



Centralia School District

October Regular Board Meeting

Date and Time

Thursday October 23, 2025 at 5:00 PM PDT

Thursday, October 23, 2025

Centralia High School Performing Arts Center

5:00 p.m. Board Meeting

Zoom: <https://zoom.us/j/91461673454>

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

Agenda

Presenter

I. Opening Items

A. Call the Meeting to Order

B. Flag Salute

C. Record Attendance

Tim Browning, President

Kayla Mounts, Vice President

Sarah Holmes, Director

Cameron McGee, Director

Presenter

Deb Parnham, Director
Kycen Donahue, Student Director
Lilyian Trousdale, Student Director

D. Approval of the Agenda

II. Monthly Student Awards

The Bullseye Award:

- Jasmine Clark, Edison Elementary
- Sonora Gonzales, Fords Prairie Elementary
- Brielle Jones, Fords Prairie Elementary
- Levi Maxey, Fords Prairie Elementary
- Emir Ramirez, Fords Prairie Elementary
- Vesper Trupo, Fords Prairie Elementary
- Alice Anna Elliot, Fords Prairie Elementary
- Annabeth Middleton, Jefferson Lincoln Elementary
- Atreyu Brockmoller, Jefferson Lincoln Elementary
- Brooklynn Preston, Jefferson Lincoln Elementary
- Scout Velazquez, Jefferson Lincoln Elementary
- Aryn Culp, Jefferson Lincoln Elementary
- Liam Ramirez-Cisneros, Jefferson Lincoln Elementary
- Gemma Harris, Oakview Elementary
- Ariadna Angel Bautista, Oakview Elementary
- Jordan Dean, Oakview Elementary
- Sophie Langworthy, Oakview Elementary
- Eva Rogers, Oakview Elementary
- Miriam Hernandez Calvillo, Washington Elementary
- Ayva Cruz, Washington Elementary
- Isla Barnhouse, Washington Elementary
- Diego Caracosa Rodriguez, Washington Elementary
- Lupita Corona Estrada, Washington Elementary
- Pazlie Shumate, Washington Elementary
- Fatima Alvarez Arroyo, Centralia Middle School
- Roman Reyes, Centralia Middle School
- Ryder Henning, Centralia High School
- Karina Alatorre, Centralia High School
- Ceiana Arelong, Centralia High School
- Maria Avila Jimenez, Centralia High School

Centralia "It" Award:

Presenter

Alice Bloomstrom, Centralia Middle School

III. Monthly Staff Awards

The No Excuses Award:

- Melissa Styger, Edison Elementary
- Chelsea Haskins, Fords Prairie Elementary
- Callie Bissonnette, Jefferson Lincoln
- Marcy Heegeman, Oakview Elementary
- Rex Ashmore, Washington Elementary

The Core Excellence Award:

- Michelle Riffe, Edison Elementary
- Karlee Pearson, Fords Prairie Elementary
- Jill Pilloud, Jefferson Lincoln Elementary
- Rylee Johnson, Jefferson Lincoln Elementary
- Christy Cothren, Oakview Elementary
- Alia Sherwood, Washington Elementary

The AVID Award

- Autumn Robison, Centralia Middle School
- Austin Danielson, Centralia High School
- Danika DeMonbrun, Centralia High School

The Catalyst Award

- Darren Jungmayer, Edison Elementary
- Sandee Butler, Centralia Middle School
- Ana Garibay, Centralia High School

The Golden "It" Award: Ana Summers, Centralia Middle School

The Golden "It" Award: Doug Ashmore, Centralia High School

IV. Volunteer and Community Recognition

- Centralia Church of the Nazarene- Volunteer

V. Principal Recognition- National Principal Appreciation Month

Presenter

VI. Public Comment**VII. Video Reports (Informational Only)**

The following video reports have been provided to the Board of Directors in advance of this meeting for their individual review. These reports will not be presented or discussed during the meeting, but are included here for transparency and public access. Community members are encouraged to view the reports at their convenience using the links below. No formal action will be taken on these items during this meeting unless otherwise noted.

A. Multi Tiered Systems of Support (MTSS)

Jeff Broome, Exec.
Director of Teaching
and Learning

- [MTSS Video Presentation](#)

VIII. Reports to the Board**A. Student Board Representative Report**

L.Trousdale and
K.Donahue, Student
Reps

B. Superintendent Report

Lisa Grant

C. Strategic Plan Update

Lisa Grant

IX. Approval of Consent Agenda**A. Previous Meeting Minutes**

Lisa Grant

B. Travel Requests**C. Personnel**

Samantha Mitchell,
Exec. Director of
Human Resources

D. Voucher Warrants

Joe Vetter, Exec.
Director of Fiscal
Services

X. Old Business

Presenter

- A. Consideration of Approval of Second and Final Reading of Board Policies

XI. New Business

- A. Consideration of Approval of First Reading of Board Policies
- B. Alternative Learning Education (ALE) Annual Approval Allison Hillstrom,
Assist. Principal of
Futurus High School
- C. Consideration of Approval of Centralia High School School Improvement Plan (SIP) Lisa Grant
- D. Consideration of Approval of Aequor Contract Tammie Jensen-
Tabor, Exec.
Director of Special
Services
- E. Consideration of Approval of Bus Purchases Gibb Kingsley,
Director of
Transportation
- F. Consideration of Approval of Resolution 2025-18 Cancellation of Warrant Joe Vetter, Exec.
Director of Fiscal
Services
- G. Consideration of Approval of 2025-19 Cancellation and Reissue of Warrants Joe Vetter, Exec.
Director of Fiscal
Services

XII. Board Member Reports

XIII. Closing Items

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

Study Session

Thursday, November 6, 2025

5:00 p.m. at Centralia High School Performing Arts Center

Board Meeting

Thursday, November 13, 2025

Presenter

5:00 p.m. at Centralia High School Performing Arts Center

B. Executive Session

To discuss the performance of a school district employee. RCW 42.30.110.

C. Adjourn Meeting

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

Multi Tiered Systems of Support (MTSS)

Section:	VII. Video Reports (Informational Only)
Item:	A. Multi Tiered Systems of Support (MTSS)
Purpose:	
Submitted by:	
Related Material:	CSD MTSS Handbook Template DRAFT.pdf CSD MTSS flowchart 25-26.pdf



Multi-Tiered Systems of Support Handbook

DISTRICT MISSION

The mission of Centralia School District is to ensure that we:

Prioritize Students- Uphold High Expectations- Champion Hope- Cultivate Collaboration

As per the Centralia School District's Response to Intervention/MTSS Policy 2163, the district's process identifies students' challenges early and provides appropriate instruction by ensuring that students are successful in the general education classroom. In implementing the RTI process, the district will apply:

- A. Scientific, research-based interventions in the general education setting;
- B. Measure the student's response to intervention; and
- C. Use RTI data to inform instruction.

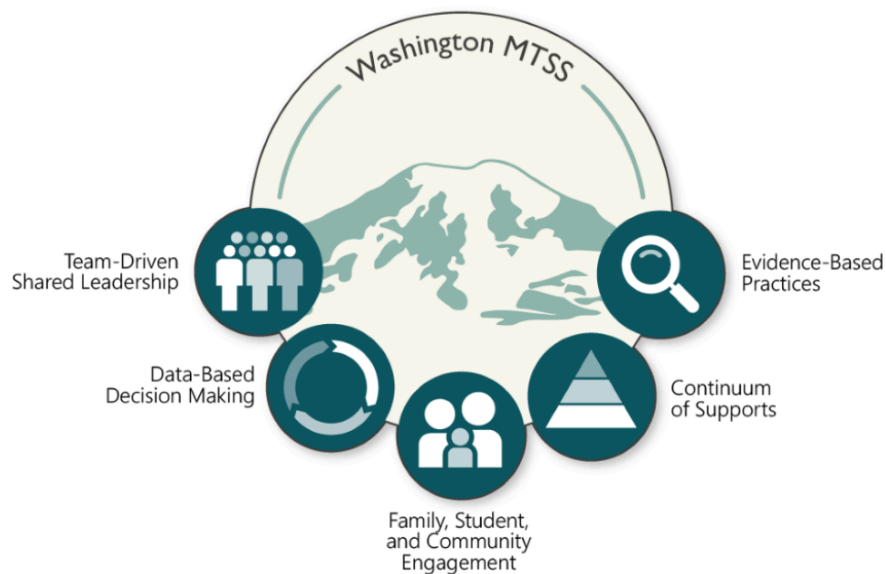
Tier One is known as the universal support tier, and in this tier, all students are given classroom-based supports to help them master the core curriculum that all students experience. These universal supports are evidence-based instructional practices and learning experiences designed using the Universal Design for Learning framework, which helps all students be successful in school. The Centralia School District will have a staggered rollout of Universal Design for Learning starting in the 25-26 school year.

A STATE SUPPORTED FRAMEWORK

MTSS is the framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. MTSS involves team-based leadership; continuous data-based decision-making; student, family, and community engagement; and the delivery of a continuum of evidence-based instruction and support. This framework is research-supported and designed to ensure that all students are successful and making progress.

The multi-tiered approach, which has been tested and validated in the education field internationally for three decades, involves the delivery of universal evidence-based instruction

and supports to all students, additional supports to some, and intensive supports to those who need them.



Superintendent, Chris Reykdal ([Washington State MTSS Framework](#) p3)

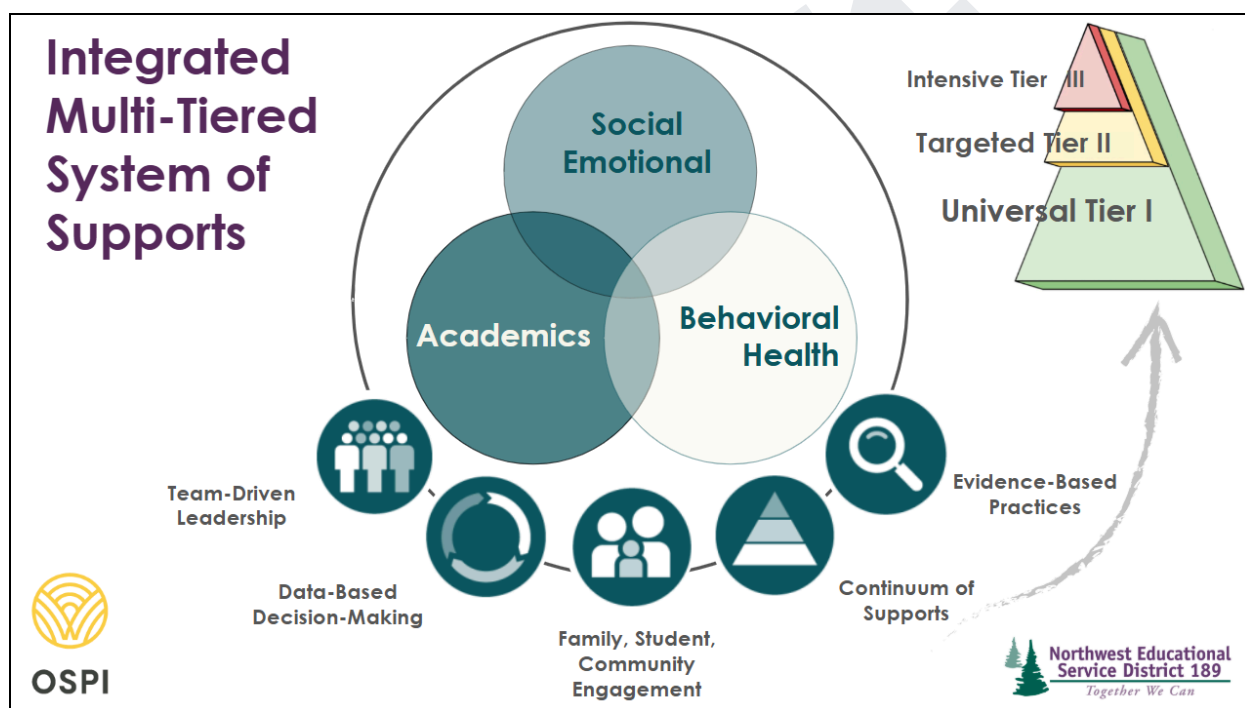
TABLE OF CONTENTS

MTSS Overview	2
MTSS Process Flowchart	5
Academic Systems of Support	6
Data Rules for Academic Intervention	8
Social Emotional Behavioral (SEB) Systems of Support	12
Data Rules for Behavioral Intervention	15
Teacher Referral Process	17
MTSS Teams & Responsibilities	19

Overview of MTSS

This section intends to provide our school community stakeholders with a comprehensive picture of what a Multi-Tiered System of Support is, as well as the critical processes that ensure equitable student outcomes within our school.

Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide all students with varying levels of support based on their individual needs. It integrates academic, behavioral health, and social-emotional supports through a tiered approach, ensuring that interventions are evidence-based and data-driven.



An effective Multi-Tiered System of Support is made up of several integrated systems that are all oriented to creating the necessary structures and processes to support student success. The visual below describes these key, integrated systems.

A Multi-Tiered System of Support (MTSS) is also an ongoing data-based, problem-solving process led by problem-solving teams with the aim of ensuring that the necessary systems and services are in place to support each learner in their journey toward proficiency.

We use the Conceptual Model for Implementation Quality to implement a Multi-Tiered System of Supports. It is a research-based model for implementing evidence-based practice with consistency and accuracy in order to change outcomes for students. Problem-solving teams exist

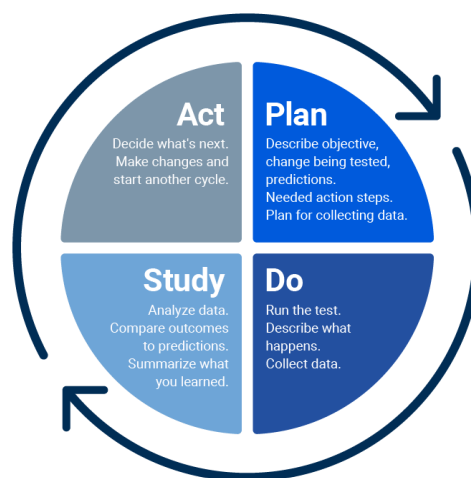
at each level of the organization to align resources, structures, and processes. Stakeholder input is critical in the development of the MTSS framework.

In the Centralia School District, we use a collaborative model that includes regular data cycles, problem-solving teams at the PLC and school-based level (student support team), and action plans with data collection, monitoring, and evaluation.

Multi-Tiered Systems of Support are designed to address two areas: academics and social emotional behavioral (SEB). In either area, the overall process is the same: students who are experiencing challenges in either their behavior or in academic classes are identified early through the use of a universal screening method and, after areas of needed support are determined, interventions are put into place to address each student's specific learning or behavioral needs.

The **academic component of MTSS** is a process in which students who are displaying signs of learning challenges in core academic areas (English/language arts and mathematics) are identified early to support them as needed to get their learning back on track. Academic MTSS begins in the classroom with high-quality instruction, assessment, and immediate interventions to support any students who may not be performing according to the success criteria. Students who continue to experience learning challenges even after classroom-level interventions are implemented and who also score at a predetermined "warning" level on a universal screening test will receive additional supports. These supports will be determined by a team of educators and education specialists, and can take place in either a small-group or individual setting.

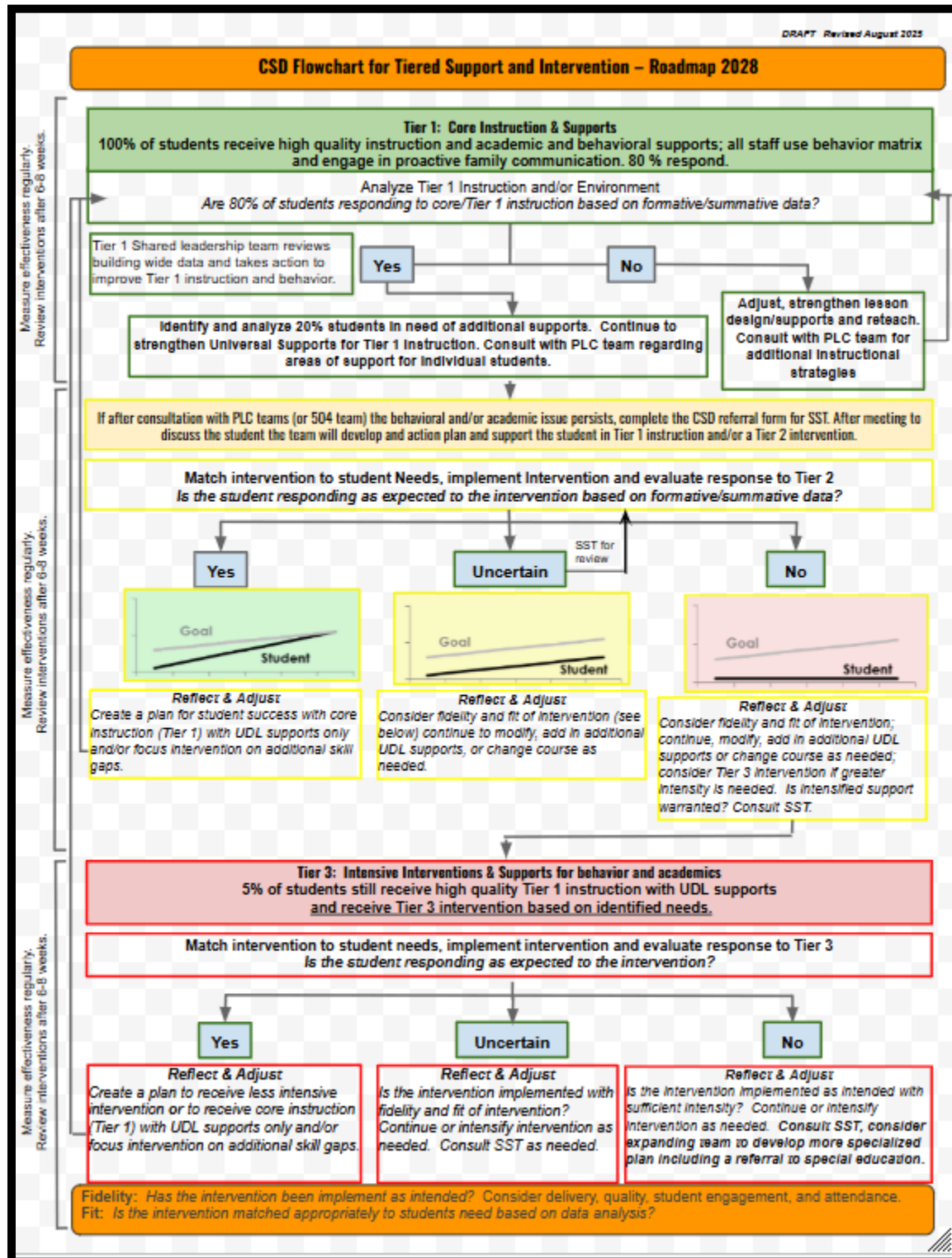
The **behavioral component of MTSS** follows a similar process as the academic component, with students first being supported in the classroom through school-wide expectations for behavior, along with instruction in positive academic behaviors that include instruction in a social-emotional curriculum. Student behaviors and discipline are measured and documented via Skyward referrals to potentially identify students who need more targeted or more intense behavioral interventions, such as counseling and/or skill groups.



In both the academic and behavioral components of MTSS, all decisions concerning students and what interventions students need to be successful are made using a problem-solving process, as outlined in the plan, do, study, act process, and rooted in improvement science.

MTSS PROCESS FOR IDENTIFICATION AND SUPPORT

CSD FLOWCHART



GOALS of MTSS

1. Early identification of students who are academically or behaviorally at-risk.
2. Describe specific academic and/or behavioral areas that need to be addressed for all identified students.
3. Develop and plan for specific interventions to address stated academic and/or behavioral areas of improvement.
4. Evaluate how well interventions are working and adjust the plan for intervention accordingly.
5. Have all students positively respond to implemented interventions so that they can perform at age and grade-appropriate levels without the need for further interventions.
6. Ensure that all students are learning at high levels through an intentional and coordinated process K-12.

Academic Systems of Support

MTSS LEVELS OF SUPPORT - ACADEMIC TIERS

UNIVERSAL SUPPORTS - TIER ONE:

The first level of support all students receive is within their own classrooms. In this tier, teachers use evidence-based practices in conjunction with Universally Designed student instruction that works to help all students learn and be successful. All staff will use the adopted curriculum and supplement materials based on guidelines provided by the board of directors. Staff will use the district created scope, sequence and pacing guides to ensure that all students are learning at high levels. These practices are meant to be preventative and proactive, to help fill gaps in understanding as soon as they happen. Students who meet specific benchmarks on District assessments will not require additional support beyond Tier One. It is our goal that 80% of students will meet the specified benchmarks on District assessments.

Our evidence-based, high-yield practices are described below:

- Access to grade-level content and a district-wide scope, sequence, and pacing guide.
- Differentiation based on the needs of students focused on language needs and skill development.
- Use of the Science of Reading and LETRS strategies in K-2 to ensure students have fundamental literacy skills.

- Use of complex math problems ensures that students have a deep understanding of the mathematical concepts.
- Use of research-supported comprehension strategies to engage students in the practices of strong readers.
- Ensuring that students have access to grade-level content regardless of reading level or language ability.

These practices are supported in a specific discipline with the following high-quality instructional materials and research-based inventories:

[Link to DISTRICT APPROVED MATERIALS](#)

Classroom-based Interventions: If **50% or more** of the students are struggling to make progress based on a curriculum, classroom, or school-based assessment, then whole-class instruction to reteach and revisit the learning proficiency must be conducted. Students must have the opportunity to master the standard.

Targeted Supports - Tier One: Every effort will be made to provide supplemental support and instruction within the Tier One setting to address a lack of achievement and/or a lack of progress relative to grade level peers. This may include small group instruction, differentiated inputs and opportunities for processing, and/or differentiated opportunities to demonstrate understanding.

All staff will use the PLC process to problem solve and consult on how to meet the needs of the student.

TARGETED SUPPORTS - TIER TWO

If a student is not responding to the evidence-based universal support strategies being used at Tier One and is also not meeting specific benchmarks on identified assessments, a student will be referred to the building problem-solving team (SST) for targeted interventions. This team will follow the problem-solving process to determine the specific instructional areas that need to be addressed with students and plan for targeted, high-efficiency interventions. These interventions will most often take place in small group settings and will occur in the areas of math and english/language arts (ELA).

A building-level team will gather monthly to review building-level data for academics, attendance, and discipline to determine what Tier Two interventions might be needed for groups of students. This teacher-led group will monitor student academic and behavioral progress.

INTENSIVE SUPPORTS - TIER THREE

Tier Three is for those students whose classroom performance and benchmark test scores in the areas of math and ELA indicate a need for more intense, one-on-one interventions to fill

academic gaps. Students will be referred for intensive support services by the problem-solving team (SST) if Tier Two supports have not proven successful or a student is showing such severe academic needs in the regular classroom setting that they need to receive Tier Three services without undergoing Tier Two supports.

ENTRANCE & EXIT CRITERIA FOR MTSS ACADEMIC TIERS – Data rules

Reading - Tier Two Data Rules

<p>ENTRANCE CRITERIA:</p> <p>(Two or more criteria must be met)</p>	<p>1) National percentile ranks within the 40th to 20th percentile on the appropriate norm-referenced tests listed below:</p> <ul style="list-style-type: none"> • i-Ready diagnostic • Additional follow-up screeners if needed <p><i>Additional norm-referenced tests (using national norms) may be used if the above tests are unavailable for a student.</i></p> <p>2) OPTIONAL ADDITIONAL CRITERIA:</p> <ul style="list-style-type: none"> • History of difficulty in ELA according to past report card grades/previous teacher comments • The student is visibly frustrated or shutting down during reading tasks • Student appears to have one major skill gap (i.e. decoding, fluency, vocabulary, literal or inferential comprehension, etc.) • Has a history of receiving reading supports (i.e. intervention, take-home practice, LAP supports etc.)
<p>EXIT CRITERIA:</p> <p>(Two or more criteria must be met)</p>	<p>1) Student has at or above the 40th percentile (national norms) majority of the scores on the appropriate tests listed below :</p> <ul style="list-style-type: none"> • i-Ready diagnostic • Additional follow-up screeners if needed <p>2) Student has met the goal(s) set by the SST</p> <p>3) Student has shown that skill gains are consistently held according to progress monitoring data (three consistent and sequential on-level scores.</p>

Reading - Tier 3 Data Rules

<p>ENTRANCE CRITERIA:</p> <p>(Two or more criteria must be met)</p>	<p>1) Tier Two level supports have not improved student skills OR SST has recommended student to immediately receive Tier Three supports due to immediate need for intense intervention</p> <p>2) Percentile ranks at or below the 20th percentile (national norms) on the following norm-referenced tests:</p> <ul style="list-style-type: none"> • i-Ready diagnostic • Additional follow-up screeners if needed <p><i>Additional norm-referenced tests (using national norms) may be used if the above tests are unavailable for a student; student must still score at or below the 20th percentile.</i></p> <p>3) OPTIONAL ADDITIONAL CRITERIA:</p> <ul style="list-style-type: none"> • History of difficulty in Reading according to past report card grades/previous teacher comments • Student is visibly frustrated or shutting down during reading tasks • Student appears to have one major skill gap (i.e. decoding, fluency, vocabulary, literal or inferential comprehension, etc.) • Has a history of receiving reading support (i.e. intervention, take home practice, LAP services etc.)
<p>EXIT CRITERIA:</p> <p>(Two or more criteria must be met)</p>	<p>1) Student has majority of the scores above the 20th percentile (student exits Tier Three into either Tier Two or One, depending on student performance):</p> <ul style="list-style-type: none"> • i-Ready diagnostic • Additional follow-up screeners if needed <p>2) Student has met the goal(s) set by the SST</p> <p>3) Student has shown that skill gains are consistently held according to progress monitoring data (Three consistent and sequential on-level scores)</p>

Math - Tier Two Data Rules

<p>ENTRANCE CRITERIA:</p> <p>(Two or more criteria must be met)</p>	<p>1) The student measures between the 20th and 40th percentile on their math diagnostic</p> <ul style="list-style-type: none"> • i-Ready Mathematics Test (K-8) • Follow-up diagnostics may vary by building
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	<p>2) OPTIONAL ADDITIONAL CRITERIA:</p> <ul style="list-style-type: none"> History of difficulty in Math according to past report card grades/previous teacher comments The student is visibly frustrated or shutting down during math tasks Student appears to have one major skill gap (i.e. basic math facts fluency, does not know how to work with decimals, does not know how to multiply multi-digits, etc.) Has a history of receiving math support (i.e. intervention, LAP support, etc.)
<p>EXIT CRITERIA:</p> <p>(Two or more criteria must be met)</p>	<p>1) Student percentile ranks at or above the 40th percentile (national norms) on the appropriate norm-referenced tests listed below:</p> <ul style="list-style-type: none"> i-Ready Mathematics Test (K-8) Follow-up diagnostics may vary by building <p>2) Student has met the goal(s) set by the SST</p> <p>3) The student has shown that skill gains are consistently held according to progress monitoring data</p>

Math - Tier 3 Data Rules

<p>ENTRANCE CRITERIA:</p> <p>(Two or more criteria must be met)</p>	<p>1) Percentile ranks below the 20th percentile (national norms) on the following norm-referenced tests:</p> <ul style="list-style-type: none"> i-Ready Mathematics Test (K-8) Follow-up diagnostics may vary by building <p>2) OPTIONAL ADDITIONAL CRITERIA:</p> <ul style="list-style-type: none"> History of difficulty in Math according to past report card grades/previous teacher comments The student is visibly frustrated or shutting down during math tasks Student appears to have one major skill gap (i.e. basic math facts fluency, does not know how to work with decimals, does not know how to multiply multi-digits, etc.) Has a history of receiving math support (i.e. intervention, take-home practice, LAP support, etc.)
<p>EXIT CRITERIA:</p>	<p>1) Student has scored at or above the 20th percentile on the</p>

(Two or more criteria must be met)	<p>grade-appropriate test(s) below (student exits Tier Three into either Tier Two or One, depending on student performance):</p> <ul style="list-style-type: none"> • i-Ready Mathematics Test (K-8) • Follow-up diagnostics may vary by building <p>2) Student has met the goal(s) set by the SST</p> <p>3) Student has shown that skill gains are consistently held according to progress monitoring data (Three consistent and sequential on-level scores)</p> <p>4) OPTIONAL ADDITIONAL CRITERIA:</p> <ul style="list-style-type: none"> • Student appears to have a more positive attitude towards math • If specific skill gap was present, it no longer appears to impact the student as severely • Student/Student's parent(s) and/or Teacher feels confident and indicates no longer requiring intervention for success
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TEACHER REFERRALS OF STUDENTS TO BUILDING SST TEAMS FOR ACADEMIC MTSS SERVICES

Teachers will refer students directly to the building-level SST team for services after following the flow chart and consulting with their PLC team. Teachers may do this for students who have not already been identified for services by the building SST team. To do this, teachers must fill out the MTSS Student Referral Form.

[Elementary SST referral form](#)

[Secondary SST referral form](#)

STUDENT REFERRALS FOR SPECIAL EDUCATION SERVICES

Students who do not respond to multiple supports/interventions may be referred to the SST and Special Services staff to see if they qualify for special education services. Referrals for special education services can only be made after multiple supports and interventions have been implemented at the general education level, and student progress monitoring data (quantitative and/or qualitative) shows that a student is consistently not responding to those supports.

Social Emotional Behavioral Systems of Support

MTSS LEVELS OF SUPPORT - SOCIAL EMOTIONAL BEHAVIORAL TIERS

UNIVERSAL SUPPORTS - TIER ONE

Classroom structures and strategies exist to support positive academic behavior and socio-emotional learning in behavioral Tier One. Just as in academic Tier One, these strategies are meant to be preventative and proactive, and meet the needs of all students in a regular academic setting. While many Tier One strategies occur in the general education classroom, environments like the hallway, playground, and lunchroom are vital places where students can learn valuable prosocial behaviors through Tier One support.

Expected Tier One behavior components:

- All staff will use the district-adopted behavior matrices.
- All staff will ground their behavior approach in using CHAMPS and DISC as a way to create consistency across the district.
- Staff will approach students with consistent behavior expectations, patience, and compassion towards the student's individual behavior situation.
- All students will receive a universal SEL screening before October 31st.

A team of general education staff will meet monthly to review school behavior data and provide recommendations to the SST to determine best practices for Tier One interventions.

TARGETED SUPPORTS - TIER TWO

MTSS relies on the assumption that Tier One universal supports are strong, consistent, and effective for most students. Students who don't respond to these Tier One supports when implemented with fidelity will be referred to the building problem-solving team for targeted Tier Two interventions. This team will follow the problem-solving process to determine the specific instructional areas that need to be addressed with students and plan for targeted, high-efficiency interventions. Targeted supports in behavioral Tier Two are provided to students in a small-group setting that may be in or outside the classroom. These supports will focus on specific behaviors that are exhibited by students that are not responding to Tier One universal supports, and interventions will be tailored to meet student behavioral needs indicated by the data. Teams will meet to review screener and discipline data to hypothesize if behaviors are related to skill deficits or motivation deficits. Entry into Tier Two supports is contingent upon SST triaging based on staff capacity as well as ruling out challenging behaviors occurring as a result of low-fidelity Tier One supports. Targeted interventions will then be implemented for a fixed duration of time, at which point data will be reviewed to fade or increase support. Parents will be notified if their student will be receiving Tier Two social-emotional-behavioral support.

INTENSIVE SUPPORTS - TIER THREE

Tier Three is for those students whose behavioral issues are not responding to Tier One and Two supports when implemented with fidelity and indicate a need for more intense or highly individualized interventions. Interventions will be tailored to meet student behavioral needs indicated by available student data. Most students will progress to highly individualized supports at the Tier Three level when the problem-solving team has exhausted Tier One and Two supports and the student's behavior has not improved. However, some situations warrant skipping Tier Two. For example, a student is showing severe or dangerous behavioral needs in the regular classroom setting, a student has experienced a recent traumatic event or crisis, or long-standing chronic needs have been well-documented by previous years, schools, or clinics. Parents will be notified if their student will be receiving Tier Three behavioral support.

POSSIBLE BEHAVIORAL INTERVENTIONS

The interventions used with students can include but are not limited to, those listed below:

Tier One	Tier Two/Three*
<p>Explicit Behavior Instruction and Acknowledgement/Feedback Systems</p> <ul style="list-style-type: none"> • Direct instruction of expected behaviors & prosocial skills • Modeling of behavior expectations • Age and environment-specific, positively phrased expectations • Behavior matrix • Classroom & group incentives • School-wide incentives • School-wide ticket store • Good Behavior Game • 4:1 interaction ratio • 2x10 positive interactions <p>Proactive Classroom Management and Environmental Supports</p> <ul style="list-style-type: none"> • Using CHAMPS expectations frequently • Universal Design for Learning (UDL) • Transition routines • Structured daily routine • Flexible or preferential seating • Active Redirection or Positive Behavior 	<p>Prosocial Skill Development</p> <ul style="list-style-type: none"> • Skills groups - Character Strong Examples: <ul style="list-style-type: none"> ◦ Pre-K - K: Kindness, Calm, Courage ◦ Grades 1-12: Coping, Regulation, Self-management, Relationships • Membership in a student support group (less structured skill groups) • Practice Academy (reteaching expectations or frequent behavioral rehearsals) • Restorative Practices or Peer Mediation • Mentoring/Counseling/Coaching <p>Feedback, Motivation, & Acknowledgement Systems</p> <ul style="list-style-type: none"> • Behavior Contracts • Home Communication Systems • Token Economy/Acknowledgement Systems • Meaningful Jobs & Responsibilities • Check-in/Check-out (CICO)

<ul style="list-style-type: none"> • Cueing • Reflection or Think sheets • Buddy classrooms (same or different grade level) • Visual schedules & Supports • Scheduled or earned preferred person access <p>SEL Instruction and Community Building Practices</p> <ul style="list-style-type: none"> • Class-wide SEL curriculum (e.g., SPOT, Zones of Regulation, Character Strong, School Connect, etc.) • Morning meetings • Mindfulness practices and brain/movement breaks • Classroom jobs/responsibilities <p>Positive Communication and Staff Collaboration</p> <ul style="list-style-type: none"> • Positive phone calls home • Peer Fidelity Checks (e.g., TFI) • Positive post-cards or certificates 	<ul style="list-style-type: none"> • Class-Break System <p>Environmental Structures & Collaborative Supports</p> <ul style="list-style-type: none"> • Buddy Classrooms (same or different grade level) with responsibilities • Meaningful Jobs & Responsibilities • Classroom Modeling of expected behavior by a certified staff member • Behavior Support Plan • Safety Plan* • Mental Health Consultation* • Wraparound Services* (requires ROI) • Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP)*
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**Listed interventions can be used in either tier based on student data and intensity regarding behavioral needs.*

STEPS IN THE BEHAVIORAL MTSS PROCESS

Step #1: Referral/Recommendation

Who: Student Support Team (SST) at each building

What: Concerns relating to student behavior

How: After consulting with their PLC, the teacher makes a referral using the district SST referral form. The SST reviews behavioral data from Tier One interventions enacted by classroom teachers, universal screening data from a valid and reliable behavioral screener (Character Strong), and referral paperwork to decide whether or not to refer a student for Tier Two or Tier Three support. If more information is needed, requests are sent to the appropriate building-level individuals (teachers, counselors, psychologists, etc), and students may need to be administered a more in-depth behavioral screener (Character Strong).

Step #2: Intervention Planning/Programming

Who: Staff member/SST member implementing supports with any other staff as needed

What: Review of student data to determine the appropriate supports for student success

How: SST member and any additional support staff needed use data to make decisions concerning what specific supports a student needs (e.g., are behavioral needs due to motivation or skill deficits). Supports are implemented, making changes to the student's schedule as needed.

Step #3: Progress Monitoring/Data Collection

Who: Staff Member/School Psychologist or SST/Additional staff when needed

What: Progress monitoring data collection

How: Standardized frequent assessment measures of short duration, data in graph format to compute rate of improvement

Step #4: Data Review & Decision-Making

Who: SST members

What: Review of progress monitoring data and review tier placement

How: Analysis of data from progress monitoring in order to determine one of the following actions: 1) Continue implementation of supports due to demonstrable student progress; 2) Exit from Tier Two/Tier Three supports; 3) Modification of existing supports at the same tier; 4) Increase level of support from Tier Two to Tier Three. Parents are notified of student progress and consent is obtained if a student increases tiers.

ENTRANCE & EXIT CRITERIA FOR MTSS BEHAVIORAL TIERS

Tier Two Data Rules

ENTRANCE CRITERIA:	<p>Documentation that the student has not responded to several behavioral interventions enacted by the classroom teacher. The teacher has met to troubleshoot with PLC and collaborated with caregivers. Interventions must be documented and progress monitoring data of some kind developed that show interventions taking place over at least a six-eight week period of time.</p> <p>OR</p> <p>Behavioral criteria such as four Minor/Major discipline referrals within a one-month period, six total referrals within a school year,</p>
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	<p>or two ISS/OSS incidents in a trimester.</p> <p>OR</p> <p>Social-emotional universal screener data indicate an immediate need for Tier Two interventions.</p>
EXIT CRITERIA:	<p>Student meets behavioral benchmarks or measurable criteria set by the building SST. These benchmarks/criteria will be specific to the behaviors being exhibited by the student.</p>

Tier Three Data Rules

ENTRANCE CRITERIA:	<p>Documentation that the student has not responded to <i>at least</i> two Tier Two interventions. Interventions must be documented and progress monitoring data of some kind collected that shows interventions taking place between a six-eight week period of time.</p> <p>OR</p> <p>The behavioral screener indicates an immediate need for Tier Three interventions without classroom-based interventions or Tier Two interventions taking place first.</p> <p>OR</p> <p>Severe and dangerous behavior that poses an imminent threat of serious harm to self or others, recent trauma or crisis event, or a long-standing need that has been well-documented across years, schools, or outside clinics.</p>
EXIT CRITERIA:	<p>Student meets behavioral benchmarks or criteria set by building problem-solving team. These benchmarks/criteria will be specific to the behaviors being exhibited by the student.</p>

TEACHER REFERRALS OF STUDENTS TO BUILDING SST TEAMS FOR BEHAVIORAL MTSS SERVICES

Teachers may refer students directly to the building-level SST team for services. Teachers may do this for students that have not already been identified for services by the building SST team. To do this, teachers must fill out the MTSS Student Referral Form, making sure to have ALL of the following available in order to completely fill out the form:

- Description of the behavior being demonstrated along with three specific points in time where the student exhibited the behavior and an intervention (classroom management technique) was used.
- A description of how well the documented interventions were successful. (Please note that **altering a student's course placement** (i.e., from an honors/advanced section to a regular section) is **NOT considered a behavioral intervention**. Students **should not be removed from a course for behavior reasons** if a) the student has the pre-requisite academic ability and aptitude to be in a course and b) the student's behavior is not disrupting the education of the majority of other students in the class.

STUDENT REFERRALS FOR SPECIAL EDUCATION SERVICES

Students that do not respond to multiple supports/interventions may be referred to the Student Services Department to see if they qualify for special education services. Referrals for special education services can only be made after multiple supports and interventions have been implemented at the general education level and student progress monitoring data (quantitative and/or qualitative) shows that a student is consistently not responding to those supports.

OVERVIEW OF **ACADEMIC & BEHAVIORAL** MTSS TIERS

	Tier One	Tier Two	Tier Three
<i>Focus of Tier:</i>	Core instruction in general education classrooms; Proactive and preventative to help students succeed in Tier One	Targeted & more specific interventions for students not responding to Tier One classroom interventions	Individualized, specific interventions requiring one-on-one supports
<i>Who determines the needed supports:</i>	Classroom teachers & all students	Student Support Teams at each building	Student Support Teams at each building

<i>Student Population:</i>	All students	<p>Academic: Students scoring between the 40th-20th NPR* on grade-appropriate universal screeners</p> <p>Behavioral:</p> <ol style="list-style-type: none"> 1. Three minor/major referrals within a 1-month period. 2. Six total referrals within a school year 3. Two ISS/OSS incidents in a trimester 4. SEL Screener criteria set by Tier Two team. 	<p>Academic: Students scoring below the 20th NPR* on grade-appropriate universal screeners</p> <p>Behavioral:</p> <p>Lack of response to Tier One and Two behavior interventions</p>
<i>What will be done:</i>	Evidence-based strategies & interventions, differentiated instruction based on student learning needs	Tier One + Evidence-based targeted support interventions	Tier One & Two + Highly individualized evidence-based interventions
<i>Where will the supports take place:</i>	General education classrooms and shared spaces (Hallways, Lunchroom, Playground)	General education classrooms OR Small-group setting (2-6 students)	General education classrooms OR Individualized setting (1-2 students)
<i>When will the supports be implemented:</i>	During student class time	During student class time or outside of regular class time depending on intervention	During student class time or outside of regular class time depending on intervention

MTSS TEAMS & RESPONSIBILITIES

SHARED LEADERSHIP MTSS TEAM (Monthly)

The shared leadership MTSS team will review school wide academic and behavioral student data and create Tier One school wide interventions focused on ensuring that all students are meeting grade level expectations. This team will meet monthly and report out progress and plans to building leadership staff.

STUDENT SUPPORT TEAM (SST)--Weekly

The Student Support Teams (SST) are teams that exist at each building that will carry out the problem-solving MTSS process (described in the next section) for students identified as possibly needing targeted or more intensive supports. These teams can consist of the following people, and will meet on a regular schedule in order to identify those students who need academic supports as well as to **review the success of implemented supports**. The team works as a consultancy group focused on collective problem solving and providing tiered intervention:

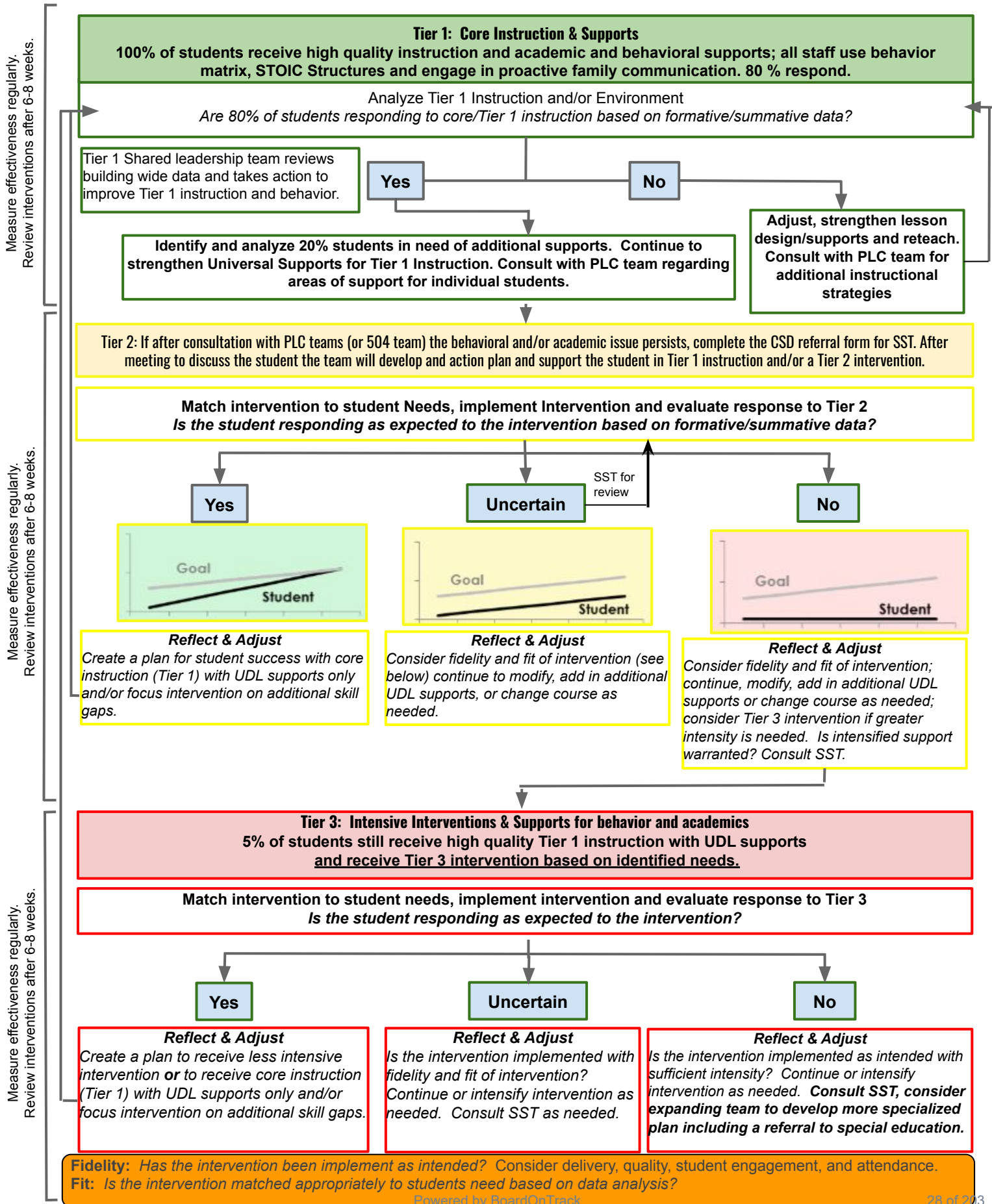
- Teachers
- Psychologists (As needed)
- Principals/Other Administrators as needed
- Instructional facilitator
- ML or Sped teacher as needed
- Behavior Specialist
- Counselors

STAFF RESPONSIBILITIES:

	Main responsibilities:			
Principal or Assistant Principal	Help determine and implement Tier One/Two/Three supports	Lead (or designee) SST meetings and ensure proper forms and parent contact are taking place	Determine what students' assessments indicate the need for immediate Tier Two/Three Interventions	Ensure Tier One/Two/Three supports are implemented and progress monitored with fidelity
Classroom teacher	Implement evidence-based	Progress monitor effectiveness of	Attend SST meetings if	

	Tier One supports based on classroom assessment data	Tier One supports by keeping qualitative & quantitative data	requested to provide more information about student needs	
Counselor/Behavior Specialist	Help determine and implement Tier Two/Three supports	Progress monitor effectiveness of Tier Two/Three supports by keeping qualitative & quantitative data	Gather more information about students if needed to more precisely determine needed supports	Ensure Tier Two/Three supports are implemented and progress monitored with fidelity
Psychologist	Help determine and implement Tier Two/Three supports	Progress monitor effectiveness of Tier Two/Three supports by keeping qualitative & quantitative data	Gather more information about students if needed to more precisely determine needed supports	
Instructional Facilitator	Help determine and implement Tier Two/Three supports	Progress monitor effectiveness of Tier Two/Three supports by keeping qualitative & quantitative data	Gather more information about students if needed to more precisely determine needed supports	Ensure Tier One/Two/Three supports are implemented and progress monitored with fidelity

CSD Flowchart for Tiered Support and Intervention – Roadmap 2028



Coversheet

Strategic Plan Update

Section:	VIII. Reports to the Board
Item:	C. Strategic Plan Update
Purpose:	Discuss
Submitted by:	
Related Material:	Oct 2025_strat plan update_template.pptx.pdf

STRATEGIC PLAN UPDATE

Aim High, Target Success!



October 23, 2025



2025-26 PRIORITIES & FOCUS

Aim High, Target Success

KEY PERFORMANCE INDICATORS - OUTCOMES

- **80%** of our students believe, "My teacher(s) helps me learn by challenging me with interesting activities in class".
- **80%** of our students believe, "The school is doing a good job of preparing me to succeed in my life".
- **80%** of our staff believe, "Our staff believe that all students can meet state standards".
- **95%** of our students getting no more than 1 behavior referral per trimester.
- **95%** of our 7-12 grade students will pass classes every trimester.
- **100%** of our students will show at least one year of growth.
- **100%** of our Multilingual, Special Education and Highly Capable students will show at least one year of growth.
- **75%** of our K-2 grade students will be proficient in reading according to iReady scores.
- **75%** of our K-6 grade students will be proficient in math according to iReady scores.

HIGH EXPECTATIONS & BELIEFS - ACTIONS

We are committed to holding high expectations and academic rigor grounded in an unwavering belief that all students can achieve excellence.

- **Classroom Structures & Behavior System (CHAMPS/DISC):** Staff will use CHAMPS/DISC structures and the district behavior matrices.
- **No Excuses University (Elementary):** Elementary schools will learn and implement NEU systems.
- **AVID (MS & HS):** Middle and High School will implement AVID systems.

POWERFUL CORE INSTRUCTION - ACTIONS

We are committed to utilizing effective pedagogy and instructional best practices.

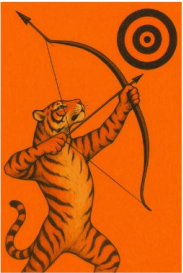
Fully implement the K-2 Amplify foundational skills curriculum: Staff will use LETRS strategies to implement the Amplify adopted curriculum using the district scope/sequence and pacing guides.

Writing K-6: Staff will align their writing to grade level expectations and use writing as an extension of reading comprehension using the district scope/sequence and pacing guides.

Math (K-6): All staff will engage students using complex mathematical problems to support deep math understanding while using the district scope/sequence and pacing guides.

WICOR (7-12): All staff will use school-wide WICOR strategies focusing on the Universal Design for Learning (UDL) framework to ensure access points for all students.

Based upon staff feedback and data, the priorities for the 2025-2026 school year are high expectations and beliefs and instruction.



Our Vision: All Students Achieve Academic and Personal Excellence
Our Mission: Prioritize Students - Uphold High Expectations - Champion Hope - Cultivate Collaboration

CULTURE CODE

In Centralia School District

An educational professional is unequivocally committed to their personal success and the success of their students.

We:

- Believe Effort is Essential
- Communicate Expectations Clearly and Explicitly
- Hold Each Other to the Highest of Standards While Accepting Progress over Perfection
- Celebrate and Recognize Hard Work, Growth, and Success
- Believe Fun is Fuel

We are working to embed the culture code into all of our practices in order to create an environment that supports staff and student success

Aim High, Target Success!

THIS MONTH:

- Fall iReady Data

Centralia School District - October Regular Board Meeting - Agenda - Thursday October 23, 2025 at 5:00 PM

Showing 5 of 8

ELE Overall Grade-Level Placement

FALL 2024 ELA

							Students Assessed/Total
EDISON ELEMENTARY SCHOOL		12%	14%	48%	16%	11%	308/316
FORDS PRAIRIE ELEM SCHOOL		10%	11%	39%	19%	21%	437/443
JEFFERSON-LINCOLN ELEM SCHOOL		6%	13%	40%	18%	23%	348/362
OAKVIEW ELEMENTARY SCHOOL		9%	11%	40%	22%	18%	307/310
WASHINGTON ELEMENTARY SCHOOL		11%	15%	44%	16%	14%	299/302

ele Overall Grade-Level Placement

FALL 2025 ELA

							Students Assessed/Total
EDISON ELEMENTARY SCHOOL		11%	15%	47%	13%	14%	310/320
FORDS PRAIRIE ELEM SCHOOL		11%	15%	42%	17%	16%	390/416
JEFFERSON-LINCOLN ELEM SCHOOL		7%	11%	42%	18%	22%	322/344
OAKVIEW ELEMENTARY SCHOOL		7%	12%	38%	23%	20%	312/319
WASHINGTON ELEMENTARY SCHOOL		10%	17%	46%	12%	14%	299/303

Green

0

+4

-1











-1

+1

Aim High, Target Success!

Yellow= where students should be in the fall.

Centralia School District - October Regular Board Meeting - Agenda - Thursday October 23, 2025 at 5:00 PM							
ELE	Overall Grade-Level Placement	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	Students Assessed/Total
FALL 2024 MATH							
EDISON ELEMENTARY SCHOOL	<div><div></div><div></div><div></div><div></div></div>	6%	18%	49%	17%	10%	308/316
FORDS PRAIRIE ELEM SCHOOL	<div><div></div><div></div><div></div><div></div></div>	3%	10%	53%	16%	18%	438/443
JEFFERSON-LINCOLN ELEM SCHOOL	<div><div></div><div></div><div></div><div></div></div>	3%	6%	53%	21%	16%	351/362
OAKVIEW ELEMENTARY SCHOOL	<div><div></div><div></div><div></div><div></div></div>	2%	9%	52%	19%	17%	309/310
WASHINGTON ELEMENTARY SCHOOL	<div><div></div><div></div><div></div><div></div></div>	3%	11%	58%	18%	11%	300/302

edl		Overall Grade-Level Placement		FALL 2025 MATH			 								Students Assessed/Total	
EDISON ELEMENTARY SCHOOL		6%	13%	53%	20%	8%	309/320									
FORDS PRAIRIE ELEM SCHOOL		4%	9%	56%	18%	13%	389/416									
JEFFERSON-LINCOLN ELEM SCHOOL		3%	7%	58%	19%	13%	324/344									
OAKVIEW ELEMENTARY SCHOOL		3%	6%	57%	16%	17%	316/319									
WASHINGTON ELEMENTARY SCHOOL		4%	13%	55%	18%	10%	299/303									

Green

-5

0

+1

-2

+3

Aim High, Target Success!

Yellow= where students should be in the fall.

Aim High, Target Success!

***NEW* Strategic Plan Development**

- | | |
|--------------------------|-------------------|
| ● Survey | October |
| ● Data Review & Analysis | October-December |
| ● Focus Groups | November-December |
| ● Initial Findings | December-January |



QUESTIONS?

Aim High, Target Success



Coversheet

Previous Meeting Minutes

Section:	IX. Approval of Consent Agenda
Item:	A. Previous Meeting Minutes
Purpose:	Vote
Submitted by:	
Related Material:	9.25.25 Regular Board Meeting Minutes.pdf



Regular Board Meeting Minutes

Thursday, September 25, 2025

Centralia High School PAC

5:00p.m. Board Meeting

1. CALL TO ORDER

ATTENDANCE

Tim Browning, President; Kayla Mounts, Vice President; Sarah Holmes, Director; Cameron McGee, Director; Deb Parnham, Director; Lilyian Trousdale, Student Board Representative; Kycen Donahue, Student Board Representative; Lisa Grant, Secretary; and Brittany Kindell, Recording Secretary.

PLACE AND TIME OF MEETING

The Centralia School District Board of Directors met at the Centralia High SchTim Browning, President, called the Regular Board Meeting to order at 5:00p.m.

2. FLAG SALUTE

Deb Parnham, led the pledge of allegiance.

3. APPROVAL OF THE AGENDA

Sarah Holmes moved, and Kayla Mounts seconded the motion.

The motion carried with a unanimous vote.

4. OATH OF OFFICE- Student Board Representatives

Lisa Grant, Superintendent, led our two student board representatives, Lilyian Trousdale and Kycen Donahue, through their oath of office for the 2025-26 school year.

5. MONTHLY STUDENT AWARDS

• On Target Award

- Niko Ayala, Edison Elementary School
- Joaquin Balbuena, Futurus High School
- Evan Boehm, Washington Elementary School
- Jose Hernandez Jr., Centralia High School
- Jaxson Menke, Oakview Elementary School
- Timothy Puris, Jefferson Lincoln Elementary School
- Avileigh Smith, Fords Prairie Elementary School

• The Tiger Way

- Ariela Arteaga-Romero, Washington Elementary School
- Nora Barton, Futurus High School
- Manuel Pascual, Centralia High School
- Nakaia Zimmerman, Oakview Elementary School

• The Golden "It" Award



- Liam Bussanich, Washington Elementary School
- Lucas Thummel, Centralia Middle School
- **The Centralia "It" Award**
 - Neymar Corona, Centralia Middle School

6. MONTHLY STAFF AWARDS

- **The CHAMPS Award**
 - Patty Cie, Oakview Elementary School
 - Tiffany Kennedy, Washington Elementary School
 - Patricia McCowan, Edison Elementary School
 - Shannon McDermitt, Jefferson Lincoln Elementary School
 - Teresa Ramirez, Centralia High School
- **The Catalyst Award**
 - Lowye Chapman, Centralia High School
 - Karen Date, Edison Elementary School
 - Zuleyma Perez, Washington Elementary School
 - Melissa Wienke, Fords Prairie Elementary School

7. VOLUNTEER AND COMMUNITY RECOGNITION

- LSCR Amazon Delivery- Donation
- The Centralia Pharmacy- Donation
- The Chronicle- Donation
- Costco- Donation
- Footsteps of Hope- Donation
- Kiddin Around- Donation
- Rogers Machinery Centralia- Donation
- Walmart Transportation Centralia- Donation
- Wellpoint Washington- Donation

8. PUBLIC COMMENT

There were no public comments for the evening.

9. VIDEO REPORTS (Informational Only)

The video reports have been provided to the Board of Directors in advance of this meeting for their individual review. These reports will not be presented or discussed during the meeting, but are included here for transparency and public access. No formal action was taken on these items during the meeting.

- Summer School Presentation
- Multilingual Learner Presentation

10. REPORTS TO THE BOARD

a. Student Representative Report



Kycen Donahue and Lilyian Trousdale shared events that happened and are coming up for Centralia High School students. They shared the positivity of the back to school assembly, homecoming game is next week with the theme of “Welcome to the Jungle” and encourages the board and community to attend and cheer on the Tigers. Class comps are next Wednesday at Tiger Stadium at 7 pm, Club fair took place last week and over 100 students tried to sign up for open weights and the power lifting club. Fall sports is starting strong with sweeping their opponents.

b. Superintendent Report

Lisa Grant, Superintendent, shared the monthly report with an update on upcoming events, enrollment, and district activities.

c. Strategic Plan Update

Lisa Grant, Superintendent, shared the monthly Strategic Plan report on the district's plans to achieve strategic plan goals in the 2024-2025 school year. Samantha, Mitchell, Exec. Director of Human Resources shared data on staff attendance for the first month of the school year. She compared the data to last school year. Student attendance and behavior referrals was also reviewed. Tammie Jensen-Tabor, Exec. Director of Special Services, also shared on Isolation and Restraint data from this year as it compares to last year.

11. APPROVAL OF CONSENT AGENDA

Cameron McGee moved, and Maritza Bravo seconded the motion.

The motion carried with a unanimous vote.

- a. Previous Minutes
- b. Personnel Report
- c. Travel
- d. Budget Status Report
- e. Voucher Warrants

Cameron McGee moved, and Sarah Holmes seconded the motion.

The motion carried with a unanimous vote.

12. NEW BUSINESS

a. Consideration of Approval of Board Policies (First Reading)

- i. **Policy 1111 Oath of Office**
- ii. **Policy 1310 Adoption Manuals and Administrative Policy**
- iii. **Policy 1815 Ethical Conduct for School Directors**
- iv. **Policy 2420 Grading and Progress Reports**
- v. **Policy 3143 Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm**
- vi. **Policy 3210 Nondiscrimination**
- vii. **Policy 3226 Interviews and Interrogations of Students on School Premises**
- viii. **Policy 4060 Distribution of Materials**
- ix. **Policy 5010 Nondiscrimination and Affirmative Action**



x. Policy 5260 Personnel Records

Cameron McGee moved and Deb Parnham seconded the motion.

The motion carried with a unanimous vote.

These policies were moved to a second reading and final approval on October 23, 2025.

b. Consideration of Approval of Resolution 2025-16 and Resolution 2025-17 Out of Endorsement Waivers

Cameron McGee moved and Deb Parnham seconded the motion.

The motion carried with a unanimous vote.

c. Consideration of Approval of Student Handbooks

Cameron McGee moved and Deb Parnham seconded the motion.

The motion carried with a unanimous vote.

d. Consideration of Approval of Special Education Contracts

Cameron McGee moved, and Deb Parnham seconded the motion.

The motion carried with a unanimous vote.

13. BOARD MEMBER REPORTS

Each board member shared information on their activities and work they were involved with throughout the District over the past month.

14. FUTURE MEETING SCHEDULE AND BOARD RECOMMENDED AGENDA ITEMS FOR FUTURE MEETINGS

Study Session

Thursday, October 9, 2025

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

Board Meeting

Thursday, October 23, 2025

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

15. EXECUTIVE SESSION

Tim Browning adjourned the meeting at 6:13 p.m. to go into executive session (closed to the public) to discuss the performance of a public employee. The session was expected to end at 7:35 p.m. with no action taken. The executive session began at 7:20 p.m.

16. ADJOURNMENT

The Executive Session and Regular Board meeting concluded for the evening, in consensus, at 7:35 p.m.

Tim Browning, President

Lisa Grant, Superintendent

Coversheet

Travel Requests

Section:	IX. Approval of Consent Agenda
Item:	B. Travel Requests
Purpose:	
Submitted by:	
Related Material:	Student Travel Request- CHS Cross Country, CHS Swim Team.pdf Student Travel Request- SkillsUSA National Conference.pdf Staff Travel Request- SkillsUSA National Conference.pdf

Submit by Email

Print Form

Centralia School District

Travel Request for Students, Clubs, Overnight Trips

Pre-approval from the Board of Directors is required for any overnight stay, beyond a 300-mile radius, or out of state travel (including Portland). This travel request must be submitted to the Superintendent, with supervisor's signature, at least seven (7) days prior to the Board of Director's Meeting.

Person(s) initiating travel request:

Class or club involved (i.e. DECA, Band, Biology):

Destination:

Date(s) of travel (note departure/return time):

Reason for travel:

What is the ultimate goal of this experience:

Mode of travel (i.e. district vehicle, bus, air):

Type of lodging (i.e. hotel, gym, private home):

Number of students participating:

Note: If a bus or van is needed, a "Request for District Vehicle" form still needs to be submitted to Transportation.

Ratio of students to chaperones:

List names of chaperones:

Estimated cost to district:

☐ General Fund

☒ A.S.B. Fund

☐ Grant Monies

Estimated cost to student(s):

☐ Check if fundraisers will help defray cost to students

Date submitted:

Supervisor's Approval

Date

Superintendent's Approval

Date

Date Board Approved (needed if overnight, or beyond a 300-mile radius, or out of state)

Date

Submit by Email

Print Form

Centralia School District

Travel Request for Students, Clubs, Overnight Trips

Pre-approval from the Board of Directors is required for any overnight stay, beyond a 300-mile radius, or out of state travel (including Portland). This travel request must be submitted to the Superintendent, with supervisor's signature, at least seven (7) days prior to the Board of Director's Meeting.

Person(s) initiating travel request:

Class or club involved (i.e. DECA, Band, Biology):

Destination:

Date(s) of travel (note departure/return time):

Reason for travel:

What is the ultimate goal of this experience:

Mode of travel (i.e. district vehicle, bus, air):

Type of lodging (i.e. hotel, gym, private home):

Number of students participating:

Note: If a bus or van is needed, a "Request for District Vehicle" form still needs to be submitted to Transportation.

Ratio of students to chaperones:

List names of chaperones:

Estimated cost to district:

☐ General Fund

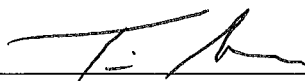
☒ A.S.B. Fund

☐ Grant Monies

Estimated cost to student(s):

☐ Check if fundraisers will help defray cost to students

Date submitted:



Supervisor's Approval

10-10-25

Date

Superintendent's Approval

Date

Date Board Approved (needed if overnight, or beyond a 300-mile radius, or out of state)

Date

Centralia School District**Travel Request for Students, Clubs, Overnight Trips**

Pre-approval from the Board of Directors is required for any overnight stay, beyond 300 mile radius, or out of state travel (including Portland). This travel request must be submitted to the Superintendent, with supervisor's signature, at least seven (7) days prior to the Board of Director's Meeting.

Person(s) initiating travel request: Mitch Smith

Class or club involved (i.e. DECA, Band, Biology): Skills USA Woods

Destination: Atlanta Georgia

Date(s) of travel (note departure/return time): 6/21 - 6/27

Reason for travel: Attend National Skills USA Conference

What is the ultimate goal of this experience: Compete at National Skills USA Conference

Mode of travel ((i.e. district vehicle, bus, air): Van to airport - Airplane - Rental Van

Type of lodging (i.e. hotel, gym, private home): Hotel

Number of students participating: 9

Note: If a bus or van is needed, a "Request for District Vehicle" form still needs to be submitted to Transportation.

Ratio of students to chaperones: 2-9

List names of chaperones: Mitch Smith, Doreen Jones

Estimated cost to district: 10,000

☒ General Fund

☒ A.S.B. Fund

☐ Grant Monies

Estimated cost to student(s): 12,000

☐ Check if fundraisers will help defray cost to students

Date submitted: 10/21/25

Kelly Snel
Supervisor's Approval

10/21/25

Date

Michaelmont
Superintendent's Approval

10.10.25

Date

Date Board Approved (needed if overnight or beyond 300 mile radius or out of state)

Date

Centralia School District

6213F

Pre-Travel Request & Post-Travel Reimbursement Form

CTE

This pre-travel request must be submitted to the Superintendent's office at least 14 days prior to travel.
If out of state travel (excluding Portland), must be submitted to the Superintendent's office at least 14 days prior to the Board of Director's meeting.

Person Traveling

Name Mitch Smith
Job Title Teacher / Advisor
School CHS

Accounts to be Charged

Registration 3100.27.7390.2166
Lodging 3100.27.8580.2166
Travel/Meals 3100.27.8580.2166
Substitute 3167.27.2110.2166

Destination	Reason For Travel or Name of Training	Date
You may list up to 6 trainings if there are multiple dates, or trainings are at the same location.		
1 <u>Allanta</u>	<u>Attend SHILLATA</u>	<u>6/21</u>
2 <u>Georgia</u>	<u>National Conf</u>	<u>6/27</u>
3		
4		
5		
6		

Substitute Needed ☒ YES ☐ NO

Means of Travel ☒ District Car ☐ Private Car
Other Airplane

Approved By

Signature

Date

1. Applicant Mitch Smith 11/02/25
2. Supervisor Kelly Sud 11/02/25
3. Fiscal Director [Signature] 11/07/25
4. Superintendent Lisa Grant 11/02/25
5. Board Approval /

Estimated Expenses

Registration \$ 1,000.00
Lodging \$ 600.00
Meals \$ 1,500.00
Travel \$ 400.00
Other \$ Parking 400.00

Reimbursement Request: LOWER SECTION TO BE FILLED OUT AND SUBMITTED AFTER TRAVEL IS COMPLETED

- All travel vouchers must be returned within 10 days after travel is completed.
- Receipts for plane, bus, train, taxi fares, ferry, toll bridges, lodging expenses, registration fees, supplies and meals.
- If per diem is used for meals, no meal receipts are needed. See per diem rate at <http://www.ofm.wa.gov/resources/travel.asp> or Board Policy #6213

Please Fill In The Appropriate Fields Below For Any Reimbursement That You Are Requesting

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Date						
Breakfast	\$					
Lunch	\$					
Dinner	\$					
Lodging	\$					
Registration	\$					
Other	\$					
TOTAL	\$					
# of Miles Driven						
TOTAL (official use only)						

I hereby certify under penalty of perjury that this is a true and correct claim for necessary expenses incurred by me, and that no payment has been received by me on account thereof.

Date

Applicant's Signature

Title

Date

Supervisor's Approval

RECEIVED 10/2
COPIED 10/3
SENT FOR APPR. 10/3
SENT FOR REIMB. 10/3

Coversheet

Personnel

Section:	IX. Approval of Consent Agenda
Item:	C. Personnel
Purpose:	Vote
Submitted by:	
Related Material:	Personnel Memo 10-25.pdf



TO: Lisa Grant

FROM: Samantha Mitchell

DATE: October 17, 2025

SUBJECT: New hires, transfers, and other personnel changes for October 23, 2025 approval by the Board

Certificated Hires

Continuing

Temporary

Classified Hires

Continuing

Brad Chamberlain	TR	Bus Driver
Connie Fulghum	TR	Bus Driver
Joaquin Zambrano	MTN	Custodian - CHS

Temporary

Tabitha Ford	FP	Special Ed. Paraeducator
Irlene Gutierrez	FP	Supervision Paraeducator
Grant Massengale	JL	Sp. Ed. Paraeducator
Jordan Thomas	JL	Supervision Paraeducator

Transfers

Stephanie Person is transferring from TR Bus Driver to TR Secretary/Bookkeeper position.

Coaches/Advisors

Erin Ashmore	FP	Split-Level Class Stipend
Rex Ashmore	WA	Split-Level Class Stipend
Morgan Eidingen	JL	Split-Level Class Stipend
Kary Gomez	CMS	½ Leadership Stipend
Chelsea Haskins	FP	Split-Level Class Stipend
Tanja Kern	FHS	Leadership Stipend
Drew Kostelnik	CMS	½ Leadership Stipend
Curtis Leitch	WA	Split-Level Class Stipend
Karlee Pearson	FP	Split-Level Class Stipend
Bethany Reich	FP	Split-Level Class Stipend
Sabrina Richmond	CHS	Extended Day Contract- 3 days
Kim Roberts	JL	Split-Level Class Stipend
Miranda Rosenborg	JL	Split-Level Class Stipend
Tony Sanchez	FP	Split-Level Class Stipend
Chelsea Thayer	WA	Split-Level Class Stipend
Catherine Wilson	JL	Split-Level Class Stipend



High School Coaches

Sydni Galligher	CHS	Pep Staff Advisor
Stasia Habersetzer	CHS	Bowling Coach
Adrienne Ross	CHS	E-Sports Coach
Jordan Thomas	CHS	Head Boys Basketball Coach
Tyler Ashmore	CHS	Assistant Boys Basketball Coach
Makai Emmons	CHS	Assistant Boys Basketball Coach
Austin Danielson	CHS	Head Girls Basketball Coach
Scott Phillips	CHS	Head Boys Wrestling Coach
Sawyer Kassel	CHS	Assistant Boys Wrestling Coach
Lance Somers	CHS	Assistant Boys Wrestling Coach
Scott Phillips	CHS	Head Girls Wrestling Coach
Jesse Reinitz	CHS	Assistant Girls Wrestling Coach

Middle School Coaches

Lance Somers	CMS	Head Wrestling Coach
Lynnae Erickson	CMS	Girls Basketball Coach
Devin Burton	CMS	Girls Basketball Coach
Ana Summers	CMS	Girls Basketball Coach
Lissa Osborne	CMS	Girls Basketball Coach



Resignations/Retirements/Leaves of Absence/Terminations

<u>Employee Name</u>	<u>Position</u>	<u>Personnel Action</u>	<u>Effective Date</u>
Jeremy Amstutz	Director of Maintenance	Resignation	October 15, 2025
Todd Cheney	Bus Driver at TR	Leave of Absence	September 2, 2025
<i>Todd Cheney is requesting to extend his leave of absence through October 17, 2025.</i>			
Melissa Crowston Sikel	Office Assistant at OAK	Leave of Absence	September 23, 2025
<i>Melissa Crowston Sikel is requesting an intermittent leave of absence from September 23, 2025 through June 12, 2026.</i>			
Staci Ellis	Physical Therapist at SPED	Leave of Absence	September 12, 2025
<i>Staci Ellis is requesting a leave of absence from September 12, 2025 through September 18, 2025</i>			
Karen Herndon	Paraeducator at CHS	Leave of Absence	October 7, 2025
<i>Karen Herndon is requesting a leave of absence from October 10, 2025. A return date has not been determined.</i>			
Patricia Lee	Student Success Coord. At CHS	Leave of Absence	October 8, 2025
<i>Patricia Lee is requesting a leave of absence from October 8th, 2025 through October 24th, 2025.</i>			
Stephanie Leisure	Bus Driver at TR	Leave of Absence	September 2, 2025
<i>Stephanie Leisure is requesting to extend her leave of absence through October 23, 2025.</i>			
Kippi Phelps	Custodian at FP	Leave of Absence	August 15, 2025
<i>Kippi Phelps is requesting to extend her leave of absence through October 6, 2025.</i>			
Leslie Randall	Computer Tech I at Tech	Resignation	October 21, 2025
Kris Richie	Custodian at CHS	Termination	September 23, 2025
Eugene Tabor	Bus Driver at TR	Termination	October 10, 2025
Merrit Wold	Special Ed. Teacher at FHS	Leave of Absence	September 25, 2025
<i>Merrit Wold is requesting an intermittent leave of absence starting September 25, 2025. A return date has not been determined.</i>			

Coversheet

Voucher Warrants

Section: IX. Approval of Consent Agenda
Item: D. Voucher Warrants
Purpose:
Submitted by:
Related Material: Voucher Warrants.pdf

Centralia School District #401

Affidavit covering payment of payroll, invoices, and voids for General Fund, Capital Projects Fund,
Associated Student Body Fund, and Transportation Vehicle Fund

DATE: **October 15, 2025**

THIS IS TO CERTIFY, under penalty of perjury, that the undersigned has examined the attached vouchers and payroll, and that each of the invoices and vouchers were duly certified to have been received and checked as to price and quantity and have been duly certified by the claimant, as required by law; that the extensions and additions of said invoices and vouchers have been checked by Financial Services Office staff and were found to be correct.

Joe Vetter, Executive Director of Financial Services

THIS IS TO CERTIFY that the warrants and electronic transfers of the Centralia School District No. 401, Lewis County, Washington, as listed below, have been allowed by the School Board of this district.

FUND NAME	WARRANTS (INCLUSIVE)				AMOUNT
<u>GENERAL:</u>	Payroll Checks	50814247	to	50814247	\$ 1,208.00
	Payroll Direct Deposit	50814238	to	50814246	\$ 4,130,071.71
	Payroll AP ACH		to		
	Payroll CT Wire Transfer	202500005	to	202500012	\$ 1,231,419.00
	Payroll CT Wire Transfer				
	Payroll Direct Deposits		to		
	Accounts Payable	50140953	to	50140973	\$ 91,279.94
	Accounts Payable	50140909	to	50140952	\$ 1,065,359.90
	Accounts Payable	50140907	to	50140908	\$ 2,157.03
	Accounts Payable	50140884	to	50140906	\$ 103,036.05
	Accounts Payable	50140863	to	50140883	\$ 781,044.10
	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable ACH	252600040	to	252600041	\$ 294.35
	Accounts Payable ACH	252600023	to	252600038	\$ 8,523.07
	Accounts Payable ACH	252600020	to	252600022	\$ 1,803.61
	Accounts Payable ACH	252600018	to	252600019	\$ 6,688.00
	Accounts Payable ACH	252600015	to	252600017	\$ 51,570.10
	Accounts Payable ACH		to		
	Accounts Payable ACH		to		
	Accounts Payable ACH		to		
	TOTAL GENERAL FUND:				\$ 7,474,454.86
<u>CAPITAL PROJECTS:</u>	Accounts Payable	50201381	to	50201381	\$ 2,397.42
	Accounts Payable	50201378	to	50201380	\$ 34,781.92
	Accounts Payable	50201376	to	50201377	\$ 1,030.60
	Accounts Payable		to		
	TOTAL CAPITAL PROJECTS FUND:				\$ 38,209.94
<u>ASSOCIATED STUDENT BODY</u>	Accounts Payable ACH	252600042	to	252600042	\$ 299.14
	Accounts Payable ACH	252600039	to	252600039	\$ 113.97
	Accounts Payable ACH		to		
	Accounts Payable	50404976	to	50404977	\$ 545.38
	Accounts Payable	50404967	to	50404975	\$ 26,583.38
	Accounts Payable	50404960	to	50404966	\$ 7,875.71
	TOTAL ASSOCIATED STUDENT BODY FUND:				\$ 35,417.58
<u>TRANSPORTATION VEHICLE:</u>	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable ACH		to		
	TOTAL TRANSPORTATION VEHICLE FUND:				\$ -

Board of Directors of Centralia School District No. 401

I, Dr. Lisa Grant, being duly sworn, depose and say that: I am the Secretary to the Board of Centralia School District No. 401, Lewis County, Washington, and that the above signatories are personally known to me and have signed these statements in my presence.

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

As of September 25, 2025, the board, by a _____ vote, approves payments, totaling \$51,570.10. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 252600015 through 252600017, totaling \$51,570.10

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
252600015	BMO (BANK OF MONTREAL)	09/19/2025	40,379.34
252600016	BMO (BANK OF MONTREAL)	09/19/2025	8,322.60
252600017	BMO (BANK OF MONTREAL)	09/19/2025	2,868.16
3	ACH	Check(s) For a Total of	51,570.10

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

As of September 25, 2025, the board, by a _____ vote, approves payments, totaling \$7,875.71. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 50404960 through 50404966, totaling \$7,875.71

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

Check Nbr	Vendor Name	Check Date	Check Amount
50404960	EVERGREEN CONFERENCE	09/19/2025	500.00
50404961	HOKAMA, SANDRA KAS	09/19/2025	295.92
50404962	L & E BOTTLING	09/19/2025	1,580.91
50404963	QUIZNOS	09/19/2025	228.72
50404964	SAFEWAY	09/19/2025	110.16
50404965	SW WASHINGTON ACTIVITIES ASSN	09/19/2025	500.00
50404966	WIAA	09/19/2025	4,660.00
7	Computer	Check(s) For a Total of	7,875.71

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	7	Computer	Checks For a Total of	7,875.71
Total For	7	Manual, Wire Tran, ACH & Computer	Checks	7,875.71
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	7,875.71

RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 23, 2025, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: COUNTY TREASURER - GF WARRANTS OUTSTANDING Check Number 50814238 through 50814246 and for payment those Direct Deposits included in the following list and further described as follows: COUNTY TREASURER - GF WARRANTS OUTSTANDING Direct Deposit Number 900095639 through 900096130 in the total amount of \$4,130,071.71.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

4pacpv04.p CENTRALIA SCHOOL DISTRICT #401 10:59 AM 09/24/25
05.25.06.00.00-010051 PAY SUMMARY FOR EOM / End Of Month Ru - AFTER CALCS PAGE: 1
CHECK DATE: 09/30/2025 PERIOD ENDING DATE: 09/30/2025
Board Report

						RETIRE
PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	HOURS
C013	TEACHER	329	179.0000		1397,919.25	27802.46
C023	TEMP TEACHER	6	3.0000		17,522.13	472.49
C033	EXTENDED YEAR	82	43.0000		20,262.17	
C043	FACILITATOR	10	5.0000		46,971.70	787.49
C053	DEPT HEAD	9	9.0000		1,165.50	
C073	NURSE	3	3.0000		15,790.88	529.00
C093	STIPEND	4	4.0000		1,227.32	
C103	SUPER FTE	1	1.0000		1,786.75	
C123	LEADERSHIP STIP	60	60.0000		9,213.96	
C153	ASB COORD	2	2.0000		674.92	
C173	ASSESSMENT CORD	6	6.0000		838.82	
C203	FOOTBALL	1	1.0000		2,009.34	
C204	FOOTBALL	13	13.0000		15,814.35	735.00
C213	FALL SOCCER	1	1.0000		1,529.00	
C214	FALL SOCCER	3	3.0000		4,579.01	114.00
C223	FALL VOLLEYBALL	1	1.0000		1,139.67	
C224	FALL VOLLEYBALL	2	2.0000		3,017.34	120.00
C244	CROSS COUNTRY	3	3.0000		4,023.34	52.00
C254	FALL TENNIS	1	1.0000		1,658.67	62.00
C263	FALL GOLF	1	1.0000		872.34	
C264	FALL GOLF	1	1.0000		1,360.34	62.00
C323	ANNUAL ADVISOR	2	2.0000		649.75	
C333	BAND	1	1.0000		659.59	
C403	ELEM MUSIC	4	4.0000		438.02	
C403A	ELEM MUSIC	2	2.0000		224.34	
C413	EVENT MANAGER	1	1.0000		638.90	42.00
C453	HONOR SOC AD	2	2.0000		143.60	
C463	CLASS ADVISOR	4	4.0000		507.68	
C493	CHOIR ADVISOR	1	1.0000		637.84	
C493M	CHOIR ADV	1	1.0000		190.00	
C523	FFA ADVISOR	1	1.0000		290.25	
C564	SWIMMING	1	1.0000		1,419.34	62.00
C673	LIBRARIAN	1	1.0000		9,394.34	157.50

CHECK DATE: 09/30/2025 PERIOD ENDING DATE: 09/30/2025

Board Report

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
C683	COUNSELOR	28	11.0000		84,824.15	1653.76
C693	K12 COACH	7	1.0000		9,394.34	157.50
C713	ACCTS PAYABLE	2	1.0000		5,680.14	176.00
C723	PAYROLL	1	1.0000		8,135.01	176.00
C733	HR COORDINATOR	2	1.0000		9,062.67	176.00
C743	TEMP CLASS	17	15.0000		22,998.00	1411.80
C743A	TEMP CLASS	4	2.0000		3,523.00	160.00
C763	BUS SERVICE WKR	1	1.0000		4,990.27	176.00
C764	BUS SERVICE WKR	1	1.0000		5,139.34	176.00
C774	ASST MECHANIC	1	1.0000		5,773.74	176.00
C784	MECHANIC	5	5.0000		34,663.22	880.00
C814	GRNDS/MAINTNCE	6	3.0000		17,302.15	528.00
C834	COMPTR TECH	6	3.0000		22,146.80	528.00
C843	CUSTODIAN	4	2.0000		6,422.60	378.00
C844	CUSTODIAN	28	14.0000		70,653.42	2436.00
C853	LIBRARY TECH	7	5.0000		14,108.82	918.00
C873	OFFICE ASST	6	3.0000		9,691.60	517.50
C883	SECRETARY	3	3.0000		21,313.88	528.00
C884	SECRETARY	1	1.0000		3,611.92	248.00
C894	FOOD SVC DELVRY	1	1.0000		3,761.90	208.00
C903	PARAEDUCATOR	107	72.0000		179,989.64	10260.60
C903A	PARAEDUCATOR	7	6.0000		5,445.24	313.20
C913	ASST DIR TRANSP	1	1.0000		8,236.08	176.00
C923	TRANSP DIR	1	1.0000		10,603.92	176.00
C933	MAINT DIR	1	1.0000		10,603.92	176.00
C943	FISCAL SVC DIR	1	1.0000		14,310.50	176.00
C953	CTAE DIR	2	1.0000		11,327.00	176.00
C963	ASST PRINCIPAL	5	3.0000		30,830.50	408.00
C973	PRINCIPAL	9	7.0000		101,555.75	1232.00
CAA3	SUPERINTENDENT	1	1.0000		17,937.50	176.00
CAD3	SECRETARY II	12	9.0000		43,087.85	2320.00
CAE3	SECRETARY III	12	7.0000		24,874.80	1357.80
CAF3	PEP STAFF I	1	1.0000		1,640.34	62.00
CAK4	ASE CERT	4	4.0000		1,300.00	
CAO	BUS DRIVERS	24	24.0000		67,597.90	3239.30
CAP	KITCHEN MANAGER	1	1.0000		4,134.00	208.00
CAR	SEC LEAD FSW	2	2.0000		7,223.03	360.00
CAS	SEC FSW	6	6.0000		12,851.42	804.00
CAT	ELEM LEAD FSW	5	5.0000		10,155.32	570.00
CAU	ELEM FSW	10	10.0000		14,385.85	783.00
CBA	INST COACH	1	1.0000		9,109.42	157.50
CBG	ACCTING ASST	2	1.0000		5,851.74	176.00
CBH	DISPATCHER	2	2.0000		8,965.41	352.00
CBK	EX DIR OF HR	2	1.0000		13,620.92	176.00
CBL	EX DIR SP ED	1	1.0000		14,668.25	176.00
CBM	OT	2	2.0000		16,933.68	315.00
CBN	PT	1	1.0000		9,394.34	157.50
CBO	PSYCH	1	1.0000		9,394.34	157.50
CBP	SLP	1	1.0000		9,394.34	157.50
CBS	BUS MONITOR	7	7.0000		14,011.88	891.30
CBT	DIR OF T & L	2	1.0000		14,668.25	176.00
CBX	IEP STIPEND	27	26.0000		9,936.73	

CHECK DATE: 09/30/2025 PERIOD ENDING DATE: 09/30/2025

Board Report

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
CCB	DIR OF TECH	2	1.0000		10,603.92	176.00
CCD	ADMIN ENRICHMEN	20	14.0000		9,482.81	
CCL	LEAD MECH STIP	1	1.0000		416.67	
CCN2	ATHLETIC DIR	1	1.0000		12,815.42	176.00
CCP	MENTAL HEALTH	1	1.0000		5,149.20	172.50
CCT	SECRETARY IV	15	6.0000		22,823.35	1140.50
CCZ	SAFETY & SECURI	1	1.0000		5,987.49	216.00
CDB	E-SPORTS	1	1.0000		243.09	
CDE	DIR EXT DAYS	9	7.0000		1,237.29	
CDF	K-8 ATH PROG	1	1.0000		5,919.59	232.00
CDI	TR COORD SP	1	1.0000		7,083.34	176.00
CDJ	DIR OF STEM	1	1.0000		6,098.96	88.00
CDK	CAREER & COLLEG	1	1.0000		4,034.86	264.00
CDL	CERT EXP STIPEN	137	72.0000		31,108.63	
CDO	HR SPECIALIST	2	1.0000		6,396.00	176.00
CEA#2	ENRICHMENT STIP	387	206.0000		20,642.31	
CEA#3	DISTRICT DAYS	602	206.0000		65,616.94	9337.49
CEA#4	LONGEVITY STIP	59	58.0000		3,270.97	
CEA#8	SPANISH STIPEND	1	1.0000		41.67	
LWOP3	Leave w/o Pay	8	-42.0000		-1,800.58	-42.00
LWOP4	Leave w/o Pay	3	-130.0200		-4,013.49	-130.00
TBS3	BOARD STIPEND	4		7.0000	350.00	
TC03	CERT OVERLOAD P	5		30.0000	2,070.54	
TCEE3	CURRICULUM RATE	38		210.7500	9,238.92	210.90
TCLE3	CLASS EXTRA 613	26		120.7500	3,348.50	121.10
TCLE4	CLASS EXTRA 614	37		204.2500	5,344.16	204.80
TCP3	CERT PER DIEM	25		112.2500	6,639.72	112.90
TCTR4	FS CATERING 614	7		35.5000	1,371.31	35.50
TDF3	DIFFRTNL PY 613	1		90.0000	3,223.80	90.00
TDF4	DIFFRTNL PY 614	1		12.0000	332.88	12.00
TDT4	DRIVER TRNR 614	3		286.0000	9,022.75	286.10
TEVT4	EVT CERT TIME	1		13.7500	72.19	13.80
TOV3	OVT HOURS 613	3		50.5800	2,245.31	50.60
TOV4	OVT HOURS 614	1		2.0000	87.45	2.00
TPRP	TEACHER PREP	244		1216.5000	88,597.73	1216.71
TRG3	REGULAR PAY 613	1		-90.0000	-2,578.50	-90.00
TRG4	REGULAR PAY 614	6		-17.0000	-463.72	-17.20
TRP23	RETRO PAY2 613	28	20.0000		1,236.98	
TRP3	RETRO PAY 613	28	20.0000		29,292.34	
TRP33	RETRO PAY3 613	1	1.0000		18.66	
TRP43	RETRO 613 PAY 4	1	1.0000		547.00	
TSCL3	SUB CLSSFD 613	1		16.0000	430.08	16.00
TSCL4	SUB CLSSFD 614	21		682.2500	13,377.63	682.70
TSMG3	Summr Mini Grnt	50		371.0000	15,704.60	371.00
ZSLBB	SICK LEAVE BB	2	411.5400		2,627.36	
ZVPE	PERS LV CASHOUT	7	68.5300		1,379.67	
REPORT TOTAL		2748	1577.0500	3353.5800	3048,483.08	83774.10

CHECK DATE: 09/30/2025 PERIOD ENDING DATE: 09/30/2025

Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	2748	185,403.18
1FIT	Fed Inc Tax	FEDERAL TAX	2747	281,629.67
1FIT+	FIT Add Amount	FEDERAL TAX	527	16,232.69
1Med	Medicare	MEDICARE	2748	43,360.41
1PFML	WA PAID FML	PFML	2748	20,058.96
1ReE0	SERS Plan 0	RETIREMENT	325	
1ReE2	SERS Plan 2	RETIREMENT	337	30,749.04
1ReE3	SERS Plan 3	RETIREMENT	243	26,310.29
1ReP1	PERS Plan 1	RETIREMENT	7	
1ReT0	TRS Plan 0	RETIREMENT	309	
1ReT2	TRS Plan 2	RETIREMENT	1126	72,481.08
1ReT3	TRS Plan 3	RETIREMENT	1211	94,107.43
1WC	WORKERS COMP	WORKERS' COMP	2739	5,496.04
1WLTC	WA LTC	LONG-TERM CARE	2680	17,173.36
A1167	OMNI - ANNUITY	TSA-BEFORE TAX	43	6,640.00
A2114	PSE DUE-PUB SCH		52	2,357.52
A2115	PSE COPE DUES		7	46.00
A5PA	PSE ANNUAL DUE		52	48.00
A6PC	PSE ADD-PSE ADD		6	
ACH2	2ND ACH		45	10,425.00
ACH3	3RD ACH		3	200.00
CAA	Cent Adm Assoc		24	80.00
D2158	DRS - DEF COMP	TSA-BEFORE TAX	59	18,049.00
D2159	DCP 10%	TSA-BEFORE TAX	6	1,502.38
D2160	DCP ROTH	TSA-AFTER TAX	1	50.00
DINFO	INFOARMOR		4	42.85
DLEGA	LEGALEASE		8	55.84
DNVPI	PET INSURANCE		1	62.51
G1158	DYNAMIC COLLECT		2	893.56
G1231	GARN-WA ST CS		11	1,610.00
HCFSA	Medical FSA	OTH BEF TAX	51	2,926.68
HEHSA	Hlth Equity HSA	OTH BEF TAX	23	1,112.50
J0132	THORBECKES		191	5,251.70
KEYB	Key Bank		1	50.00
KP1ER	Kai WA Smt1 EMP	OTH BEF TAX	5	80.00
KP2ER	Kai WA Smt2 EMP	OTH BEF TAX	9	114.00
KP2FR	Kai WA Smt2 FAM	OTH BEF TAX	5	709.00
KP2SR	Kai WA Smt2 E/S	OTH BEF TAX	3	456.00
KP3CR	Kai WA Smt3 E/C	OTH BEF TAX	2	473.00
KP3ER	Kai WA Smt3 EMP	OTH BEF TAX	4	540.00
KW1CR	Kai WA Core1E/C	OTH BEF TAX	3	120.00
KW1ER	Kai WA Core1EMP	OTH BEF TAX	16	207.00
KW1FR	Kai WA Core1FAM	OTH BEF TAX	2	69.00
KW1SR	Kai WA Core1E/S	OTH BEF TAX	2	46.00
KW2CR	Kai WA Core2E/C	OTH BEF TAX	5	192.00
KW2ER	Kai WA Core2EMP	OTH BEF TAX	7	275.00
KW2FR	Kai WA Core2FAM	OTH BEF TAX	5	330.00
KW2SR	Kai WA Core2E/S	OTH BEF TAX	1	110.00
KW3CR	Kai WA Core3E/C	OTH BEF TAX	3	364.00
KW3ER	Kai WA Core3EMP	OTH BEF TAX	10	624.00
KW3FR	Kai WA Core3FAM	OTH BEF TAX	1	624.00
KW3SR	Kai WA Core3E/S	OTH BEF TAX	5	832.00
KWSCR	Kai WA SndChE/C	OTH BEF TAX	9	1,070.00

CHECK DATE: 09/30/2025 PERIOD ENDING DATE: 09/30/2025

Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
KWSER	Kai WA SndChEMP	OTH BEF TAX	15	976.00
KWSFR	Kai WA SndChFAM	OTH BEF TAX	9	1,123.00
LTD50	Emp Pd LTD 50%		67	549.84
LTD60	Emp Pd LTD 60%		484	5,299.24
PHCR	Prem Hgh PPOE/C	OTH BEF TAX	19	944.00
PHER	Prem Hgh PPOEMP	OTH BEF TAX	9	700.00
PHFR	Prem Hgh PPOFAM	OTH BEF TAX	8	1,620.00
PHSR	Prem Hgh PPOE/S	OTH BEF TAX	2	540.00
PMCR	Prem HMCrEPOE/C	OTH BEF TAX	5	60.00
PMER	Prem HMCrEPOEMP	OTH BEF TAX	4	76.00
PMSR	Prem HMCrEPOE/S	OTH BEF TAX	1	34.00
PSCR	Prem Std PPOE/C	OTH BEF TAX	25	1,104.00
PSER	Prem Std PPOEMP	OTH BEF TAX	25	815.00
PSFR	Prem Std PPOFAM	OTH BEF TAX	16	1,946.00
S1127	DOLLAR-SCHOLAR		117	560.00
SECU	SCHOOL EMP CU		31	4,940.00
SECU2	SCHOOL EMP CU		3	70.00
T0	TEAMSTER - PT		96	3,397.00
T1	TEAMSTER - FT		67	2,564.50
T5	TEAMSTERS INIT		2	25.00
TP	FTT PENSION		86	13,054.13
TPADJ	FTT PENSION ADJ		2	60.00
U0115	UNITED WAY		31	278.00
V1CR	UMPACP-UWMedE/C	OTH BEF TAX	3	182.00
V1FR	UMPACP-UWMedFAM	OTH BEF TAX	2	312.00
V1SR	UMPACP-UWMedE/S	OTH BEF TAX	2	491.00
VACAJ	VAC ADJUST	OTH BEF TAX	4	40.00
VACR	UMP Achieve2E/C	OTH BEF TAX	54	3,504.00
VAER	UMP Achieve2EMP	OTH BEF TAX	82	5,400.00
VAFR	UMP Achieve2FAM	OTH BEF TAX	63	9,850.00
VASP	UMP Achieve2E/SPT		1	125.00
VASR	UMP Achieve2E/S	OTH BEF TAX	36	3,975.00
VEBAT	VEBA TAX DEF		2	2,592.13
VHSAC	UMP CDHP E/C	OTH BEF TAX	1	37.00
VHSAE	UMP CDHP EMP	OTH BEF TAX	11	126.00
VHSAF	UMP CDHP FAM	OTH BEF TAX	19	340.00
VHSAS	UMP CDHP E/S	OTH BEF TAX	9	168.00
VUCR	UMP Achieve1E/C	OTH BEF TAX	56	1,495.00
VUER	UMP Achieve1EMP	OTH BEF TAX	105	2,740.00
VUFR	UMP Achieve1FAM	OTH BEF TAX	90	4,610.00
VUSR	UMP Achieve1E/S	OTH BEF TAX	36	1,805.00
WOKA	WEA DUES - 1/2		4	66.17
WOKC	WEA DUES-FULL		309	16,308.07
WOKE	WEA DUES-FL NFC		130	5,823.45
WOKP	WEA-PAC		187	188.25
W1KZ	WSSRA DUES		69	196.00
WSECU	WA ST EMP CU		5	2,150.00
			23586	954,900.47

Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	2748	185,403.18
1Med	Medicare	MEDICARE	2748	43,360.41
1PFML	WA PAID FML	PFML	2748	7,987.11
1ReE0	SERS Plan 0	RETIREMENT	322	
1ReE2	SERS Plan 2	RETIREMENT	318	33,265.35
1ReE3	SERS Plan 3	RETIREMENT	222	28,247.39
1ReT0	TRS Plan 0	RETIREMENT	275	
1ReT2	TRS Plan 2	RETIREMENT	1126	75,831.84
1ReT3	TRS Plan 3	RETIREMENT	1205	93,825.66
1UC	UNEMPLOYMENT	UNEMPLOY COMP	2748	10,149.05
1WC	WORKERS COMP	WORKERS' COMP	2739	32,896.64
SEBB	SEBB HCA		943	569,852.00
SRDP+	SRDP Medical +		1	770.00
			18143	1,081,588.63

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

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

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$1,231,419.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, CT WIRE TRANSFERS:
Wire Transfer Payments 202500005 through 202500012, totaling \$1,231,419.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
202500005	PUB EMP RET SYST	09/30/2025	0.00
202500006	TEACHER RET SYST	09/30/2025	242,138.58
202500007	DRS TRS-3 EMPLOYEE CONTRIB	09/30/2025	94,107.43
202500008	DRS SERS PLAN 2&3 DEF BEN	09/30/2025	92,261.78
202500009	DRS SERS PLAN 3 DEF CONTRIB	09/30/2025	26,310.29
202500010	DRS DEFERRED COMP PROGRAM	09/30/2025	19,601.38
202500011	WA STATE SUPPORT REGISTRY	09/30/2025	1,610.00
202500012	COLUMBIA BANK PR DEP	09/30/2025	755,389.54

8	Wire Transfer Check(s) For a Total of	1,231,419.00
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	0	Manual	Checks For a Total of	0.00
	8	Wire Transfer	Checks For a Total of	1,231,419.00
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	8	Manual, Wire Tran, ACH & Computer	Checks	1,231,419.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,231,419.00

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	1,231,419.00	0.00	0.00	1,231,419.00

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

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$6,688.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 252600018 through 252600019, totaling \$6,688.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600018	OMNI GROUP	09/30/2025	6,640.00
252600019	PSE LOCAL DUES	09/30/2025	48.00
2	ACH	Check(s) For a Total of	6,688.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	2	ACH	Checks For a Total of	6,688.00
	0	Computer	Checks For a Total of	0.00
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	6,688.00
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		6,688.00

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	6,688.00	0.00	0.00	6,688.00

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

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$781,044.10. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140863 through 50140883, totaling \$781,044.10

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
50140863	DOLLARS FOR SCHOLARS	09/30/2025	560.00
50140864	DYNAMIC COLLECTORS	09/30/2025	893.56
50140865	EMPLOY SECURITY WALTC	09/30/2025	17,173.36
50140866	ESD - PFML CARE CENTER	09/30/2025	28,046.07
50140867	ESD 113 WORKERS COMPENSATION	09/30/2025	38,392.68
50140868	ESD 113 UNEMPLOYMENT COOPERATI	09/30/2025	10,149.05
50140869	HCA-SEBB BENEFITS	09/30/2025	623,572.00
50140870	HCA-SEBB FLEX SPEND	09/30/2025	2,926.68
50140871	HEALTHEQUITY INC.	09/30/2025	1,112.50
50140872	INFOARMOR INC	09/30/2025	42.85
50140873	THE LEGALEASE GROUP	09/30/2025	55.84
50140874	NATIONWIDE VETERINARY PET INSU	09/30/2025	62.51
50140875	PUB SCHOOL EMPLOYEES OF WA	09/30/2025	2,403.52
50140876	The Standard Insurance Company	09/30/2025	5,849.08
50140877	TEAMSTERS LOCAL UNION 252	09/30/2025	5,986.50
50140878	THORBECKES	09/30/2025	5,251.70
50140879	UNITED WAY OF LEWIS COUNTY	09/30/2025	278.00
50140880	VEBA TRUST V CONTRIB ID# Y1299	09/30/2025	2,592.13
50140881	WA STATE SCHOOL RETIREES ASSN	09/30/2025	196.00
50140882	WEA PAYROLL DEDUCTIONS	09/30/2025	22,385.94
50140883	WESTERN CONFERENCE OF TEAMSTER	09/30/2025	13,114.13

21

Computer

Check(s) For a Total of

781,044.10

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	21	Computer	Checks For a Total of	781,044.10
Total For	21	Manual, Wire Tran, ACH & Computer	Checks	781,044.10
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		781,044.10

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	781,044.10	0.00	0.00	781,044.10

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

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$103,036.05. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140884 through 50140906, totaling \$103,036.05

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140884	AWARDS WEST-PRINTWARES INC	09/26/2025	17.89
50140885	AWESOME FORD	09/26/2025	56.96
50140886	BAXTER AUTO PARTS	09/26/2025	188.36
50140887	BLUUM USA	09/26/2025	834.14
50140888	BRYSON SALES & SERVICE OF WASH	09/26/2025	986.85
50140889	CARSON, KRISTY K	09/26/2025	165.00
50140890	CHEHALIS SCHOOL DISTRICT #302	09/26/2025	30,232.31
50140891	CIT	09/26/2025	4,360.28
50140892	CITY SANITARY CO	09/26/2025	254.64
50140893	COMMERCIAL BRAKE & CLUTCH	09/26/2025	751.46
50140894	DATA CENTER WAREHOUSE, LLC	09/26/2025	1,684.80
50140895	DEPARTMENT OF REVENUE - LEASEH	09/26/2025	578.17
50140896	FLEETIO	09/26/2025	34,601.28
50140897	LINCOLN CREEK LUMBER INC	09/26/2025	315.36
50140898	PIERCE COLLEGE	09/26/2025	4,354.00
50140899	SAFEWAY	09/26/2025	301.44
50140900	SCHOOLINKS	09/26/2025	6,025.50
50140901	SCREENCASTIFY, LLC	09/26/2025	12,488.10
50140902	SHRED-IT USA	09/26/2025	23.62
50140903	THE FARM STORE INC	09/26/2025	285.89
50140904	WASBO	09/26/2025	250.00
50140905	WASHINGTON FBLA - SW REGION	09/26/2025	25.00
50140906	WRIGHT NATIONAL FLOOD INSURANC	09/26/2025	4,255.00

23	Computer	Check(s) For a Total of	103,036.05
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	23	Computer	Checks For a Total of	103,036.05
Total For	23	Manual, Wire Tran, ACH & Computer Checks		103,036.05
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		103,036.05

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

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$2,157.03. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140907 through 50140908, totaling \$2,157.03

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140907	LINCOLN CREEK LUMBER INC	09/26/2025	657.03
50140908	OSPI	09/26/2025	1,500.00

2	Computer	Check(s) For a Total of	2,157.03
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$1,030.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:
Warrant Numbers 50201376 through 50201377, totaling \$1,030.60

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

Check Nbr	Vendor Name	Check Date	Check Amount
50201376	LEWIS COUNTY PUD # 1	09/26/2025	215.70
50201377	PACIFIC MOBILE STRUCTURES INC	09/26/2025	814.90

2	Computer	Check(s) For a Total of	1,030.60
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$1,803.61. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 252600020 through 252600022, totaling \$1,803.61

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600020	BISSONNETTE, CALLIE MARIE	09/26/2025	193.56
252600021	GREGORICH-BENNETT, LARA T	09/26/2025	1,397.10
252600022	LAYTON, CHARITY CHRISTINA	09/26/2025	212.95

3	ACH	Check(s) For a Total of	1,803.61
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Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 23, 2025, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: COUNTY TREASURER - GF WARRANTS OUTSTANDING
Check Number 50814247 through 50814247
in the total amount of \$1,382.32.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

4pacpv04.p CENTRALIA SCHOOL DISTRICT #401 9:54 AM 10/02/25
05.25.06.00.00-010051 PAY SUMMARY FOR X-Cy / X-Cycle - AFTER CALCS PAGE: 1
CHECK DATE: 10/02/2025 PERIOD ENDING DATE: 09/30/2025

Board Report

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE
						HOURS
C224	FALL VOLLEYBALL	1	1.0000		1,208.00	58.00
	REPORT TOTAL	1	1.0000	0.0000	1,208.00	58.00

CHECK DATE: 10/02/2025 PERIOD ENDING DATE: 09/30/2025

Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	1	74.90
1FIT	Fed Inc Tax	FEDERAL TAX	1	
1Med	Medicare	MEDICARE	1	17.52
1PFML	WA PAID FML	PFML	1	7.95
1ReE0	SERS Plan 0	RETIREMENT	1	
1WC	WORKERS COMP	WORKERS' COMP	1	5.13
1WLTC	WA LTC	LONG-TERM CARE	1	7.01
			7	112.51

CHECK DATE: 10/02/2025 PERIOD ENDING DATE: 09/30/2025

Board Report

<u>CODE</u>	<u>DESCRIPTION</u>	<u>CATEGORY</u>	<u>COUNT</u>	<u>AMOUNT</u>
1FIC	FICA	FICA	1	74.90
1Med	Medicare	MEDICARE	1	17.52
1PFML	WA PAID FML	PFML	1	3.16
1ReE0	SERS Plan 0	RETIREMENT	1	
1UC	UNEMPLOYMENT	UNEMPLOY COMP	1	5.68
1WC	WORKERS COMP	WORKERS' COMP	1	73.06
			6	174.32

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

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

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$1,065,359.90. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140909 through 50140952, totaling \$1,065,359.90

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140909	AEQUOR HEALTHCARE SERVICES LLC	10/03/2025	8,595.00
50140910	AMERGIS	10/03/2025	10,550.00
50140911	AMPLIFY EDUCATION INC.	10/03/2025	49,331.25
50140912	AYA HEALTHCARE, INC.	10/03/2025	12,540.00
50140913	BOISTFORT SCHOOL DISTRICT #234	10/03/2025	236.50
50140914	CAPITOL CITY PRESS INC	10/03/2025	128.80
50140915	CAROLINA BIOLOGICAL SUPPLY CO	10/03/2025	55.23
50140916	CENTRALIA COLLEGE	10/03/2025	256,191.57
50140917	CENTRALIA SD - FOOD SERVICE	10/03/2025	457.50
50140918	CHUCK SULLIVAN EXTERMINATORS I	10/03/2025	3,731.82
50140919	CONTINENTAL ATHLETIC SUPPLY	10/03/2025	12,892.30
50140920	CRYSTAL CLEAR AUDIO MED INC	10/03/2025	336.04
50140921	CULLIGAN	10/03/2025	43.74
50140922	CURFMAN CUSTOM FABRICATION LLC	10/03/2025	148.08
50140923	CURRICULUM ASSOCIATES LLC	10/03/2025	66,257.35
50140924	DELPHI GLASS CORPORATION	10/03/2025	1,686.73
50140925	DEPUYE-PHILLIPS, MARGARET	10/03/2025	690.00
50140926	DJ'S PLUMBING LLC TRN601617838	10/03/2025	3,024.36
50140927	DRY BOX INC	10/03/2025	189.01
50140928	EDMENTUM INC	10/03/2025	51,780.04
50140929	EDNETICS INC	10/03/2025	7,615.10
50140930	EPIC SPECIAL EDUCATION STAFFIN	10/03/2025	6,350.00
50140931	FLINN SCIENTIFIC INC	10/03/2025	41.50
50140932	FREIGHTLINER NORTHWEST	10/03/2025	8,717.47
50140933	GOGUARDIAN	10/03/2025	24,138.04
50140934	JOHNSON CONTROLS FIRE PROTECTI	10/03/2025	996.82
50140935	KELLY SERVICES INC	10/03/2025	247.44
50140936	KNUTSON, MARY	10/03/2025	90.57
50140937	LANGUAGE LINE SERVICES	10/03/2025	11.84
50140938	LINCOLN CREEK LUMBER INC	10/03/2025	1,281.16
50140939	LINKUP TETHERAPY	10/03/2025	2,705.60
50140940	MADSEN'S SHOP & SUPPLY INC	10/03/2025	95.38
50140941	PORTER FOSTER RORICK	10/03/2025	6,075.00

Check Nbr	Vendor Name	Check Date	Check Amount
50140942	PROJECT LEAD THE WAY INC.	10/03/2025	2,200.00
50140943	SAFEWAY	10/03/2025	86.51
50140944	SCHOOLS INSURANCE ASSN OF WA	10/03/2025	493,431.39
50140945	SOLIANANT HEALTH	10/03/2025	7,425.00
50140946	SOUND ELECTRONICS	10/03/2025	597.18
50140947	SOUNDS OF SUCCESS LLC	10/03/2025	13,186.50
50140948	SOUTH PUGET SOUND COMMUNITY CO	10/03/2025	474.94
50140949	STAPLES ADVANTAGE	10/03/2025	2,453.14
50140950	STUKENT INC	10/03/2025	1,617.59
50140951	WEST COAST GREASE TRAPS LLC	10/03/2025	5,606.72
50140952	WICKED NORTH COFFEE ROASTERS I	10/03/2025	1,049.69
44	Computer	Check(s) For a Total of	1,065,359.90

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	44	Computer	Checks For a Total of	1,065,359.90
Total For	44	Manual, Wire Tran, ACH & Computer	Checks	1,065,359.90
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		1,065,359.90

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

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$34,781.92. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:
Warrant Numbers 50201378 through 50201380, totaling \$34,781.92

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

Check Nbr	Vendor Name	Check Date	Check Amount
50201378	BEST LINE CONCRETE LLC	10/03/2025	16,230.00
50201379	KCDA	10/03/2025	11,722.72
50201380	SARE ELECTRIC INC	10/03/2025	6,829.20

3	Computer	Check(s) For a Total of	34,781.92
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	3	Computer	Checks For a Total of	34,781.92
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	34,781.92
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		34,781.92

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

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$26,583.38. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 50404967 through 50404975, totaling \$26,583.38

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
50404967	AWARDS WEST-PRINTWARES INC	10/03/2025	519.78
50404968	COURCY, JACOB	10/03/2025	420.00
50404969	HUDL	10/03/2025	12,312.00
50404970	KASSEL, ALBERT	10/03/2025	175.00
50404971	KAUT, LANDON	10/03/2025	35.00
50404972	SAFEWAY	10/03/2025	131.60
50404973	SANDERS, TERRELL RAY	10/03/2025	210.00
50404974	WASHINGTON OFFICIALS ASSOCIATI	10/03/2025	12,410.00
50404975	WIAA	10/03/2025	370.00
9	Computer	Check(s) For a Total of	26,583.38

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
9	Computer	Checks For a Total of	26,583.38
Total For	9	Manual, Wire Tran, ACH & Computer Checks	26,583.38
Less	0	Voided	0.00
		Net Amount	26,583.38

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

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$113.97. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 252600039 through 252600039, totaling \$113.97

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600039	HOKAMA, SANDRA KAS	10/03/2025	113.97
1	ACH	Check(s) For a Total of	113.97

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	1	ACH	Checks For a Total of	113.97
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	113.97
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		113.97

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

As of October 24, 2025, the board, by a _____ vote, approves payments, totaling \$8,523.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 252600023 through 252600038, totaling \$8,523.07

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600023	ALLEN, CRYSTAL JO	10/03/2025	220.00
252600024	ASHMORE, JENNIFER JEAN	10/03/2025	83.00
252600025	BISSONNETTE, CALLIE MARIE	10/03/2025	193.56
252600026	GRUND, MONICA SUE	10/03/2025	132.00
252600027	JEFFRIES, ASHLEY ANN	10/03/2025	83.00
252600028	LEITCH, CURTIS LEE	10/03/2025	90.57
252600029	MATHES, LISA MARIE	10/03/2025	211.69
252600030	OLEARY, VIRGINIA LOUISE	10/03/2025	83.00
252600031	PILLOUD, JILL JAE	10/03/2025	83.00
252600032	RICHARDSON LAND, MELANIE NICHOLSON	10/03/2025	166.96
252600033	RIFFE, MICHELLE CRISTINA	10/03/2025	1,499.44
252600034	ROSENBORG, MIRANDA KAYLEEN	10/03/2025	83.00
252600035	SEAY, KYONA SHAUNT'E	10/03/2025	90.57
252600036	SODEXO INC & AFFILIATES	10/03/2025	5,322.14
252600037	THAYER, CHELSEA MARIE	10/03/2025	90.57
252600038	VEKICH, DANIELLE LYNN	10/03/2025	90.57

16	ACH	Check(s) For a Total of	8,523.07
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	16	ACH	Checks For a Total of	8,523.07
	0	Computer	Checks For a Total of	0.00
Total For	16	Manual, Wire Tran, ACH & Computer Checks		8,523.07
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		8,523.07

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

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$91,279.94, and voids/cancellations, totaling \$25,139.62. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140953 through 50140973, totaling \$91,279.94
Voids/Cancellations, totaling \$25,139.62

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140953	CITY OF CENTRALIA-UTILITIES	10/13/2025	39,459.38
50140954	CITY OF CENTRALIA	10/13/2025	2,498.76
50140955	CITY SANITARY CO	10/13/2025	11,417.34
50140956	COASTAL PUBLISHING GROUP INC	10/13/2025	940.50
50140957	EDNETICS INC	10/13/2025	5,756.04
50140958	GRANT, LISA M	10/13/2025	500.00
50140959	INDUSTRIAL SPECIALTIES INC	10/13/2025	43.69
50140960	JOES REFUSE	10/13/2025	2,178.51
50140961	LAKE SIDE INDUSTRIES	10/13/2025	233.71
50140962	LEMAY MOBILE SHREDDING	10/13/2025	160.66
50140963	LEWIS COUNTY SOLID WASTE	10/13/2025	23.00
50140964	LINCOLN CREEK LUMBER INC	10/13/2025	17.33
50140965	PEREZ, ALISHA MARIE	10/13/2025	21.02
50140966	PUGET SOUND ENERGY	10/13/2025	8,503.71
50140967	QUADIENT FINANCE USA INC	10/13/2025	542.00
50140968	RECYCLE SERVICES	10/13/2025	4,447.92
50140969	REYES, BRIANA	10/13/2025	40.00
50140970	SHRED-IT USA	10/13/2025	47.24
50140971	THORBECKES	10/13/2025	13,264.47
50140972	US CELLULAR	10/13/2025	1,009.66
50140973	WSPA	10/13/2025	175.00

21 Computer Check(s) For a Total of 91,279.94

Check Nbr	Vendor Name	Check Date	Check Amount
50140851	CITY SANITARY CO	10/09/2025	5,336.33
50140852	COASTAL PUBLISHING GROUP INC	10/09/2025	940.50
50140853	EDNETICS INC	10/09/2025	5,756.04
50140854	JOES REFUSE	10/09/2025	760.49
50140855	LEMAY MOBILE SHREDDING	10/09/2025	79.73
50140856	PEREZ, ALISHA MARIE	10/09/2025	21.02
50140857	PUGET SOUND ENERGY	10/09/2025	4,309.98
50140858	QUADIENT FINANCE USA INC	10/09/2025	542.00
50140859	RECYCLE SERVICES	10/09/2025	2,183.00
50140860	REYES, BRIANA	10/09/2025	40.00
50140861	THORBECKES	10/09/2025	4,665.70
50140862	US CELLULAR	10/09/2025	504.83
12	Void	Check(s) For a Total of	25,139.62

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	21	Computer	Checks For a Total of	91,279.94
Total For	21	Manual, Wire Tran, ACH & Computer Checks		91,279.94
Less	12	Voided	Checks For a Total of	25,139.62
		Net Amount		66,140.32

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

As of October 25, 2025, the board, by a _____ vote, approves payments, totaling \$545.38. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 50404976 through 50404977, totaling \$545.38

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

Check Nbr	Vendor Name	Check Date	Check Amount
50404976	LINCOLN CREEK LUMBER INC	10/13/2025	57.58
50404977	PRECISION PRINTING & COPY DEPO	10/13/2025	487.80

2	Computer	Check(s) For a Total of	545.38
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	545.38
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	545.38
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		545.38

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

As of October 25, 2025, the board, by a _____ vote, approves payments, totaling \$2,397.42. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:
Warrant Numbers 50201381 through 50201381, totaling \$2,397.42

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

Check Nbr	Vendor Name	Check Date	Check Amount
50201381	MOERKE & SONS PUMP & DRILLING	10/13/2025	2,397.42
1	Computer	Check(s) For a Total of	2,397.42

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	2,397.42
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	2,397.42
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	2,397.42

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

As of October 23, 2025, the board, by a _____ vote, approves payments, totaling \$299.14. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 252600042 through 252600042, totaling \$299.14

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600042	LEONE, TIFFANY TEE	10/13/2025	299.14
1	ACH	Check(s) For a Total of	299.14

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	1	ACH	Checks For a Total of	299.14
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	299.14
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		299.14

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

As of October 25, 2025, the board, by a _____ vote, approves payments, totaling \$294.35. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 252600040 through 252600041, totaling \$294.35

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
252600040	AYALA, JESSENIA	10/13/2025	95.66
252600041	ROBERTS, KIMBERLY DAWN	10/13/2025	198.69
2	ACH	Check(s) For a Total of	294.35

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	2	ACH	Checks For a Total of	294.35
	0	Computer	Checks For a Total of	0.00
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	294.35
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		294.35

Coversheet

Consideration of Approval of Second and Final Reading of Board Policies

Section: X. Old Business

Item: A. Consideration of Approval of Second and Final Reading of Board Policies

Purpose:

Submitted by:

Related Material:

Summary Sheet-Policy 1111.pdf

1111 Oath of Office_revised_Sept 2025.pdf

Summary Sheet-Policy 1310.pdf

1310 Policy Adoption Manuals and Administrative Policy_revised_Sept 2025.pdf

Summary Sheet- Policy 1815.pdf

1815 Ethical Conduct for School Directors_revised_Sept 2025.pdf

Summary Sheet- Policy 2420.pdf

2420 Grading and Progress Reports.pdf

Summary Sheet-Policy 3143.pdf

3143 Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm_july 2025.pdf

Summary Sheet- Policy 3210.pdf

3210 Nondiscrimination.pdf

Summary Sheet-Policy 3226.pdf

3226 Interviews and Interrogations of Students on School Premises_revised_july 2025.pdf

Summary Sheet-Policy 4060.pdf

4060 Distribution of Materials_reviewed_july 2025.pdf

Summary Sheet- Policy 5010.pdf

5010 Nondiscrimination and Affirmative Action (1).pdf

Summary Sheet- Policy 5260.pdf

5260 Personnel Records.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: First Reading of Policy 1111, Oath of Office

BACKGROUND:

The proposed revisions to Policy 1111 adds a statement that the oath of each elected, re-elected, or appointed School Director includes a statement that the individual will support the laws of the state of Washington and the laws of the United States of America.

Policy 1111 was last revised in June 2022.

RATIONALE:

The revisions ensure the district is in compliance with state and federal laws and regulations.

FISCAL IMPACT:

None

BUDGET SOURCE:

Not applicable

DATA SOURCES:

RCW 28A.343.360

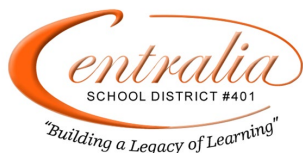
Washington State School Directors Association (WSSDA)

SUBMITTED BY:

Lisa Grant, Superintendent

RECOMMENDED ACTION:

Approval of the second and final reading.



CENTRALIA SCHOOL DISTRICT BOARD POLICY #1111 OATH OF OFFICE

Each newly elected, re-elected, or appointed director will take an oath or affirmation to support the constitutions of the United States, the laws of the United States, the state of Washington, and the laws of the state of Washington and to faithfully discharge the duties of 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. After the oath or affirmation is made, it 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

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: First Reading of Policy 1310, Policy Adoption, Manuals, and Administrative Procedures

BACKGROUND:

Policy 1310 explains policy and procedure revisions and adoptions. The proposed revisions include adding a review at a Study session prior to the first reading. In addition, Engrossed substitute House Bill 1296 requires the addition of a section outlining the focus on every student's safety, access, and privacy. Language is required and the proposed language was added in a new section, Policy Interpretation.

Policy 1310 was last revised in June 2022.

RATIONALE:

The change in family notification is required by HB 1296. The review at a School Board Study Session is reflective of current practice.

FISCAL IMPACT:

None

BUDGET SOURCE:

Not applicable

DATA SOURCES:

Centralia School Board
Engrossed Substitute House Bill 1296
Washington State School Directors Association (WSSDA)

SUBMITTED BY:

Lisa Grant, Superintendent

RECOMMENDED ACTION:

Approval of the second and final reading.



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 a study session to review proposed revisions, and two readings at regular board meetings. 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 at the first and final reading 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.

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

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

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: First Reading of Policy 1815, Ethical Conduct for School Board Members

BACKGROUND:

Policy 1815 describes the ethical behavior of a board member. The proposed revisions include changing the title “School director(s)” to “board member(s)”. The revisions also add the compliance of board members with Washington state and federal laws and regulations. A new statement is added that describes the consequences for willful or negligent noncompliance.

Policy 1815 was adopted in October 2021. This is the first revision of Policy 1815.

RATIONALE:

The revisions ensure the district is in compliance with state and federal laws and regulations.

FISCAL IMPACT:

None

BUDGET SOURCE:

Not applicable

DATA SOURCES:

Centralia School Board
Washington State School Directors Association (WSSDA)

SUBMITTED BY:

Lisa Grant, Superintendent

RECOMMENDED ACTION:

Approval of the second and final reading.



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, ~~the laws 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

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

9/18/25

SUBJECT: Board Policy 2420 Grading

BACKGROUND:

The update in board policy 2420 strengthens language that requires staff to communicate with legal guardians regarding their students' educational growth and development in accordance with RCW 28A.1550.240. The district will also inform parents if their students' progress could impact promotion to the next grade level.

FISCAL IMPACT:

This policy does not have a direct fiscal impact.

BUDGET SOURCE: No fiscal impact

DATA SOURCES:

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

SUBMITTED BY: Dr. Jeff Broome, Executive Director of Teaching and Learning

RECOMMENDED ACTION:

Please approve these changes to CSD Board Policy 2420.

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

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: First Reading of Policy 3143, Notification and Dissemination of Information About Student Offenses and Notifications of Threats of Violence or Harm

BACKGROUND:

Policy 3143, Notification and Dissemination of Information About Student Offenses and Notification of Threats of Violence or Harm, outlines how the district will notify and communicate with agencies, law enforcement, and families. The proposed revisions add a new section, Notification of Criminal Action, outlining the process and timeline for schools to communicate with families when a student is alleged to have committed a criminal action on school property or at a school-sponsored activity. Immediate family notification is required.

Policy 3143 was last reviewed in April 2024.

RATIONALE:

The change is required per RCW.

FISCAL IMPACT:

None

BUDGET SOURCE:

Not applicable

DATA SOURCES:

RCW 13.04.155

Washington State School Directors Association (WSSDA)

SUBMITTED BY:

Lisa Grant, Superintendent

RECOMMENDED ACTION:

Approval of the second and final reading.

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.

Policy No. 3143 Students

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

Centralia School District 401
Regular School Board Meeting
AGENDA ITEM DETAILS

SUBJECT:

Board Policy 3210 Non Discrimination

BACKGROUND:

Policy 3210 prohibits discrimination, harassment, and retaliation of students based on protected status (sex, race, ethnicity, creed, religion, color, national origin, veteran/military status, sexual orientation, gender identity/expression, disability, neurodivergence, homelessness, immigration/citizenship, or use of a service animal). Revised **April 24, 2024** to align with current law. It requires:

- A nondiscrimination statement with compliance officer contacts in district communications.
- Procedures for investigating discriminatory harassment and eliminating hostile environments.
- Annual publication of complaint procedures and multilingual access.
- Staff training on responsibilities.

RATIONALE:

Ensures compliance with RCW 28A.640, 28A.642, 49.60; WAC 392-190; Title IX; ADA; Title VI. Updates complaint procedures and publication requirements.

FISCAL IMPACT:

There is no direct fiscal impact to updating this policy.

BUDGET SOURCE:

NA

DATA SOURCES:

Samantha Mitchell, Executive Director of HR, Fiscal Services

SUBMITTED BY:

Samantha Mitchell, Executive Director of Human Resources

RECOMMENDED ACTION:

Approval of updates to Board Policy 3210 Non Discrimination



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:

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

Legal References:

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

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

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: First Reading of Policy 3226 and Procedure 3226, Interviews and Interrogations of Students on School Premises

BACKGROUND:

Policy and Procedure 3226 describe the district's process for the interviewing or interrogation of a student on school premises. The Legal References have been updated. No additional revisions to the policy are recommended.

The Procedure has been updated to add the immediate notification of a parent/guardian if a student is interviewed by law enforcement, Health Department Officials, or others. . The Procedure also clarifies communication is from the principal or principal's designee, not any staff member. The requirements for parent/guardian notification in varying situations is outlined.

Policy 3226 was last revised in February 2024.

RATIONALE:

The change in family notification is required by HB 1296. The review at a School Board Study Session is reflective of current practice.

FISCAL IMPACT:

None

BUDGET SOURCE:

Not applicable

DATA SOURCES:

RCW 28A.605.005

Engrossed Substitute House Bill 1296

Washington State School Directors Association (WSSDA)

SUBMITTED BY:

Lisa Grant, Superintendent

RECOMMENDED ACTION:

Approval of the second and final reading.



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.~~

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

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

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: First Reading of Policy and Procedure 4060, Distribution of Materials

BACKGROUND:

Policy 4060 describes the distribution of community materials to students. The procedure outlines the process and requirements. There are no proposed revisions to the policy. The proposed revisions to the procedure include the new state legal language regarding protected classes. The definition of protected classes was revised in the most recent legislative session. No other revisions to the Procedure are proposed.

Policy 4060 was last reviewed in August 2023. No revisions to the policy are proposed.

RATIONALE:

The revisions ensure the district is in compliance with state and federal laws and regulations.

FISCAL IMPACT:

None

BUDGET SOURCE:

Not applicable

DATA SOURCES:

Washington State School Directors Association (WSSDA)

SUBMITTED BY:

Lisa Grant, Superintendent

RECOMMENDED ACTION:

Approval of the second and final reading.

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

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT:

Board Policy 5010 Nondiscrimination and Affirmative Action

BACKGROUND:

Policy 5010 prohibits discrimination and harassment in all employment practices based on protected status (age, sex, race, religion, national origin, veteran/military status, sexual orientation, gender identity/expression, disability, neurodivergence, marital status, homelessness, immigration/citizenship, or service animal use).

It requires equal employment opportunity, reasonable disability accommodations, nondiscrimination for military service, an affirmative action plan, a complaint process under WAC 392-190, a designated compliance officer, and prohibits retaliation.

RATIONALE:

Ensures compliance with state/federal nondiscrimination laws (RCW 49.60, Title VII, Title IX, ADA, USERRA).

FISCAL IMPACT:

There is no direct fiscal impact to updating this policy.

BUDGET SOURCE:

NA

DATA SOURCES:

Samantha Mitchell, Executive Director of HR, Fiscal Services

SUBMITTED BY:

Samantha Mitchell, Executive Director of Human Resources

RECOMMENDED ACTION:

Approval of updates to Board Policy 5010 Nondiscrimination and Affirmative Action



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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Policy No. 5010

Personnel

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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Policy No. 5010

Personnel

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

1. 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.

2. 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.

3. 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.~~

Policy No. 5010
Personnel

~~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.~~

Policy No. 5010
Personnel

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

Policy No. 5010

Personnel

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.

-

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 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.

-

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.

Policy No. 5010
Personnel

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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.

-

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

Page 7 of 4

Policy No. 5010

Personnel

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

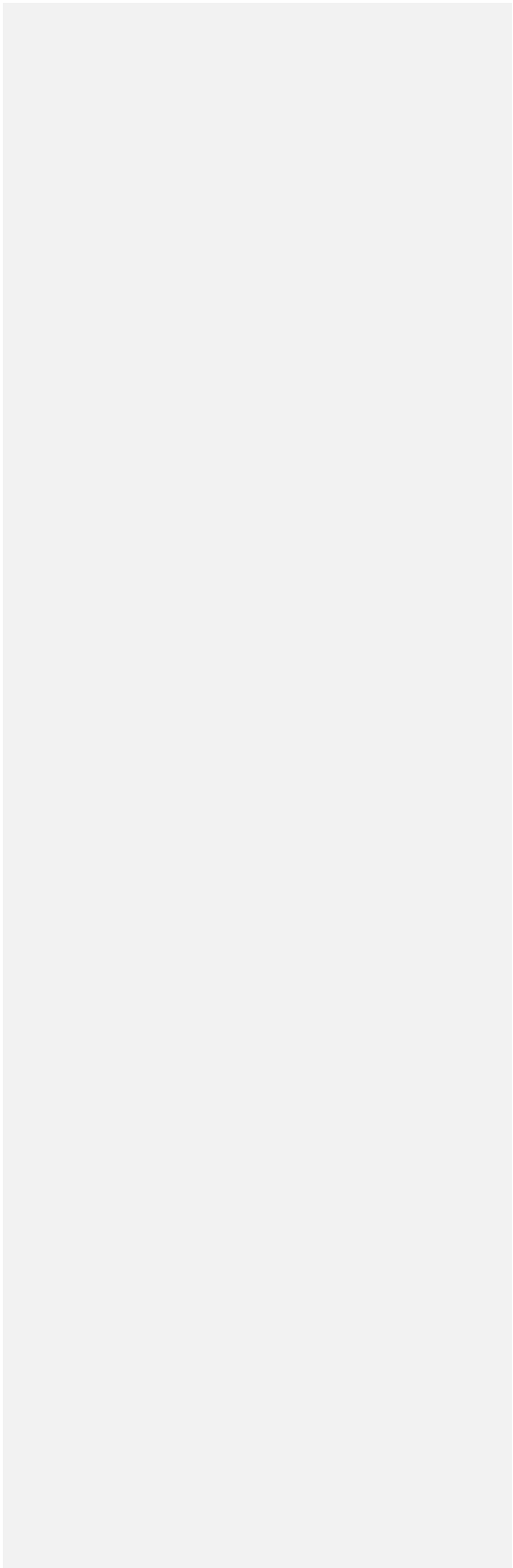
Adoption Date: March 20, 1985

Centralia School District

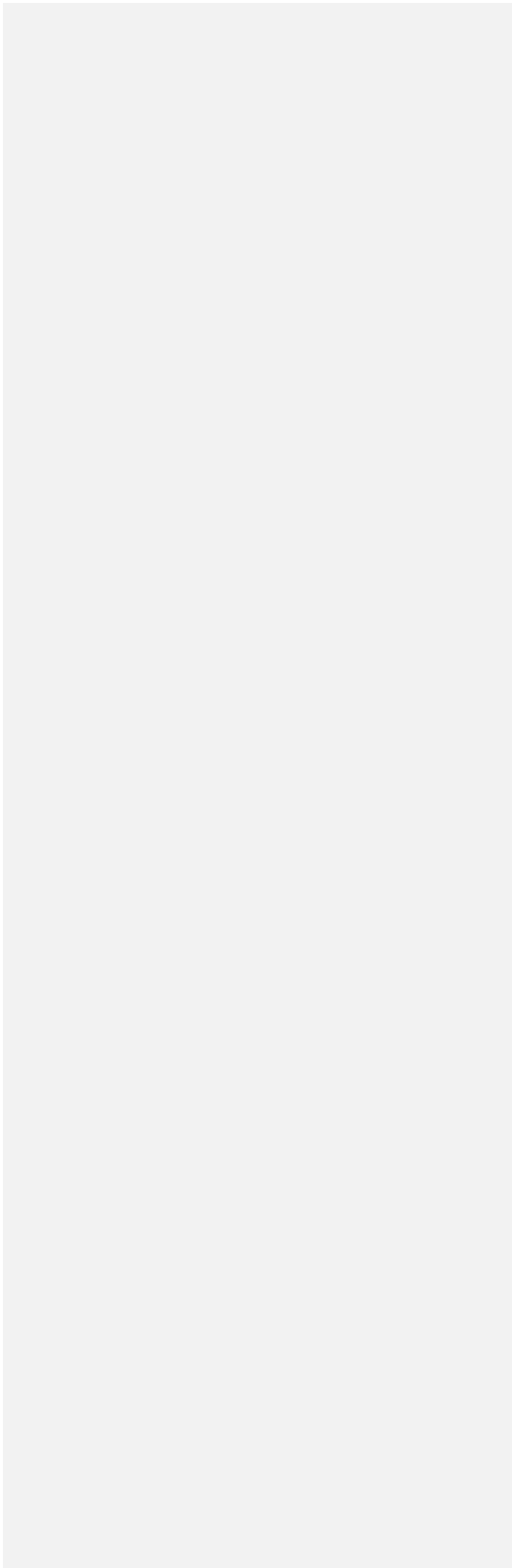
Revised: November 16, 1994; October 17, 2001; June 15, 2011; December 21, 2011; November 20, 2013; July 20, 2016; March 21, 2018; October 28, 2020; April 2023; January 2025; October 2025

Classification: Priority

Policy No. 5010
Personnel



Policy No. 5010
Personnel



Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT:

Board Policy 5260 Personnel Records

BACKGROUND:

Policy 5260 requires secure personnel files for all staff, accessible to employees for review. Staff may request removal of irrelevant or erroneous information or place a rebuttal in their file. Records may be kept in paper or electronic format now.

RATIONALE:

Ensures compliance with RCW employee file access laws.

FISCAL IMPACT:

There is no direct fiscal impact to updating this policy.

BUDGET SOURCE:

NA

DATA SOURCES:

Samantha Mitchell, Executive Director of HR, Fiscal Services

SUBMITTED BY:

Samantha Mitchell, Executive Director of Human Resources

RECOMMENDED ACTION:

Approval of updates to Board Policy 5260 Personnel Records



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

Consideration of Approval of First Reading of Board Policies

Section:	XI. New Business
Item:	A. Consideration of Approval of First Reading of Board Policies
Purpose:	
Submitted by:	
Related Material:	Summary Sheet- Policy 1240.pdf 1240 Committees.pdf Summary Sheet- Policy 2020.pdf 2020 Course Design Selection and Adoption of Instructional Materials.pdf Summary Sheet- Policy 6700.pdf 6700 Nutrition and Physical Fitness.pdf Summary Sheet- 6702.pdf 6702 Wellness.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: First Reading of Policy and Procedure 1240, Committees

BACKGROUND:

Policy 1240 outlines the process for board committees that Directors serve on. There are no recommended revisions to the policy. The proposed recommendations to Procedure 1240 include the following:

- Deletion of the Nick Klaras Trust Fund: the Trust Fund no longer exists.
- Addition of a Director serving on the City of Centralia Housing and Land Use Committee: the City has requested a Director serve and one is currently serving. This addition formalizes the position. If the City eliminated the position on their committee, the Procedure would be revised.
- Addition of a Director to act as Board Ambassador

Both positions would be annual positions like most other Board committees.

Policy 1240 was last reviewed June 2022.

RATIONALE:

The revisions add Director involvement in our community and accurately reflect current need.

FISCAL IMPACT:

None

BUDGET SOURCE:

Not applicable

DATA SOURCES:

School Board

SUBMITTED BY:

Lisa Grant, Superintendent

RECOMMENDED ACTION:

Approval of the first reading and move to second and final reading.



CENTRALIA SCHOOL DISTRICT BOARD POLICY #1240 COMMITTEES

Committees of the board may be created by a majority of the board. The chairman shall appoint board members to serve on such committees, the purpose and terms of which shall be determined by a majority vote of the board.

Cross Reference: Board Policy 4110 Citizen's Advisory Committees

Legal Reference: [RCW 28A.320.040](#) Directors — Bylaws

Adoption Date: January 16, 1980

Centralia School District

Revised: October 20, 1982; March 15, 1995; August 18, 2010; June 8, 2022

Reviewed: December 2025

Classification: Optional

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

10/16/25

SUBJECT: Board Policy 2020

BACKGROUND:

Centralia School District Policy 2020 outlines how courses and instructional materials are designed, selected, and adopted to align with state learning standards and support college and career readiness. The superintendent oversees an annual review and adoption cycle that involves staff and community input. Instructional materials are categorized as core, alternative core, intervention, supplemental, or temporary supplemental, each serving specific instructional purposes. The School Board approves all core materials, while staff use professional judgment to select supplemental resources that support learning goals. The district maintains a public record of all adopted core materials to ensure transparency and accountability.

Changes to this policy are very minimal and do not significantly change existing policy. Any additions to the policy are due to changes in state law.

FISCAL IMPACT:

This policy does not have a direct fiscal impact.

BUDGET SOURCE: No fiscal impact

DATA SOURCES:

RCW 28A.150.230 District school directors' responsibilities

RCW 28A.320.230 Instructional materials

RCW 28A.320.170 Tribal history and culture [as amended by
SSB 5433]

RCW 28A.405.060 Course of study and regulations

Enforcement, withholding salary warrant for failure

Chapter 28A.640 RCW Sexual equality

WAC 180-44-010 Responsibilities related to instruction

WAC 392-190-055 Textbooks and instructional materials

Scope Elimination of bias

RCW 28A.320.233 Student materials. Denial based on
protected class prohibited. Complaint procedure

RCW 28A.320.235 Supplemental instructional
materials Policies and procedures Definitions
RCW 28A.345.130 Model policy and procedure for
instructional materials Diverse and inclusive curricula
Chapter 28A.642 RCW Discrimination Prohibition

SUBMITTED BY: Dr. Jeff Broome, Executive Director of Teaching and Learning

RECOMMENDED ACTION:

It is recommended that the board of directors adopt the changes to policy 2020 as presented to the board.



Policy No. 2020
Instruction

CENTRALIA SCHOOL DISTRICT BOARD POLICY #2020 COURSE DESIGN, SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the course designs ~~shall~~will be evaluated, adapted and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master the foundational skills and knowledge to achieve college and career readiness. ~~The Centralia School District recognizes its role as stewards of community resources and is committed to student, parent, and community voice throughout the adoption/approval process.~~

I. Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

A. Course Design is the process that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

B. Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction toward course requirements. ~~For courses without an adopted core curriculum, the collection of supplemental materials will be considered core materials and need to follow the core adoption materials process.~~

Alternative Core Materials are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

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Policy No. 2020
Instruction

Supplemental Materials are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

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Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period of time and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for time periods of over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course depending on the nature and scope of the material.

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C. Instructional Materials Committee is the body that makes core instructional materials adoption recommendations to the School Board based on superintendent-established procedures.

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II. Course Design

The superintendent or designee shall establish procedures course design that provide for the regular review of selected content areas and implementation of any suggested changes and for the involvement of community representatives and staff members at appropriate times.

- ~~Provide for the regular review of selected content areas and implementation of any suggested changes. Annually the superintendent will present the course review and adoption schedule to the school board of directors.~~
- ~~Provide for involvement of community representatives and staff members at appropriate times.~~
- ~~Provide for the documentation of approved texts and materials in all schools.~~
- ~~Establishes a process for communication with families regarding classroom learning materials.~~

II. Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. All instructional materials shall be selected in conformance with applicable state and federal laws, goals and learning standards of the district and state, and Procedure 2020.

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- ~~1. Applicable state and federal laws;~~
- ~~2. Goals and/or learning standards of the district and state ; and~~
- ~~3. Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.~~

The board is responsible for the adoption of all core instructional materials used in the district.

Policy No. 2020
Instruction

The superintendent, or designee, will establish procedures for core material, **supplemental**, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent ~~shall will ensure~~ that ~~the district maintains~~ a list ~~ing~~ of all core instructional materials used within the school curriculum ~~is maintained in the district~~ and is available for public review either in person or online.

The ~~intent of the board~~ **intends for** ~~is that~~ the superintendent delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the professional staff of the district. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in the selection of high-quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students.

Cross References: [2027 - District Ownership of Staff-Created Work](#)

Legal References: [RCW 28A.150.230 District school directors' responsibilities](#)
[RCW 28A.320.230 Instructional materials](#) ~~Instructional materials committee~~
[RCW 28A.320.170 Tribal history and culture \[as amended by SSB 5433\]](#)
[RCW 28A.405.060 Course of study and regulations](#) ~~Enforcement~~ ~~Withholding salary warrant for failure~~
[Chapter 28A.640 RCW Sexual Equality](#)
[WAC 180-44-010 Responsibilities related to instruction](#)
[WAC 392-190-055 Textbooks and instructional materials](#) ~~Scope~~ ~~Elimination of bias~~
[RCW 28A.320.233 Student materials](#) ~~Denial based on protected class prohibited~~ ~~Complaint procedure~~
[RCW 28A.320.235 Supplemental instructional materials](#) ~~Policies and procedures~~ ~~Definitions~~
[RCW 28A.345.130 Model policy and procedure for instructional materials](#) ~~Diverse and inclusive curricula~~
[Chapter 28A.642 RCW Discrimination Prohibition](#)

Management Resources: [2015 - December Issue](#)
[2025 - April Issue](#)

Cross References: [2027 - District Ownership of Staff-Created Work](#)

Policy No. 2020
Instruction

Legal References:	RCW 28A.150.230 District school directors' responsibilities
	RCW 28A.320.230 Instructional materials — Instructional materials committee
	RCW 28A.320.170 Tribal history and culture[as amended by SSB 5433]
	RCW 28A.405.060 Course of study and regulations — Enforcement — Withholding salary warrant for failure
	Chapter 28A.640 RCW Sexual Equality
	WAC 180-44-010 Responsibilities related to instruction
	WAC 392-190-055 Textbooks and instructional materials — Scope — Elimination of bias
Management Resources:	2015 — December Issue

Adoption Date: January 16, 1980; April 17, 1996
Centralia School District
Revised: May 17, 1989; February 18, 2004; April 20, 2011; November 16, 2011; September 21, 2016; February 2025; October 2025.
Classification: Essential

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: 6700,6702- Nutrition and Wellness

BACKGROUND:

Policy 6700 previously combined the district's guidance on Nutrition, Wellness and Physical Fitness under one comprehensive document. To ensure clarity and alignment with current best practices and OSPI recommendations, these components have been separated into three distinct policies. This change allows for clearer implementation, monitoring and updates to each area as needed.

RATIONALE:

Separating the policies supports improved oversight and compliance with state and federal requirements, including USDA Smart Snacks standards and wellness policy reporting expectations. Each policy now has its own procedure: 6700P Nutrition 6702P Wellness. This structure aligns with Districts ongoing review and modernization of policies to reflect updated practice and legislative changes.

FISCAL IMPACT:

None

BUDGET SOURCE:

N/A

DATA SOURCES:

USDA Smart Snacks in Schools

OSPI Model Wellness Policy Guidance

RCW 28A.210 and WAC 692-157

SUBMITTED BY:

Joe Vetter, Executive Director of Financial Services

RECOMMENDED ACTION:

Approval of the Policies



Policy No. 6700
Management Support

CENTRALIA SCHOOL DISTRICT
BOARD POLICY #6700
NUTRITION, ~~HEALTH AND PHYSICAL FITNESS~~

The board recognizes that a healthy school environment prepares students for college, careers, and more successful futures. Students who eat well-balanced meals and engage in regular exercise are more likely to learn in the classroom. The board supports the District's increased emphasis on nutrition, health and physical education, and physical activity at all grade levels to enhance the well-being of the District's students. Therefore, it is the policy of the Board of Directors to provide students with access to nutritious food as stated in this policy of the board and the accompanying procedure; ~~emphasize health education and physical education; and provide students with opportunities for physical activity.~~

Wellness Policy

~~The district, through a wellness committee, will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.~~

Nutrition and Food Services Program

The Board of Directors supports the philosophy of the National School Lunch and School Breakfast Program and will provide wholesome and nutritious meals for children in the ~~d~~District's schools. The Board authorizes the Superintendent to administer the food services program, provided that any decision to enter into a contract with a food service management company will require the approval of the Board. Expenditure for food supplies shall not exceed the estimated revenues.

The Superintendent or designee is responsible for:

- Annually dDistributing meal applications and determining eligibility for school meals;
- Protecting the identity of students eligible for free and reduced-price meals;
- Ensuring meals meet USDA meal pattern requirements;
- Ensuring meal periods are in compliance with USDA regulations;
- Establishing a Food Safety Plan;
- Determining meal prices and submitting them to the board for approval annually;
- Using the full entitlement of USDA Foods;
- Maintaining a nonprofit school food service account;
- Ensuring all revenues are used solely for the school meal program;
- Establishing a meal charge policy if not serving meals at no cost to students;
- Accommodating children with special dietary needs;
- Ensuring compliance with USDA nondiscrimination policies;
- Following proper procurement procedures; and
- Ensuring compliance with the Smart Snacks in School nutrition standards.

Policy No. 6700
Management Support

Federal Programs

Participation in various federal programs related to nutrition, including the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA smart snacks in School nutrition standards, require a wellness policy. The district will address and follow its comprehensive wellness policy in accordance with 6702- Wellness,

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Health and Physical Education Program

The District's K-12 health and physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not limited to, the development of Knowledge and skills to be physically active, to eat nutritiously, to access reliable health information and services, to communicate effectively, and to set health-enhancing goals;

The District will ensure that the following requirements are met:

- All students in grades one through eight receive an average of one hundred instructional minutes per week of physical education per year.
- All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education and one semester (.5 credit) of health education.
- The district will offer a one-credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).
- All students have equal and equitable opportunities for health and physical education.
- All students, from kindergarten through grade 12, will participate in a quality, standards-based health and physical education program.
- OSPI developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments (CBAs).

As a best practice and subject to available funding, the District will strive to ensure:

- Students will be moderately to vigorously active for at least 50% of class time during most or all of their physical education class sessions.
- All schools will have appropriately certificated teachers providing instruction.
- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality health and physical education consistent with state standards.
- All physical education teachers will be encouraged to participate in professional development in physical education at least once a year.

Physical Education

Withholding physical education class as a punishment should be avoided. All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physical active, such as the Comprehensive School Prevention, and will provide the following:

- Quality physical education

Policy No. 6700
Management Support

- ~~Physical activity during the school day (brain boosters/energizers);~~
- ~~Physical activity before and after school;~~
- ~~Withholding recess as a punishment should be avoided; Family and community engagement;~~
- ~~Staff wellness and health promotion;~~
- ~~Active transportation; and~~
- ~~School district facilities~~

Cross References: 3210 - Nondiscrimination

Legal References:

RCW 28A.210.365 Food choice, physical activity, childhood fitness §§§ Minimum standards §§§ District waiver or exemption policy.
RCW 28A.235.120 Meal Programs §§§ Establishment and Operation §§§ Personnel §§§ Agreements
RCW 28A.235.130 Milk for children at school expense
RCW 28A.235.140 School breakfast programs
RCW 28A. 235.145 School breakfast and lunch programs §§§ Use of state funds
RCW 28A. 235.150 School breakfast and lunch programs §§§ Grants to increase participation §§§ Increased state support
RCW 28A.235.160 Requirements to implement school breakfast, lunch and summer food service programs §§§ Exemptions
RCW 28A.235.170 Washington grown fresh fruit and vegetable grant program
RCW 28A.623.020 Nonprofit program for elderly §§§ Authorized §§§ Restrictions
RCW 69.04 Intrastate Commerce in Food, Drugs and Cosmetics
RCW 69.06.010 Food and beverage service worker §§§s permit §§§ Filing, duration §§§ Minimum training requirements
RCW 69.06.020 Permit exclusive and valid throughout state §§§ Fee
RCW 69.06.030 Diseased persons §§§ May not work §§§ Employer may not hire
RCW 69.06.050 Permit to be secured within fourteen days from time of employment.
RCW 69.06.070 Limited duty permit
WAC 392-157-125 Time for meals
2 CFR Part 200 - Procurement
7 CFR, Parts 210 and 220

Policy No. 6700
Management Support

7 CFR, Part 245.5

Management Resources:

2022 - June June
2018 - May Policy Issue
2017 - July Issue
2017 - April Issue
Comprehensive School Physical Activity Program
2015 - June Issue
Recommendations for Waivers in High School Physical Education/Fitness Education, OSPI (September 2013)
2014 - February Issue
Wellness Policy Best Practices, OSPI (January 2013)
Policy News, February 2005 Nutrition and Physical Fitness Policy
Policy News, December 2004 Nutrition and Physical Fitness Update
Alliance for a Healthier Generation Wellness Policies
OSPI Child Nutrition School Wellness Policy Best Practices for Policy Development, Implementation and Evaluation

Cross References:

2150—Co-Curricular Program
2151—Interscholastic Activities
2161—Special Education and Related Services for Eligible Students
2162—Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
2410—High School Graduation Requirements
3210—Nondiscrimination
3422—Student Sports—Concussion, Head Injury and Sudden Cardiac Arrest
4260—Use of School Facilities

Legal References:

RCW 28A.210.365 Food choice, physical activity, childhood fitness—Minimum standards—District waiver or exemption policy.
RCW 28A.230.040 Physical Education—Grades 1-8

Policy No. 6700
Management Support

~~RCW 28A.230.050 Physical Education in High Schools~~
~~RCW 28A.230.095 Essential academic learning requirements~~
~~and assessments — Verification reports~~
~~RCW 28A.235.120 Meal Programs — Establishment and Op-~~
~~eration — Personnel — Agreements~~
~~RCW 28A.235.130 Milk for children at school expense~~
~~RCW 28A.235.140 School breakfast programs~~
~~RCW 28A.235.145 School breakfast and lunch programs —~~
~~Use of state funds~~
~~RCW 28A.235.150 School breakfast and lunch programs —~~
~~Grants to increase participation — Increased state support~~
~~RCW 28A.235.160 Requirements to implement school break-~~
~~fast, lunch and summer food service programs — Exemptions~~
~~RCW 28A.235.170 Washington grown fresh fruit and vegeta-~~
~~ble grant program~~
~~RCW 28A.623.020 Nonprofit program for elderly — Author-~~
~~ized — Restrictions~~
~~RCW 69.04 Intrastate Commerce in Food, Drugs and Cos-~~
~~metics~~
~~RCW 69.06.010 Food and beverage service worker's permit~~
~~— Filing, duration — Minimum training requirements~~
~~RCW 69.06.020 Permit exclusive and valid throughout state~~
~~— Fee~~
~~RCW 69.06.030 Diseased persons — May not work — Em-~~
~~ployer may not hire~~
~~RCW 69.06.050 Permit to be secured within fourteen days~~
~~from time of employment~~
~~RCW 69.06.070 Limited duty permit~~
~~WAC 180-51-068 State subject and credit requirements for~~
~~high school graduation — Students entering the ninth grade~~
~~on or after July 1, 2015~~
~~WAC 392-157-125 Time for meals~~
~~WAC 392-410-135 Physical Education — Grade school and~~
~~high school requirement~~
~~WAC 392-410-136 Physical Education Requirement-Excuse~~
~~2 CFR Part 200 — Procurement~~
~~7 CFR, Parts 210 and 220~~
~~7 CFR, Part 245.5~~

Management Resources: 2017 — April Policy Issue

Policy No. 6700
Management Support

~~Comprehensive School Physical Activity Program~~
~~2015 – June Policy Issue~~
~~Recommendations for Waivers in High School Physical Education/Fitness Education, OSPI (September 2013)~~
~~2014 – February Issue~~
~~Wellness Policy Best Practices, OSPI (January 2013)~~
~~Policy News, February 2005 Nutrition and Physical Fitness Policy~~
~~Policy News, December 2004 Nutrition and Physical Fitness Update~~
~~Alliance for a Healthier Generation Wellness Policies~~
~~OSPI Child Nutrition School Wellness Policy Best Practices for Policy Development, Implementation and Evaluation~~

Cross References:	Policy 2020	Curriculum Development and Adoption of Instructional Materials
	Policy 2410	High School Graduation Requirements
	Policy 4260	Use of School Facilities
Legal References:	RCW 28A.230.040	Physical Education – Grades 1-8
	28A.230.050	Physical Education in High Schools
	28A.235	Food Services
	28A.235.120	Meal Programs – Establishment and Operation – Personnel – Agreements
	28A.235.130	Milk for children at school expense
	28A.623.020	Nonprofit program for elderly – Authorized – Restrictions
	69.04	Intrastate Commerce in Food, Drugs and Cosmetics
	69.06.010	Food and beverage service worker's permit – Filing, duration – Minimum training requirements
	69.06.020	Permit exclusive and valid throughout state – Fee
	69.06.030	Diseased persons – May not work – Employer may not hire
	69.06.050	Permit to be secured within fourteen days from time of employment.
	69.06.070	Limited duty permit
	WAC 392.410.135	Physical Education – Grade school and high school requirement.

Policy No. 6700
Management Support

~~WAC 392-410-136~~ ~~Physical Education Requirement Exeuse~~
~~7 CFR, Parts 210 and 220~~
~~7 CFR, Part 245.5~~
~~Sec. 204 of P.L. 111-296~~ ~~Healthy, Hunger-Free Kids Act of 2010~~

Management Resources:—

~~Policy and Legal News, February 2014~~ ~~Healthy and Hunger-Free Kids Act~~
~~regulations on school snacks go~~
~~into effect July 1, 2014~~
~~Policy News, February 2005~~ ~~Nutrition and Physical Fitness Policy~~
~~Policy News, December 2004~~ ~~Nutrition and Physical Fitness~~
~~Update~~
~~Wellness School Assessment Tool~~
~~Wellness Policy Tool~~

Adopted: January 16, 1980

School District Name:

Revised: August 17, 2005; January 19, 2011; June 17, 2015; October 28, 2020; March 27, 2025

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: 6700,6702 - Nutrition and Wellness

BACKGROUND:

Policy 6700 previously combined the district's guidance on Nutrition, Wellness and Physical Fitness under one comprehensive document. To ensure clarity and alignment with current best practices and OSPI recommendations, these components have been separated into three distinct policies. This change allows for clearer implementation, monitoring and updates to each area as needed.

RATIONALE:

Separating the policies supports improved oversight and compliance with state and federal requirements, including USDA Smart Snacks standards and wellness policy reporting expectations. Each policy now has its own procedure: 6700P Nutrition 6702P Wellness. This structure aligns with Districts ongoing review and modernization of policies to reflect updated practice and legislative changes.

FISCAL IMPACT:

None

BUDGET SOURCE:

N/A

DATA SOURCES:

USDA Smart Snacks in Schools

OSPI Model Wellness Policy Guidance

RCW 28A.210 and WAC 692-157

SUBMITTED BY:

Joe Vetter, Executive Director of Financial Services

RECOMMENDED ACTION:

Approval of the Policies



Policy: 6702
Section: 6000- Management Support

Wellness

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The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who engage in regular exercise are more likely to learn in the classroom. The board supports the district's increased emphasis on health, physical education, and physical activity at all grade levels to enhance the well-being of the district's students. Therefore, it is the policy of the board to emphasize health education and physical education and provide students with opportunities for physical activity.

Wellness Policy

The district, through a wellness committee, will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.

All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program recommended by the Centers for Disease Control and Prevention, and will provide the following:

- Quality physical education;
- Physical activity during the school day (e.g., brain boosters/energizers);
- Physical activity before and after school;
- Recess that aims to be safe, inclusive, and high quality;
- Family and community engagement;
- Staff wellness and health promotion;
- Opportunities for active transportation to school; and
- Access to school district facilities for physical activity, fitness, sports, and recreation programs.

Cross References: 2124 - Physical Education and Health Class

4260 - Use of School Facilities

6700 - Nutrition

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Legal References: RCW 28A.210.365 Food choice, physical activity, childhood fitness - Minimum standards - District waiver or exemption policy



Policy: 6702
Section: 6000- Management Support

2 CFR Part 200 - Procurement

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7 CFR, Parts 210 and 220

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7 CFR, Part 245.5

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Management Resources: Comprehensive School Physical Activity Program

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Adoption Date: March 27, 2025

Classification: Essential

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Coversheet

Alternative Learning Education (ALE) Annual Approval

Section: XI. New Business
Item: B. Alternative Learning Education (ALE) Annual Approval
Purpose:
Submitted by:
Related Material: ALE Presentation.pdf



ALTERNATIVE LEARNING EXPERIENCE (ALE) UPDATE

Futurus High School

Board Meeting Presentation
October 23rd, 2025



HOME OF THE KNIGHTS

WHAT'S AN **ALTERNATIVE LEARNING EXPERIENCE?**

Futurus is an ALE that offers...

- Non-traditional setting
- Smaller class sizes
- Personalized & individualized coursework & support
- Schedule flexibility
- Hope & an AMAZING team!



GOALS & **TARGETING SUCCESS!**

School improvement goals

- One year's growth in one year's time
- Stay on track to graduate
- Credit deficient students = 10.5 credits year

Targeting success

- Student ownership of graduation plan
- Note-taking skills
- Feedback-driven social emotional lessons



FUTURUS STUDENTS **BY THE NUMBERS**

Student count

- Currently at capacity = 120
- Waitlist = 11
- New Market, Running Start, and/or Dual Enrollment = 11

By grade:

- 9th = 7
- 10th = 18
- 11th = 43
- 12th = 35
- 12th+ = 13
- 12++ = 4



CURRICULUM & COMPLIANCE

Edmentum

- Learning management system
- Standards-aligned
- Self-paced courses

SchoolData

- State compliance system
- Student learning plans
- Monthly progress tracking
- Interventions for struggling students



FUTURUS STAFF **THE DREAM TEAM!**

Teachers

- Ted Seeley, Brady Churchill, Tanja Kern, Meri Wold

Counselor

- Amy Hendrickson

Office & Support

- Linda Smith (Office Admin)
- Mikayla Reed (Registrar)
- Natasha Babka (ML support & MV/Foster Liason)





Coversheet

Consideration of Approval of Centralia High School School Improvement Plan (SIP)

Section: XI. New Business
Item: C. Consideration of Approval of Centralia High School School Improvement Plan (SIP)
Purpose:
Submitted by:
Related Material: Summary Sheet- SIP Plan.pdf
25_26 CHS SIP.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: 2025-2026 School Improvement Plans

BACKGROUND:

The School Improvement Plan (SIP) is part of the continuous improvement model and best practice. Each SIP describes the goals, priorities, and action plans for the school during the 2025-2026 school year. The SIPs are intended to be working documents and schools will continue building and sharing the plan during the August building professional development days. Leadership Teams and building staff will also be reviewing data, revising and updating the SIPs on an ongoing basis throughout the school year.

The School Improvement Plans were developed by the School Leadership Teams with involvement from staff and other stakeholders. They are aligned with the District Strategic Plan goals and priorities.

RATIONALE:

The school improvement process is a best practice, School Board policy, RCW, part of the achievement of our District Strategic Plan goals, and the realization of our District vision.

FISCAL IMPACT:

Varies by building and department according to the goals, action plans, and needs.

BUDGET SOURCE:

School budgets, department budgets, Title I and/or LAP budgets, Title II budget, and other grant funds.

DATA SOURCES:

Scot Embrey, Centralia High School
Kelly Sneed, Centralia High School

SUBMITTED BY:

Lisa Grant, Superintendent

RECOMMENDED ACTION:

Approval of the School Improvement Plans.

CENTRALIA SCHOOL DISTRICT

School Improvement Plan 2025–26

1. This template meets the requirements of Title I, Part A, Schoolwide Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180–60–220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Centralia High School	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Code:	Grade Span: 9th – 12th School Type: Secondary
Principal: Scot Embrey	Building Enrollment: 923
School District: Centralia School District	F/R Percentage: 69.3%
Board Approval Date:	Special Education Percentage: 12.7%
Plan Date: Wednesday, 9–3–25	English Learner Percentage: 13.3%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Choose an item.	



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Scot Embrey, Principal / Kelly Sneed, Assistant Principal / Carissa Folgner – CTE Director / Tim Ahern, Athletics Director

Leadership Team: Adrienne Ross, Doug Ashmore, Krista Ulrigg, Lisa Mack, Phaedra Hazelton, Becky Barnes, Teresa Ramirez, Austin Danielson, Zac Hemond, Monica Lewis, Avery Mcleod, Brandon Lewis, Teresa Ramirez

Section 3: Vision and Mission Statement

At Centralia High School our students **deserve** . . .

- ★ to belong and define success for themselves
- ★ to be inspired and supported by our dedicated staff
- ★ to know they have no limits, only endless possibilities
- ★ to graduate with a meaningful college or career pathway

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

Low-income, Sped, and Latino students are not performing equal to their peers on state testing.

The rate of students who are on track for graduation shrinks with each ascending student class.

A majority of students are performing low in both the math SBA and math class pass rate.

(Resources: OSPI report card,

https://tableau.ospi.k12.wa.us/t/Public/views/OnePager/OnePager?iid=2&format=pdf&iframeSizedToWindow=true&embed=y&showAppBanner=false&display_count=no&showVizHome=no&toolbar=no&organizationid=101868

1. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

Areas of strength include:

- 1) When we are consistent as a system and raise the bar for what we expect from students, our students succeed (behaviorally and academically) more often and at a higher level
- 2) They are able to critically think and challenge ideas/systems

2. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.

Areas of challenge include:

- 1) High student absenteeism – lack of relevance in curriculum, low-engagement of students, little connection to the building/staff/students
- 2) Learning Gaps – Admin and staff need to be more proactive with intervening with students to address their needs in academics, behaviors, and attendance.
- 3) Lack of hope and/or connection – Admin and staff (students leaders) need to build more positive relationships with students, creating a learning environment based on limitless opportunities for their future.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

We have identified staff needing professional learning in the following areas (based on achievement gaps and to effectively implement initiatives): School wide instructional AVID strategies, Data analysis and intervention planning, Consistent implementation of behavior expectations.

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

One aspect to our August professional development was how to consistently implement a new cell phone policy in hopes of increasing student engagement and reducing disengaged related referrals. Currently, we see daily evidence that students are no longer on phones while in class or during class time.

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

- Lack of staff/personnel to reduce class size limits and to develop interventions groups based on academic needs
- Limited staff who are trained in restorative practices

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

- Part of our emphasis this year is to improve our culture through increasing the number of students connected with our school. This is partly measured by the number of students participating in sports and also by the number of students attending sporting events. In both cases, our numbers of connected students have increased dramatically.
- Due to our approach towards credit retrieval, we have the fewest senior students at risk for not graduating on time, compared with the last 3 years.
- Implementing a more restrictive cell phone policy has had both positive academic and behavioral results.
- By building Apex into our master schedule, the intent will be more of the right students receiving this intervention.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

3. How did your school identify these areas of strengths and improvement?
 - They were addressed using data (attendance, grades, SBA scores, graduation rates, and discipline), as well as including multiple perspectives (certificated staff, classified staff, administrators, students, and parents).
4. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.
 - Our current freshman students are required to earn 5 hours of community service their freshman year and a total of 50 before they graduate. Many of community businesses and organizations have offered to help support students with community service opportunities.
5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?
 - Through efforts such as forecasting and Course Expo, student voice and ownership in their education has improved.
 - Our overall student culture is more positive and as a result more students are connected to school, participating in athletics and extra curriculars, and attending athletic events.
 - Improved communication with families and community through Edlio, facebook, instagram, newsletters and family forums directly with the principal.
 - Building on our senior nights, there will be an increase in parent support when it comes to financial aid, college/career fairs, scholarships, post-high school opportunities.
 - Continuing this year, there will be a Freshman Orientation to welcome students and provide families with connection to begin high school here at CHS.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

***Note:** This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, place emphasis on strategies that help learners struggling to meet state standards.*

5a.SY 2024–2025 SMARTIE Goal #1:

By the end of each trimester during the 2025–2026 school year, 95% of students in grades 9–12 will successfully pass all of their classes, as measured by trimester grade reports.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Skyward data will be pulled every six weeks via Ion. By T1, the data should show an increase (from last year) in students 9–12 passing all their classes.

Who will monitor the progress of this overarching goal ?
Admin will pull the data and all staff will review it every 6 weeks (once mid tri and once at the end of the tri).
When/how often will they monitor progress toward this overarching goal ?
Every six weeks.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
Teachers will update grades weekly so students and families are aware of their progress throughout the trimester.	Mid-term grades End of Trimester grades	Mid-Term End of each Trimester	All teachers	Skyward grading system and communication as needed

Teachers will select, teach, and assess content specific academic vocabulary in order to increase student understanding.	Mid-term grades End of Trimester grades SBA scores in June	Mid-term grades End of Trimester grades SBA scores in June	All teachers	Teachers will use Aug. PD time to identify the vocabulary and build it into the current curriculum.
Teachers will send home regular email progress reports via Skyward.	Mid-term grades End of Trimester grades	Mid-Term End of each Trimester	All teachers	Skyward grading system and communication as needed

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1.

2.

5b. SY 2024–2025 SMARTIE Goal #2:

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

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Skyward data will be pulled every six weeks via Ion. By T1, the data should show an increase (from last year) in students' daily attendance.

Who will monitor the progress of this overarching goal ?
Admin will pull the data and all staff will review it every 6 weeks (once mid tri and once at the end of the tri).
When/how often will they monitor progress toward this overarching goal ?
Every six weeks.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
Teachers, counselors, and admin will reach out to students/parents who are showing below 80% regular attendance.	Mid-term attendance rate End of Trimester attendance rate Staff/student survey	Mid-Term End of each Trimester	All teachers	Ion & Skyward Staff feedback on parent communication

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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. None for now.

2.

5c. SY 2024–2025 SMARTIE Goal #3:

By the end of each trimester in the 2025–2026 school year, 95% of students will have no more than one behavior referral, as measured by school behavior referral data.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Skyward data will be pulled every six weeks via Ion. By T1, the data should show an increase (from last year) in students having 1 or less discipline referrals.

Who will monitor the progress of this overarching **goal**?

Admin will pull the data and all staff will review it every 6 weeks (once mid tri and once at the end of the tri).

When/how often will they monitor progress toward this overarching **goal**?

Every six weeks.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>All staff will support the established cell phone/electronic device policy. This will benefit students by minimizing distractions, reinforcing professional expectations, and fostering a safe and consistent learning environment.</p>	<p>Mid-term discipline data End of Trimester discipline data Staff/student survey</p>	<p>Mid-Term End of each Trimester Staff/student survey</p>	<p>All teachers</p>	<p>Student Handbook Skyward/Ion data</p>
<p>Teachers will teach and review the school-wide expectations to ensure all</p>	<p>Mid-term discipline data End of Trimester discipline data</p>	<p>Mid-Term End of each Trimester Staff/student survey</p>	<p>All teachers</p>	<p>E&I lesson plans Student Handbook</p>

students clearly understand the school's expectations and the consequences of not following them.	Staff/student survey			
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Time for staff to implement.

2. Click or tap here to enter text.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)		
NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “ not applicable ” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.		
Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Click or tap here to enter text.
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

Coversheet

Consideration of Approval of Aequor Contract

Section:	XI. New Business
Item:	D. Consideration of Approval of Aequor Contract
Purpose:	
Submitted by:	
Related Material:	Aequor Summary Sheet 25-26.pdf Centalia SA 2025 1.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT:

Contract for services between Aequor Healthcare Services, LLC and Centralia School District.

BACKGROUND:

Aequor Healthcare Services, LLC is a contracting agency which provides staff to school districts when a qualified candidate is not able to be directly hired.

RATIONALE:

Centralia School District was not able to find a direct hire and therefore Aequor Healthcare Services, LLC, as one of several staffing agencies, found a qualified and suitable candidate for the position of Sign Language Interpreter.

FISCAL IMPACT:

\$88,000 (based on anticipated hours)

BUDGET SOURCE:

2100- State Special Education

DATA SOURCES:

Individual student evaluation and agreed upon IEP needs

SUBMITTED BY:

Tammie Jensen-Tabor

RECOMMENDED ACTION:

Board approval



STAFFING SERVICE AGREEMENT

This Aequor Healthcare Services, LLC agreement (hereinafter “Agreement”) is entered in between **Centralia School District** (hereinafter “School System”) and **Aequor Healthcare Services, LLC**. Because Aequor Healthcare Services, LLC is in the business of recruiting special education personnel (hereinafter “Contractor”) and referring them to work at School System sites, and because the School System may need a Contractor at its School System sites therefore, the School System and Aequor Healthcare Services, LLC do hereby agree as follows:

Aequor Healthcare Services, LLC

1. Provide Contractors who are employed or contracted by Aequor Healthcare Services, LLC to the School System to function as staff for the School System and its School System sites.
2. Provide Contractor to fill the specific position that the School System requires and indicates.
3. Provide the School System with professional background information on each Contractor prior to commencement of placement. Information to be provided will include, but not limited to copies of Contractors’ Licensure /Registration, and proficiency checklist.
4. Provide criminal background check under applicable state laws.
5. Provide Workers Comp and Malpractice Insurance for each Contractor employed by Aequor Healthcare Services, LLC provided to School System. Liability insurance is in the amounts of \$1,000,000/\$3,000,000.
6. Assign an Aequor Healthcare Services, LLC representative to be available for consultation as needed.
7. Following receipt of appropriate School System’s documentation of unsatisfactory performance or conduct, dismiss or reassign Aequor Healthcare Services, LLC personnel.
8. Debarment and Suspension - all contractors receiving individual awards, using federal funds, and all sub-recipients certify that the organization and its principals are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency doing business with the Federal Government. The agency signature certifies that neither you nor your principal is presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any federal department or agency.

School System

9. Accept Contractor as stated under above Aequor Healthcare Services, LLC specified terms of agreement.
10. Notify Aequor Healthcare Services, LLC representative immediately and provide in writing, appropriate and valid evidence of unsatisfactory performance or conduct of any Contractor under Aequor Healthcare Services, LLC.
11. Issue payment to Aequor Healthcare Services, LLC within 30 days from date of invoice. Credit terms are contingent upon successful credit and background check.
12. Agree to pay Aequor Healthcare Services, LLC Local hourly fees as shown in Addendum A, unless a subsequent agreement between both parties is made in writing.
13. School System agrees not to employ directly or indirectly, contract, contract through or to a third party, refer to an affiliated or unaffiliated entity or person, a Contractor provided or referred by Aequor Healthcare Services, LLC without first paying Aequor Healthcare Services, LLC a Placement Fee to be discussed and agreed to in writing by both parties. **See Addendum A.**
14. School System agrees to the above terms and agrees to pay interest on the past due balance at 1.5% per month (18% per year), with reasonable collection cost not to exceed 25% of the balance due. Notwithstanding anything to the contrary in this agreement, if any balance is past due for greater than five (5) days, Aequor Healthcare Services, LLC may immediately discontinue services at its sole discretion. Discontinuing services pursuant to this section 16 will in no way relieve School System from financial or any other obligation arising from this Temporary Staffing Agreement.
15. To ensure quality and resolve any potential performance issues, School System agrees to immediately notify Aequor Healthcare Services, LLC in writing of specific concerns so that they may be cured.
16. Will not reimburse for mileage

The term of this Agreement shall become effective as of 9/1/2025 . To terminate this Agreement, either party shall give (30) days prior written notice to the other party. Average rates may change with 30 days written notice. Rates for specific assignments may change when mutually agreed upon in writing by both parties.

In consideration of the mutual promises set forth herein, both parties do adopt this Agreement.

Centralia School District
2320 Borst Ave
Centralia, WA 98531

Aequor Healthcare Services, LLC
377 Hoes Lane #300
Piscataway, NJ 08854

Brendan O'Hanlon

Name: Director of Special Education

Brendan O'Hanlon: Director of Education

Date

9/25/25

Date

Addendum A – Staffing Service Agreement

As full compensation for the services rendered pursuant to this Agreement, School System shall pay Aequor Healthcare Services, LLC at the hourly rates below. To facilitate timeliness of invoicing, approval for time sheets must be provided by close of business each Friday (“Friday COB”). If School System is unable to approve timesheets by Friday COB for any reason, School System agrees to notify Aequor Healthcare Services, LLC immediately.

Discipline	Hourly Rate
Speech Language Pathologist	\$110
SLPA	\$85
Occupational Therapist	\$100
COTA	\$80
Special Education Teachers	\$100
School Psychologist	\$130
Physical Therapist	\$100
BCBA	\$130
RBT	\$58
Paraprofessionals	\$45
RN	\$85
LVN	\$75
CNA	\$60
Social Worker	\$100
DHH/TVI	\$110
Interpreter	\$90
Manage all Staffing Contracts (MSP)	No Charge

Cancellation or early termination of “Contract Assignment”

A 30-day written cancellation notice must be given for cancellation of any Contract Assignment other than for termination of documented cause attributable to Aequor Healthcare Services, LLC or contract employee and provided in writing. In the event of early termination (less than 30 days’ notice) of a Contract Assignment, client agrees to be billed (30) days at the Contractor’s regular bill rate.

Staffing Service Agreement – Conversion Fees

Both School System and Aequor Healthcare Services, LLC agree to the following conversion statement. Any conversions made after an individual contractor has worked 1,250 hours (full year/full time equivalency), the conversion fee for a non-Assistant Contractor will be \$20,000 and \$10,000 for Assistants. Acquisition fees will be invoiced upon commencement of employment and paid within 30 days. At least two weeks prior to discussing potential permanent employment of Contractor, School System must notify Aequor Healthcare Services, LLC of its intentions. School System agrees to not pursue contractor for full time employment until at least one (1) year from when the assignment comes to an end.

Centralia School District

Name: Director of Special Education

Date

Aequor Healthcare Services, LLC

Brendan O'Hanlon

Brendan O’Hanlon: Director of Education

9/25/25

Date

Coversheet

Consideration of Approval of Bus Purchases

Section: XI. New Business

Item: E. Consideration of Approval of Bus Purchases

Purpose:

Submitted by:

Related Material:

Request for Centralia School Board - Bus Purchase - Transportation_Narrative_R_251015.pdf

Transportation - 2025-26 Centralia Bus Purchase Plan - Final Dft_251016.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: The Transportation Program is requesting the purchase of two (2) new school buses for the Centralia School District Bus Fleet. 2 buses are in state and readily available for immediate delivery upon board approval.

BACKGROUND: Over the 2020-21 School Year, a Bus Purchase Plan was provided for Executive Management review and district consideration. That plan had a projection of purchasing up to 13 new school buses over a 5-year period through the end of the 2025-26 School Year.

To date, we have purchased five (5) buses over this 5-year period, which is under department projections. Bus purchases are reimbursed to the district over a 13-year cycle, which generates reimbursement revenues from OSPI to the District's Transportation Vehicle Fund (TVF) account.

There remains the need for continued bus purchases to ensure the district's bus fleet does not become antiquated and bus reimbursement revenues are consistently sustained each year.

RATIONALE:

With the adoption of 2-Tier Routing, trips for athletics and extracurricular bus activities, yearly bus miles have increased and are not likely to diminish in the foreseeable future. Older buses are costly to maintain and when malfunctioning, are placed out of service (reducing available route and trip buses) for longer periods of time, while needed parts are researched, ordered and maintenance efforts are performed.

Bus purchases take time. Between completing the specification order, manufacturing, delivery and acquisition processes, time between ordering and receiving a bus has now increased to 15-18 months. This is a substantial waiting period from the previous 4- 8-month process recognized during the 2020-21 School Year. Additionally, bus prices increase annually at a rate of approximately 6 percent each year.

Two (2) buses are readily available, which could be delivered over the next month, which minimizes excessive waiting time and increases number of buses purchased over the last five (5) years.

FISCAL IMPACT:

- The Centralia School District has a balance of \$1,895,431,62 available funding in our TVF Account
- Bus purchase costs would come out of this account
 - Funding for only bus purchases and major bus repairs can be utilized from this account
- There would be no direct costs to the Centralia School District General fund
- There is adequate funding in our TVF Account to cover multiple bus purchases without impacting on the District's General Fund balance

BUDGET SOURCE:

Transportation Vehicle Fund (TVF Account)

- 90.E.530.0000.33.000.0000

Brittany Kindell/Centralia School Board Meeting/Public Review
Agenda Items Detail
Page 2

DATA SOURCES:

OSPI Website and Centralia School District Vehicle Data Report(s)

1. Centralia Bus Depreciation Report
2. Centralia Bus Inventory Report

Transportation Executive Brief | Bus Purchase Plan | Revised October 2025

SUBMITTED BY:

Gibb Kingsley
Transportation Director
Centralia School District

RECOMMENDED ACTION:

Approval of Bus Purchase (2) Buses



Centralia/Chehalis Pupil Transportation Cooperative

Date: October 16, 2025

To: Dr. Lisa Grant, Superintendent - Centralia School District
 CC: Samantha Mitchell, Executive Director of Human Resources
 Joe Vetter, Executive Director of Finance

From: Gibb Kingsley, Director of Transportation

Subject: Executive Brief - Bus Purchase Plan

In May of 2021, a Transportation Bus Purchase Plan was provided for Executive Management review. This request was for identifying status of Centralia buses on OSPI's Bus Depreciation/Reimbursement cycle, including buses moving off the depreciation schedule. Secondly, for sustaining Centralia's bus fleet to ensure bus inventory on our depreciation cycle does not fall to subpar levels and reduce OSPI funding allotments to Centralia's Transportation Vehicle Fund (TVF) Account.

This Bus Purchase Plan for the 2020-21 School Year is recognized at Table 1 outlined below:

Table 1 - Original Bus Purchase Plan | 2020-21

School Year	Bus Inventory	On State Funding Schedule	Drop Off Schedule	Bus Purchase	District Contribution	Bus Surplus	% of Fleet
2020/21	43	20	5	0	0	9	46.5%
2021/22	34	15/19 (*)	0	4	\$250,000	4	55.8%
2022/23	34	17/20 (*)	2	3	\$150,000	3	58.8%
2023/24	34	20/24 (*)	0	4	\$250,000	4	70.5%
2024/25	34	23/26 (*)	1	3	\$260,000	3	76.4%
2025/26	34	26/29 (*)	0	3	\$300,000	3	85.2%

Over the last four (4) years, we have purchased a total of five buses, which is a reduction of six (6) buses from original projections. Although this plan was for consideration purposes and no formal commitment determined, there remains the need for continued bus purchases to ensure the Centralia Bus Fleet doesn't become out of date. Secondly, sustain an adequate percentage of buses under OSPI's Bus Depreciation Schedule for sustaining revenues to Centralia's Transportation TVF Account.

With the implementation of 2-Tier Routing, as well as bus trips for athletics and extracurricular activities, yearly bus miles have increased and are not likely to diminish in the foreseeable future. Older buses are costly to maintain and when placed out of service for extended times, reduces program access to working buses.

Bus purchases take time between completing specification orders, manufacturing, delivery and acquisition processes. The time between ordering and putting a bus in service has increased to 15-18 months, from the previous 4-8-month process formerly recognized.

Executive Brief | Transportation Bus Purchase Plan
October 16, 2025
Page 2

Current Opportunity | Request to Purchase

We have an opportunity to purchase two (2) buses effective immediately that are new, available and located in Washington State. The purchase of these buses expedites delivery time and could be put in service over November-December 2025.

Additionally, these purchases would add two (2) buses to our OSPI Bus Depreciation Report for the 2025-26 School Year. Thus, increasing annual revenue to our Transportation TVF Account. Fiscal impact on these bus purchases is approximately \$370,000. We have available funding for these purchases in Centralia's Transportation TVF Account.

I am requesting the approval of these buses purchases for filling critical needs. Secondly, "stock" units (already manufactured) may become available over the next year. Also recommended is district consideration for another future purchase during the 2025-26 School Year to mitigate the 15-18 month wait period between order and delivery. If available, this third purchase request would be submitted under a separate bus request to the Centralia School Board.

Outlined below (Table 2) is a six (6) year Bus Purchase Plan, which includes the 2024-25 School Year for review purposes and updating the District's Bus Purchase Plan to a more current plan.

Table 2 - Updated Bus Purchase Plan | 2025-26

School Year	Bus Inventory	On State Funding Schedule	Drop Off Schedule	Bus Purchase	District Contribution	Bus Surplus	% of Fleet on Reimburse Cycle
2024-25	36	16	0	2	\$335,000	4	44.4%
2025/26	34	19	2	2 3 (?)	2- \$370,000 3- \$560,000	2	55.8%
2026/27	34	20	1	2	\$425,000	1	60.6%
2027/28	33	21	1	2	\$450,000	2	63.6%
2028/29	34	21	1	2	\$475,000	2	61.7%
2029/30	33	21	2	2	\$500,000	3	63.6%

Note: Bus inventory purchases in the 2025-26 School Year include the buses we are requesting Board Approval, with a future bus purchase (if available) over the remaining 2025/26 School Year

OSPI - Transportation Vehicle Fund (TVF) Balance

- The Centralia School District currently has a fund balance of \$1,895,431.62 in its TVF Account
- OSPI Depreciation Schedule is paid out each August. Projected reimbursement revenues expected is approximately \$225,000

Ongoing Future Purchases - No District Contributions Expected/Needed

- After District Contributions from the 2025/26 School Year, it is projected the Program can sustain bus purchases using the TVF Account balance for ongoing buses purchases directly without District Support

Coversheet

Consideration of Approval of Resolution 2025-18 Cancellation of Warrant

Section:	XI. New Business
Item:	F. Consideration of Approval of Resolution 2025-18 Cancellation of
Warrant	
Purpose:	
Submitted by:	
Related Material:	Summary Sheet- Warrant Cancellation.pdf Resolution 2025-18 Warrant Cancellation.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT:

Warrant Cancellation Check Number: 50404951

BACKGROUND:

Trip was canceled and invoice was voided

RATIONALE:

Void

FISCAL IMPACT:

None

BUDGET SOURCE:

ASB

DATA SOURCES:

None

SUBMITTED BY:

Trevor Blank

RECOMMENDED ACTION:

Approval from the board for canceled warrant



CENTRALIA SCHOOL DISTRICT

A Learning Community · Educating Each Student · Exceeding Expectations

DATE: 10/15/2025

TO: Lewis County Treasurer

FROM: Joseph Vetter, Executive Director of Fiscal Services

CC: Trevor Blank, Accounts Payable; Brittany Kindell, Executive Asst. to Supt.

RE: **Resolution 2025-26, WARRANT CANCELLATION**

Please cancel the following warrant(s):

<u>Payee Name</u>	<u>Reason</u>	<u>Date</u>	<u>Warrant #</u>	<u>Fund</u>	<u>Amount</u>
Cispus Learning Center	Invoice voided	07/24/2025	50404951	41	\$625.00

 X We **are not** reissuing replacement warrants for the above listed warrant(s).

 We **are** reissuing the following replacement warrants for the above listed warrant(s).

THEREFORE, BE IT RESOLVED that the preceding warrants issued by Centralia School District #401 be cancelled and the Lewis County Treasurer notified of this action.

DATED this 15 day of October 2025

BOARD OF DIRECTORS
CENTRALIA SCHOOL DISTRICT #401

Secretary of the Board

Coversheet

Consideration of Approval of 2025-19 Cancellation and Reissue of Warrants

Section:	XI. New Business
Item:	G. Consideration of Approval of 2025-19 Cancellation and Reissue of Warrants
Purpose:	
Submitted by:	
Related Material:	Summary Sheet- Warrant Cancellation and Reissue.pdf Resolution 2025-19 Warrant Cancellation and Reissue.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT:

Warrant Cancellation Check Number: 50140851-50140862

BACKGROUND:

Checks were lost at mail distribution center on way to vendor

RATIONALE:

Void and Reissue

FISCAL IMPACT:

None

BUDGET SOURCE:

General

DATA SOURCES:

None

SUBMITTED BY:

Trevor Blank

RECOMMENDED ACTION:

Approval from the board for cancelled warrants



CENTRALIA SCHOOL DISTRICT

A Learning Community · Educating Each Student · Exceeding Expectations

DATE: 10/13/2025

TO: Lewis County Treasurer

FROM: Joseph Vetter, Executive Director of Fiscal Services

CC: Trevor Blank, Accounts Payable; Brittany Kindell, Executive Asst. to Supt.

RE: **Resolution 2025-26, WARRANT CANCELLATION**

Please cancel the following warrant(s):

<u>Payee Name</u>	<u>Reason</u>	<u>Date</u>	<u>Warrant #</u>	<u>Fund</u>	<u>Amount</u>
City Sanitary Co	Check Lost in Mail Center	09/12/2025	50140851	11	\$5,336.33
Coastal Publishing Group	Check Lost in Mail Center	09/12/2025	50140852	11	\$940.50
Ednetics Inc	Check Lost in Mail Center	09/12/2025	50140853	11	\$5,756.04
Joes Refuse	Check Lost in Mail Center	09/12/2025	50140854	11	\$760.49
Lemay Mobile Shredding	Check Lost in Mail Center	09/12/2025	50140855	11	\$79.73
Perez, Alisha M	Check Lost in Mail Center	09/12/2025	50140856	11	\$21.02
Puget Sound Energy	Check Lost in Mail Center	09/12/2025	50140857	11	\$4,309.98
Quadient Finance	Check Lost in Mail Center	09/12/2025	50140858	11	\$542.00
Recycling Services	Check Lost in Mail Center	09/12/2025	50140859	11	\$2,183.00
Reyes, Brianna	Check Lost in Mail Center	09/12/2025	50140860	11	\$40.00
Throbeckes	Check Lost in Mail Center	09/12/2025	50140861	11	\$4,665.70
Us Cellular	Check Lost in Mail Center	09/12/2025	50140862	11	\$504.83

_____ We **are not** reissuing replacement warrants for the above listed warrant(s).

 X We **are** reissuing the following replacement warrants for the above listed warrant(s).

THEREFORE, BE IT RESOLVED that the preceding warrants issued by Centralia School District #401 be cancelled and the Lewis County Treasurer notified of this action.

DATED this 13 day of October 2025



CENTRALIA SCHOOL DISTRICT

A Learning Community · Educating Each Student · Exceeding Expectations

BOARD OF DIRECTORS
CENTRALIA SCHOOL DISTRICT #401

Secretary of the Board