance Procedures for Classroom Exclusion and Other Forms of Discipline

Any parent/guardian or student who is aggrieved by the administration of classroom exclusion and/or other forms of discipline, including discipline that excludes a student from transportation or extra-curricular activities and detention, has the right to an informal conference with the principal/designee for the purpose of resolving the grievance.

At such conference, the student will have the opportunity to share the student's perspective and explanation regarding the behavioral violation.

Student Disciplinary Board

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

Suspension and Expulsion – General Conditions and Limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students, employees, and members of the community as well as the preservation of an educational process that is conducive to learning. The district will

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

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

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

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

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

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

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

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 their regular educational setting.

In-School Suspension and Short-Term Suspension – Conditions and Limitations

The Superintendent designates principals and vice-principals and their designees with the authority to administer in-school and short-term suspension. Before considering administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations. Before administering in-school or short-term suspension, the district will consider the student's

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

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

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

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

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

Long-Term Suspensions and Expulsions – Conditions and Limitations

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

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

- a. Having a firearm on school property or school transportation in violation of RCW [28A.600.420](#);

- b. Any of the following offenses listed in RCW [13.04.155](#), including:
- i. 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.
 - ii. any sex offense as defined in RCW [9.94A.030](#), which includes any felony violation of chapter [9A.44](#) RCW (other than failure to register as a sex offender in violation of [9A.44.132](#)), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - iii. any weapons violation of chapter [9.41](#) RCW, including having a dangerous weapon at school in violation of RCW [9.41.280](#); or
 - iv. unlawful possession or delivery, or both, of a controlled substance in violation of chapter [69.50](#) RCW.
- c. Two or more violations of the following within a three-year period
- 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.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW [28A.600.015](#)(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion.

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

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

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

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

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

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

Suspensions and Expulsions – Initial Hearing

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

Suspensions and Expulsions – Notice

Following the initial hearing, the principal or designee will 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 suspension or expulsion; and
- g. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Emergency Expulsions – Conditions and Limitations

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

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

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

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

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

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

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

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

- (a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
- (b) Provide the student and parents with notice and due process rights under WAC [392-400-430](#) 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.

Emergency Expulsions – Notice

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

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.

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 behavioral violation and the events that led to the exclusion. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion and discuss other forms of discipline that the district could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension, expulsion, or emergency 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 [392-400-430](#) 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, expelled or emergency 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 subjected 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 subjected 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 parent(s) a plan to reengage the student.

The reengagement meeting must occur:

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

Reengagement Plan

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

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

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

Behavior Agreements

The district authorizes school principals and assistant principals to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion

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

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

Exceptions for Protecting Victims

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

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

Adopted: September 10, 2018

Revised:

[illegible]

[illegible]

Behavioral Violations – Best Practices and Strategies

Behavioral Violation ¹ & Severity Level ²	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ³	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁴
Teacher or school personnel:							
<ul style="list-style-type: none">• Reteaches behavioral expectations• Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation• Selects and implements best practices and strategies as appropriate• Documents interventions and monitors effectiveness							

¹ "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC 392-400-110(1)(a), *Example District's* policies and procedures must clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW 28A.600.015(6) as well as grade-level conditions and limitations under WAC 392-400-440(4) and WAC 392-400-445(4) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW 28A.600.015(6) as well as conditions and limitations under chapter 392-400 WAC and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure the district's discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community consistent with WSSDA policy 3241 and WAC 392-400-110(2). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.

² Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the *Type Two* category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC 392-400-430(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

³ "Best practices" refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC 392-400-110(1)(e). Refer to "3241P Attachment B: Example District Continuum of Discipline Responses" for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.

⁴ Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.

⁵ "Firearm" refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); RCW 28A.600.420(1).

⁶ "School-based threat assessment referral" refers to policies and procedures under WSSDA policies 3225 and 3225P.

⁷ "Assault – II" refers to behavioral violations that meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

Behavioral Violations – Best Practices and Strategies

⁸ "Sexual assault" refers to behavioral violations that meet the definition of certain sex offenses under RCW 9.94A.030(47).

⁹ "Title IX Coordinator referral" refers to the school district personnel designated to coordinate the district's compliance with Title IX of the Education Amendments of 1972, as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters 28A.640 RCW and 392-190 WAC.

¹⁰ "Illicit drug distribution" refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter 69.50 RCW.

¹¹ "Prevention/intervention referral" refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.

¹² "Possession of a weapon" refers to behavioral violations that meet the definition of an offense under RCW 9.41.280.

¹³ "Robbery" refers to behavioral violations that meet the definition of an offense under RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210.

¹⁴ "Assault of teacher" refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC 392-400-810(1) and RCW 28A.600.460(2)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

¹⁵ RCW 28A.600.460(2) provides that a student who commits an offense under that statutory provision "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."

¹⁶ "Safety – IT" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW 28A.600.015(6)(d) and meets the criteria for administering expulsion under WAC 392-400-445(2) but that does not constitute a *Type Five* behavioral violation under any other category.

¹⁷ "Assault – I" refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021.

¹⁸ "Fighting with major injury" refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

¹⁹ "Sexual harassment" refers to behavioral violations that meet the definition of an offense under RCW 28A.640.020(2)(f) and WAC 392-190-056.

²⁰ "Discriminatory harassment" refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district policy.

²¹ "Civil Rights Coordinator referral" refers to the school district personnel designated to be responsible for monitoring and coordinating the district's compliance with state nondiscrimination laws under chapters 28A.640 and 28A.642 RCW, and chapter 392-190 WAC.

²² "Malicious harassment" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.020(1).

²³ "Arson" refers to behavioral violations that meet the definition of an offense under RCW 9A.48.020 or RCW 9A.48.030.

²⁴ "Marijuana distribution" refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter 69.50 RCW.

²⁵ "Alcohol distribution" refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.

²⁶ "Gang intimidation or activity" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.120 or RCW 28A.600.455. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

²⁷ "Safety – I" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW 28A.600.015(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC 392-400-440(2) but that cannot be categorized under any other *Type Four* behavioral violations.

²⁸ "Bullying" refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW 28A.600.477(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

²⁹ "HIB Compliance Officer referral" refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW 29A.600.477—which may coincide with other responses such as a school-based threat assessment referral.

³⁰ "Fighting without major injury" refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4).

³¹ "Illicit drug possession or use" refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter 69.50 RCW.

Behavioral Violations – Best Practices and Strategies

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- ³² "Marijuana possession or use" refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter 69.50 RCW.
- ³³ "Alcohol possession or use" refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.
- ³⁴ "Tobacco distribution" refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.
- ³⁵ "Theft" refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.
- ³⁶ "Other – II" refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.
- ³⁷ "Destruction of property" refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW 28A.635.060. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.
- ³⁸ "Physical aggression" refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.
- ³⁹ "Tobacco possession or use" refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.
- ⁴⁰ "Failure to cooperate" refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.
- ⁴¹ "Sexually inappropriate conduct" refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.
- ⁴² "Disruptive conduct – II" refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.
- ⁴³ "Other – II" refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.
- ⁴⁴ "Disruptive conduct – I" refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.
- ⁴⁵ "Dress code" refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters 28A.640 or 28A.642 RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including "protective hairstyles" such as afros, braids, locks, and twists.
- ⁴⁶ "Physical contact" refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.
- ⁴⁷ "Defiance" refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.
- ⁴⁸ "Disrespect" refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.
- ⁴⁹ "Academic dishonesty/plagiarism" refers to behavioral violations involving knowingly submitting the work of others as one's own or assisting another student in doing so or using unauthorized sources in violation of district policy.
- ⁵⁰ "Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.
- ⁵¹ "Inappropriate language" refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.
- ⁵² "Other – I" refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.

CLASSROOM MANAGEMENT, DISCIPLINE AND CORRECTIVE ACTION

Definitions

- **Discipline** means all forms of corrective action other than emergency removal, suspension or expulsion. Discipline includes the exclusion of a student from any type of activity conducted by or on behalf of the school district and exclusion of a student from a class by a teacher or administrator for a period of time that does not exceed the balance of the immediate class period, provided the student is in the custody of a school district employee for the balance of such period.
- **Discretionary Discipline**, under RCW 28A.600.015 refers to any form of corrective 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.
- **Emergency Removal** means a student’s immediate removal from a class, subject or activity by a certificated teacher or an administrator or a school bus driver and sending of that student to the building principal or designee, when 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 school staff or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process.
- **Suspension** means the denial of attendance for any single subject or class or for any full schedule of subjects or classes for a stated period of time. 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) consecutive school days. A long-term suspension may not exceed the length of an academic term as defined by the school board and may not be imposed as a form of discretionary discipline except for the offenses listed below in the section entitled “Suspension, Expulsions, and Discretionary Discipline.”
- **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 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 except for the offenses listed below in the section entitled “Suspension, Expulsions, and Discretionary Discipline.” An expulsion may be extended beyond the length of an academic term if: 1) the school petitions the superintendent for an extension; and 2) the superintendent authorizes the extension pursuant to the superintendent of public instruction’s rules adopted for this purpose (see Petition for Extension of Length of 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.
- **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 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 engaged in educational activity which is 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.
- **Reengagement Meeting** means a meeting held between the district and the student and parent/guardian to discuss how to return a long-term suspended or expelled student to an educational setting as soon as possible.
- **Reengagement Plan** means a culturally sensitive and culturally responsive written plan developed between the district and a student and his/her parent or guardian designed to aid the student in taking the necessary steps to remedy the situation that led to the student’s suspension or expulsion and to return the student to the educational setting as soon as possible. Parents or guardians of students must have access to, provide meaningful input on, and have the opportunity to participate in the student’s reengagement plan.

Superintendent Authority

The superintendent or designee will have the authority to discipline, suspend or expel students. The superintendent or designee 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 in each school will annually publish and make available to students, parents or guardians, staff, and the community the rules, policies, and procedures 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, periodically review and update the District's rules, policies, and procedures related to student discipline.

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 and control 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;

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. 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.
- Detain a student after school with due consideration for bus transportation.

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 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, 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 with due consideration for bus transportation.

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 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 Discipline Appeals Council. A closed meeting may be held for the purpose of considering the grievance. The Council will notify the parent and student of its response to the grievance within five (5) 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, superintendent designee, or board elects to postpone such action.

If the grievance is not resolved at the Discipline Appeals Council level, 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 disciplinary action will continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

If a grievance request is not received within the prescribed period of time set forth above, the right to a grievance will be deemed waived without further opportunity for the student and/or parent/guardian to contest the matter.

Emergency Removal from Class or Subject

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.

Suspensions, Expulsions, and Discretionary Discipline

Suspensions (including long-term suspensions) and expulsions may be imposed for any of the following student behaviors:

- 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:
 1. any violent offense as defined in RCW 9.94A.030, including
 - a. any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - b. manslaughter;
 - c. indecent liberties committed by forcible compulsion;
 - d. kidnapping;
 - e. arson;

- f. assault in the second degree;
 - g. assault of a child in the second degree;
 - h. robbery;
 - i. drive-by shooting; and
 - j. 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;
- 2. any sex offense as defined in RCW 9A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to register as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - 3. inhaling toxic fumes in violation of chapter 9A.47A RCW;
 - 4. any controlled substance violation of chapter 9A.50 RCW;
 - 5. any liquor violation of RCW 66.44.270;
 - 6. any weapons violation of chapter 9A.41 RCW, including having a dangerous weapon at school in violation of RCW 9A.41.280;
 - 7. 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;
 - 8. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
 - 9. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
 - 10. 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

- 1. criminal gang intimidation in violation of RCW 9A.46.120;
- 2. gang activity on school grounds in violation of RCW 28A.600.455;

3. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
4. 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.

Unless otherwise required by law, school administrators are not required to impose a long-term suspension or expulsion for the misconduct listed above, and whenever reasonable school administrators should first consider alternative sanctions.

For student behaviors—including specific offenses contained in Policy/Procedure 3240—that do not fall within one or more of the categories listed above, schools may only impose discretionary discipline as defined in this procedure. Schools may not impose long-term suspension or expulsion as a form of discretionary discipline, but may impose other sanctions up to and including short-term suspension in a manner consistent with this procedure.

Short-Term Suspension

Conditions and Limitations

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.

Continuation of Educational Services

The district will not suspend the provision of educational services during a period of short-term suspension and will provide the student the opportunity to receive such services.

Educational services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of a short-term suspension. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

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 2161, 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 or designee 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 obtain written authorization from the parent or guardian. The student's or parents' or guardians' authorization 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 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 on a daily basis. The student will be encouraged to maintain a relationship with the school counselor 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 or 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 disruption to the operation of the school that immediate suspension is warranted. In cases of exceptional misconduct, a short-term or long-term suspension may be imposed without first attempting alternative forms of

corrective action. 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 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 Discipline Appeals Council. A closed meeting may be held for the purpose of considering the grievance. The Council will notify the parent and student of its response to the grievance within five (5) 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, superintendent designee, or board elects to postpone such action.

If the grievance is not resolved at the Discipline Appeals Council level, 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.

If a grievance request is not received within the prescribed period of time set forth above, the right to a grievance will be deemed waived without further opportunity for the student and/or parent/guardian to contest the matter.

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)

Reporting

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

Emergency Expulsion

Conditions and Limitations

Schools may not impose an emergency expulsion for an immediate and continuing danger or threat of substantial disruption unless the student's misconduct falls within one or more of the categories listed in this procedure above ("Suspension, Expulsions, and Discretionary Discipline"). If the student's behavior falls within one or more of such categories, a student may be emergency expelled based on the conditions below. An emergency expulsion may not be imposed as a form of discretionary discipline, as defined in this procedure. In addition, an emergency expulsion may not be imposed solely for the purposes of investigating student conduct.

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.

Continuation of Educational Services

The district will not suspend the provision of educational services during a period of emergency expulsion and will provide the student the opportunity to receive such services. Educational services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of an emergency expulsion. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

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 a language the student and/or a parent/guardian can understand, if other than English;
- 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 may 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 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

Schools may not impose a long-term suspension unless the student's misconduct falls within one or more of the categories listed in this procedure above ("Suspension, Expulsions, and Discretionary Discipline"). If the student's behavior falls within one or more of such categories, a student may be long-term suspended for violation of school district rules provided the long-term suspension does not exceed the length of an academic term as defined by the school board. A long-term suspension may not be imposed as a form of discretionary discipline, as defined in this procedure.

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 grades kindergarten through fourth grade will be long-term suspended 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 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 or designee, 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 3240). An exception may be granted by an administrator and/or hearing officer when warranted by extenuating circumstances.

Continuation of Educational Services

The district will not suspend the provision of educational services during a period of long-term suspension and will provide the student the opportunity to receive such services.

Educational services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of a long-term suspension. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

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 a language the student and his or her parents/guardians can understand, if other than English;
- 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 lead Student Services administrator 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 may 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 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. See **Appeal Process for Long-Term Suspension or Expulsion**, below.

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 two (2) school business day period.

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)

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.

Expulsion

Conditions and Limitations

Schools may not expel a student unless the student's misconduct falls within one or more of the categories listed in this procedure above ("Suspension, Expulsions, and Discretionary Discipline"). If the student's behavior falls within one or more of such categories, a student may be expelled for a violation of school district rules, provided that the expulsion does not exceed the length of an academic term as defined by the school board. An emergency expulsion may not be imposed as a form of discretionary discipline, as defined in this procedure.

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 exceed the length of the academic term 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 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. The superintendent may modify the expulsion of a student on a case-by-case basis.

Continuation of Educational Services

The district will not suspend the provision of educational services during a period of expulsion and will provide the student the opportunity to receive such services.

Educational services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of an expulsion. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

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 a language the student and his or her parents/guardians can understand, if other than English;
- 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 the lead Student Services administrator 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 expulsion 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:

- 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 parent/-guardian and student will have the right to appeal that decision. 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 expulsions and the reasons therefor to the superintendent or designee within twenty-four (24) hours after the imposing the expulsion.

Petition for Extension of Expulsion

The principal or designee may petition the superintendent for authorization to exceed the length of one academic term for a student's expulsion when warranted because of a perceived 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;
- 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 a language they can understand, if other than English, if feasible. 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 in writing 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.

Any parent/guardian or student who is aggrieved by the long-term suspension or nonemergency expulsion will have the right upon two (2) school business days' prior notice, to present a written grievance to the Discipline Appeals Council. A closed meeting may be held for the purpose of considering the grievance. At that time the student, parent/guardian, and/or counsel will be given the right to be heard and will be granted the opportunity to present such witnesses and testimony as the Discipline Appeals Board deems reasonable. The Council will notify the parent and student of its response to the grievance within five (5) school business days after the date when the grievance was presented.

If the grievance is not resolved at the Discipline Appeals Council level, 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 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/guardian 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 Spokane County.

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.

If a request is not received within the prescribed period of time mentioned above, the right to a grievance will be deemed waived without further opportunity for the student and/or parent/guardian to contest the matter.

Reengagement Meeting and Plan

The district must convene a reengagement meeting with the student and their parent(s)/guardian(s) 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 district must create a plan tailored to the student's individual circumstances that includes 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. Additionally, the district will take reasonable steps to develop the plan with the participation and input of the student and their parent(s)/guardian(s) to ensure that it is culturally sensitive and culturally responsive.

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 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 or designee will advise the student and parent/guardian of the decision within seven (7) school days of the receipt of such application.

Adopted: September 10, 2018

Current

MEAD SCHOOL DISTRICT

Board Meeting of May 23, 2022
New Business

VI.D.

Agenda Item: **Resolution 22-05 WIAA Enrollment for 2022-2023**

Background: The Mead School District has been a participating member of the Washington Interscholastic Activities Association (WIAA) for many years. Only sanctioned WIAA sports are offered in our secondary schools. This annual resolution confirms our participation and support for the rules and regulations of the WIAA.

Fiscal Impact: The Mead School District, out of the general fund, pays an annual service fee for all secondary schools of approximately \$7,000. Each secondary school, out of their ASB account, pays an annual L&I assessment.

Staffing Implication: None

Other Considerations: None

Recommendation: Approval of Resolution 22-05, as presented, is recommended.

Attachments: Resolution 22-05

Resolution 22-05
WIAA Enrollment for 2022-2023



Sample Late Start Weekly Start & End Times

Elementary School

Day	Start Time	End Time
Mon, Tue, Thu, Fri	9 am	3:20 pm
Wed (Late Start)	9:40 am	3:20 pm

Middle School

Day	Start Time	End Time
Mon, Tue, Thu, Fri	7:55 am	2:30 pm
Wed (Late Start)	8:35 am	2:30 pm

High School

Day	Start Time	End Time
Mon, Tue, Thu, Fri	8:00 am	2:35 pm
Wed (Late Start)	8:40 am	2:35 pm

Mead School District
Budget Status Summary
as of 4/30/2022

Annual Budget				
	Annual Budget (original)	YTD Actual		
Enrollment	10,084.00	10,197.11	113.11	1.12%
Revenues & Expenditures				
Revenues & Other Financing Sources	\$ 141,217,409	\$ 98,044,026		69.4%
Expenditures & Other Financing Uses	\$ 148,433,728	\$ 97,292,251		65.5%
Transfers (to)/from other Funds	\$ -	\$ -		
Net Change in Fund Balance	\$ (7,216,319)	\$ 751,775		
Fund Balance				
Beginning Fund Balance		\$ 15,053,688		
Current Fund Balance		\$ 15,805,464		
% of budgeted Expenditures		10.65%		

FTE Enrollment Report
May 1, 2022

	Brentwood Elem	Colbert Elem	Creekside Elem	Evergreen Elem	Farwell	Meadow Ridge Elem	Midway Elem	Prairie View Elem	Shiloh Hills Elem	Skyline Elem	Highland Middle	Northwood Middle	Mountainside Middle	Mead Virtual	Mead High	Mt Spokane High	Total March 2022 Less ALE	Budgeted #'s 21/22 Less ALE	MESP/North Star ALE	Difference
K Full Day	79.00	64.00	38.87	61.00	60.00	59.00	60.00	70.00	59.00	58.00				5.00			613.87	564.00	31.60	49.87
Grade 1	71.00	68.00	42.42	79.00	48.00	61.00	67.00	65.00	78.00	69.00				10.00			658.42	584.00	37.60	74.42
Grade 2	82.00	69.00	42.00	78.00	72.00	59.00	67.00	64.00	51.00	54.00				12.00			650.00	608.00	32.60	42.00
Grade 3	84.00	78.00	29.00	90.00	91.00	77.00	78.00	77.00	70.00	66.00				9.00			749.00	699.00	32.20	50.00
Grade 4	83.00	69.00	27.00	88.00	78.00	63.00	80.00	66.00	60.00	62.00				12.00			688.00	648.00	36.40	40.00
Grade 5	80.70	85.00	44.00	98.00	88.00	74.00	78.00	77.57	51.00	56.00				11.00			743.27	691.00	36.20	52.27
Grade 6											246.78	256.06	225.61				728.45	716.00	53.40	12.45
Grade 7											267.10	276.09	281.60				824.79	840.00	44.80	-15.21
Grade 8											245.30	257.98	254.62				757.90	782.00	39.80	-24.10
Grade 9															455.11	395.66	850.77	863.00	45.10	-12.23
Grade 10															427.13	393.58	820.71	846.00	60.50	-25.29
Grade 11															353.83	295.38	649.21	663.00	39.47	-13.79
Grade 12															353.56	275.69	629.25	692.00	42.10	-62.75
Total 3/2022	479.70	433.00	223.29	494.00	437.00	393.00	430.00	419.57	369.00	365.00	759.18	790.13	761.83	59.00	1589.63	1360.31	9363.64	9196.00	531.77	167.64

*Includes Open Doors & Gateway to College
21/22 Budgeted 18.00

HC	Nov	Voc	Voc
12	9.34	1.6	

TBIP	
K-6 HC	7-12 HC
188	132
81	

Vocational	
Northwood	134.46
Mountainside	103.19
Highland MS	138.42
Total	376.07
Mead High School	164.07
Mt. Spokane HS	134.52
Total	298.59

FTE Summary-Monthly

Kindergarten	645.47
Grades 1-3	2,159.82
Grade 4	724.40
Grades 5-6	1,561.32
Grades 7-8	1,667.29
Grades 9-12	3,137.11
K-12 Total	9,895.41
Running Start	290.76
Open Doors	10.94
Grand Total	10,197.11

RADIATION ALLIANCE

ALE	MEPP	MHS FTE	MSHS FTE	TOTAL FTE
k	31.60			31.60
1	37.60			37.60
2	32.60			32.60
3	32.20			32.20
4	36.40			36.40
5	36.20			36.20
6	53.40			53.40
7	44.80			44.80
8	39.80			39.80
9	45.10		2.00	47.10
10	60.50	3.00	1.50	65.00
11	39.47	9.00	8.00	56.47
12	42.10	12.00	9.00	63.10
	531.77	24.00	20.50	576.27

21/22 Budgeted ALE 498.00

Running Start

October - June	Total	College Only	Non-Voc	Voc FTE
Mead High School	137.00	71.00	110.73	6.56
Mt. Spokane	151.00	68.00	125.05	6.84
Five Mile - MEPP	48.00	8.00	37.22	4.36
Total	336.00	147.00	273.00	17.76

21/22 Budgeted Running Start 372.00

9,895.41

Headcount Enrollment
5/1/2022

	Brentwood Elem	Colbert Elem	Creekside Elem	Evergreen Elem	Farwell Elem	Meadow Ridge Elem	Midway Elem	Prairie View Elem	Shiloh Hills Elem	Skyline Elem	Highland Middle	Northwood Middle	Mountainside Middle	Mead Virtual	MEPP/North Star	Mead High School	Mt Spokane High	Total April 2022
K Full Day	79	64	39	61	60	59	60	70	59	58				5	32			646
Grade 1	71	68	43	79	48	61	67	65	78	69				10	38			697
Grade 2	82	69	42	78	72	59	67	64	51	54				12	33			683
Grade 3	84	78	29	90	91	77	78	77	70	66				9	33			782
Grade 4	83	69	27	88	78	63	80	66	60	62				12	37			725
Grade 5	81	85	44	98	88	74	78	78	51	56				11	37			781
Grade 6											249	257	227		54			787
Grade 7											271	277	283		45			876
Grade 8											250	259	256		41			806
Grade 9															46	458	398	902
Grade 10															61	429	397	887
Grade 11															60	389	363	812
Grade 12															57	395	371	823
Total 4/2022	480	433	224	494	437	393	430	420	369	365	770	793	766	59	574	1671	1529	10207

GRADUATION ALLIANCE					TOTAL HC	
ALE	MEPP HC	MHS HC	MSHS HC	TOTAL HC		
k	32				32	
1	38				38	
2	33				33	
3	33				33	
4	37				37	
5	37				37	
6	54				54	
7	45				45	
8	41				41	
9	46		2	48		
10	61	3	2	66		
11	60	9	8	77		
12	57	12	9	78		
TOTAL	574	24	21	619		

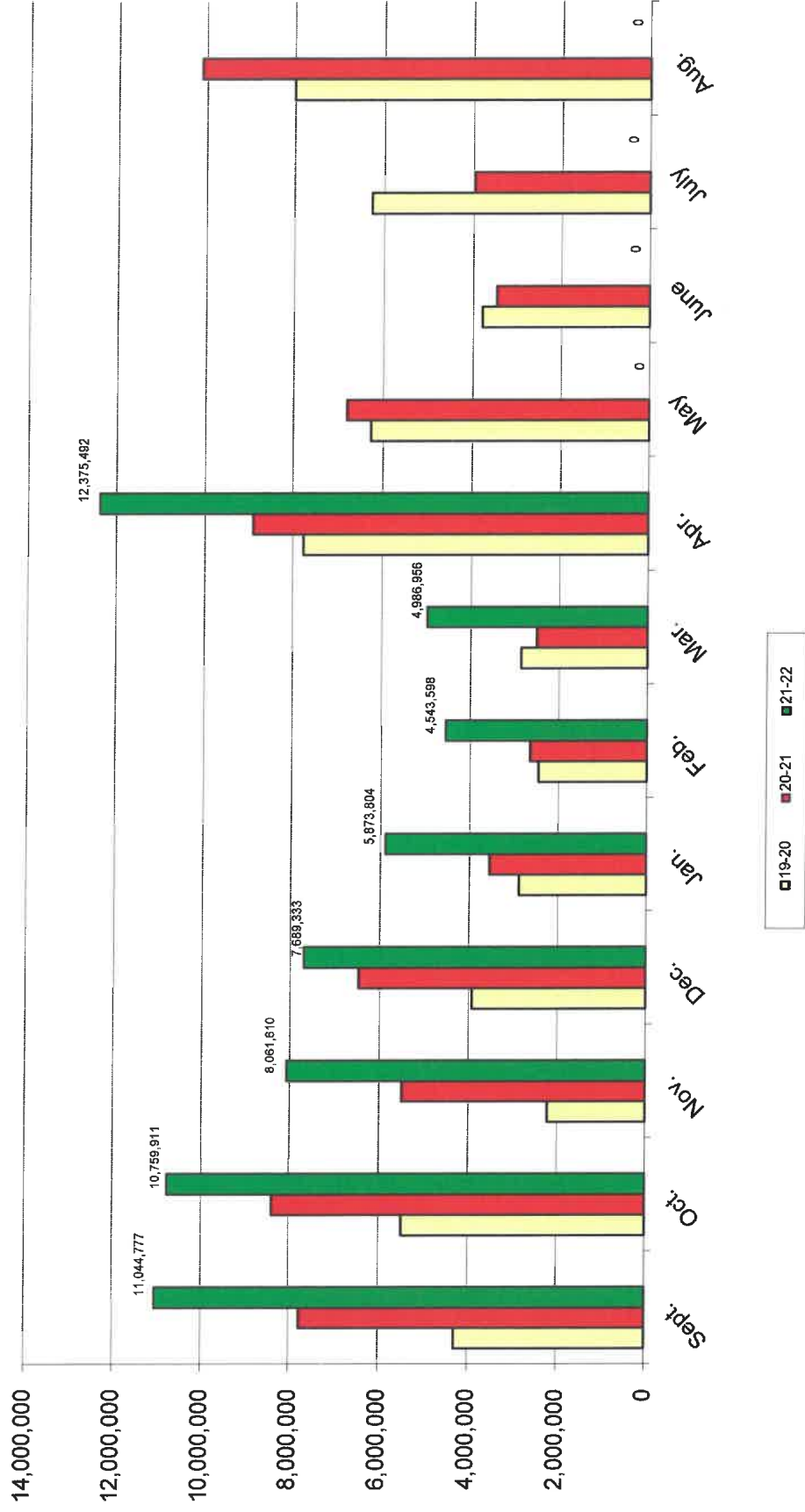
MEAD SCHOOL DISTRICT #354
GENERAL FUND

CASH FLOW SCHEDULE

SEPTEMBER 1, 2021 TO AUGUST 31, 2022

MONTH	TAX COLLECTIONS	STATE APPORTIONMENT	OTHER REVENUE	TOTAL RECEIPTS	ACCOUNTS PAYABLE	PAYROLL	TOTAL DISBURSEMENT	TRANSFER OTHER FUND	INTER-FUND LOAN	CASH & INVESTMENT BALANCE
Beginning Cash 9/1/2021										
9/30/2021										13,224,990
Estimate:										
ACTUAL:	209,905	12,082,290	281,323	12,573,518	1,227,298	10,413,042	11,640,340			14,158,167
10/31/2021										
Estimate:										
ACTUAL:	3,446,904	10,240,471	142,043	13,829,418	3,657,642	10,456,642	14,114,284			13,873,301
11/30/2021										
Estimate:										
ACTUAL:	858,738	7,417,988	539,547	8,816,273	1,062,552	10,452,022	11,514,574			11,175,000
12/31/2021										
Estimate:										
ACTUAL:	35,488	11,032,112	96,857	11,164,457	1,025,624	10,511,109	11,536,734			10,802,723
1/31/2022										
Estimate:										
ACTUAL:	22,185	10,660,927	171,694	10,854,806	2,196,071	10,474,264	12,670,334			8,987,194
2/28/2022										
Estimate:										
ACTUAL:	54,252	11,073,192	82,289	11,209,733	1,874,847	10,665,093	12,539,940			10,802,723
3/31/2022										
Estimate:										
ACTUAL:	966,147	11,078,475	292,298	12,336,919	1,270,299	10,623,262	11,893,561			8,100,346
4/30/2022										
Estimate:										
ACTUAL:	6,471,675	13,260,055	102,019	19,833,749	2,009,303	10,435,910	12,445,213			10,802,723
5/31/2022										
Estimate:										
ACTUAL:				0			0			15,488,882
6/30/2022										
Estimate:										
ACTUAL:				0						10,802,723
7/31/2022										
Estimate:										
ACTUAL:				0			0			15,488,882
8/31/2022										
Estimate:										
ACTUAL:										10,802,723
Total Actual	\$12,065,293	\$86,845,511	\$1,708,068	\$100,618,873	\$14,323,636	\$84,031,345	\$98,354,981	0	\$0	15,488,882

Revised Year-to-Year Comparison of Net Cash Balance Less Assigned Fund Balance



Mead School District No 354
Budget Status Report
Fiscal Year 2021-22
April 01, 2022 through April 30, 2022

General Fund

<input type="checkbox"/> Include Pre Encumbrance	ANNUAL BUDGET	ACTUAL FOR DATE RANGE	ACTUAL FOR YEAR	ENCUMB	BALANCE	% USED
A. Revenue						
1000 Local Taxes (+)	13,361,390.00	6,471,674.88	12,065,293.17		1,296,096.83	90.3%
2000 Local Support Nontax (+)	1,540,215.00	99,837.89	948,614.02		591,583.28	61.6%
3000 State, General Purpose (+)	94,760,713.00	9,590,631.65	63,501,067.64		31,259,645.36	67.0%
4000 State, Special Purpose (+)	20,872,949.00	1,908,025.75	13,897,251.03		6,975,697.97	66.6%
5000 Federal, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
6000 Federal, Special Purpose (+)	10,602,642.00	1,761,397.87	7,193,135.17		3,409,506.83	67.8%
7000 Revenues Fr Oth Sch Dist (+)	75,000.00	450.00	24,601.02		50,398.98	32.8%
8000 Other Agencies & Associates (+)	4,500.00	0.00	0.00		4,500.00	0.0%
9000 Other Financing Sources (+)	0.00	1,400.00	414,064.00		(414,064.00)	0.0%
TOTAL Revenue	141,217,409.00	19,833,418.04	98,044,026.05		43,173,365.25	69.4%
B. Expenses						
00 Regular Instruction (-)	84,366,813.00	7,543,257.99	56,107,748.33	26,604,912.18	1,654,152.49	98.0%
10 Federal Stimulus (-)	1,721,720.00	117,358.10	1,167,381.98	309,568.97	244,769.05	85.8%
20 Special Ed Instruction (-)	19,862,563.00	1,658,345.01	13,156,359.65	6,202,265.83	503,937.52	97.5%
30 Vocational Ed Instruction (-)	5,664,711.00	404,255.40	3,221,593.14	1,515,036.84	928,081.02	83.6%
40 Skills Center Instruction (-)	0.00	0.00	0.00	0.00	0.00	0.0%
50 & 60 Compensatory Ed Instruction (-)	5,251,847.00	446,443.57	3,248,112.38	1,607,923.11	395,811.51	92.5%
70 Other Instructional Programs (-)	408,629.00	6,784.13	38,841.15	22,924.76	346,863.09	15.1%
80 Community Services (-)	284,647.00	15,394.09	172,391.92	55,103.10	57,151.98	79.9%
90 Support Services (-)	30,872,798.00	2,314,941.72	20,179,822.15	6,363,189.73	4,329,786.12	86.0%
TOTAL Expenses	148,433,728.00	12,506,780.01	97,292,250.70	42,680,924.52	8,460,552.78	94.3%
C. Other Fin Uses Trans Out	0.00	0.00	0.00	0.00	0.00	0.0%
D. Other Fin Uses	0.00	0.00	0.00	0.00	0.00	0.0%
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER(UNDER) EXP/OTHER FIN USES (A-B-C-D)						
	(7,216,319.00)	7,326,638.03	751,775.35		34,712,812.47	(24.9%)
F. TOTAL BEGINNING FUND BALANCES	0.00		15,053,688.35			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXX		0.00			
H. TOTAL ENDING FUND BALANCE (E+F+/-G)	(7,216,319.00)		15,805,463.70			
I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items (-)	0.00		0.00			
G/L 821 Restricted for CO of Restricted Rev (-)	0.00		446,352.19			
G/L 828 Restricted for CO of F/S Rev (-)	0.00		143,367.88			
G/L 830 Restricted for Debt Service (-)	0.00		0.00			
G/L 835 Restricted For Arbitrage Rebate (-)	0.00		0.00			
G/L 840 Nonspnd FB - Inventory & Prepaid (-)	0.00		631,261.07			
G/L 870 Committed to Other Purposes (-)	0.00		0.00			
G/L 875 Assigned to Contingencies (-)	0.00		0.00			
G/L 888 Assigned to Other Purposes (-)	0.00		3,168,990.48			
G/L 891 Unassigned to Minimum FB Policy (-)	0.00		10,663,716.73			
G/L 898 PY Corrections or Restatements (-)	0.00		0.00			
G/L 890 Unassigned Fund Balance (H - I)	(7,216,319.00)		751,775.35			
TOTALS	(7,216,319.00)		15,805,463.70			

$\frac{97,292,251}{148,433,728} = 65.55\%$
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Mead School District No 354
Budget Status Report
Fiscal Year 2021-22
April 01, 2022 through April 30, 2022

Capital Projects Fund

	ANNUAL BUDGET	ACTUAL FOR DATE RANGE	ACTUAL FOR YEAR	ENCUMB	BALANCE	% USED
<input type="checkbox"/> Include Pre Encumbrance						
A. Revenue						
1000 Local Taxes (+)	0.00	0.00	0.00		0.00	0.0%
2000 Local Support Nontax (+)	225,000.00	5,182.46	101,809.57		123,190.43	45.2%
3000 State, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
4000 State, Special Purpose (+)	0.00	0.00	41,409.81		(41,409.81)	0.0%
5000 Federal, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
6000 Federal, Special Purpose (+)	0.00	0.00	0.00		0.00	0.0%
7000 Revenues Fr Oth Sch Districts (+)	0.00	0.00	0.00		0.00	0.0%
8000 Other Agencies & Associates (+)	0.00	0.00	0.00		0.00	0.0%
9000 Other Financing Sources (+)	0.00	0.00	0.00		0.00	0.0%
TOTAL Revenue	225,000.00	5,182.46	143,219.38		81,780.62	63.7%
B. Expenses						
10 Sites (-)	2,400,000.00	0.00	10,046.36	0.00	2,389,953.64	0.4%
20 Buildings (-)	5,730,000.00	439,022.49	2,690,208.53	45,311,478.76	(42,271,687.29)	837.7%
30 Equipment (-)	1,524,000.00	55,996.02	1,104,820.64	261,206.55	157,972.81	89.6%
40 Energy (-)	0.00	0.00	0.00	0.00	0.00	0.0%
50 Sale and Lease Expenditures (-)	0.00	0.00	0.00	0.00	0.00	0.0%
60 Bond/Levy Issuance (-)	0.00	0.00	0.00	0.00	0.00	0.0%
90 Debt (-)	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL Expenses	9,654,000.00	495,018.51	3,805,075.53	45,572,685.31	(39,723,760.84)	511.5%
C. Other Fin Uses Trans Out	0.00	0.00	0.00	0.00	0.00	0.0%
D. Other Fin Uses	0.00	0.00	0.00	0.00	0.00	0.0%
E. EXCESS OF REVENUES/OTHER FIN. SOURCES						
OVER(UNDER) EXP/OTHER FIN USES (A-B-C-D)	(9,429,000.00)	(489,836.05)	(3,661,856.15)		39,805,541.46	(447.8%)
F. TOTAL BEGINNING FUND BALANCES	10,097,151.00		13,030,822.04			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXX		0.00			
H. TOTAL ENDING FUND BALANCE (E+F+/-G)	668,151.00		9,368,965.89			
I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted For Other Items (-)	0.00		0.00			
G/L 830 Restricted For Debt Service (-)	0.00		0.00			
G/L 835 Restricted For Arbitrage Rebate (-)	0.00		0.00			
G/L 861 Restricted From Bond Proceeds (H-I)	(9,654,000.00)		7,411,730.64			
G/L 863 Restricted From State Proceeds (H-I)	0.00		41,409.81			
G/L 870 Committed to Other Purposes (-)	0.00		0.00			
G/L 889 Assigned to Fund Purposes (H-I)	10,322,151.00		1,915,825.44			
G/L 890 Unassigned Fund Balance (H - I)	0.00		0.00			
TOTALS	668,151.00		9,368,965.89			

Mead School District No 354
Budget Status Report
Fiscal Year 2021-22
April 01, 2022 through April 30, 2022

Debt Service Fund

☐ Include Pre Encumbrance

	ANNUAL BUDGET	ACTUAL FOR DATE RANGE	ACTUAL FOR YEAR	ENCUMB	BALANCE	% USED
A. Revenue						
1000 Local Taxes (+)	0.00	5,351,572.99	11,851,295.32		(11,851,295.32)	0.0%
2000 Local Support Nontax (+)	0.00	0.00	0.00		0.00	0.0%
3000 State, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
5000 Federal, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
6000 Federal, Special Purpose (+)	0.00	0.00	0.00		0.00	0.0%
9000 Other Financing Sources (+)	0.00	0.00	0.00		0.00	0.0%
TOTAL Revenue	0.00	5,351,572.99	11,851,295.32		(11,851,295.32)	0.0%
B. Expenses						
Matured Bond Expenditures (-)	0.00	0.00	5,040,000.00	0.00	(5,040,000.00)	0.0%
Interest on Bonds (-)	0.00	0.00	3,986,231.25	0.00	(3,986,231.25)	0.0%
Interest on Interfund Loan (-)	0.00	0.00	0.00	0.00	0.00	0.0%
Bond Transfer Fees (-)	0.00	0.00	1,626.58	0.00	(1,626.58)	0.0%
TOTAL Expenses	0.00	0.00	9,027,857.83	0.00	(9,027,857.83)	0.0%
C. Other Fin Uses Trans Out	0.00	0.00	0.00	0.00	0.00	0.0%
D. Other Fin Uses	0.00	0.00	0.00	0.00	0.00	0.0%
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER(UNDER) EXP/OTHER FIN USES (A-B-C-D)	0.00	5,351,572.99	2,823,437.49		(2,823,437.49)	0.0%
F. TOTAL BEGINNING FUND BALANCES	0.00		3,533,185.86			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXX		0.00			
H. TOTAL ENDING FUND BALANCE (E+F+/-G)	0.00		6,356,623.35			
I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted For Other Items (-)	0.00		0.00			
G/L 835 Restricted For Arbitrage Rebate (-)	0.00		0.00			
G/L 870 Committed to Other Purposes (-)	0.00		0.00			
G/L 889 Assigned to Fund Purposes (-)	0.00		0.00			
G/L 890 Unassigned Fund Balance (-)	0.00		0.00			
G/L 830 Restricted For Debt Service (H - I)	0.00		6,356,623.35			
TOTALS	0.00		6,356,623.35			

Mead School District No 354
Budget Status Report
Fiscal Year 2021-22
April 01, 2022 through April 30, 2022

Associated Student Body Fund

<input type="checkbox"/> Include Pre Encumbrance	ANNUAL BUDGET	ACTUAL FOR DATE RANGE	ACTUAL FOR YEAR	ENCUMB	BALANCE	% USED
A. Revenue						
1000 General Student Body (+)	865,194.00	19,061.35	368,574.50		496,619.50	42.6%
2000 Athletics (+)	490,837.00	16,806.03	288,558.96		202,278.04	58.8%
3000 Classes (+)	914,200.00	40,822.03	591,200.40		322,999.60	64.7%
4000 Clubs (+)	139,800.00	18,465.55	44,786.25		95,013.75	32.0%
6000 Private Moneys (+)	161,200.00	1,314.34	11,965.09		149,234.91	7.4%
TOTAL Revenue	2,571,231.00	96,469.30	1,305,085.20		1,266,145.80	50.8%
B. Expenses						
1000 General Student Body (-)	654,155.00	10,690.60	139,245.95	801.90	514,107.15	21.4%
2000 Athletics (-)	768,500.00	58,328.13	352,261.78	80,758.57	335,479.65	56.3%
3000 Classes (-)	1,012,944.00	110,542.93	618,349.79	11,440.13	383,154.08	62.2%
4000 Clubs (-)	169,314.00	18,421.15	42,400.52	1,625.65	125,287.83	26.0%
6000 Private Moneys (-)	167,962.00	1,895.06	8,295.04	59.19	159,607.77	5.0%
TOTAL Expenses	2,772,875.00	199,877.87	1,160,553.08	94,685.44	1,517,636.48	45.3%
C. Other Fin Uses Trans Out	0.00	0.00	0.00	0.00	0.00	0.0%
D. Other Fin Uses	0.00	0.00	0.00	0.00	0.00	0.0%
E. EXCESS OF REVENUES/OTHER FIN. SOURCES						
OVER(UNDER) EXP/OTHER FIN USES (A-B-C-D)	(201,644.00)	(103,408.57)	144,532.12		(251,490.68)	5.5%
F. TOTAL BEGINNING FUND BALANCES	1,062,292.00		1,101,349.36			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXX		0.00			
H. TOTAL ENDING FUND BALANCE (E+F+/-G)	860,648.00		1,245,881.48			
I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted For Other Items (-)	0.00		0.00			
G/L 840 Nonspdn FB - Invent/Prepd Itms (-)	0.00		0.00			
G/L 850 Restricted For Uninsured Risks (-)	0.00		0.00			
G/L 870 Committed to Other Purposes (-)	0.00		0.00			
G/L 889 Assigned to Fund Purposes (-)	0.00		0.00			
G/L 890 Unassigned Fund Balance (-)	0.00		0.00			
G/L 819 Restricted For Fund Purposes (H - I)	860,648.00		1,245,881.48			
TOTALS	860,648.00		1,245,881.48			

Mead School District No 354
Budget Status Report
Fiscal Year 2021-22
April 01, 2022 through April 30, 2022

Transportation Vehicle Fund

☐ Include Pre Encumbrance

	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR DATE RANGE</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMB</u>	<u>BALANCE</u>	<u>% USED</u>
A. Revenue						
1000 Local Taxes (+)	0.00	0.00	0.00		0.00	0.0%
2000 Local Support Nontax (+)	2,500.00	19.17	20,805.60		(18,305.60)	832.2%
3000 State, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
4000 State, Special Purpose (+)	590,000.00	0.00	0.00		590,000.00	0.0%
5000 Federal, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
8000 Other Agencies and Assoc. (+)	0.00	0.00	0.00		0.00	0.0%
9000 Other Financing Sources (+)	0.00	0.00	16,884.28		(16,884.28)	0.0%
TOTAL Revenue	592,500.00	19.17	37,689.88		554,810.12	6.4%
B. Expenses						
Type 30 Equipment (-)	1,100,000.00	0.00	565,695.51	0.00	534,304.49	51.4%
Type 60 Bond Levy Issuance (-)	0.00	0.00	0.00	0.00	0.00	0.0%
Type 90 Debt (-)	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL Expenses	1,100,000.00	0.00	565,695.51	0.00	534,304.49	51.4%
C. Other Fin Uses Trans Out	0.00	0.00	0.00	0.00	0.00	0.0%
D. Other Fin Uses	0.00	0.00	0.00	0.00	0.00	0.0%
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER(UNDER) EXP/OTHER FIN USES (A-B-C-D)	(507,500.00)	19.17	(528,005.63)		20,505.63	(45.1%)
F. TOTAL BEGINNING FUND BALANCES	595,338.00		564,187.56			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXX		0.00			
H. TOTAL ENDING FUND BALANCE (E+F+/-G)	87,838.00		36,181.93			
I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted For Other Items (-)	0.00		0.00			
G/L 830 Reserved For Debt Service (-)	0.00		0.00			
G/L 889 Assigned to Fund Purposes (-)	0.00		0.00			
G/L 890 Unassigned Fund Balance (-)	0.00		0.00			
G/L 819 Restricted For Fund Purposes (H - I)	87,838.00		36,181.93			
TOTALS	87,838.00		36,181.93			