



## Centralia School District

### September Study Session

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#### Date and Time

Thursday September 11, 2025 at 5:00 PM PDT

#### Location

Centralia High School Performing Arts Center  
813 Eshom Rd

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Thursday, September 11, 2025

Centralia High School Performing Arts Center

5:00 p.m. Board Meeting

Zoom: <https://zoom.us/j/93472504206>

Facebook: <https://www.facebook.com/centraliaschooldistrict>

**Our Mission:** Prioritize Students- Uphold High Expectations- Champion Hope- Cultivate Collaboration

**Our Vision:** All Students Achieve Academic and Personal Excellence

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#### Agenda

Presenter

#### I. Opening Items

- A. Call the Meeting to Order
- B. Flag Salute
- C. Record Attendance

Presenter

Tim Browning, President  
 Sarah Holmes, Director  
 Cameron McGee, Director  
 Kayla Mounts, Director  
 Deb Parnham, Director

**D. Approval of the Agenda**

**II. Reports to the Board**

**A. School Improvement Plans (SIPs)**

Lisa Grant

**III. Board Policy and Procedure Review**

**A. Policy 3210 Nondiscrimination**

Samantha Mitchell,  
 Exec. Director of  
 Human Resources

**B. Policy 5010 Nondiscrimination and Affirmative Action**

Samantha Mitchell,  
 Exec. Director of  
 Human Resources

**C. Policy and Procedure 5260 Personnel Records**

Samantha Mitchell,  
 Exec. Director of  
 Human Resources

**D. Policy and Procedure 2410 Graduation Requirements**

Jeff Broome, Exec.  
 Director of Teaching  
 and Learning

**E. Policy 2420 Grading and Progress Reports**

Jeff Broome, Exec.  
 Director of Teaching  
 and Learning

**F. Policy 3143 Notification and Dissemination of Information About Student  
 Offenses and Notifications of Threats of Violence or Harm**

Lisa Grant

**G. Policy 1310 Policy Adoption, Manuals and Administrative Procedures**

Lisa Grant

**H. Policy and Procedure 3226, Interviews and Interrogations of Students on  
 School Premises**

Lisa Grant

**I. Policy 1111, Oath of Office**

Lisa Grant

**J. Policy 1815, Ethical Conduct for School Directors**

Lisa Grant

Presenter

**K.** Policy and Procedure 4060, Distribution of Information

Lisa Grant

#### **IV. Closing Items**

**A.** Future Meeting Schedule and Board Recommended Agenda Items for Future Meetings

**Board Regular Board Meeting**

Thursday, September 25, 2025

5:00 p.m. at Centralia High School PAC

**Board Study Session**

Thursday, October 9, 2025

5:00 p.m. at Centralia High School PAC

**B.** Adjourn Meeting

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People with disabilities should contact the superintendent's office at least 24 hours in advance so that arrangements can be made for them to participate in board meetings.

# Coversheet

## School Improvement Plans (SIPs)

<b>Section:</b>	II. Reports to the Board
<b>Item:</b>	A. School Improvement Plans (SIPs)
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	ED SIP.pdf FP SIP.pdf JL SIP.pdf OAK SIP.pdf WA SIP.pdf FHS SIP.pdf CHS SIP.pdf





# Edison Elementary

## 2025-2026 SIP Summary

# Goal #1

**Edison Elementary will fully implement a three-tiered Social Emotional Learning model throughout all grade levels for the 2025-26 school year and increase students feeling good about being at school by 15% as measured by the pre and post student SEL screeners.**



# Goal 1 Action Plan

- **Weekly professional development (mini lessons) to bring instructional focus and continuity across grade levels.**
- **Flipped Interventions where the classroom teacher (the expert in the room) works most closely with students who are underperforming and intervention support personnel work with students on or near grade level.**
- **Intervention groups focused on academic support for subgroup students who are more than one year behind to close the gap**



## Goal #2

**All students at Edison Elementary including students identified in various subgroup categories such as students who receive special education & ML services will achieve at least one year's growth in both reading and math as measured by the iReady assessment from fall 2025 to spring 2026.**



## Goal 2 Action Plan

- **All Edison Elementary students will have access to a three-tiered social emotional learning model and tier one lessons daily.**
- **Identified students will engage in weekly tier two social emotional learning lessons in small groups.**



## Goal #3

**Edison Elementary will realize an overall attendance rate of 92% or more for the 2025-26 school year.**



# Goal 3 Action Plan

- **Daily attendance focus at the following levels; classroom, grade level, school & family.**
- **Weekly nudge letters to families meeting chronic thresholds.**
- **Monthly Community Engagement Board meetings for families not working with the school.**





# Fords Prairie School

## 2025-2026 SIP Goal Summary



# Reading and Math one year's growth for every student...

Ellin Keene and Comprehension Strategies

CKLA implementation with Fidelity

Math physical representations and complex task development

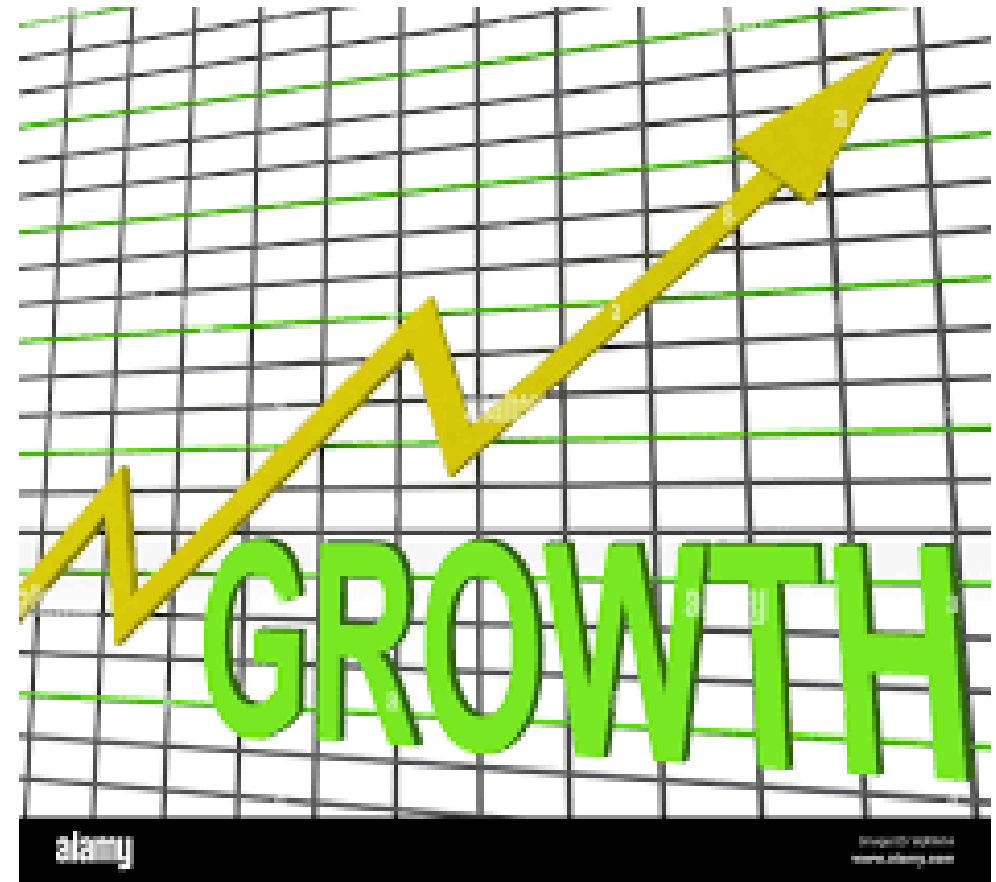
Increasing student Discourse in Math and ELA

Following District Pacing Guides

Teach skills and verify in the moment that 80 percent of students are meeting success criteria

Evaluate and progress in PLC, Leadership team Staff meetings and SST

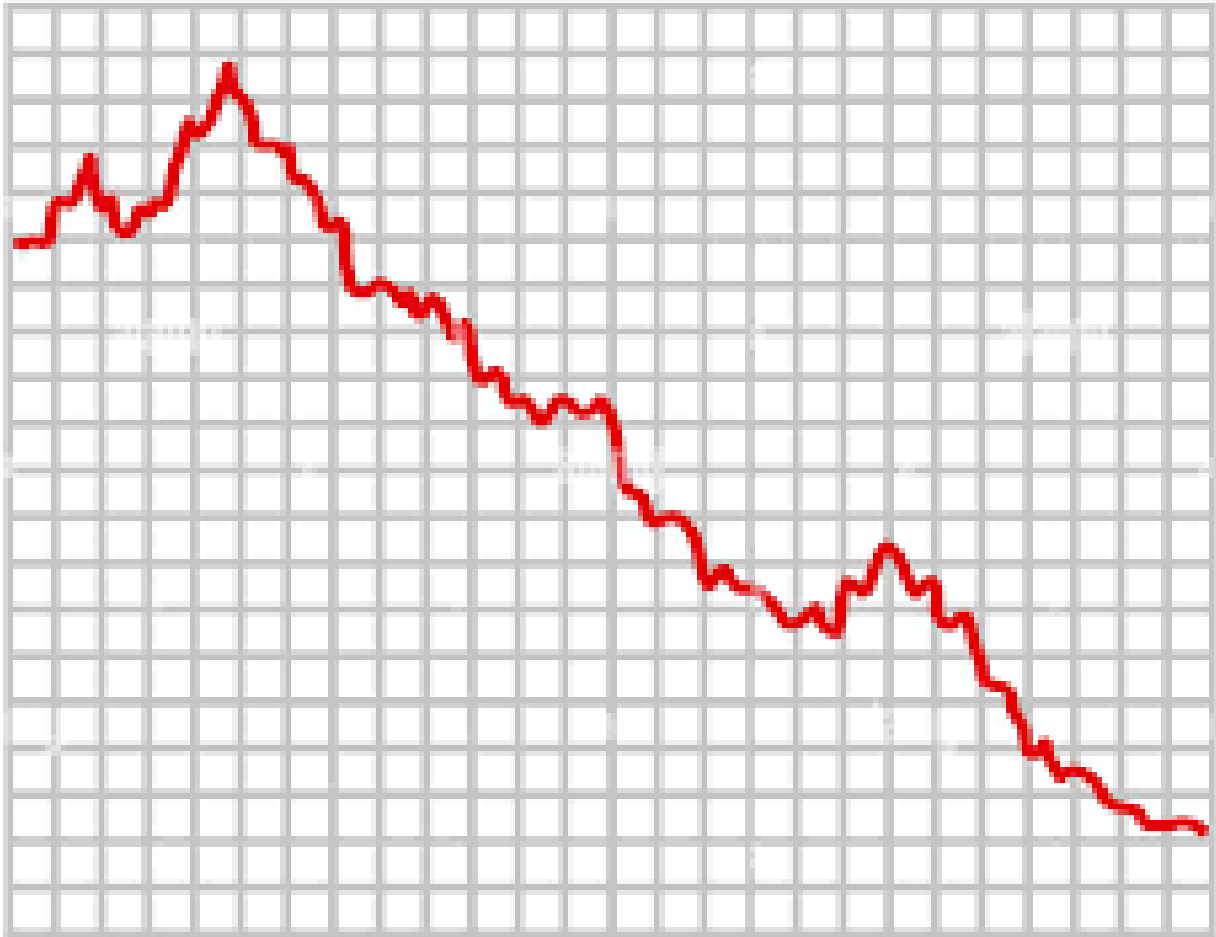
\*Measured growth and proficiency in year end Reading and Math scores.



# Decrease Discipline Referrals ...

- Implement CHAMPS
- Teach with Character Strong
- Follow the District Discipline Matrix for teaching and supporting student learning
- Meet Monthly and Analyze Data in our PBIS and Leadership Teams

\*Measured by discipline referrals using ION K12



# Build Hope for Every Student...

Fords Prairie Staff will ...

- Adopt colleges and universities to expand student choice for the future.
- Implement and hold our first ever college and career fair for Tiny Tigers.
- Survey students about hope and sense of belonging.
- Improve our data, assessment, collaboration, intervention, and standards alignment to create a culture of universal achievement.
- Plan and review at staff and leadership team meetings

\*Measured by CEE survey results.





# Jefferson Lincoln Elementary

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## 2025-2026 SIP Summary





# GOAL #1

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**100% of students continuously enrolled, highlighting ML students and students on an IEP, will go from 0% to 100% typical growth in reading and math as measured by iReady or alternative assessments from Fall 2025 to Spring 2026.**



# Goal 1 Action Plan

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- iReady Lessons in Math and Reading
- ML Strategy Implementation
- Classroom Observations
- Data Meetings
- CKLA and Scope and Sequence Implementation



# GOAL #2

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**By Spring 2026 95% of all students will have 3 referrals or less and students identified in the 2024-2025 behavior referrals on ionk12 with more than 15 referrals will reduce referrals by 50%.**





# Goal 2 Action Plan

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- Character Strong Lessons taught by Counselor
- Tier 2 and 3 Character Strong Intervention Groups
- Skill Groups with the Counselor
- Big Deal
- PAWS Support Room
- CHAMPS in Every Class/STOIC Classroom Management





# GOAL #3

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**By Spring 2026, 18/18 classrooms will adopt the No Excuses University. 95% of students will engage in goal-setting, including family voice during October conferences.**



# Goal 3 Action Plan

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- Every Classroom has a college! And the No Excuses University Implementation Planner
- JL Student Beliefs



# Oakview Elementary



## 2025-2026 SIP Summary

# Oakview SMARTIE Goal #1

## ::: *Instructional Practices* :::

100% of students at Oakview Elementary will grow from Fall 2025 to Spring 2026, achieving a full year of growth in math as measured by iReady math assessment.

- **Priority #1: Instructional Practices:** goal-setting and data analysis that directs instruction and all students achieving at least one year of growth in math for 2025-26. Offer PD that engage deeper level learning in Math by using rotations for WIN, Number Talks and data analysis that directs instruction and intervention when needed.



# Oakview SMARTIE Goal #1

## ::: *Action Plan* :::

- PD focused on best practices in math- highlighting conceptual learning and multiple ways to solve problems
- Peer observations in math across the building to increase teacher efficacy
- Using student growth folders to track progress and increase student ownership
- Increasing student Discourse
- Following District Pacing Guides



# Oakview SMARTIE Goal #2

## ::: *Belief in Students* :::

Using No Excuses University, we will increase our student response on the CEE survey from Spring of 2025 to Spring of 2026 from 86% to 90% to the question, “This school is doing a good job of preparing me to succeed in life.”

- **Priority #2: Belief in Students:** Giving students hope for their future is part of our district strategic plan and our “No Excuses University” initiative. We are going to work to increase discussions about career and college readiness after college, starting in Kindergarten



# Oakview SMARTIE Goal #2

## ::: *Action Plan* :::

- Goal setting with every student and monthly check-ins with teacher discussing future plans with families at conferences that include career and college readiness
- Career exploration in classes: Career day, Careers Fairs, exploring careers in our community
- All classrooms will adopt a university and discuss plans after high school
- Professional development time to set and monitor student growth goals





# Oakview SMARTIE Goal #3

## ::: *Teacher Efficacy* :::

By June 2026, 100% of instructional staff will participate in at least two structured PLC conversations per month, two classroom walkthroughs per quarter and one student work analysis per trimester, all with an equity-centered focus that includes disaggregating data by student groups and reflecting on practices that advance access and opportunity for every learner.

- **Priority #3: Teacher Efficacy:** increasing engagement, equity-centered monitoring and reflection of teaching and learning through structured PLC conversations, classroom walkthroughs and student work analysis. (1.57)





# Oakview SMARTIE Goal #

## ::: *Action Plan* :::

- Review of weekly PLC notes from each team with feedback.
- Fluid intervention groups based on data of regularly administered progress monitoring.
- Structured PLCs that focus on DuFour's four questions of instruction.
- Disaggregation of data that includes attendance and behavior data.



**HOPE is  
contagious..  
SPREAD IT!**

# Washington Elementary

## 2025-2026 SIP Summary

# GOALS

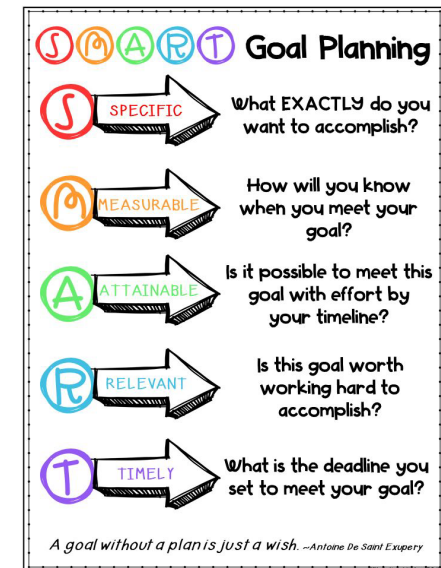
- Goal #1: From Fall 2025 to Spring 2026, 100% of students will achieve a full year of growth in math as measured by I-Ready math assessment.





# Goal 1 Action Plan

- Using student growth folders to track progress and increase student ownership
- PD focused on best practices in math- highlighting conceptual learning and multiple ways to solve problems, as well as including complex math problems and number talks to increase student engagement
- Peer observations in math across the building



**Goal #2: Using No Excuses University we will increase our student response on the CEE survey from Spring of 2025 to Spring of 2026 from 86% to 90% on the question, “This school is doing a good job of preparing me to succeed in life.”**

**Hope is being  
able to see that  
there is light  
despite all of the  
darkness.**

— Desmond Tutu





# Goal 2 Action Plan

- Career exploration in classes: Career day, Careers Fairs, exploring careers in our community
- Goal setting and talking about future plans with families at conferences
- All classrooms will continue to adopt a university and discuss plans after high school

“

Tell yourself every day this

*No Matter How Hard It Is,  
No Matter How Hard It Gets,  
I'm Going to Make  
It...*

Goal #3: We will increase the student response on the CEE survey from 51% to 65% from Spring of 2025 to Spring of 2026 in the area of “I can calm myself down when I am excited or upset.”





# Goal 3 Action Plan

- Daily morning meetings from 9:10-9:30 building-wide with a focus on de-escalation strategies & character development using Character Strong
- Tier 2 small groups based upon the universal screener in the Fall to focus on coping skills & social skills needed
- Counselor lessons to co-teach regulation strategies twice each month to reinforce daily lessons
- We will do a mid-year student survey to measure how students are improving in this area.







# FUTURUS HIGH SCHOOL

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SIP Goals Summary

Board Meeting Presentation  
September 11, 2025



## HOME OF THE KNIGHTS

# GOAL #1

75% of all 10–12<sup>th</sup> graders not on track to graduate on time will earn at least 3.5 credits each trimester or at least 10.5 credits each school year.

- Typical year is 9 credits
- 10.5 credits allows students to catch up
- 7 classes instead of 6 classes per trimester
- Progress measured monthly, sometimes weekly, & at the end of each trimester
- Students not on track to meet the goal are placed on an intervention with specific goals & supports as appropriate





# GOAL #2

All 10<sup>th</sup> & 11<sup>th</sup> graders that start the year on track to graduate on time will earn enough credits to stay on track, and make at least one year's progress in one year's time.

- Sophomores with 27 or less credits & Juniors with 18 or less credits are on track to graduate on time
- Goal is to stay on track to graduate on time
- Progress measured monthly, sometimes weekly, & at the end of each trimester
- Students not on track to meet the goal are placed on an intervention with specific goals & supports as appropriate





# GOAL #3

100% of seniors who start the 25/26 school year on track to graduate will graduate in June 2026 or sooner.

- 9 or less credits left at the start of the school year
- Progress measured monthly, sometimes weekly, & at the end of each trimester
- Students not on track to meet the goal are placed on an intervention with specific goals & supports as appropriate





# GOAL #4

All 9<sup>th</sup> graders will make one year's progress in one year's time and stay on track to graduate on time.

- Complete 9 credits per year or complete at least 6 classes each trimester.
- Progress measured monthly, sometimes weekly, & at the end of each trimester
- Students not on track to meet goal are placed on an intervention with specific goals & supports as appropriate





# ACTION PLAN

## New course interface

Transition(ing) from Edmentum APEX course product to Courseware product (FHS and CHS):

- More updated product (interface, activities, content, standards)
- More student engagement in learning
  - Free response
  - Ability to use more teacher graded assignments
  - Interactive multimedia elements and activities
  - Content is chunked more efficiently
  - More options for student ownership to track progress
- Parent interface to see progress – we are still working on getting this up and running



# ACTION PLAN

## SchoolData for ALE

Added student integration system with SchoolData.net for alternative learning experiences:

- Streamlines systems in place to ensure we are in compliance with all state requirements
- More efficient tracking of student progress, reporting, and intervention process
- Ease of communication and tracking communication with students and families
- Ability to plan and pace out school year with courses
- Skyward integration
- Parent portal



# ACTION PLAN

## Explicit Instructions

Part of the Courseware interface & teacher provided students supports built into our program:

- Breaking down complex concepts into smaller and more manageable steps
- Providing clear explanations
- Allowing students to interact with content in multiple ways (video, written, interactive activities)
- Offering guided practice
- Providing immediate feedback



# ACTION PLAN

## Active Learning & Feedback

Engaging students in activities that require them to actively participate in their learning process

- Focused notes
- Goal setting and ownership of their unique path to graduation
- Communication and collaboration

Providing specific, timely, and actional feedback that helps students understand their strengths and areas for improvement

- Weekly advisory check-ins
- Monthly progress reports
- Intentional SEL lessons tied to helping all students feel prepared for personal and academic success



# ACTION PLAN

## Differentiation & Scaffolding

- Tailoring instruction, courses, and pacing to meet the unique needs of each student.
  - Unique path to graduation
  - Courses are standardized but can be edited for credit recovery or other unique circumstances
- Providing temporary support to help students learn new skills and concepts, gradually reducing support as they become more proficient and confident.
  - One-on-one support
  - Focused notes



# CENTRALIA HIGH SCHOOL

*2025-2026  
SIP Summary*

# GOAL #1

By the end of each trimester, during the 25-26 school year, 95% of students in grades 9 -12th will successfully pass every class, as measured by trimester grade reports.

## *The Why*



Student who pass classes

- Perform better academically
- Graduate on time
- Are closing learning gaps
- Create more opportunities for themselves



# Goal 1 Action Plan

- ❑ Teachers will update grades weekly in Skyward to ensure students and families can see accurate grades.
- ❑ Teachers will provide direct instruction on domain-specific academic vocabulary to ensure students have the language necessary to succeed.
- ❑ Shared leadership staff will review grade data every six weeks and create specific interventions for students who are failing.

*Each PLC created additional, content specific goals to help students reach this goal.*

# GOAL #2

By the end of each trimester, 95% of our students will maintain at least 80% attendance, as measured by school attendance rate.

## *The Why*



Student who attend regularly

- Have more opportunities
- Perform better academically
- Build stronger connections
- Develop responsible work habits





## Goal 2 Action Plan

- ❑ Teachers will contact home for students who are habitually absent.
- ❑ Staff will celebrate students who have excellent and/or improved attendance monthly.
- ❑ Shared leadership staff will review attendance data every six weeks and create specific interventions for students who are chronically absent.

*Each PLC created additional, content specific goals to help students reach this goal.*

# GOAL #3

*By the end of each trimester, in the 2025-26 school year, 95% of students will have no more than one behavior referral, as measured by school behavior referral data.*

## *The Why*



Student who have lower discipline

- Decrease in classroom disruptions
- Helps students build SEL skills
- Develops trust school-wide
- Creates a safe learning environment





## Goal 3 Action Plan

- ❑ Teachers will review school-wide expectations each trimester.
- ❑ Staff will clearly model and uphold school-wide expectations, with emphasis on cell phones and professional language.
- ❑ Admin will review discipline data weekly and create specific interventions for students who are receiving multiple referrals.

*Each PLC created additional, content specific goals to help students reach this goal.*

# Coversheet

## Policy 3210 Nondiscrimination

<b>Section:</b>	III. Board Policy and Procedure Review
<b>Item:</b>	A. Policy 3210 Nondiscrimination
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	3210 Nondiscrimination.pdf



## CENTRALIA SCHOOL DISTRICT BOARD POLICY #3210 NONDISCRIMINATION

### **Nondiscrimination**

The district is committed to complying with anti-discrimination laws.

#### **Definition**

"Protected status" is short for the phrase "sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability."

#### **Nondiscrimination Statement**

The district will adopt a nondiscrimination statement that must include the following:

1. Notice that the district may not discriminate in any programs or activities based on sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal.
2. The name or title, office address, and telephone number of the employee designated as the compliance officer under this policy, the Section 504 Coordinator, and the Title IX Coordinator.
3. Notice that the district provides equal access to the Boy Scouts of America and any other youth group listed in Title 36 of the United States Code as a patriotic society.

The district will include this statement in written announcements, notices, recruitment materials, employment application forms, and other publications made available to all students, parents, or employees.

The district may combine the statement described above with the notice described in Policy 3205.

#### **Model Student Handbook Language**

The district will adopt the model student handbook language described in RCW 28A.300.286 and include the language in any student, parent, employee, and volunteer handbook it or its schools publish and on its and its schools' websites.

### **Discriminatory Harassment**

Students have a right to be free from discriminatory harassment. The district violates that right if the following conditions are met:

1. The alleged conduct is based on a student's protected status.
2. The alleged conduct creates a hostile environment. A hostile environment is created if the alleged conduct is sufficiently severe, persistent, or pervasive that it limits or denies a student's ability to participate in or benefit from the district's course offerings, including any educational program or activity. A hostile environment could impact a student's life in many ways. Physical illness, anxiety about going to school, or a decline in grades or attendance could signal a hostile environment.
3. After receiving notice of the alleged conduct, the district fails to take prompt and appropriate action to investigate it or fails to take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects as appropriate. The district has notice of discriminatory harassment if a reasonable employee knew or, in the exercise of reasonable care, should have known about the harassment. Employees may have notice of discriminatory harassment if they receive an oral report from a student, parent, or other individual; receive a written complaint; witness harassing conduct; or become aware of harassment by members of the community or the media.

Harassing conduct may include verbal acts and name-calling, graphic and written statements, or other conduct that may be physically threatening, harmful, or humiliating.

When the district receives notice of potential discriminatory harassment, it will take prompt and appropriate action to investigate and, as applicable, take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects. Examples of the steps the district might take include imposing discipline, separating individuals, developing a safety plan, offering counseling, and providing additional training and instruction. These steps will not penalize the student who was harassed.

### **Complaint Procedure**

The district will adopt a complaint procedure in accordance with chapter 392-190 WAC.

Annually, the district will publish a notice of the complaint procedure in a way that is reasonably calculated to inform all students, parents, and employees of it. The district will provide the notice in a language each parent can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for those with limited English proficiency.

The district will not adopt any policy, procedure, or practice that would limit a person's right to file a complaint under the complaint procedure.

#### **Compliance Officer**

The superintendent will designate an employee who is responsible for monitoring and coordinating the district's compliance with chapter 392-190 WAC and the guidelines the Office of the Superintendent of Public Instruction has adopted under WAC 392-190-005.

The compliance officer is responsible for ensuring that all complaints filed under the complaint procedure are promptly investigated and resolved.

#### **Training**

The district will train all administrators, certificated personnel, and classroom personnel regarding their responsibilities under this policy and chapter 392-190 WAC. The training will aim to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal.

#### **Retaliation Prohibited**

The district will not intimidate, threaten, coerce, or discriminate against any individual who seeks to secure their rights under this policy or chapter 392-190 WAC or because the individual has filed a complaint under the complaint procedure. Further, the district will not tolerate someone else retaliating against another because they sought to secure their rights under this policy or chapter 392-190 WAC or because they have filed a complaint under the complaint procedure.

Any person who retaliates will be subject to appropriate discipline.

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#### **Cross References:**

2020 - Course Design, Selection, and Adoption of Instructional Materials

2030 - Service Animals in Schools

2140 - Comprehensive School Counseling Program

2150 - Co-Curricular Program

2151 - Interscholastic Activities

3205 - Sexual Harassment of Students Prohibited

3206 - Pregnant and Parenting Students

3207 - Prohibition of Harassment, Intimidation, and Bullying of Students

3211 - Gender-Inclusive Schools

4217 - Effective Communication

4260 - Use of School Facilities



## Policy No. 3210 Students

### Legal References:

RCW 28A.300.286 Discrimination, harassment, intimidation, and bullying—Policies and complaint procedures—Posting of model student handbook language

Chapter 392-190 WAC Equal Educational Opportunity—Unlawful Discrimination Prohibited

Chapter 28A.640 RCW Sexual equality

Chapter 28A.642 RCW Discrimination prohibition

Chapter 49.60 RCW Discrimination—Human rights commission

WAC 392-190-020 Training—Staff responsibilities—Bias awareness

20 U.S.C. § 7905 Boy Scouts of America Equal Access Act

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

20 U.S.C. §§ 1681–1688 Title IX of the Education Amendments of 1972

42 U.S.C. § 2000d, et seq. Title VI of the Civil Rights Act of 1964

34 CFR Part 100 Nondiscrimination Under Programs Receiving Federal Assistance Through the Department of Education Effectuation of Title VI of the Civil Rights Act of 1964

34 CFR 104 Nondiscrimination on the basis of handicap in programs or activities receiving federal financial assistance

34 CFR Part 106 Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance

### Management Resources:

2016 - March Issue

2014 - December Issue

2013 - April Issue

2012 - December Issue

2011 - June Issue

Policy News, August 2007 Washington's Law Against Discrimination

~~The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on gender, race, creed, religion, color, national origin, age, honorably discharged veterans or military status, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The district offers classes in many career and technical education program areas under its open admissions policy. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs shall be free from sexual harassment. Appropriate auxiliary aids and services will be provided upon request to individuals with disabilities.~~

~~Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the district's course offerings, educational programming or any activity will not be toler-~~

## Policy No. 3210 Students

~~ated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.~~

~~The district's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents, or employees. The statement will include: 1) notice that the district will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the district's compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the district's Section 504 and Title IX compliance officers.~~

~~The district will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of the district's discrimination complaint procedure.~~

~~The superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the district.~~

~~The district will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias based on the protected classes identified in this policy.~~

### Cross References:

<del>Policy 2020</del>	<del>Curriculum Development and Adoption of Instructional Materials</del>
<del>Policy 2030</del>	<del>Service Animals in Schools</del>
<del>Policy 2140</del>	<del>Guidance and Counseling</del>
<del>Policy 2150</del>	<del>Co-Curricular Program</del>
<del>Policy 2151</del>	<del>Interscholastic Activities</del>
<del>Policy 4260</del>	<del>Use of School Facilities</del>
<del>Policy 4217</del>	<del>Effective Communication</del>

### Legal References:

<del>Chapter 28A.640 RCW</del>	<del>Sexual Equality</del>
<del>Chapter 28A.642 RCW</del>	<del>Discrimination prohibition</del>
<del>Chapter 49.60 RCW</del>	<del>Discrimination Human rights commission</del>
<del>WAC 392-190-20</del>	<del>Training Staff responsibilities Bias Awareness</del>
<del>WAC 392-190-060</del>	<del>Compliance</del>
<del>WAC 392-400-215</del>	<del>Student rights</del>
<del>20 U.S.C. § 7905</del>	<del>Boy Scouts of America Equal Access Act</del>
<del>42 U.S.C. §§ 12101-12213</del>	<del>Americans with Disabilities Act</del>

Policy No. 3210  
Students

**Management Resources:**

~~*Policy and Legal News, March 2016*~~  
~~*Policy and Legal News, April 2013*~~  
~~*Policy News, December 2012*~~  
~~*Policy News, June 2011*~~  
~~*Policy News, August 2007*~~

**Adoption Date:** January 19, 2000

**Centralia School District**

**Revised:** June 15, 2011; December 21, 2011; March 20, 2013; November 20, 2013; March 19, 2014; July 20, 2015; February 15, 2017; April 24, 2024

**Classification:** Essential

# Coversheet

## Policy 5010 Nondiscrimination and Affirmative Action

<b>Section:</b>	III. Board Policy and Procedure Review
<b>Item:</b>	B. Policy 5010 Nondiscrimination and Affirmative Action
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	5010 Nondiscrimination and Affirmative Action.pdf



Policy No. 5010  
Personnel

## CENTRALIA SCHOOL DISTRICT BOARD POLICY #5010 NONDISCRIMINATION AND AFFIRMATIVE ACTION

### **Nondiscrimination and Affirmative Action**

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#### **Definition**

"Protected status" is short for the phrase "age, sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, marital status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability."

#### **Nondiscrimination**

The Centralia School district is committed to an educational and working environment free from discrimination and harassment based on a person's protected status, as described in this policy. ~~The policy and accompanying procedure prohibit discrimination and harassment of any staff member, volunteers, and contractors who work on behalf of the district.~~

The district will not deny any person the benefit of, or subject any person to discrimination in employment, recruitment, promotion, advancement, consideration, or selection in connection with employment based on their protected status.

The district will make all employment decisions in a non-discriminatory manner and will not limit, segregate, or classify any person in a way that could adversely affect their employment opportunities or status based on their protected status.

The district will not enter into any contractual or other relationship that directly or indirectly results in the discrimination of any person in connection with employment based on their protected status.

#### **Equal Employment Opportunity**

The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. ~~Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.~~

#### **Examples of Employment Discrimination**

Employment discrimination may include the following:

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1. Unfair treatment based on an employee's protected status, including unfair or separate treatment in pay scale, assignment of duties, opportunities for advancement, conditions of employment, hiring practices, leaves of absence, hours of employment, and assignment of instructional and non-instructional duties.
- 2. Harassment based on an employee's protected status by supervisors, co-workers, or others in the workplace that is so severe or persistent that it creates a hostile environment.
- 3. Denial of a reasonable workplace accommodation that an employee needs because of religious beliefs or a disability.
- 4. Retaliation because an employee complained about employment discrimination or assisted with an employment discrimination investigation or lawsuit.
- 5. Making employment or placement decisions based on stereotypes or assumptions about one's protected status.
- 6. Discriminating against individuals married to or otherwise associated with people of a certain group.
- 7. Prohibiting an employee from using the restroom consistent with his or her gender identity.

These are examples of employment discrimination and are not an exhaustive list.

**Discriminatory Harassment**

The district prohibits discriminatory harassment in the workplace. Discriminatory harassment is unwelcome or offensive conduct directed toward a person based on their protected status that is sufficiently severe or pervasive to create an environment that a reasonable person would consider intimidating, hostile, or offensive. Petty slights, annoyances, or isolated incidents, unless extremely serious, will not rise to the level of discriminatory harassment.

Harassing conduct may include, but is not limited to, offensive jokes, slurs, epithets, name-calling, physical assaults, threats, intimidation, ridicule, mockery, insults, put-downs, offensive objects or pictures, and interference with work performance.

When the district becomes aware of potential discriminatory harassment, it will promptly investigate the conduct and, as appropriate, take reasonable steps to prevent and promptly correct the harassing conduct.

Employment of Persons with Disabilities

To fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

1. The district will not discriminate against a qualified individual based on their disability, nor will the district limit, segregate, or classify any applicants for employment or any staff member in any way that adversely affects their opportunities or status because of

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their disability. This prohibition applies to all aspects of employment from recruitment to promotions and includes fringe benefits and other elements of compensation.

2. The district will reasonably accommodate the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship.

Reasonable accommodations may include making facilities used by staff readily accessible and usable by persons with disabilities; job restructuring; part-time or modified work schedules; acquisition or modification of equipment or devices; the provision of readers or interpreters; and other similar actions.

An undue hardship means an accommodation would be unduly costly, extensive, substantial or disruptive or would fundamentally alter the nature or operation of the district. In determining whether an accommodation would impose an undue hardship on the district, the district may consider, among other things, the cost of the accommodation, the district's size, the district's financial resources, and the nature and structure of its operations.

3. The district will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related, and the district will not use such tests or criteria if alternative tests or criteria that do not screen out persons with disabilities are available.

4. While the district may not make pre-employment inquiries as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.

Discriminatory harassment is unwelcome conduct that is:

1. Directed toward a person based on a protected characteristic;
2. Sufficiently severe or pervasive;
3. Unreasonably interferes with a person's work environment or ability to perform job duties; and
4. The cause of an intimidating, hostile, or offensive environment.

Examples of discriminatory harassment include, but are not limited to:

- Unwelcome jokes or comments about a legally protected characteristic (e.g., racial or ethnic jokes);
- Disparaging remarks to or about a person's legally protected characteristic (e.g., negative or offensive remarks or jokes about a person's religion or religious garments); Displaying negative or offensive posters or pictures about a legally protected characteristic;
- Physical conduct toward a person due to that person's legally protected characteristic;
- All communications, including those conveyed electronically, such as by e-mail, telephone, or a legally protected characteristic; or
- Any other unwelcome conduct that implicated a legally protected characteristic.

In most instances, discriminatory harassment does not include supervisory or evaluative practices.

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~~The board will designate a staff member to serve as the compliance officer.~~

~~The district, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women, and military veterans who are under represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action will also include recruitment, selection, training, education and other programs.~~

~~The superintendent will develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups — aged, persons with disabilities, ethnic minorities and women and military veterans, although under state law, racial minorities, and women may not be treated preferentially in public employment.~~

~~This policy, as well as the affirmative action plan, regulations and procedures developed according to it, will be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy will be reported annually to the board.~~

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### **Employment of Persons with Disabilities**

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

- ~~1. No qualified person with disabilities will, solely by reason of a disability, be subjected to discrimination and the district will not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects their opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions and includes fringe benefits and other elements of compensation.~~
- ~~2. The district will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless the accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:
 
  - ~~1. Making facilities used by staff readily accessible and usable by persons with disabilities; and~~
  - ~~2. Job restructuring, part time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions.~~~~

~~In determining whether an accommodation would impose an undue hardship on the district, factors to be considered include the nature and cost of the accommodation.~~

- ~~3. The District will not use any employment tests or criteria that screens out persons with disabilities unless the test or criteria is clearly and specifically job related. Also, the District will not use such tests or criteria if alternative tests or criteria (that do not screen out persons with disabilities) are available.~~
- ~~4. While the district may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job related functions.~~
- ~~5. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance as outlined in Board Procedures 5010.~~

### **Nondiscrimination for Military Service**

The district will not discriminate against any person who is a member of, applies to be a member or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service of the United States, on the basis of that participation in a

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uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

**Affirmative Action Program**

The district will develop an affirmative action employment plan or program that includes appropriate provisions designed to eliminate discrimination based on protected status.

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Regarding sex discrimination, the district's affirmative action employment plan or program must include the requirements to maintain credential requirements for all personnel without regard to sex; make no differentiation in pay scale based on sex; make no differentiation in the assignment of school duties based on sex except where an assignment would involve duty areas or situations such as, but not limited to, a shower room, where persons might be disrobed; provide the same opportunities for advancement for males and females; and make no differentiation in conditions of employment based on sex, including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of or payment for instructional or noninstructional duties.

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**Complaint Procedure**

The district will adopt a complaint procedure in accordance with chapter 392-190 WAC.

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Annually, the district will publish a notice of the complaint procedure in a way that is reasonably calculated to inform all employees of it. The district will provide the notice in a language each employee can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for those with limited English proficiency.

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The district will not adopt any policy, procedure, or practice that would limit a person's right to file a complaint under the complaint procedure.

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**Compliance Officer**

The superintendent will designate an employee who is responsible for monitoring and coordinating the district's compliance with chapter 392-190 WAC and the guidelines the Office of the Superintendent of Public Instruction has adopted under WAC 392-190-005.

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The compliance officer is responsible for ensuring that all complaints filed under the complaint procedure are promptly investigated and resolved.



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Retaliation Prohibited

The district will not intimidate, threaten, coerce, or discriminate against any individual who seeks to secure their rights under this policy or chapter 392-190 WAC or because the individual has filed a complaint under the complaint procedure. Further, the district will not tolerate someone else retaliating against another because they sought to secure their rights under this policy or chapter 392-190 WAC or because they have filed a complaint under the complaint procedure.

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Any person who retaliates will be subject to appropriate discipline.

Cross References:                   2030 - Service Animals in Schools  
  5011 - Sex Discrimination and Sex-Based Harassment of District Staff Prohibited  
  5270 - Resolution of Staff Complaints  
  5407 - Military Leave

Legal References:                   RCW 28A.400.310 Law against discrimination applicable to districts employment practices  
  RCW 28A.640.020 Regulations, guidelines to eliminate discrimination Scope Sexual harassment policies  
  RCW 28A.642 Discrimination prohibition  
  RCW 49.60 Discrimination Human rights commission  
  RCW 49.60.030 Freedom from discrimination Declaration of civil rights  
  RCW 49.60.180 Unfair practices of employers  
  RCW 49.60.400 Discrimination, preferential treatment prohibited  
  RCW 73.16 Employment and Reemployment  
  WAC 392-190 Equal Education Opportunity Unlawful Discrimination Prohibited  
  WAC 392-190-0592 Public school employment Affirmative action program  
  42 USC 2000e1 2000e10 Title VII of the Civil Rights Act of 1964  
  20 USC 1681 - 1688 Title IX Educational Amendments of 1972  
  42 USC 12101 12213 Americans with Disabilities Act  
  8 USC 1324 (IRCA) Immigration Reform and Control Act of 1986  
  38 USC 4301-4333 Uniformed Services Employment and Reemployment Rights Act  
  29 USC 794 Vocational Rehabilitation Act of 1973  
  34 CFR 104 Nondiscrimination on the basis of handicap in

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Programs or activities receiving federal financial assistance

38 USC §4212 Vietnam Era Veterans Readjustment Assistance Act  
of 1974 (VEVRAA)

Management Resources:

2018 - May Policy Issue

2017 - April Issue

2014 - December Issue

2013 - June Issue

2011 - June Issue

2011 - February Issue

Policy News, August 2007 Washington's Law Against  
Discrimination

Policy News, June 2001 State Updates Military Leave Rights

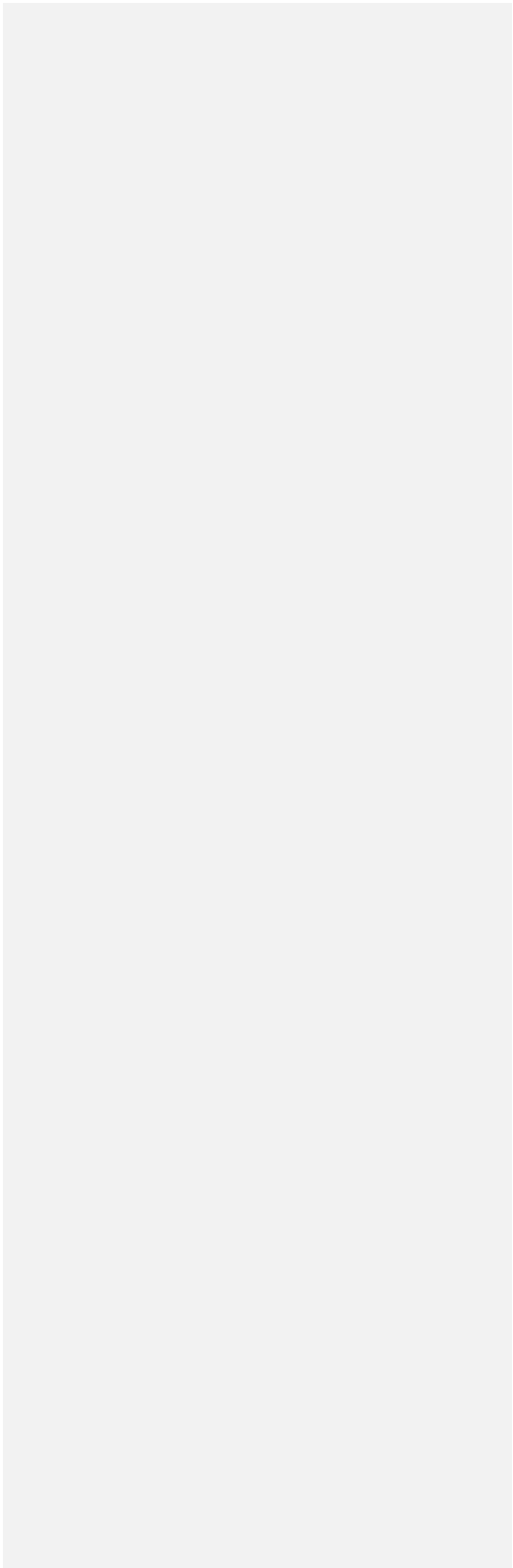
**Adoption Date:** March 20, 1985

**Centralia School District**

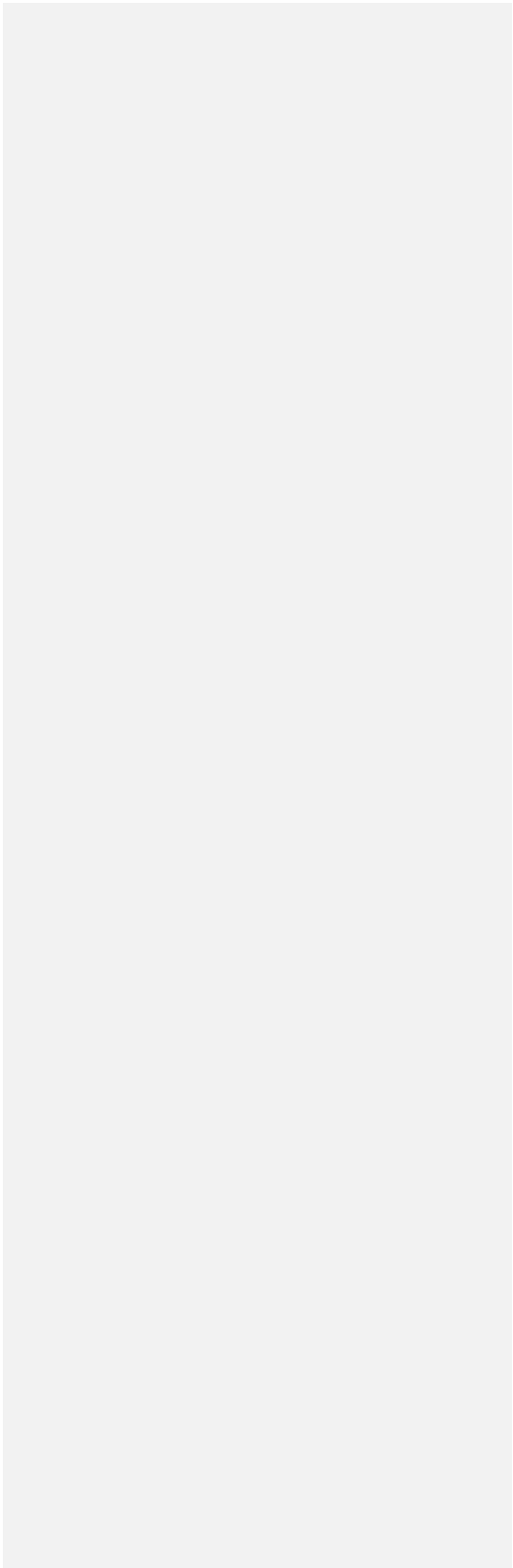
**Revised:** November 16, 1994; October 17, 2001; June 15, 2011; December 21, 2011;  
November 20, 2013; July 20, 2016; March 21, 2018; October 28, 2020; April 2023; January  
2025; [September 2025](#)

**Classification:** Priority

Policy No. 5010  
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# Coversheet

## Policy and Procedure 5260 Personnel Records

<b>Section:</b>	III. Board Policy and Procedure Review
<b>Item:</b>	C. Policy and Procedure 5260 Personnel Records
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	5260P, Personnel Records.pdf 5260, Personnel Records.pdf



## Administrative Procedures for Board Policy #5260, Personnel Records

### Location

The district shall maintain a personnel file for each of its ~~staff member~~employees.

### Staff Member's Access To ~~His/Her~~ Personnel File

At least annually, a~~Any~~ ~~staff member~~employee has the right to ~~examine and copy~~inspect materials from ~~and/or have copies made of his/her~~ the employee's own personnel file during regular business hours.

For purposes of this Policy, an employee's personnel file includes:

- All job application records;
- All performance evaluations;
- All nonactive or closed disciplinary records;
- All payroll records; and
- All employment agreements.

This definition does not supersede Washington state or federal privacy laws regarding nondisclosure.

Nothing in this Procedure requires the district to create a retention schedule for personnel records nor does it require the district to create personnel records.

When requested by an employee, former employee, or their designee, the district must provide a copy of the personnel file in accordance with the timelines established under Washington's Public Records Act, RCW 42.56.

For purposes of this Procedure, "former employee" means a person who separated from employment within three years of the person's request.

The superintendent has authorized access to personnel records to the following individuals: \*\*\*, \*\*\*, \*\*\*, \*\*\*\*.

A staff member authorized by the superintendent must be present when a staff member is given access to his/her personnel file in order to offer the staff member assistance and interpretation of material contained in the file.

The district ~~shall~~may establish a copy fee.

### Access By Others To A Personnel File

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Any person authorized by a valid court order shall have access to personnel files.

Principals and/or immediate supervisors may examine the files of staff employed in their building.

Any individual who has the written permission of a staff member may request to examine the staff member's records.

### **CONTENTS OF PERSONNEL FILE**

A personnel file may contain, but is not limited to, professional certificates, transcripts from colleges or universities, a record of previous employment, evaluations, professional assessment instruments, letters of recommendation, and copies of district contracts. All material in the personnel file must be related to the staff member's work, position, salary or employment status in the district. Annually, an ~~staff member~~employee may petition that the ~~personnel office~~district review all information in the personnel file. The ~~personnel office~~district shall determine if there is any irrelevant information and shall remove all such from the file. If the ~~staff member~~employee does not concur with ~~that the~~ material that remains, the staff member may file a statement of rebuttal or correction to be placed into the file. A former employee retains the right of rebuttal or correction for up to two years after employment is terminated.

### **ADDING MATERIAL**

The superintendent/designee is responsible for placing material in the proper personnel file [within ~~10-x~~ days of] ~~[upon]~~receipt or origination of said material unless a different timeline is established through an applicable Collective Bargaining Agreement for the employee. All materials placed in a personnel file ~~shall-should~~ be signed and dated. When material is adverse to an employee~~critical of a staff member~~, the person responsible for placing this material in the ~~staff member's~~employee's file must forward a copy of the material to the staff member.Unless a different timeline is established through an applicable Collective Bargaining Agreement, aAny material critical of an employee-staff member which is not shown to the employee ~~him/her~~ within 10-X days after placement in ~~his/her~~the employee's file shall not be allowed as evidence in any grievance or disciplinary action against such ~~staff member~~employee.

### **STAFF MEMBER'S RIGHT TO ~~OBJECT TO MATERIAL ADDED~~APPEAL**

**Appeal.** ~~An employee~~ staff member may appeal to the superintendent for the removal of any material placed in ~~his/her~~the employee's personnel file. This must be done by requesting a conference with the party involved for the purpose of examining the questioned material. If the ~~staff member~~employee is not satisfied with the decision, ~~he/she~~the employee may file a grievance according to district policy.

**Rebuttal.** ~~A staff member has the right to submit a written statement of rebuttal relating to any material in his/her personnel file and have the written rebuttal placed within the file. A former staff member shall retain the right of rebuttal or correction for a period not to exceed two (2) years.~~

Procedure 5260P

**Date: December 15, 2010**

**Revised: January 2025; Septmeber 2025**



## CENTRALIA SCHOOL DISTRICT BOARD POLICY #5260 PERSONNEL RECORDS

The district shall organize, compile, and maintain personnel records and files for each staff member of the district which will be kept secure under the authority of the superintendent/designee. The contents of the personnel files shall be available to the superintendent/designee and to those staff authorized by the superintendent/designee to organize, compile, and maintain the ~~personnel~~ files. Any confidential college or university credentials or other confidential pre-employment materials received by the district will be returned to the sender or maintained in personnel records, such as an application file. Staff members who have access to the files shall be required to maintain the confidentiality of the files and their contents.

~~Any certificated or classified~~ staff member shall be permitted, during normal District business hours, to review the contents of their personnel file in the presence of an authorized staff member. Personnel files may be maintained by the District in hard copy and/or in an electronic format.

Annually, a staff member may request that the superintendent/designee review all information in the staff member's personnel file(s) that is regularly maintained by the District to determine if there is any irrelevant or erroneous information in the file(s) and may request to have such information removed. . The superintendent/designee shall determine if there is any irrelevant or erroneous information in the file(s), and shall remove all such information from the file(s). If a staff member does not agree with the superintendent's/designee's determination, the staff member may at their request have placed in the staff member's personnel file a statement containing the staff member's rebuttal or correction.

Cross References: Board Policy 4040

Public Access to District  
Records

Legal References: [RCW 28A.405.250](#)

Certificated employees,  
applicants for certificated  
position, not to be  
discriminated against –  
Right to inspect  
personnel file  
Personal information  
Employee inspection of  
personnel file

[RCW 42.56.230](#)  
[RCW 49.12.240](#)

Management Resources: 2015 – October Policy Issue

**Adoption Date: October 21, 1998**

**Centralia School District**

**Revised: January 17, 2007; April**

**2023; September 2025**

**Classification: Priority**

# Coversheet

## Policy and Procedure 2410 Graduation Requirements

**Section:** III. Board Policy and Procedure Review  
**Item:** D. Policy and Procedure 2410 Graduation Requirements  
**Purpose:**  
**Submitted by:**  
**Related Material:** 2410P High School Graduation Requirements.pdf





Procedure 2410P

## Administrative Procedures for Board Policy #2410 High School Graduation Requirements

### I. Publication of Graduation Requirements

Prior to registering in high school, and each year thereafter each student and his/her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade. Graduation requirements will also be included in the student handbook.

### II. CREDIT REQUIREMENTS

#### **Period of Eligibility to Earn Credits**

Generally, credit toward high school graduation will be earned in grades nine through twelve. However, upon request, the district may award high school credit towards fulfilling graduation requirements to students who have completed high school courses while in seventh or eighth grade if one of the following applies:

1. The course was taken with high school students, and the student successfully passed the same course requirements, and examinations as the high school students enrolled in the class; or
2. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional competency examination or perform any other additional assignments to receive credit.

#### **Awarding of High School Credit**

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study); or
- C. Successfully completing an established number of hours of planned instructional activities be determined by the district.

#### **Credits from Other Programs**

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state-approved learning program (public school, approved private school, or home school), or from out-of-state, or out-of-country. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement or may be counted as an elective credit. The district will evaluate credits from non-accredited programs or home schools as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

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## Procedure 2410P

## Total Number of Credits Required

Credit Requirements					
Class of:	2022	2023	2024 & Beyond	2025 Only	2026 & Beyond
Entering 9 <sup>th</sup> grade after July 1, of:	2018	2019	2020	2021	2022
English	4.5	5	5.5	5.5	5.5
CSD Capstone	.5	.5	.5	.5	.5
Math	3.5	4	4.5	4.5	4.5
Science	3.5 (2 lab credits)	4 (2 lab credits)	4.5 (3 lab credits)	4.5 (3 lab credits)	4.5 (3 lab credits)
Social Studies	3	3.5	4	3.5**	4
Fine Arts	2 *(or 1 in PPR)	2 *(or 1 in PPR)	2 *(or 1 in PPR)	2 *(or 1 in PPR)	2 *(or 1 in PPR)
Physical Education	1.5	1.5	1.5	1.5	1.5
Health	.5	.5	.5	.5	.5
Career & Tech Ed	2	2	2	2	2
World Language	2 *(or 2 in PPR)	2 *(or 2 in PPR)	2 *(or 2 in PPR)	2 *(or 2 in PPR)	2 *(or 2 in PPR)
Electives	5	5.5	6	6.5	6
Total State and District Credit Requirements	28	30.5	33	33**	33
<p>*PPR, (Personalized Pathway Requirements – Up to 3 credits chosen by the student, that are included in a student's High School and Beyond Plan, and that prepares the student to meet specific post-secondary career or educational goals.</p> <p>District Note: 1 trimester =.5 credits.</p> <p>** Due to a scheduling error, students did not have access to all of their required Social Studies credits during their 10th-grade year. The number of Social Studies credits has been adjusted but the number of total credits remains the same.</p>					

Subject Area Requirements and Approved Courses for **Classes** of 2019 and beyond:

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education and shall be required for each candidate for graduation:

1. English: Refer to the table shown above for credits required for each graduating class. Approved courses can be found on the school website.
2. Math: Refer to the table shown above for credits required for each graduating class. Approved courses can be found on the school website.
3. Science: Refer to the table shown above for credits required for each graduating class. Approved courses can be found on the high school website.
4. Social Studies: Refer to the table shown above for credits required for each graduating class. Approved courses can be found on the school website.

## Procedure 2410P

Social Studies Credit Requirements							
	2020	2021	2022	2023	2024	2025 Only	2026 and beyond
United States History	1.0	1.0	1.0	1.0	1.5	1.5	1.5
Contemporary World History and World Problems	1.0	1.0	1.0	1.0	1.5	1.0 (additional .5 credits added to general elective)	1.5
Civics	.5	.5	.5	.5	.5	.5	.5
Human Geography	.5	.5	.5	1.0	.5	.5	.5

5. Arts: Refer to the credit requirement table shown above for credits required for each graduating class. Approved courses can be found on the school website.
6. World Language: Refer to the table shown above for credits required for each graduating class. Approved courses can be found on the school website.
7. Health and Fitness\*: Refer to the table shown above for credits required for each graduating class. Approved courses can be found on the school website.
  - a. .5 credits are required to be in Health
  - b. One-and one-half (1.5) credits are required to be earned for Physical Education unless excused.
  - c. Per Chapter 28A.231 RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. The CPR instruction must have been developed by the American Heart of Association or the American Red Cross or be nationally recognized based on the most current national guidelines for CPR. The instruction must include use of automated external defibrillators (AED) which may be taught by video. The district may provide the CPR instruction directly or arrange it through community-based providers such as the local fire department. Students are not required to earn CPR certification for successful completion of the instruction.
8. Career and Technical Education: Refer to the table shown above for credits required for each graduating class. Approved courses can be found on the school website.
9. Electives: Refer to the table shown above for credits required for each graduating class. Approved courses can be found on the school website

Procedure 2410P

10. Washington State History (non-credit).

Total number of credits:

Total Number of Credits Required					
Year	2020	2021	2022	2023	2024 and beyond
Credits	22	25	28	30.5	33

**Alternative Programs**

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(S) of the program or planned learning experience;
- D. The state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- E. A description of how credits will be determined in accordance with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. The plans for evaluation of program; and
- I. How and by whom the student will be supervised.

The district will keep a list of approved programs on file in the superintendent’s office. The superintendent or designee will communicate the reasons for approval or disapproval to those making the request.

**Running Start**

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Rising juniors, those who have completed their sophomore year and have yet to begin their junior year, may enroll for up to ten quarter credits, or the semester equivalent, during the summer academic term.

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## Procedure 2410P

Students earn college credit, which is also converted and applied to their high school transcript.

The district will provide general information about the Running Start program to students in grade ten, eleven, and twelve and the parents and guardians of those students. The information will include information about the opportunity to enroll in the program through online courses available at community and technical colleges and other state institutions of higher education, enrollment opportunities during the summer academic term, and the college high school diploma options under RCW 28B.50.535.

To enroll in the Running Start Program, students need to do the following:

1. Check with their high school counselor and/or determine the options for demonstrating college-level placement via assessments or courses taken. At a minimum, college-level skills in reading and writing are required.
1. Contact the college they are interested in attending and arrange to take the necessary placement assessments for the college or High School Smarter Balanced Assessment scores. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
2. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so they do not interfere with their high school classes. Full-Time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session. A student enrolled full-time at a college may use .2 FTE to enroll at the high school for the purpose of accessing college courses online. Students who are permitted to enroll in a combined annual average of 1.2 FTE between the high school and the college.
3. Obtain a Running Start authorization form from the college or their high school counselor. Work with the high school counselor and/or college to verify course decision and coverage of tuition via state funding for selected courses. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is until 18 years old.
4. Register for classes via the college's online registration system. First time Running Start students will need to enroll in the college before completing the registration process. The verification process in "3" needs to occur to ensure state funding for college courses.
- 4.5 Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcripts. Work with school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

### Credit for Career and Technical Work-Based Learning

The district regards work experience as a part of the educational program of students as part of the secondary school curriculum rather than just a device to receive a staffing shortage. The district may grant credit for work experience based upon the following factors:

1. The school will supervise the work program.

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2. The work experience will specifically relate to the student's school program or postsecondary pathways.
3. The work experience will represent growth in the student, and the type of work will have definite educational value.
4. The work experience will provide a varied job experience.
5. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
6. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
7. The district may grant one credit for not less than one hundred eighty hours for instructional work-based learning experience and not less than three hundred sixty hours (120 hrs/trimester) of cooperative work-based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050(1)(b).
8. The employer will legally employ the student who must have passed his or her sixteenth birthday.
9. The employer will file a report on the student's work record with the school, indicating the student made satisfactory progress on the job.
10. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements standards.
11. The program standards and procedures align with the state career and technical work based learning standards.

**College in the High School**

The college in the high school program is a dual credit program located on a high school campus or in a high school environment in which a high school student may earn both college credit and high school credit by achieving a passing grade in a college level course. A college in the high school program will be governed by a local contract which will include qualifications for students to enroll in the program. Additionally, applicable information regarding students in the program includes the following:

- A. Students who have not yet received a high school diploma, and are eligible to be in the ninth, tenth, eleventh, or twelfth grades may participate in the high school in the college program.
- B. Students will receive credit for the courses they complete. If a student completes a course for which there is not a comparable courses with the district, then an administrator will determine how many credits the student will receive for the course. Such a determination shall be issued in writing by an administrator prior to the student beginning the course.
- C. Students may be required to pay a tuition fee to receive college credit for a course. Students will not be required to pay a tuition fee for high school credit.

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**National Guard High School Career Training**



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The district may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to the student's participation in a National Guard training program as follows:

1. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the school district ~~and~~
2. The number of credits toward high school graduation to be granted will be calculated, agreed upon by the student, and an authorized representative on the school district, and such agreement noted on MIL Form 115 or such equivalent form.
3. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

### Home School Credit

Guidelines for granting high school credit for home schooling are as follows:

1. To gain credit for a course of study, a student will provide:
  - a. A journal that reflects the actual work completed during a home-study course of study
  - b. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); or
  - c. Any such other performance-based exhibits of specific course-related accomplishments.
2. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost determined by such personnel.
3. Credit is granted for the following approved schools:
  - a. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
  - b. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

### III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking is aligned with the student's goals for education or training and career after high school.

#### A. Plan Development

Beginning by the seventh grade, each student will be administered a career interest and skills inventory, which is intended to inform eighth grade course scheduling and the development of an initial high school and beyond plan.

No later than by eighth grade, each student must have begun development of a high school and beyond plan that includes a proposed plan for the first-year of high school courses

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aligned with graduation requirements and secondary and postsecondary goals. High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory.

By ninth grade, each student who has not earned a score of level 3 or 4 on the middle school mathematics assessment identified in RCW 28A.0655.070 must have the high school and beyond plan updated to ensure the student takes a mathematics course in both the ninth and tenth grades. These courses may include career and technical education equivalencies in mathematics adopted pursuant to 28A.230.097 and district policy.

With staff support, students must update their high school and beyond plan annually, at a minimum, to review academic progress and inform future course taking. The high school and beyond plan must be updated in the tenth grade to reflect high school assessment results in RCW 28A.0655.061, ensure student access to advanced course options per the district's academic acceleration policy, assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs.

For students who have not met the standard on state assessments or who are behind in completion of credits or graduation pathway options will be given the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet all high school graduation requirements. The parents or legal guardians shall be notified about those opportunities as included in the student's high school and beyond plan, preferably through a student-led conference that includes the parents or legal guardians, at least annually until the student is on track to graduate.

For students with an individualized education program, the high school and beyond plan must be developed and updated in alignment with their school to postschool transition plan. The high school and beyond plan must be developed and updated in a similar manner and with similar school personnel as for all other students.

The district will involve parents and legal guardians to the greatest extent feasible in the process of developing and updating the high school and beyond plan. The plan will be provided to the student and student's parents or legal guardians in a language the student and student's parents or legal guardians understand in accordance with the district's language access policy and procedures, which may require language assistance for students and parents or legal guardians with limited English proficiency.

The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one or two most frequently spoken non-English languages of students in the district.

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~~School staff will update students' plans to reflect high school assessment results and revised as necessary for changing interests, goals, and needs. Each students' high school and beyond plan will be updated to inform junior year course taking.~~

~~For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP;  
The district will annually provide students in eighth through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options by the district. The district will begin to provide this information beginning in sixth grade. The district will provide this information in accordance with the district's language access policy and procedures.~~

~~The district may partner with student-serving, community-based organizations that support career and college exploration and preparation for postsecondary and career pathways. Partnerships may include high school and beyond coordination and planning, data sharing agreements, and safe and secure access to individual student's high school and beyond plans.~~

### **B. Components of the High School and Beyond Plan**

All high school and beyond plans will, at a minimum, include the following:

- a. 1. Identification of career goals and interests, aided by a skills and interest assessment;
- b. 2. Identification of educational goals; Identification of secondary and postsecondary education and training goals;
- c. 3. Identification of dual credit programs and opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical educational programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs; An academic plan for course taking that:
- d. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- e. A four year plan for course taking that does the following;
  - 1. ~~Includes information about~~ informs students about course options for satisfying state and local graduation requirements;
  - 2. Satisfies state and local graduation requirements;
  - 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
  - 4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals;
  - 5. ~~Includes information~~ informs students about the college bound scholarship program; and
  - 6. 4. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of postsecondary program:

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1. Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to student who are or have been in foster care; information specific to students who are, or are at risk of being homeless; information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application; and
2. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, fill out financial aid applications.

~~D. 5.~~ By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

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#### IV. GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

The district will provide annual notice, in a way that conforms with Board Policy 4218 – Language Access modify as necessary for your district to students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district.

At least annually, the district will examine data on student groups participating in and completing each graduation pathway option that the district offers. At a minimum, the data on graduation pathway participation and completion will be disaggregated by the student groups described in RCW 28A.300.042 (1) and (3), and by:

- Gender;
- Students who are the subject of a dependency proceeding pursuant to chapter 13.34 RCW;
- Students who are experiencing homelessness as defined in \*RCW 28A.300.542(4); and
- Multilingual/English learners.

If the results of the analysis required under the statute show disproportionate participation and completion rates by student groups, then the school district will identify reasons for the observed disproportionality and implement strategies as appropriate to ensure the graduation pathway options are equitably available to all students in the school district.

~~A student may choose to pursue one or more of the pathway options as described in HB1599. Options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.~~

- ~~• Career/Technical Field – CTE Course Sequence~~

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- ~~Complete 2.0 or more credits that either include a dual credit course or lead to an industry recognized credential~~
- ~~Complete a Core Plus program~~
- ~~Military Career Interest – ASVAB Exam (AFQT Section)~~
  - ~~Score of – 31 (\*subject to change annually)~~
  - ~~Check the State Board of Education website by September 1 annually (www.sbe.wa.gov/our-work/graduation-pathway-options/asvab)~~
- ~~Postsecondary Education – English Language Arts (ELA) and Math Courses & Exams (Can use any combination of the ELA and math options listed in this section.)~~
  - ~~ACT (ELA = 14; math = 16) or SAT (ELA = 410; math = 430)~~
  - ~~Dual credit courses:~~
    - ~~AP/IB/Cambridge: Earn a C+ in a state approved course~~
    - ~~CTE Dual Credit: B or higher grade, if in articulation agreement with college~~
    - ~~College in the High School or Running Start courses (local approval)~~
  - ~~Dual credit exams (for state approved courses):~~
    - ~~AP = 3+ ○ Cambridge = E ○ IB = 4+ State assessments:~~
    - ~~Smarter Balanced: ELA = 2548; math = 2595~~
    - ~~WA AIM: ELA = 104; math = 103~~
  - ~~Transition courses:~~
    - ~~Bridge to College courses have state level approval~~
    - ~~Local articulation agreements between districts and sponsoring colleges~~

**Statewide High School Assessment**

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

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**Dual Credit Courses**

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics.

A “dual credit course is a course in which a student qualifies for college and high school credit upon successfully completing the course.

**High School Transition Courses**

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English Language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of high education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective graduation requirements established by the State Board of Education.

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**AP Courses and International Baccalaureate Programs**

A student may demonstrate career and college readiness by meeting the requirement of A or B below in the earning high school credit, with a C+ grade, or receiving a three or higher on

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~~the AP exam, or equivalent, in AP, international baccalaureate, or Cambridge international courses in English language arts and mathematics that the state board of education designates as eligible to be used to meet this standard; or receiving a four or higher on international baccalaureate exams.~~

- ~~A. Earning high school credit with a grade of C+ or higher in each term in the eligible AP, international baccalaureate, and Cambridge international courses in English language arts or mathematics course; or~~
- ~~B. Earning at least the minimum score of three on advanced placement exams, four on standard-level and higher-level international baccalaureate exams, or scores of E(e) or higher on A and AS level Cambridge international exams for the corresponding courses.~~

~~For English language arts, successfully completing any of the following courses meets the standard; AP microeconomics, AP psychology, AP United States history, AP world history, AP United States Government and politics, AP comparative government and politics, and any of the international baccalaureate individuals and societies courses.~~

~~For mathematics, successfully completing any of the following courses meets the standards: AP Statistics, AP computer science, AP computer science principles, AP calculus, and any of the international baccalaureate mathematics courses.~~

### **SAT or ACT Scores**

A student may demonstrate career and college readiness by or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

### **Performance-based Learning Experience**

~~Complete a performance-based learning experience through which the student demonstrates knowledge and skills in a real-world context, providing evidence that the student meets or exceeds state learning standards in English language arts and mathematics. The performance-based learning experience may take a variety of forms, such as a project, practicum, work-related experience, community service, or cultural activity, and may result in a variety of products that can be evaluated, such as a performance, presentation, portfolio, report, film, or exhibit. The performance-based learning experience must conform to the graduation proficiency targets and associated rubrics established by the state board of education.~~

### **Combination of Options**

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

### **Armed Services Vocational Aptitude Battery**

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes

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the assessment. The state board of education will post eligibility scores on its website at least annually by September 1<sup>st</sup>.

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### **Career and Technical Education Courses**

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A student may demonstrate career and college readiness by completing a sequence of career and technical education courses or apprenticeships that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, healthcare, information technology, or construction and manufacturing; or the minimum criteria identified in RCW 28A.700.030.

## **V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA**

A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements.

-To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete all required projects and products as scored at the local level; and complete the final exams administered by the international baccalaureate organization in each of the required subjects.

## **VI. STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. If the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

The following process will be followed to help a student with an IEP graduate:

A-C. By the age of 14, the student will participate with the IEP team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.

B-D. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirement may include:

1. Attainable alternate classwork or individualized activities substituted for standard requirements;
2. A statement of waiver for any waived standard graduation requirements; or

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3. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.

~~C.E.~~ In the school year that the student will turn 16 or earlier, the student will, in cooperation with his or her parent or guardian and the IEP team, determine:

1. The projected date by which all graduation requirements will be met; and
2. The projected date and conditions under which the student will participate in the graduation ceremony.

~~D.F.~~ The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

## VII. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

1. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
2. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects.

Proficiency may be demonstrated by:

- a. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
- b. Passing an International Baccalaureate exam with a score of 4 or higher;
- c. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
- d. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
- e. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI.

## IX. GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after

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satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 22+ will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

The district will allow students to wear an item or object of cultural significance with or attached to their gown at high school commencements and other official graduation ceremonies and events. "An item or object of cultural significance" may include multiple items or objects if they are traditionally worn or used together. Items or objects worn in accordance with this Procedure must be befitting of the ceremony or event and adhere to the district's applicable decorum requirements who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. The discretion and authority of a school district to prohibit items or objects that are likely to cause a substantial disruption of, or material interference with, a high school commencement or other official graduation ceremony or event. Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the District has discretion and authority to prohibit items or objects that are likely to cause a substantial disruption of, or material interference with, a high school commencement or other official graduation ceremony or event, and Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.

**Commented [A1]:** Required

**Commented [A2]:** Required by HB 1393/Effective 7/27/25

**Commented [A3]:** Allowed under HB 1393

Graduation ceremonies will be conducted in the following manner:

1. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
2. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
3. Students who participate will use good taste in their choice of accessories for their attire.
4. Each student who participates will cooperate with the class advisor and participate in all parts of graduation ceremonies.
5. Failure to comply with the above requirements may forfeit a student's privilege to participate in graduation ceremonies.

#### **IX. AWARDING DIPLOMAS POSTHUMOUSLY**

At the request of a parent, guardian, or custodian, the district may issue a high school diploma to a deceased student if the student:

- Was enrolled in a public school in the district at the time of death
- Was deemed on-track to graduation before the time of death;
- and



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- Died after matriculating into high school.

The high school diploma will bear the inscription "honoris causa" and may not be issued before the graduation date of the class in which the student was enrolled. The district is not required to award the diploma at the same ceremony or event as other students. The district may retroactively issue high school diplomas posthumously at its discretion.

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## X. WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma or transcript. When the damages or fines do not exceed \$100.00, the student or his/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, *Classroom Management, Discipline and Corrective Action*. When damages are in excess of \$100.00, the appeal process for long-term suspension as defined in Policy 3241, *Classroom Management, Discipline and Corrective Action*, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that the district has imposed other forms of corrective action for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

**Date:** June 2004

**Revised:** April 15, 2009; May 18, 2011; January 25, 2012; March 19, 2014; April 22, 2020, May 1, 2024; September 2025

# Coversheet

## Policy 2420 Grading and Progress Reports

**Section:** III. Board Policy and Procedure Review  
**Item:** E. Policy 2420 Grading and Progress Reports  
**Purpose:**  
**Submitted by:**  
**Related Material:** 2420 Grading and Progress Reports.pdf

Policy No. 2420  
Instruction



**CENTRALIA SCHOOL DISTRICT  
BOARD POLICY #2420  
GRADING AND PROGRESS REPORTS**

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The district will inform parents or legal guardians about their students' academic progress, including the right to receive periodic reports on their students' educational growth and development in accordance with RCW 28A.1550.240 and to receive notice of their students' performance on state learning standard tests and assessments in accordance with RCW 28A.230.195. The district will also inform the parents or legal guardians whether their students' performance could threaten their ability to be promoted to the next grade level. Parents or legal guardians have the right to request an in-person meeting with their students' classroom teachers and principals to discuss any resources or strategies available to support and encourage their students' academic improvement.

The issuance of grades, written or electronic progress reports, and provide opportunities for parent conferences to serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These written and verbal reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district shall comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students grade points shall be reported for each term; individually and cumulatively.

The superintendent or designee will establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher shall specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected provided on that day there was a graded participation activity. If the teacher does not advise students in writing, the teacher may not use attendance and participation in the grading process. students who feel that attendance or tardiness factors has been unfairly applied, , may appeal to the principal to determine a resolution.

Cross References:           3520 - Student Fees, Fines, or Charges  
                                      3122 - Excused and Unexcused Absences

Policy No. 2420  
Instruction

Legal References:

RCW 28A.150.240(2)(g) Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty  
RCW 28A.230.195 Test or assessment scores—Adjustments to instructional practices—Notification to parents  
RCW 28A.600.030 Grading policies — Option to consider attendance  
RCW 28A.605.005 Parental rights  
RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent, or guardian – Withholding diplomas, — Suspension and restitution — Community service program as alternative — Publication of information on withheld diplomas — Rights protected  
WAC 392-210 Student testing and evaluation - Washington state honors award program  
WAC 392-415 Secondary education - Standardized high school transcript

Legal References:

RCW 28A.150.240(2)(g) Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty  
RCW 28A.600.030 Grading policies — Option to consider attendance  
RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent, or guardian Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected  
WAC 392-210 Student testing and evaluation — Washington state honors award program  
WAC 392-415 Secondary education — Standardized high school transcript

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Adoption Date: February 20, 2008  
Centralia School District  
Revised: August 28, 2024; September 2025  
Classification: Priority



## Coversheet

### Policy 3143 Notification and Dissemination of Information About Student Offenses and Notifications of Threats of Violence or Harm

**Section:** III. Board Policy and Procedure Review

**Item:** F. Policy 3143 Notification and Dissemination of Information About Student Offenses and Notifications of Threats of Violence or Harm

**Purpose:**

**Submitted by:**

**Related Material:**

3143 Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm\_july 2025.pdf

## CENTRALIA SCHOOL DISTRICT BOARD POLICY #3143 NOTIFICATION AND DISSEMINATION OF INFORMATION ABOUT STUDENT OFFENSES AND NOTIFICATION OF THREATS OF VIOLENCE OR HARM

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

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

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

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

#### **1. Sex Offenses and Registered Sex or Kidnapping Offenders.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **3. Public Records Act.**

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

## **4. Assignment of Student Offenders to Certain Classrooms.**

## Policy No. 3143 Students

A student committing an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief) when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned.

A student who commits an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

### **B. Notification of Threats of Violence or Harm.**

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

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

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

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

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

### **C. Immunity.**

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

### **D. Notification of Criminal Action**

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

If a student brings a firearm or other weapon to school the District will take immediate steps to address it and will notify employees as soon as it is safe to do so. The District will use its discretion as to the number of details to share and will work with law enforcement and/or legal counsel as needed.



## Policy No. 3143 Students

Cross References:

- 2161 - Special Education and Related Services for Eligible Students
- 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 3120 – Enrollment
- 3140 - Release of Resident Students
- 3207 - Prohibition of Harassment, Intimidation, and Bullying
- 3225 - School-Based Threat Assessment
- 3231 - Student Records
- 3241 – Student Discipline
- 4020 - Confidential Communications
- 5281 - Disciplinary Action and Discharge
- 6513 - Workplace Violence Prevention

Legal References:

RCW 13.04.155 Notification to designated recipient of adjudication or conviction — Information exempt from disclosure ~~RCW 4.24.550 Sex offenders and kidnapping offenders — Release of information to public — Web site~~  
~~RCW 9A.44.130 Registration of sex offenders and kidnapping offenders — Procedures — Definition — Penalties~~  
~~RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion agreement — Provision of information to teachers and other personnel — Confidentiality~~  
~~RCW 13.40.215 Juveniles found to have committed violent or sex offense or stalking — Notification of discharge, parole, leave, release, transfer, or escape — To whom given — School attendance — Definitions~~  
~~RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules~~  
~~RCW 28A.320.128 Notice and disclosure policies — Threats of violence — Student conduct — Immunity for good faith notice — Penalty~~  
~~RCW 28A.600.460 Classroom discipline — Policies — Classroom placement of student offenders — Data on disciplinary actions~~  
~~RCW 28A.320; 2020 c 167 § 1 — Notification provisions~~  
~~RCW 72.09.345 Sex offenders — Release of information to protect public — End of sentence review committee — Assessment — Records access — Review, classification, referral of offenders — Issuance of narrative notices~~  
~~WAC 392-400 Student Discipline~~  
~~20 U.S.C. 1232g; 34 C.F.R. Part 99 Family Educational Rights and Privacy Act~~  
~~Article IX, Section 1, Washington State Constitution~~

Management Resources:

- 2020 - August Issue
- 2019 - December Issue
- 2018 - December Issue
- 2018 - August Issue
- 2010 - October Issue
- 2010 - February Issue
- 2006 - December Issue
- 1999 - June Issue
- 1997 - August Issue

**Adoption Date:** September 17, 1997

Policy No. 3143  
Students

**Centralia School District**

**Revised:** May 18, 2011; October 23, 2019; April 24, 2024; September 2025

**Classification:** Priority

# Coversheet

## Policy 1310 Policy Adoption, Manuals and Administrative Procedures

**Section:** III. Board Policy and Procedure Review  
**Item:** G. Policy 1310 Policy Adoption, Manuals and Administrative Procedures  
**Purpose:**  
**Submitted by:**  
**Related Material:**  
1310 Policy Adoption Manuals and Administrative Policy\_revised\_july 2025.pdf



Policy No. 1310  
Board of Directors

**CENTRALIA SCHOOL DISTRICT  
BOARD POLICY #1310  
POLICY ADOPTION, MANUALS, AND ADMINISTRATIVE  
PROCEDURES**

**Policy Adoption**

Proposed new policies and proposed changes in existing policies will be presented in writing for reading and discussion. Policy revisions require two readings. The School Board will take action at the first reading to move the proposed revisions or not move to a second reading. The School Board will take action at the second reading of final approval. Unless it is deemed by the board that immediate action would be in the best interests of the district, the final vote for adoption will take place at the next succeeding regular board meeting. Any written statement by any person relative to a proposed policy or amendment should be directed to the board secretary prior to the second reading. The board may invite oral statements from staff members or community as an order of business.

When the board of directors is considering a district policy or amendment to policy that is not expressly or by implication authorized by state or federal law, but which will promote the education of kindergarten through twelfth grade students in public schools or will promote the effective, efficient or safe management and operation of the district, the proposed policy shall be described in any notice of the meetings at which the policy will be considered, if the notice is issued pursuant to the Open Public Meetings Act, Ch. 42.30 RCW. The board of directors will provide an opportunity for public written and oral comment on such policies before adoption or amendment.

In the event that immediate action on a proposed policy is necessary, the motion for its adoption shall provide that immediate adoption is in the best interest of the district. No further action is required. All new or amended policies will become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended will be made a part of the minutes of the meeting at which action was taken and will also be included in the district's policy manual.

Non-substantive editorial revisions, changes in administrative procedures, legal and/or cross references need not be approved by the board.

**Policy Interpretation**

It is the policy of the state of Washington that policies and procedures adopted by school districts under Title 28A RCW must prioritize the protection of every student's safety, access to the state's statutory program of basic education as defined in RCW 28A.150.203, and privacy, to the fullest extent possible, except as required by state or federal law.

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Policy No. 1310  
Board of Directors

### **Policy Manuals**

The superintendent will develop and maintain a current policy manual which contains the policies of the district.

The manual is intended as both as a tool for district management as well as a source of information to community members, staff and others about how the district operates. To that end, the administrator will have ready access to the manual. In addition, a manual will be available as the superintendent may determine for the use of staff, students and community members.

All policies are available on the district website. They will be subject to recall at any time.

### **Administrative Procedures**

The Board delegates to the Superintendent the function of specifying required actions and the detailed arrangements under which the schools will be operated. These rules and detailed arrangements constitute the administrative procedures governing the schools. They must be, in every respect, consistent with the policies adopted by the Board. The Board, itself will formulate and adopt administrative procedures only when specific State laws or regulation of the State Board of Education require Board action.

The superintendent will develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the board.

When a written procedure is developed, the superintendent will submit it to the board as an information item. Such procedures need not be approved by the board, though the board may request a revision when it appears that they are not consistent with the board's intentions as expressed in its policies. Procedures need not be reviewed by the board prior to their issuance; however, on controversial topics, the superintendent may request prior board consultation.

### Legal References:

[RCW 28A.320.010 Corporate powers](#)  
[RCW 28A.320.040 Bylaws for board and school government](#)  
[Engrossed Substitute House Bill 1296 \(2025\), Section 101](#)  
[RCW 42.30.060 Ordinances, rules, resolutions, regulations, etc., adopted at](#)

Policy No. 1310  
Board of Directors

public  
meetings —  
Notice —  
Secret voting  
prohibited

Legal References: RCW 28A.320.010 Corporate powers  
RCW 28A.320.040 Directors — Bylaws for board and school  
government  
RCW 42.30.060 Ordinances, rules, resolutions, regulations, etc.,  
adopted at public meetings — Notice —  
Secret voting prohibited

**Adoption Date:** January 16, 1980  
**Centralia School District**  
**Revised:** October 20, 1982; April 19, 1995; May 17, 1995; June 28, 1995; July 16, 1997; August 18, 2010; December 15, 2010, February 15, 2012; September 23, 2019; February 24, 2021; June 8, 2022; September 2025  
**Classification:** Priority

# Coversheet

## Policy and Procedure 3226, Interviews and Interrogations of Students on School Premises

**Section:** III. Board Policy and Procedure Review  
**Item:** H. Policy and Procedure 3226, Interviews and Interrogations of Students on School Premises  
**Purpose:**  
**Submitted by:**  
**Related Material:**  
3226 Interviews and Interrogations of Students on School Premises\_revised\_july 2025.pdf



Policy No. 3226  
Students

## CENTRALIA BOARD POLICY #3226 INTERVIEWS AND INTERROGATIONS OF STUDENTS ON SCHOOL PREMISES

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

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

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

### Cross References:

Policy 3231	Student Records
Policy 3432	Emergencies
Policy 3414	Infectious Diseases
Policy 4310	Working Relationships with Law Enforcement, DSHS and the Health Department

### Legal References:

[RCW 28A.605.005 Parental rights](#)  
[RCW 28A.635.020 Willfully disobeying school administrative  
personnel or refusing to leave public property, violations,  
when—Penalty.](#)  
[RCW 26.44.115 Child taken into custody under court order—  
Information to parents.](#)  
[RCW 26.44.110 Information about rights—Custody without](#)

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Policy No. 3226  
Students

~~court order—Written statement required—Contents.  
RCW 26.44.050 Abuse or neglect of child—Duty of law  
enforcement agency or department of social and health services  
children, youth, and families—Taking child into custody without  
court order, when-  
RCW 26.44.030 Reports—Duty and authority to make—Duty of  
receiving agency—Duty to notify—Case planning and  
consultation—Penalty for unauthorized exchange of  
information—Filing dependency petitions—Investigations—  
Interviews of children—Records—Risk assessment process.~~

<del>Legal Reference: _____</del>	
<del>_____ RCW 26.44.030</del>	<del>Interviews of children</del>
<del>_____ RCW 26.44.050</del>	<del>Abuse or neglect of child — Duty of law enforcement agency or department of social and health services — Taking child into custody without court order, when-</del>
<del>_____ RCW 26.44.110</del>	<del>Written statement required</del>
<del>_____ RCW 26.44.115</del>	<del>Notice required</del>
<del>_____ RCW 28A.635.020</del>	<del>Wilfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty</del>

Management Resources:	
<i>Policy and Legal News</i> , July 2013	New interviews/interrogations of students on school premises policy
<i>Policy News</i> , February 1998	FERPA limits student records access
<i>Policy News</i> , April 2001	Compliance Office Provides FERPA Update

Adoption Date:December 18, 2013  
Centralia School District  
Revised: October 23, 2019; February 2024; September 2025  
Classification: Priority

# Coversheet

## Policy 1111, Oath of Office

<b>Section:</b>	III. Board Policy and Procedure Review
<b>Item:</b>	I. Policy 1111, Oath of Office
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	1111 Oath of Office_revised_july 2025.pdf



## CENTRALIA SCHOOL DISTRICT BOARD POLICY #1111 OATH OF OFFICE

~~According to statutory provision, each~~ Each newly elected, re-elected, or appointed director ~~shall~~ will take an oath or affirmation to support the constitutions of the United States, ~~and the state of Washington, and the laws of the state of Washington and to promote the interests of education~~ and to faithfully discharge the duties of ~~his/her~~ the office to the best of his ~~or~~ her ability at the December regular board meeting following the certified election. The oath or affirmation must be endorsed by and sworn before an officer authorized to administer oaths. A school district officer or notary public authorized to administer oaths must certify to this oath and the signature of the member. After the oath or affirmation is made ~~properly completed~~, ~~the it~~ oath of office shall be filed with the county auditor.

Legal Reference: [RCW 28A.343.360](#)

Oath of office

**Adoption Date:** January 16, 1980

**Centralia School District**

**Revised:** October 20, 1982, December 21, 1994, August 18, 2010; June 8, 2022; October 2025

**Classification:** Optional

# Coversheet

## Policy 1815, Ethical Conduct for School Directors

<b>Section:</b>	III. Board Policy and Procedure Review
<b>Item:</b>	J. Policy 1815, Ethical Conduct for School Directors
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	1815 Ethical Conduct for School Directors_revised_july 2025.pdf





Policy: 1815

Section: 1000- Board of Directors

## Ethical Conduct for ~~School-Directors~~Board Members

### Policy Statement

Each board ~~director-member~~ has taken an oath of office to support the ~~c~~Constitutions of the United States and Washington State, and the laws of Washington state. Further, each board member is subject to the Code of Ethics for Municipal Officers, chapter 42.23 RCW.

The ~~Centralia School~~ Board and each of its ~~school-directors~~members ~~is-are~~ committed to upholding the oath of office and to ethical behavior.

Ethical behavior is an individual responsibility.

Each ~~school-director~~board member and the board as a whole will base their conduct on these core ethical principles:

- *Objectivity-* ~~School-directors~~board members must place the public's interest before any private interest or outside obligation- choices need to be made on the merits.
- *Selflessness-* ~~School-directors~~board members should not take actions or make decisions in the performance of their position in order to gain financial or other benefits for themselves, their family, or their friends.
- *Stewardship-* ~~School-directors~~board members should conserve public resources and funds against misuse and abuse.
- *Transparency-* School directors must practice open and accountable government. They should be as open as possible about their decisions and actions, while protecting truly confidential information.
- *Integrity-* ~~School-directors~~board members should not place themselves under any financial or other obligation to outside individual organizations that might inappropriately influence them in the performance of their official duties.

Failure to adhere to these core ethical principles or failure to comply with other policies adopted by the board or the law may result in the school board taking formal censure of the offending school director in accordance with 1825- Addressing School Board Director Violations. In addition, willful or negligent noncompliance with state law may result in further consequences, such as individual civil penalties, recall petitions, and forfeiture of office.

Cross References: 1111 – Oath of Office  
1220 – Board Officers and Duties of Board Members  
1610 – Conflicts of Interest



Policy: 1815

Section: 1000- Board of Directors

1825 – Addressing School Board Director Violations

5271 – Reporting Improper Governmental Action

Legal References: RCW 28A.320.040 Bylaws for board and school government  
RCW 28A.635.050 – Certain corrupt practices of school officials  
RCW 42.20 – Misconduct of Public Officers

Management  
Resources: 2021 - October Issue

Adoption Date: **10.21**  
Classification: **Discretionary**  
Revised Dates: September 2025

# Coversheet

## Policy and Procedure 4060, Distribution of Information

<b>Section:</b>	III. Board Policy and Procedure Review
<b>Item:</b>	K. Policy and Procedure 4060, Distribution of Information
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	4060P Distribution of Materials_revised_july 2025.pdf 4060 Distribution of Materials_reviewed_july 2025.pdf

## **Administrative Procedures for Board Policy #4060, Distribution of Materials**

Individuals or groups seeking to distribute information in schools will submit to the Superintendent or designee a statement of the recreational or educational value to students.

Dissemination of the information does not reflect the districts endorsement or sponsorship of the activity. All materials distributed must contain the statement *"The Centralia School District does not sponsor this event/information and the District assumes no responsibility for it."*

The district or the school will not distribute materials that:

- A. Are obscene, lewd, or vulgar;
- B. Are libelous;
- C. Contain language that is intimidating, demeaning, harassing or threatening on the basis of race, ethnicity, creed, religion, color, national origin ~~or ancestry~~, age, honorably-discharged veteran or military status, sex, gender identity, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, marital status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability ~~age, disability, marital or veteran status~~, including, but not limited to, racial, sexual, or ethnic slurs;
- D. Promote commercial enterprises;
- E. Promote the violation of existing laws, regulation or ordinances, or official school policy, rules or regulations; or
- F. Proselytize or disparage religious beliefs.

The superintendent or designee shall review and determine whether the materials are approved for distribution to students. Any further review shall be by the superintendent/designee whose decision is final.

### **The following is for school districts wanting to make information available via their website instead of in physical format**

Nonprofit organizations and government entities may submit information about activities for students to identify as appropriate i.e., the communications department to be considered for publication on the district website as community e-fliers.

The district will publish its approval process for the posting of e-fliers on the district website and will verify that submitting organizations have valid nonprofit or governmental status. In order to be considered for posting, the flier must:

- Promote the academic, vocational, or social/civil/cultural growth of students;



## Procedure 4060P

- Contain an express disclaimer that the school and the school district do not endorse or sponsor the organization promoting the activity;
- Be screened for the appropriateness of its content, and may not contain any language proselytizing or disparaging religion;
- Be made available in designated quantities for students who do not have web access; and
- Prominently display scholarship availability.

The district will provide school newsletter editors with news articles directing students and their parents to the website for community e-fliers.

Organizations and government entities that approach individual schools with requests to distribute materials to students will be directed to the district offices.

Upon request, schools with available space and resources to do so, are authorized, but not required, to allow equal access for nonprofit organizations and government entities to leave fliers, approved in advance by the district, on available unmanned information tables as space permits at such events as curriculum nights and open-house events. When such requests to leave fliers are approved by the principal, the principal must verify with the communications department that each organization leaving fliers on available tables is an approved nonprofit organization or governmental agency and that the particular flier has been screened and approved.

Inclusion of such information tables shall not impede or detract from the school's intended program. Principals who approve requests by organizations/entities to leave fliers for a particular event are authorized to limit tables and fliers to space available.

**Date: August 2005**

**Revised: December 15, 2010; July 9, 2015**

**Reviewed: August 23, 2023; September 2025**

## **CENTRALIA SCHOOL DISTRICT BOARD POLICY #4060 DISTRIBUTION OF MATERIALS**

The board recognizes that valuable social, recreational, and educational opportunities are available to families and students through nonprofit organizations and governmental entities providing services for students. The district may choose to make information available to students and families about these programs, provided that doing so does not interfere with the educational process.

Nonprofit organizations or governmental entities may submit information about activities for students for possible distribution through district channels, but any information distributed must meet certain standards and be approved according to the procedures accompanying this policy.

Cross References:	Board Policy 2340	Religious-Related Activities and Practices
	Board Policy 3220	Freedom of Expression

Management Resources:	<i>Policy News</i> , April 2005	Distribution of Materials
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**Adoption Date: August 17, 2005**  
**Centralia School District**  
**Revised: August 23, 2023**  
**Reviewed: September, 2025**  
**Classification: Optional**