Centralia School District

October Study Session

Date and Time

Thursday October 8, 2026 at 5:00 PM PDT

Thursday, October 8, 2026
Centralia High School Performing Arts Center
5:00 p.m. Study Session Board Meeting
Zoom: https://centralia-wednet-edu.zoom.us/j/95827428458
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
Deb Parnham, Vice President
Sarah Holmes, Director
Lisa Leon, Director

Presenter

Leah Sisemore, Director

D. Approval of the Agenda

II. Reports to the Board

A. Fiscal Presentation — Joe Vetter, Exec. Director of Fiscal Services

B. CHS Math Pilot Update — Jeff Broome, Exec. Director of Teaching and Learning

C. Policies and Procedures — Lisa Grant, Superintedent

D. Chromebook Inventory Update — Samantha, Mitchell, Exec. Director of Human Resources; Jim Bringman, Director of Technology

E. School Director Onboarding — Tim Browning

III. Board Discussion

IV. Follow Up

V. Closing Items

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

Board Regular Board Meeting
Thursday, October 22, 2026
5:00 p.m. at Centralia High School PAC

Board Study Session
Thursday, November 5, 2026
5:00 p.m. at Centralia High School PAC

Presenter

B. 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

Fiscal Presentation

Section: II. Reports to the Board
Item: A. Fiscal Presentation
Purpose:
Submitted by:
Related Material: Board Staffing Presentation.pdf

CENTRALIA SCHOOL DISTRICT

Staffing, Enrollment and Funding Trends

2017–18 through 2026–27

Management Letter

Centralia School District No. 401
September 1, 2024 through August 31, 2025

Financial Condition

The Board of Directors and District management are responsible for monitoring the District's financial data to ensure it can meet its current and future financial obligations. We reviewed the District's financial condition and noted its change in fund balance sufficiency has decreased into the current year. The District's financial position has not resulted in noncompliance with District policies but may still negatively impact future cash flow and capital planning.

Fund balance sufficiency shows the number of days the District could sustain operations with cash on hand. The table below shows the District's fund balance sufficiency since 2023, which increases its risk of being unable to sustain operations or provide the same level of services.

	August 2023	August 2024	August 2025	January 2026*
Total fund balance	$5,828,078	$5,098,556	$4,714,693	$3,325,304
General fund operating expenditure	$61,508,670	$61,044,772	$60,301,938	$25,562,193
General fund debt service principal			$43,380	
General fund debt service interest			$3,576	
Days of operating expenditures	**34**	**30**	**28**	**20**

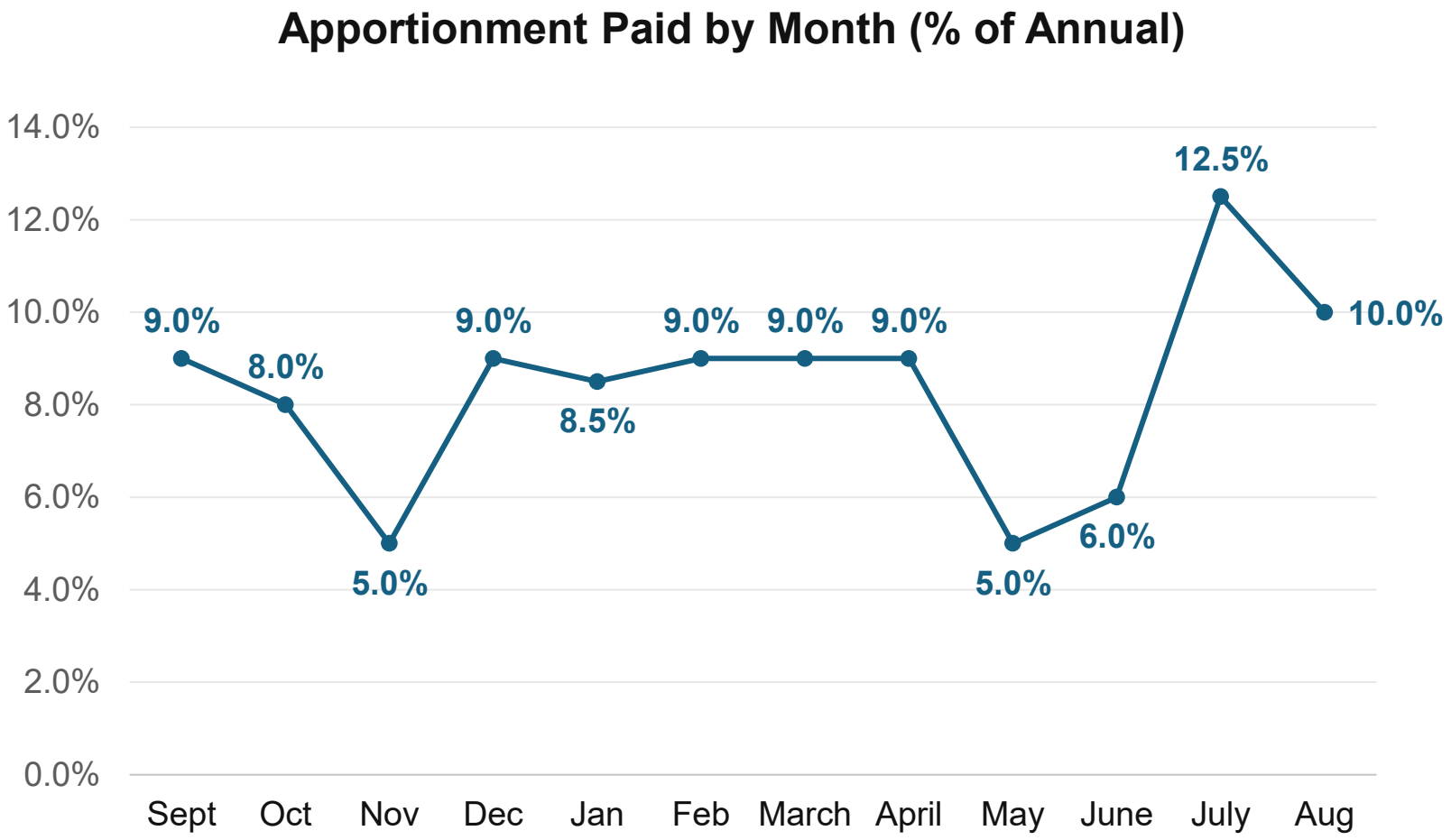
**Unaudited and based on preliminary financial reports*

The Board and District management are aware of the District's financial position and have taken steps to improve its financial condition. The District has taken steps to sustain operations, including closely monitoring its projected budget during monthly Board meetings, developing current and projected budgetary plans, and obtaining funding through a recently passed levy.

We recommend the District monitor its cumulative change in fund balance to ensure long-term sustainability and adopt response plans as needed based on the most current data.

Monthly State Apportionment Schedule

Share of the annual OSPI apportionment paid each month, September through August



July peak: 12.5%
the largest payment, 2.5× November or May

November and May: 5%
the two lowest months of the year

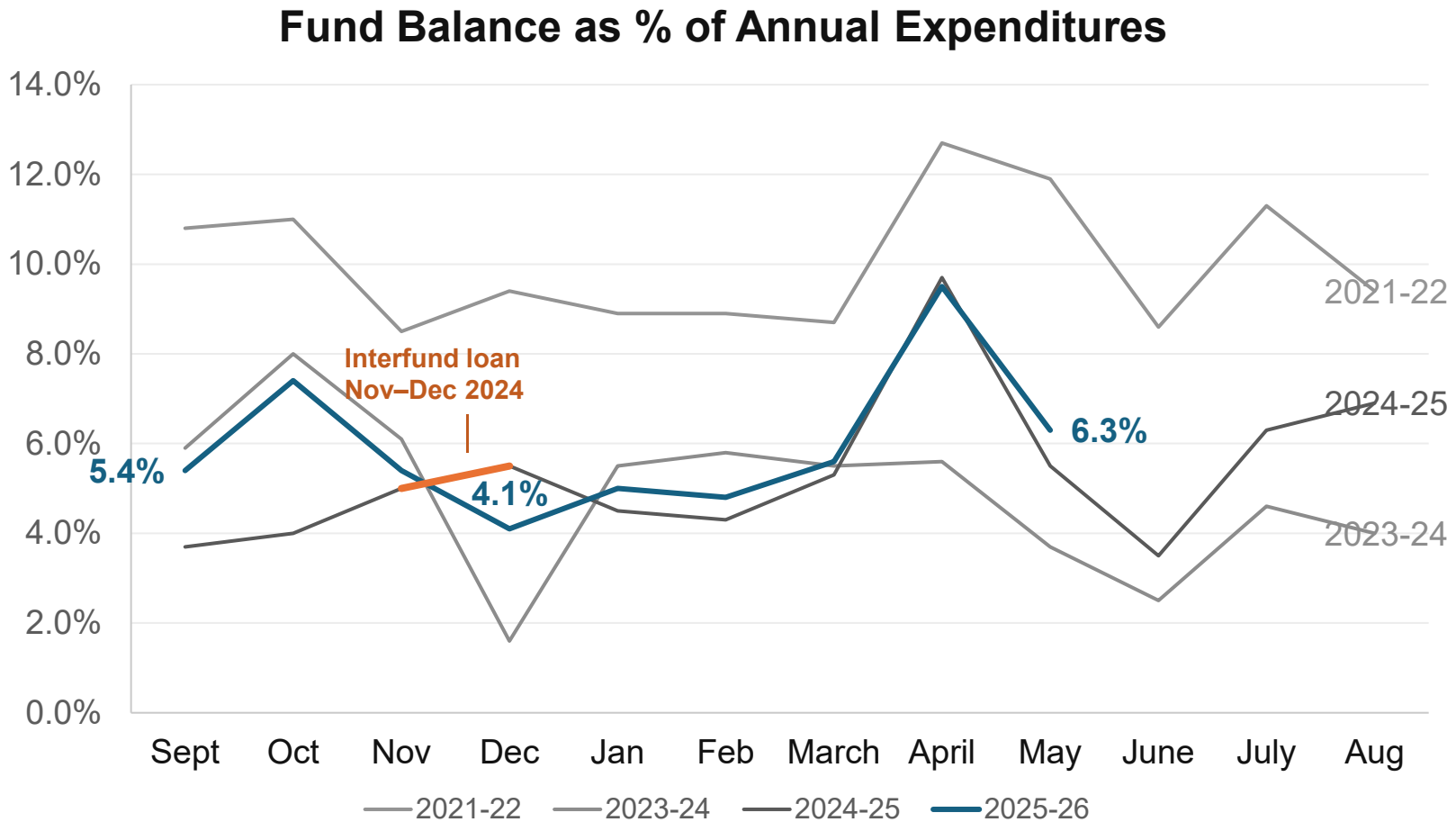
Even split would be 8.3%
Oct, Nov, May and June all pay less

Sept–Dec: 31% of the year
one-third of the year, under one-third of the money

Source: OSPI, State Apportionment Payment Information, School Year 2025–26 Payment Schedule; percentages set by RCW 28A.510.250.

Monthly Cash Balance History

Fund balance as a share of annual expenditures, September through August



May 2026: 6.3%
up from 5.5% a year earlier, still below 11.9% in May 2022

Eight of nine months

ran above 2024–25

December low: 4.1%

the thinnest month of the year

No return to 9–13%

the range held all year in 2020–21 and 2021–22

November 2024

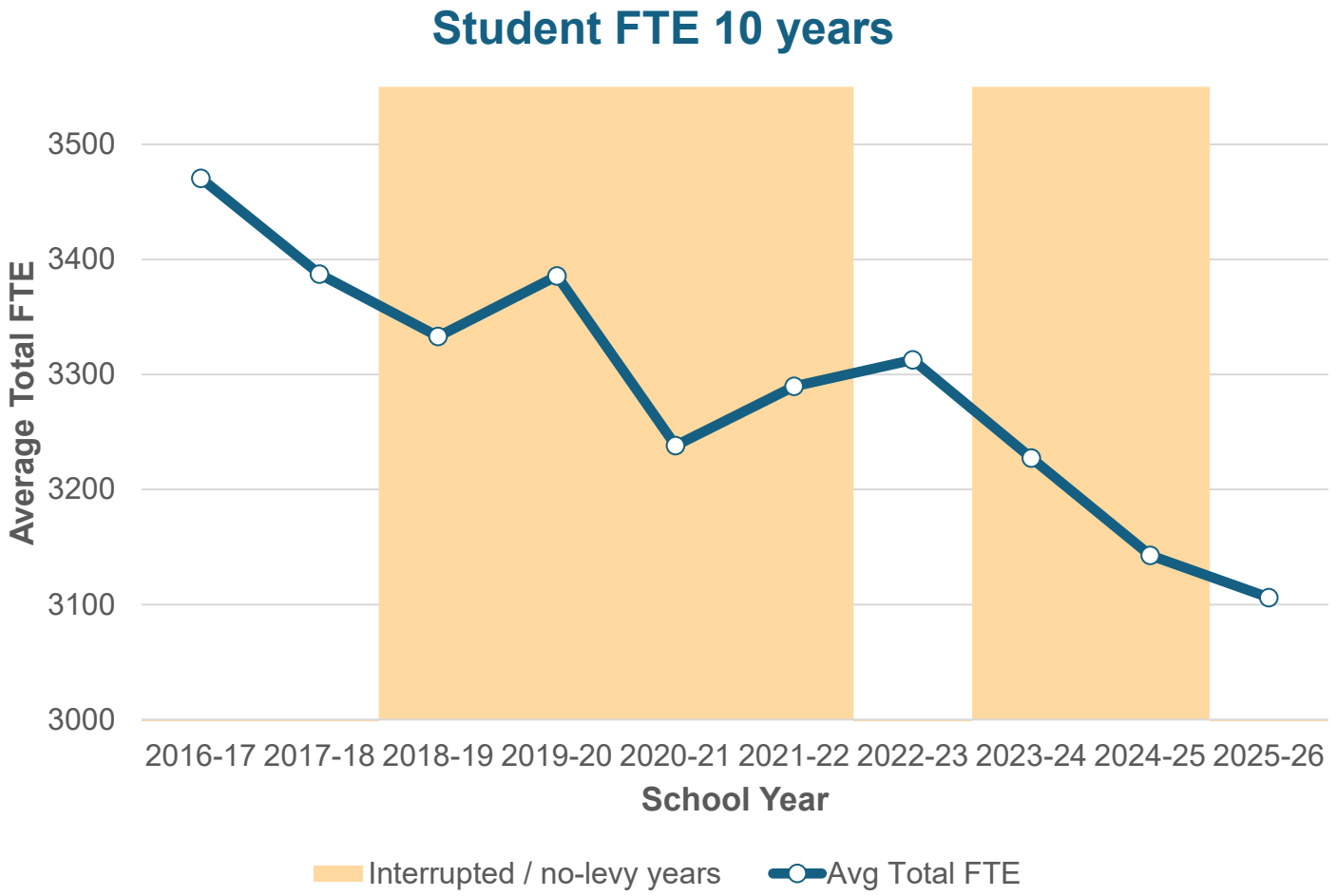
interfund loan needed to cover cash balances

Source: ESD 113 cash balance report, tab 21401, Centralia School District No. 401, May 2026. 2025–26 percentages based on budgeted expenditures of $62.4M; June–August not yet reported.

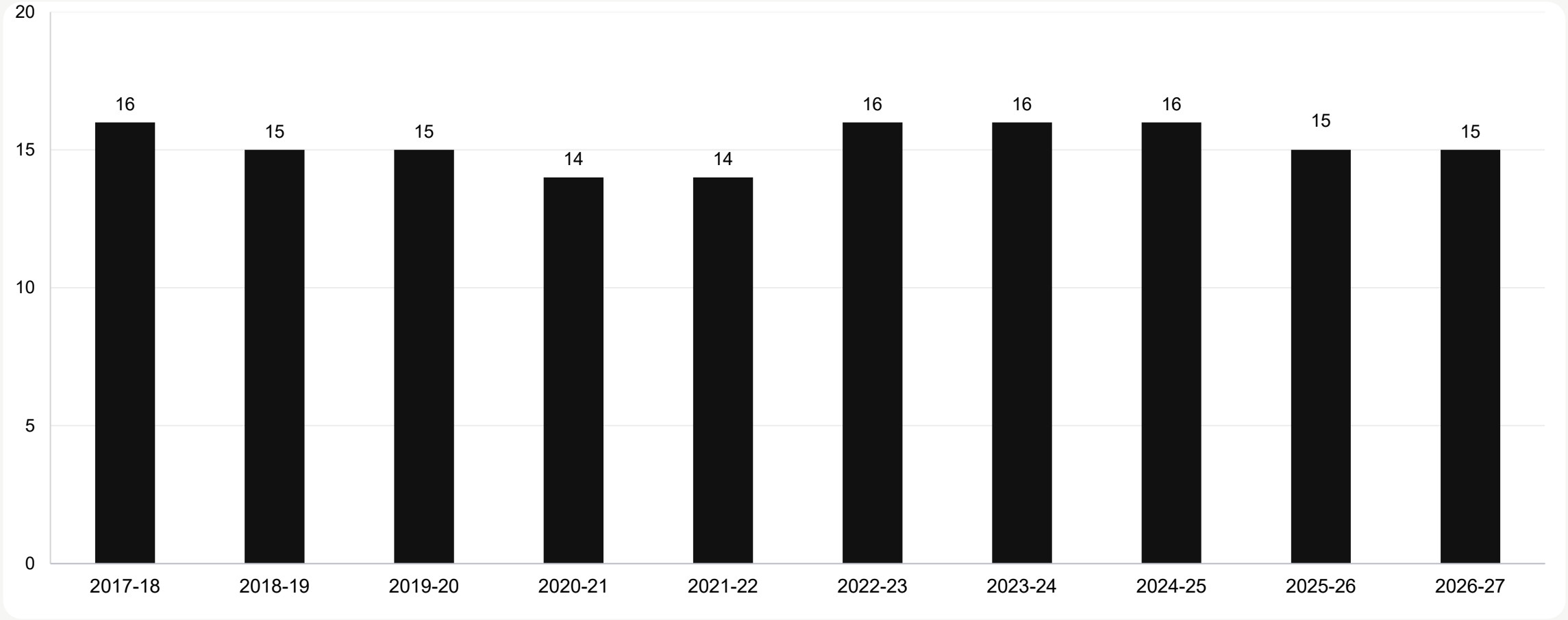
Declining Enrollment

Actual student FTE through 2025–26; September Count: 3080.79

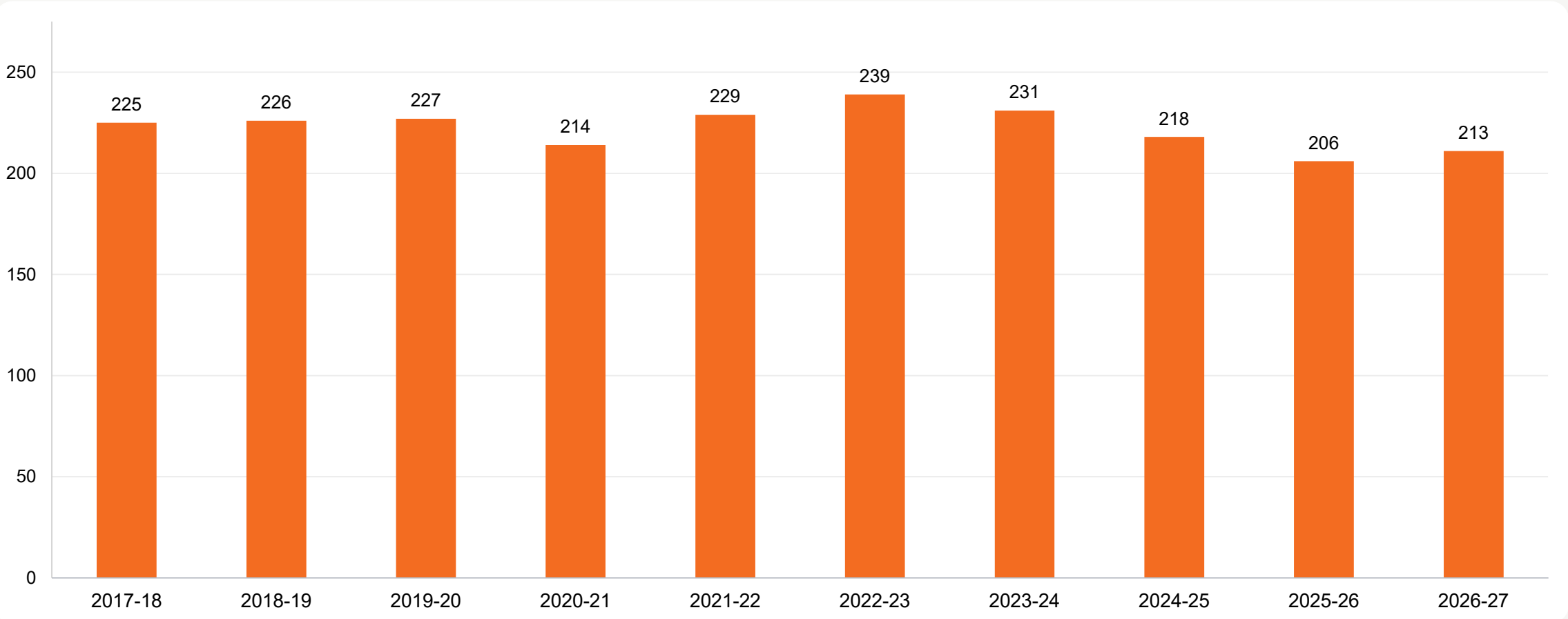
School Year	Avg Total F	Levy-loss s	Levy Status
2016-17	3,470.5		Full levy
2017-18	3,387.3		Full levy
2018-19	3,333.1	3550	Interrupted levy
2019-20	3,385.6	3550	Reduced levy
2020-21	3,238.1	3550	No / partial levy
2021-22	3,289.6	3550	No / partial levy
2022-23	3,312.7		Reduced
2023-24	3,227.4	3550	No / partial levy
2024-25	3,142.6	3550	No / partial levy
2025-26	3,106.1		Recovered



Certificated District Admin Staffing

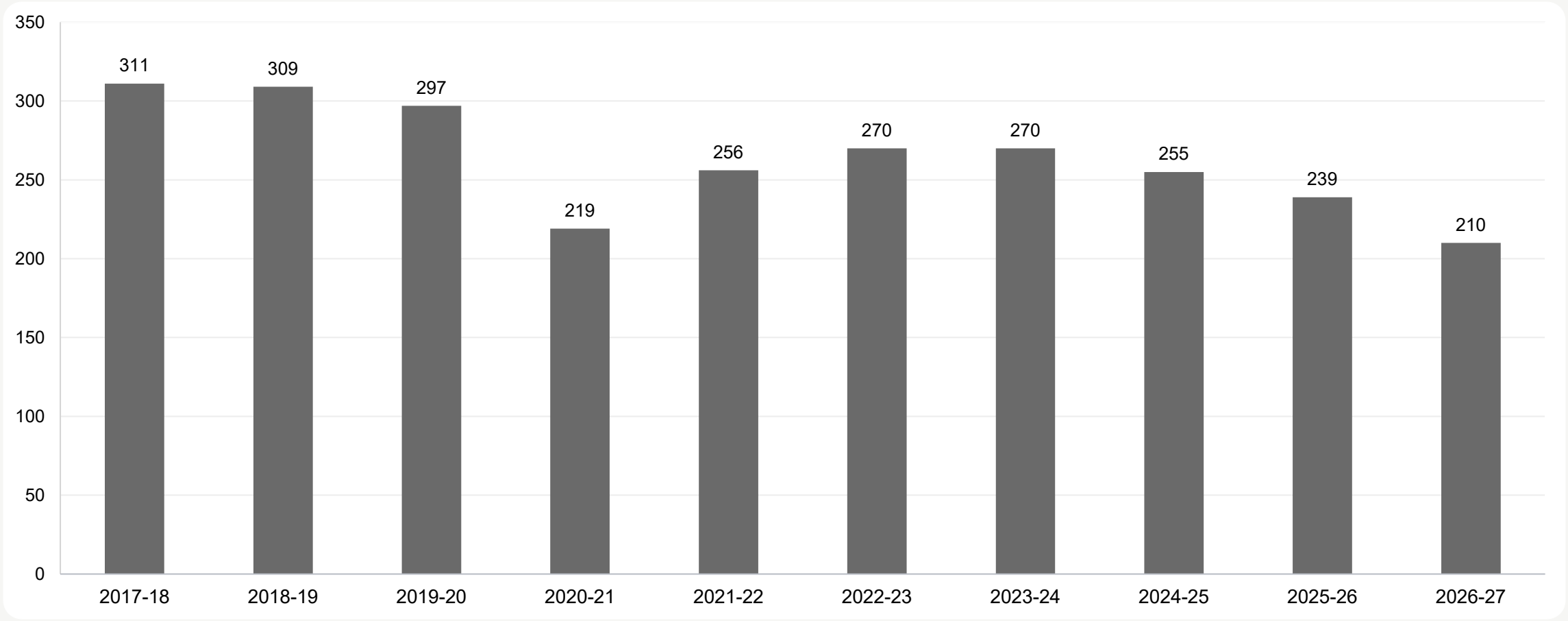


Certificated Staffing



2026–27 includes 6 contracted certificated staff. Contracted counts were not reported for earlier years.

Classified Staffing



District Staffing Changes

From 2017–18 to 2026–27:

- **Enrollment declines -11%**
- **Certificated staffing declines -5.3%**
- **Classified staffing declines -32.5%**
- **Certificated district admin staffing declines -6.3%**

Responding to September 24 Public Comment

Each statement below is answered with district data that is already public.

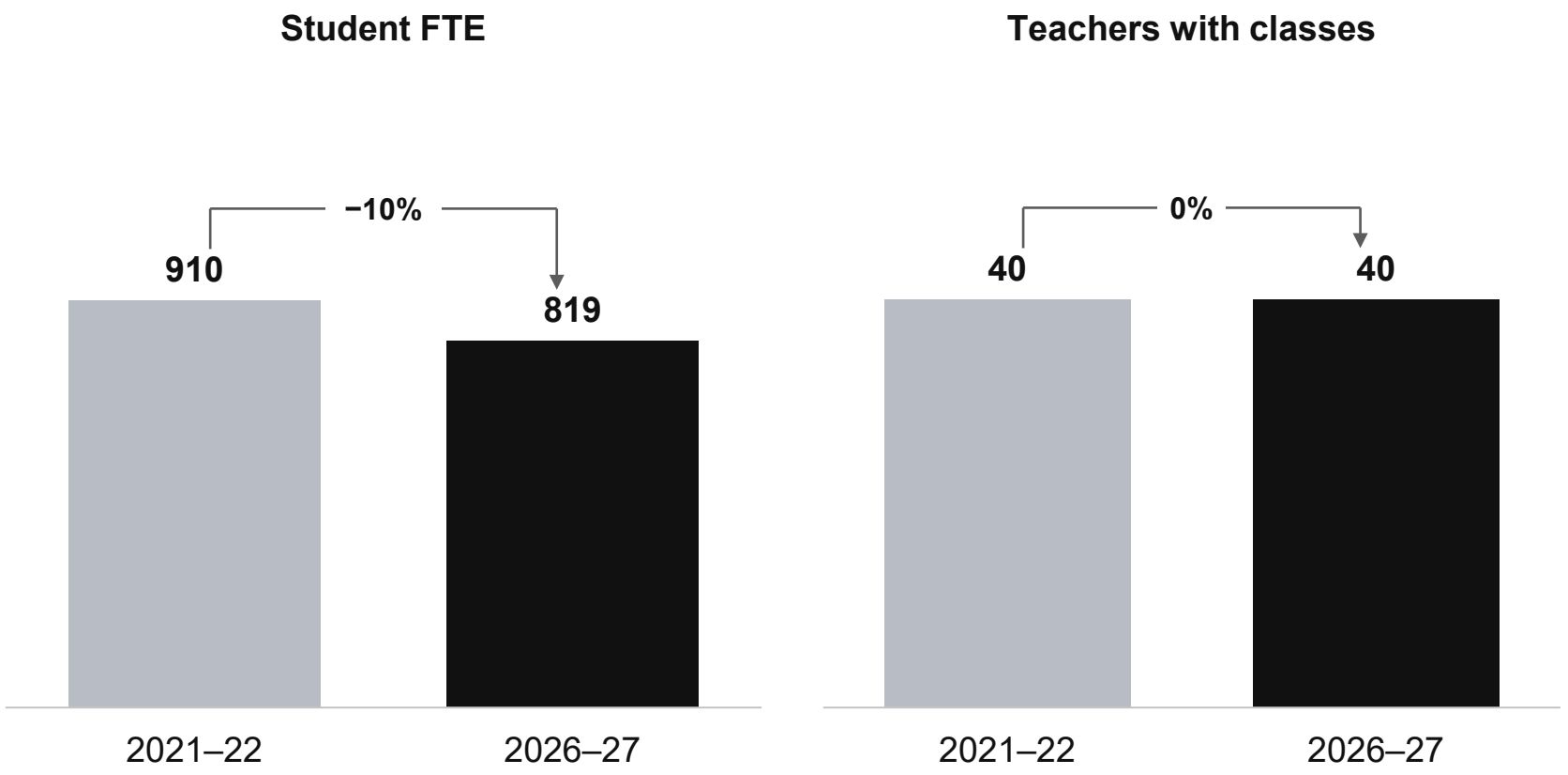
What we heard	What the data shows
Class sizes are at 40	Balancing high school sections is ongoing. The imbalance comes from how sections are scheduled, **not because we have been cutting teachers**.
The district should hire 43.5 more teachers	The 43.5 comes from the state's **funding calculation, not a staffing plan**. **RCW 28A.150.260:** *"The distribution formula under this section shall be for allocation purposes only."* **OSPI:** *"School districts retain responsibility for determining staffing levels, in most areas."*
Teachers who left were not replaced	Since 2017–18, enrollment fell **11%**. Certificated staff fell **5.3%**, less than enrollment; classified staff fell 32.5%.
Elementary classes are over the cap	K–6 enrollment fell **9%** since 2021. Where one building has more students in a grade, students are moving to schools with open seats.
CHS needs more teachers	Since 2021–22, CHS student FTE fell **10%** (910 to 819) while the number of teachers remained unchanged at 40.

Sources: district P223 enrollment reports and school schedules, 2021–22 and September 2026; staffing changes 2017–18 to 2026–27 (slide 8); RCW 28A.150.260(2)(a); OSPI, Organization and Financing of Washington Public Schools (2024).

High School Enrollment vs. Teachers

CHS lost 10% of its students since 2021–22; the number of teachers remained unchanged at 40.

CHS student FTE and teachers with classes, 2021–22 and 2026–27



−10%
student FTE (910 to 819)

0%
teachers, unchanged

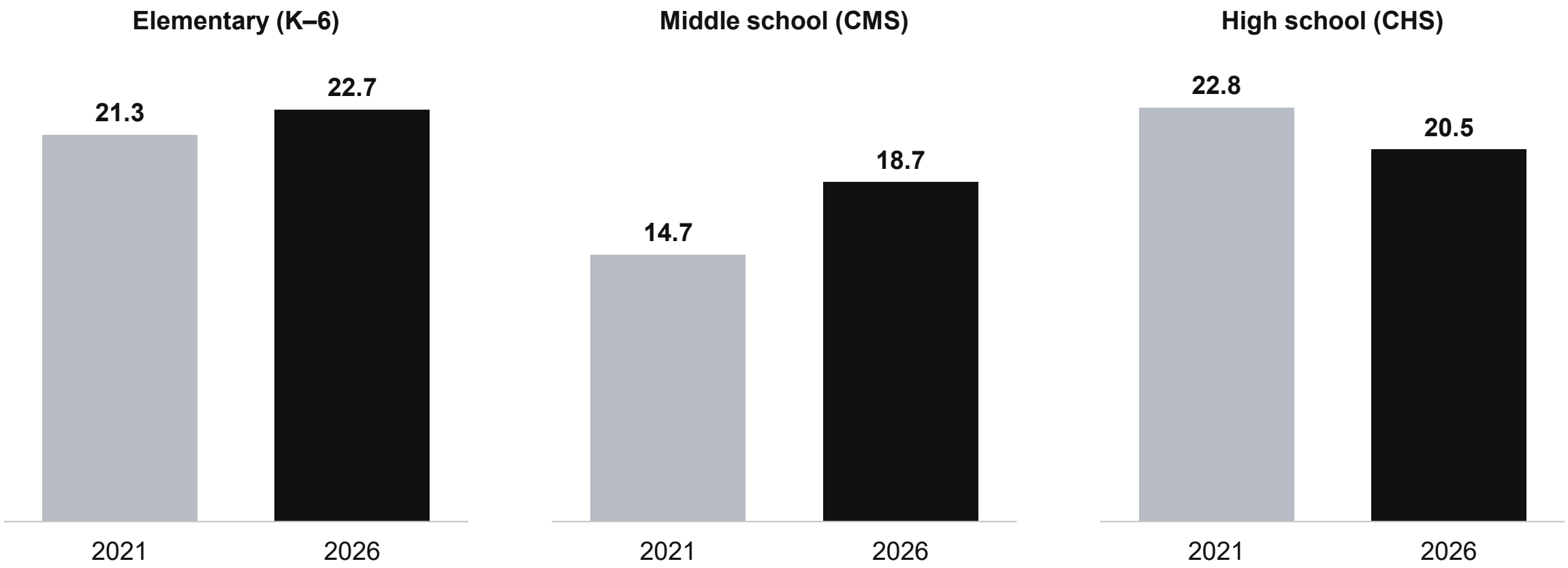
20.5
students per teacher, down from 22.8

Student FTE: official September P223 counts. Teachers: CHS general education teachers in the April 2022 and September 8, 2026 schedules, excluding special education and intervention staff; September 2026 includes the newly added PE teacher. Source: district P223 enrollment reports and CHS master schedules.

Students per Teacher by Level

The primary issue is balancing classes and where elementary students live within school boundaries.

Students per teacher, 2021 and 2026 (2026 in black)



K–6: homeroom students per teacher, Feb 2021 and Sept 2026 rosters (Feb 2021 was a COVID year with virtual classes). CMS and CHS: Sept P223 student FTE ÷ teachers with classes (CHS excludes special education and intervention staff and includes the new PE teacher); CMS 2021 uses Sept 2021 P223 and Feb 2021 rosters; CHS 2021 is 2021–22. Source: district class-size files and P223 enrollment reports.

How the Prototypical Funding Model Works

Not a staffing requirement or recommendation: positions are just the variable used to calculate dollars.

1

Students enrolled

OSPI counts student FTE at each school every month.

2

Positions calculated

The formula converts enrollment into a count of positions, using prototypical schools (a 600-student high school, for example).

3

Salary applied

The state multiplies that count by its salary allocation, $82,248 base for a teacher, to calculate funding.

4

District decides

The dollars arrive as one allocation. The positions are neither a staffing requirement nor a recommendation.

The base pay allocation is stuck

The state calculates funding with an $82,248 teacher base. Districts across Washington pay above it; Centralia's average base is $101,313 before stipends and extra days.

Positions are the only lever

Because the salary allocation stays low, the Legislature raises funding by adding positions to the model, not by funding actual salaries.

The ratios are unrealistic

Technology: calculated at about 2 staff for all 3,080 students.

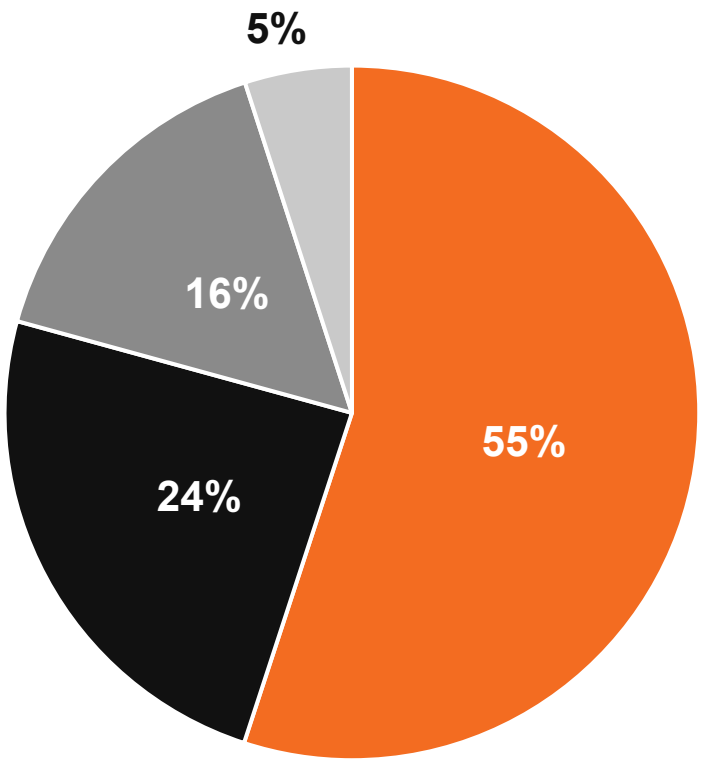
Paraeducators: calculated at about 1 for CHS; 6 districtwide.

Sources: RCW 28A.150.260 (3)(a); (6)(a), technology 0.628 per 1,000 students; (4), general-education paraeducators 0.728 per 600-student high school, 1.012 per 400-student elementary, 0.776 per 432-student middle school; OSPI, Understanding Public School Funding; OSPI, Organization and Financing of Washington Public Schools (2024). **Salaries are base only, excluding benefits.**

Where the 2025–26 Budget Goes

Salaries, taxes and benefits are 80% of the $62.4M budget; certificated staff alone is 55%.

General fund expenditures by type, 2025–26 budget



- **Certificated staff** $34.3M
- **Classified staff** $15.1M
- **Purchased services** $9.8M
- **Supplies and travel** $3.1M

Of the $49.5M spent on staff

69% certificated ($34.3M)

31% classified ($15.1M)

For example: insurance is up 73% since 2020

$625,522 (2020) → $904,112 (2023–24) → $1,084,933 (2024–25 budget, at the 20% not-to-exceed cap)

Staff categories include salaries, payroll taxes and benefits. Source: 2025–26 Budget Hearing presentation, Fiscal Services; general fund budgeted expenditures of $62.4M. Insurance: district insurance invoices and 2024–25 budget.

Coversheet

CHS Math Pilot Update

Section: II. Reports to the Board
Item: B. CHS Math Pilot Update
Purpose:
Submitted by:
Related Material: Secondary Math Adoption & Instructional Improvement.pdf

BOARD OF DIRECTORS UPDATE · FALL 2026

Secondary Math: Choosing Materials, Growing Instruction

The Reveal Math & ALEKS pilot and the CHS math instructional improvement plan

Dr. Jeff Broome, Ed.D. · Teaching & Learning · Centralia School District

Two efforts, one goal: better outcomes for students

EFFORT 1 · MATERIALS

The Reveal pilot

CHS math teachers are piloting Reveal Math and ALEKS (digital and print) this fall to compare them against Amplify Desmos Math, using student data and teacher and student feedback.

In May of 2026 the CHS Math team requested to look at an additional set of materials after the conclusion of the Amplify Desmos Pilot.

EFFORT 2 · INSTRUCTION

Instructional improvement

A multi-year professional learning plan built on Building Thinking Classrooms and Math Talk Routines, focused on discourse, high-demand tasks, and using student thinking.

Our approach: we are developing our instructional strategies *while* determining which materials best support that best support that growth.

The Reveal pilot: How are we examining the materials?

The question

Should Reveal Math and ALEKS be adopted, or should we proceed with with Amplify Desmos Math?

What's in scope

Reveal's digital and print components components plus the ALEKS adaptive adaptive platform, used in CHS pilot classrooms from August through December.

The evidence

Student outcomes, including year-over-year comparison, and **stakeholder feedback** from teacher and student surveys.

STUDY TEAM

Jeff Broome (facilitator) · Scot Embrey, CHS Principal · CHS math teachers Phaedra Hazelton, Tobias Johnson, Krista Ulrigg, and Lucily Sleipness Lucily Sleipness Sarah Dulin providing feedback without using the materials

The pilot timeline: six phases, June to January

✓ COMPLETE

1 · Access & onboarding

June 11, 2026

Met with Reveal staff and all staff were provided demo logins to use over the summer.

✓ COMPLETE

2 · Program training

August 25, 2026

Half-day Reveal/ALEKS training; classroom implementation begins. Focus on logistics and connecton with district sysyems.

● NEXT UP

3 · Mid-pilot monitoring

Sept 23 ✓ · Oct 28

Check usage of digital and print materials and needed supports. Met on September 23 with Reveal

○ UPCOMING

4 · Academic data review

December 1, 2026

Student performance, including year-over-year year comparison.

○ UPCOMING

5 · Stakeholder feedback

December 1–18, 2026

Teacher and student surveys, matching the Amplify survey.

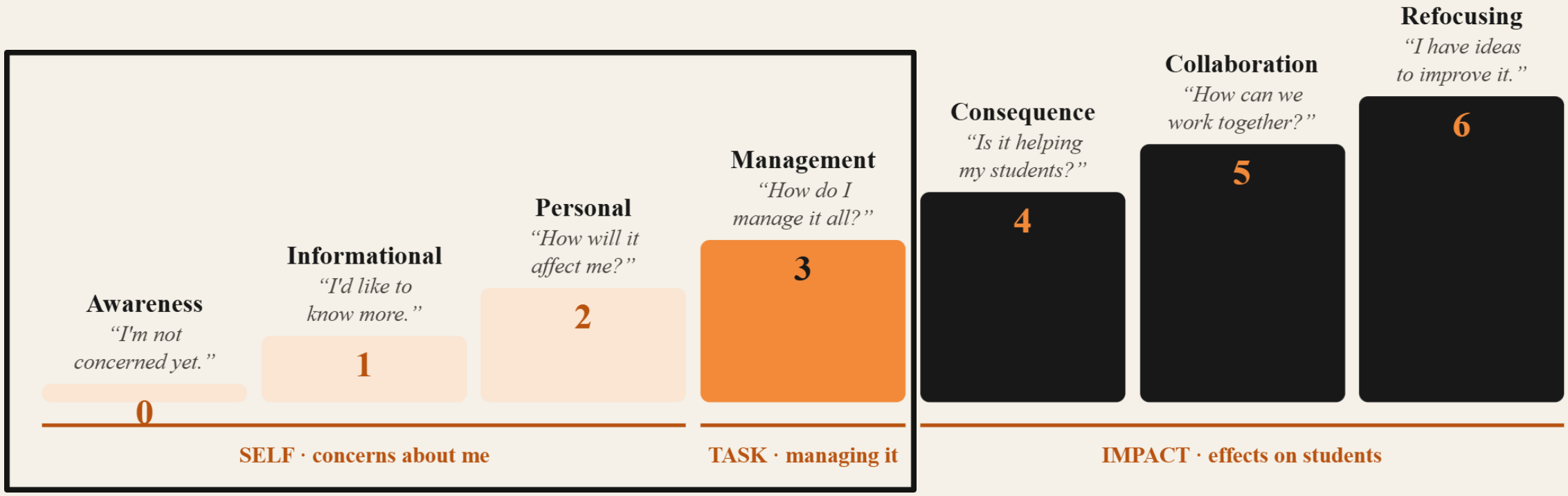
○ UPCOMING

6 · Recommendation

January 2027

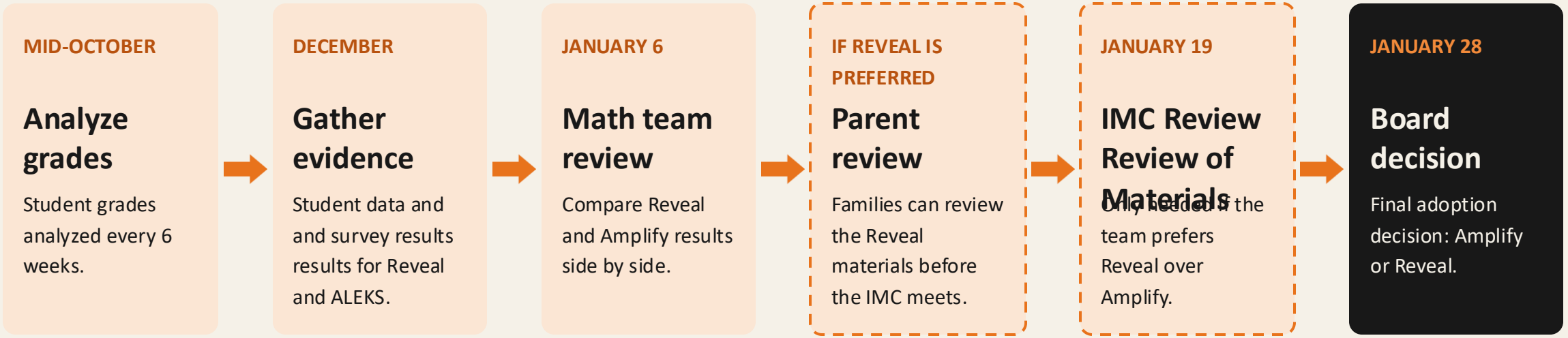
Team review Jan 6, Instructional Materials Committee Jan 19 if needed, Board Jan 28.

Supporting teachers through change: the Concerns-Based Adoption Model



Powered by BoardOnTrack

How the recommendation reaches the Board



The IMC has already recommended Amplify. The pilot gives Reveal a fair, evidence-based comparison before the final decision. Dashed steps happen only if the team prefers Reveal.

Powered by BoardOnTrack

WHY INSTRUCTION MATTERS AS MUCH AS MATERIALS

A new curriculum alone yields modest gains. Paired with focused PD and structures for discussion, effect sizes rise to 0.21.

That is roughly equivalent to moving students up several percentile points, which is why our plan invests in teaching practice alongside the adoption.

Our instructional foundation

Building Thinking Classrooms

Students solve non-routine problems in random collaborative groups at vertical whiteboards, making their thinking visible and encouraging risk-taking.

Strengths already in place: heterogeneous heterogeneous groupings; whiteboards for for consolidating notes and test review, with with AVID connections

Math Talk Routines

Structured protocols with sentence frames give every student, in every classroom, regular practice explaining mathematical thinking.

Teachers Development Group

A nonprofit focused on improving students' mathematical understanding through professional development for teachers and school leaders. 40+ years of experience.

Their work includes: the Math Studio model, model, where teachers learn together in real real classrooms. Real time coaching and support for instructional improvement.

Together they create two entry points for discourse, at the whiteboards and through talk routines in every class, with Teache rs Development Teachers Development Group supporting teacher learning.

Year-1 Goal: Deepen Math understanding through discourse routines

AUGUST 2026

7-12 Math training focused on teacher and student routines

Success looks like: more student-to-student talk, student talk, using sentence frames. Supporting Supporting students in generalizing and justifying justifying their thinking.

OCTOBER 7TH AND 8TH

Leadership coaching and data data walks with TDG staff

Teachers will be exploring new strategies in a supported coaching model.

Success looks like: staff implementing new math thinking and interaction routines.

JANUARY 6TH AND 7TH

Continue leadership training and teacher walk throughs and coaching

Success looks like: Teachers are regularly embedding the mathematical practices in their daily instruction.

Powered by BoardOnTrack

HABITS OF MIND

- Use, Create, or Connect Visual Representations
- Connect Concepts, Ideas, or Strategies
- Notice Regularity, Patterns, or Structure
- Reflect on Our Thinking
- Use Mistakes and Stuck Points for Learning
- Create Meaning of Concepts, Language, or Tasks
- Justify
- Generalize

HABITS OF INTERACTION

- Reason Privately
- Explain My Reasoning
- Make Sense of Other's Ideas
- Ask Genuine Questions
- Share Multiple Pathways
- Compare Our Logic and Ideas
- Critique and Debate

TEACHING ROUTINES

Generates student engagement in mathematically productive thinking and discourse by purposefully:

Structuring Mathematically Worthwhile Student Math Talk	Conferring To Understand Student Thinking
Working With Selected & Sequenced Student Math Ideas	Orchestrating Productive Whole Class Discussions
Working With Public Records of Students' Mathematical Thinking	Making Meaning of Tasks, Concepts and/or Language

CATALYTIC TEACHING ACTIONS

Uses purposeful, genuine questions and actions to elicit students':	Orients students to ideas for analysis by focusing discourse to:
Purposeful Private Reasoning	Analyze Contradictions or Stuck Points
Meanings of Specific Math Concepts, Ideas, or Properties	Analyze a Strategy or Argument
Noticing, Wondering, and Conjecturing About Mathematical Structure	Compare and Connect Across Strategies or Arguments
Metacognition	Reason with Visual Representations
Mathematical Strategies, Reasoning, or Justification	Revoice Each Other's Ideas

TEACHERS DEVELOPMENT GROUP 2023

What the Board can expect next regarding the Reveal pilot process

Oct 28

Mid-pilot check-in and final adjustments to implementation

December

Student data review and teacher and student student surveys

Jan 28, 2027

Final adoption recommendation to the Board

Coversheet

Policies and Procedures

Section: II. Reports to the Board
Item: C. Policies and Procedures
Purpose:
Submitted by:
Related Material:
1007 Code of Ethics-Retire.pdf
1210 Annual Organizational Meeting-Election of Officers_December.pdf
1250 Students on Governing Boards.pdf
1320 Suspension of a Policy.pdf
1321 Retirement of a Policy.pdf
1321P Retirement of a Policy.pdf
1608 Board Endorsements-Retire.pdf
1610 Conflicts of Interest.pdf
1732 Board Member Insurance Markup.pdf
1620 Board-Superintendent Relations and Board-Staff Communications.pdf
1620P Board-Superintendent Relations and Board-Staff Communications.pdf

Policy No. 1007
Board of Directors

CENTRALIA SCHOOL DISTRICT
BOARD POLICY #1007
CODE OF ETHICS

Policy Statement

Each board director has taken an oath of office to support the Constitutions of the United States and Washington State. The Centralia School Board and each of its school directors is committed to upholding the oath of office and to ethical behavior.

Ethical behavior is an individual responsibility. Each school director and the board as a whole will base their conduct on these core ethical principles:

- *Objectivity*- School directors must place the public's interest before any private interest or outside obligation- choices need to be made on the merits.
- *Selflessness*- School directors 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 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 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.

As a means of fulfilling its mission, the Board requests each of its members to subscribe to the Code of Ethics adopted by the Washington State School Directors' Association. That code provides that each school district will:

1. Be a staunch advocate of free public education;

2. Uphold and enforce all laws, state board rules and regulations and court orders pertaining to schools (Desired changes should be brought about only through legal and ethical procedures);

3. Make decisions in terms of the educational welfare of children and strive for public schools which can meet the individual needs of all children regardless of their ability, race, sex, creed or social standing;

4. Join with fellow members on the Board, the staff, the community and the students in continuing study of the nature, value and direction of contemporary education in society in order to facilitate needed change in our schools;

5. Work unremittingly to help the people of the community understand the importance of public education and the need to support it;

~~6. Strive to ensure that people are accurately informed about our schools and try to convey to the staff aspirations of the community for its schools;~~

~~7. Recognize that his/her responsibility is not to run the schools but, together with fellow board members, to see that they are well run;~~

~~8. Confine his/her Board action to policy making, planning and appraisal and help to frame policies and plans only after the Board has consulted those who will be affected by them;~~

~~9. Arrive at conclusions only after discussing all aspects of the issues at hand with fellow Board members assembled in meeting;~~

~~10. Recognize that authority rests with the whole Board assembled in public meetings and make no personal promises nor take any private action which may compromise the Board;~~

~~11. Refuse to surrender independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends;~~

~~12. Hold confidential matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools;~~

~~13. Vote to appoint, upon proper recommendation by the appropriate administrative officer, the best trained technical and professional personnel available;~~

~~14. Support and protect school personnel in proper performance of their duties; and~~

~~15. Refer all complaints to the Superintendent. The School Board shall act upon such complaints at public meetings only after failure of an administrative solution.~~

~~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.~~

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

Policy No. 1007
Board of Directors

~~**Adoption Date:** December 17, 1980~~
~~**Centralia School District**~~
~~**Revised:** October 20, 1982; August 18, 2010; June 8, 2022~~
~~**Classification: Priority**~~

Policy No. 1210
Board of Directors

CENTRALIA SCHOOL DISTRICT
BOARD POLICY #1210
ANNUAL ORGANIZATIONAL MEETING

At the first regular meeting in January, the board shall elect from among its members a president and vice president to serve a two -year term. ~~At the first regular meeting in January each year, the board shall elect from among its members a vice president~~. In the even numbered years at the same meeting, a WSSDA legislative representative will be elected to serve a two-year term.

If a board member is unable to continue to serve as an officer, a replacement shall be elected immediately. In the absence of both the president and the vice president, the board shall elect a president pro tempore who shall perform the functions of the president during the latter's absence.

The superintendent shall act as board secretary and perform all the duties as outlined by law.. In order to provide a record of the proceedings of each meeting of the board, the superintendent shall appoint a recording secretary of the board.

The normal order of business shall be modified for the annual organizational meeting by considering the following matters after the approval of the agenda:

Every two years:

1. Call for nominations for president and vice president to serve for a two-year term.
2. Election of a president (roll call vote).
3. Assumption of office by the new president and vice-president.

Every two years:

1. Call for nominations for WSSDA legislative representative to serve for the next two years.
2. Election of a WSSDA legislative representative.
3. Assumption of office by the new WSSDA legislative representative.

Policies shall continue from year to year and board to board until and unless the board changes them.

Policy No. 1210
Board of Directors

Cross References:		1225- School Director Legislative Program
Legal References:	RCW 28A.330.010	Board president, vice-president or president pro tempore — Secretary
	RCW 28A.330.020	Certain board elections, manner and vote required — Selection of personnel, manner
	RCW 28A.330.050	Duties of superintendent as secretary of the board
	RCW 28A.400.030	Superintendent Duties
	RCW 29A.20.040	Local elected officials, commencement of term of office — Purpose
Management Resources:	2017-April Issue 2025- October Issue	

Adoption Date: January 16, 1980
Centralia School District
Revised: February 15, 1995; August 18, 2010; April 20, 2011; June 14, 2017; December 12, 2018; June 8, 2022; March 2023; December 2025; November 2026
Classification: Optional

Policy No. 1250
Board of Directors

CENTRALIA SCHOOL DISTRICT
BOARD POLICY #1250
STUDENTS ON GOVERNING BOARDS

The Centralia Board of Directors recognizes the value of communicating with students and receiving their input and perspectives. To foster this relationship with students, the board will annually seat ~~a~~ up to three student representatives as advisory non-voting member of the board.

The student representatives on the board ~~is~~ are expected to attend all regular meetings and invited to attend all study sessions. The student members will contribute to board discussion by providing student insight and perspective, serve as a liaison for the associated student body, and report to students about the work of the board and district activities. The student representatives will not attend executive sessions, make motions or hold board offices.

Adoption Date: May 17, 2017
Centralia School District
Revised: June 8, 2022; November 2026
Classification: Discretionary

Policy No. 1320
Board of Directors

CENTRALIA SCHOOL DISTRICT
SCHOOL BOARD POLICY #1320
SUSPENSION OF A POLICY

~~A policy of t~~The board ~~shall~~ may, ~~be subject to suspension~~ by ~~a~~ majority vote at a properly noticed public meeting, temporarily suspend the application of a Board-adopted policy when the Board determines that such action is necessary or appropriate to serve the interests of the District.

Any action to suspect a policy will:

1. Identify the specific policy or portion thereof being suspended;
2. State the reason for the suspension;
3. Specify the duration of the suspension or the conditions under which the policy will be reinstated; and
4. Be recorded in the official minutes of the Board meeting.

~~of the members present, provided all board members have received notice of the meeting and the notice included a proposal to suspend the policy and an explanation of the purpose. If such proposal is not made in writing in advance of the meeting, a policy may be suspended only by a unanimous vote of all board members present~~.

Unless otherwise stated, suspended policies will automatically be reinstated at the conclusion of the suspension period.

The board will not suspend any policy that is required by federal and/or state law or regulation, including rules adopted by the Office of the Superintendent of Public Instruction, or a binding collective bargaining agreement.

Nothing in this policy authorizes the suspension of legal obligations imposed on the District by law.

Legal References:	RCW 28A.320.010,	Corporate powers
	RCW 28A.320.040	Directors — Bylaws

Adoption Date: January 16, 1980
Centralia School District
Revised: October 20, 1982; May 17, 1995; June 8, 2022; November 2026

Policy No. 1320
Board of Directors

Classification: Optional

Policy No. 1321
Series: 1000- Board of Directors

Centralia School District

Board Policy #1321

Retirement of a Policy

The Board may, by majority vote at a properly noticed public meeting, retire a Board-adopted policy when the Board determines that the policy:

- Is no longer necessary for the governance or operation of the District;
- Has been superseded by another Board-adopted policy or procedure;
- Duplicates or conflicts with current federal and/or state law or regulation; or
- Is otherwise obsolete or no longer aligned with District practices.

{Note: Districts may retain all options or delete criteria they do not wish to enumerate.}

The Board will not retire any policy that is required by federal and/or state law or regulation, including rules adopted by the Office of Superintendent of Public Instruction, or a binding collective bargaining agreement.

Nothing in this policy authorizes the retirement of legal obligations imposed on the District by law.

Classification: Discretionary

Adoption ~~Date:~~ Date: November 22, 2026

Policy No. 1321
Series: 1000- Board of Directors

Policy No. 1321P
Series: 1000- Board of Directors

Centralia School District

Board Procedure #1321P

Suspension of a Policy

A Board-adopted policy may be retired only through the following process:

1. **Board Action**

Retirement of a policy will occur only by majority vote of the Board of Directors at a properly noticed public meeting.

2. **Notice and Transparency**

The meeting agenda will clearly identify the proposed retirement by policy number and title, and the action will be considered in compliance with the Open Public Meetings Act.

3. **Board Determination**

Prior to retirement, the Board will determine that the policy proposed for retirement is not required by law and that retirement does not reduce or eliminate rights or protections guaranteed by statute or rule.

4. Documentation

The retirement of a policy will be:

- Reflected in the official minutes of the Board meeting; and
- Noted in the District's policy manual, including the date of retirement.

Policy No. 1321P
Series: 1000- Board of Directors

5. **Effective Date**

Unless otherwise specified by the Board, retirement of a policy will be effective immediately upon Board action.

Classification: Discretionary

Adoption Date: November 22, 2026

Policy No. 1608
Board of Directors

~~CENTRALIA SCHOOL DISTRICT~~
~~BOARD POLICY #1608~~
~~BOARD ENDORSEMENTS~~

~~From time to time the Board is requested to consider endorsements of activities and causes which are of deep interest and concern to citizens of the community.~~

~~The Board takes the position that as a Board of School Directors for the Centralia School District No. 401 it can by law, only speak officially to matters directly relating to the administration and operation of the public schools.~~

~~It is, therefore, the policy of the Board to consider only those requests for endorsement that are relevant to the education of the children of the school district.~~

~~**Adoption Date:** January 16, 1980~~
~~**Centralia School District**~~
~~**Revised:** May 15, 1996; August 18, 2010; June 8, 2022~~
~~**Classification: Optional**~~

Powered by BoardOnTrack

Policy No. 1610
Board of Directors

CENTRALIA SCHOOL DISTRICT
BOARD POLICY #1610
CONFLICTS OF INTEREST

No school director or the superintendent may benefit directly or indirectly, in any contract made by, through or under the supervision of the director or superintendent, except as provided below:

A. Any contract, purchase of materials or activity paid for from school funds if the total volume received by the district officer or his or her business does not exceed $~~1,500.00~~3000.00 in any calendar month. The district will maintain a list of all contracts covered under this paragraph and the list will be available for public inspection and copying;

B. An individual director may be designated as clerk and/or purchasing agent at the prevailing hourly wage;

C. The spouse of a director or the superintendent may be employed as a substitute teacher on the same terms and at the same compensation as other substitute teachers in the district. The superintendent must find that the number of qualified substitute teachers in the district is insufficient to meet the anticipated needs for short-term and one-day substitute teachers, and the superintendent must ensure that substitute teachers are assigned to available positions in a fair and impartial manner;

D. Prior to approval of the employment of a director or spouse of a school director or superintendent, the board of directors will be advised of the number of other individuals who are qualified for and interested in the position(s) to be filled. The district will not discriminate in any way against any applicant for a certified position or any certificated employee on the basis of a family relationship with a school director or the superintendent. All employment decisions will be made on the basis of choosing the applicant which furthers the best interest of the school district; or

E. If a person is employed by the district under contract as a classified or certificated employee before his or her spouse becomes a director or superintendent, the contract can be renewed for further employment, provided that the terms of the contract are commensurate with the pay plan or collective bargaining agreement operating in the district for that position.

F. The director or officer has only a remote interest in a contract and the interest is disclosed prior to board action and recorded in the official minutes.

Powered by BoardOnTrack

A director may not vote on the authorization, approval or ratification of a contract in which he or she is beneficially interested and to which one of the exemptions described above applies.

Whenever a director, or his or her spouse or dependent is employed by the district, the director will refrain from participating in or attempting to influence any board action affecting the employment status of the director, spouse or dependent. Actions affecting employment status include, but are not limited to, hiring, establishing compensation and fringe benefits, setting working conditions, conducting performance evaluations, considering or imposing discipline and termination.

The superintendent will maintain a log of any contract subject to this policy and annually or when a new director assumes office, will inform the board of the existence of all such contracts.

Legal References:	RCW 28A.405.250	Certificated employees, applicants for certificated position, not to be discriminated against—Right to inspect personnel files
	RCW 28A.635.050	Certain corrupt practices of school officials — Penalty
	RCW 42.23.030	Interest in contracts prohibited -Exception
	RCW 42.23.040	Remote interests

Adoption Date: January 16, 1980
Centralia School District
Revised: January 17, 1996; September 17, 1997; October 20, 1999; April 17, 2002; August 18, 2010: February 15, 2012; June 8, 2022; November 2026
Classification: Priority

Powered by BoardOnTrack

Policy No. 1732
Series: 1000- Board of Directors

Centralia School District

Board Policy #1732

Board Member Insurance

The district shall maintain sufficient insurance to protect the board and its individual members against liability arising from actions or omissions of the board or its individual members while each is acting in good faith on behalf of the district and within his/her authority as a board member.

An individual board member may participate in at his/her own cost in any of the personal liability, life, health, healthcare, accident, disability, salary protection, or other forms of insurance made available to district staff if plan sponsors permit such participation.

Legal References:

- RCW 4.24.470Liability of officials and members of governing body of public agency - Definitions
- RCW 4.96.010Tortious conduct of local government entities - Liability for damage
- RCW 28A.400.350Liability, life, health, health care, accident, disability, and salary insurance authorized - Health savings accounts - Premiums - Noncompliance
- RCW 28A.400.360Liability insurance for officials and employees authorized
- RCW 28A.320.060Officers, employees or agents of school districts or educational service districts, insurance to protect and hold personally harmless
- RCW 28A.320.050 Reimbursement of expenses of directors, other school representatives, and superintendent candidates—Advancing anticipated expenses.

Cross References:

- 6530 - Insurance

Policy No. 1732
Series: 1000- Board of Directors

Classification: Discretionary

Adoption Date: December 17, 1980

Revised: February 22, 1996; June 8, 2022; November 12, 2026

Policy No. 1620
Board of Directors

CENTRALIA SCHOOL DISTRICT
BOARD POLICY #1620
THE BOARD-SUPERINTENDENT RELATIONS/ RESPONSIBILITIES AND BOARD-STAFF COMMUNICATIONS

The successful operation of schools requires a close, effective working relationship between the board and the superintendent. The relationship must be one of trust, good will, and candor. As the legally designated governing body, the board retains final authority within the district. The board exercises those powers that are expressly required by law and those implied by law and those essential to the purposes and goals of the district. ~~The superintendent is the board's professional advisor to whom the board delegates~~The Board delegates to the Superintendent executive responsibility, and such powers as may be required to manage the district in a manner consistent with board policy and state and federal law.

The superintendent, ~~as an executive officer of the board (Secretary)~~, is responsible for the administration of the schools under applicable laws and policies of the district. ~~Staff are responsible to the Board through the Superintendent.~~ The Superintendent shall have the authority to organize, reorganize and arrange the responsibilities of the administrative and supervisory staff in a manner that will provide for effective operation of the district. Such assignments and responsibilities shall be reflected in a district organizational chart. ~~The board shall delineate the duties of the superintendent and shall use them as the basis for evaluating the superintendent's performance.~~ Unless specifically limited, the superintendent may delegate to other staff the exercise of any powers and the discharge of any duties imposed by district policy or a vote of the board. The delegation of power or duty shall not relieve the superintendent of responsibility for the actions taken under such a delegation.

In order to perform their responsibilities, board members must be familiar with the operations within the schools. The superintendent shall establish communication procedures which can enhance the board member's understanding of student programs and school operations.

Legal References:	RCW 28A.320.010	Corporate powers
	RCW 28A.330.100	Additional powers of the board (First Class Districts Only)
	RCW 28A.400.010	Employment of superintendent — Superintendent's qualifications, general powers, term, contract renewal
	RCW 28A.400.030	Superintendent's duties

Management Resources:
Policy & Legal News, February 2013 Policy Revisions

Adoption Date: January 16, 1980
Centralia School District
Revised: October 20, 1982; December 20, 1995; July 16, 1997; August 18, 2010; May 15, 2013; June 8, 2022
Classification: Optional

Procedure 1620P

Administrative Procedures to Board Policy #1620
Board-Superintendent Relations/Responsibilities and Board-Staff Communications

The following communications procedures are established:

Staff Communications to the Board

All communications or reports to the board or individual board members from principals, supervisors, teachers, or other staff members shall be submitted through the superintendent. This shall not deny any staff member's right to appeal to the board regarding administrative decisions, provided that the superintendent shall have been notified of the forthcoming appeal and that it is processed according to the applicable procedures on complaints and grievances.

Board Communications to Staff

All official communications, policies, requests for information, and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will employ all such media as are appropriate to keep staff fully informed of the board's priorities, concerns and actions.

Visits to Schools

Individual board members interested in visiting schools or classrooms will make arrangements for visitations through the ~~principals~~ Superintendent ~~of~~ for the various schools. Such visits shall be regarded as expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by board members will be carried on only under board authorization and with the full knowledge of staff, including the superintendent, principals, and other supervisors.

Social Interaction

~~Staff and board members share a keen interest in the schools and in education. When they meet at social affairs and other functions, informal discussion on such matters as educational trends, issues, and innovations and general district problems can be anticipated. Discussions of personalities or staff grievances are not appropriate.~~Staff and Board members share a commitment to public education and Centralia School District. When they meet at social affairs and other functions, discussions about education can be anticipated. Board members must be careful not to speak about confidential policy or to speak as a representative of the Board.

The General Responsibilities of the Centralia School District School Board

The board shall be held accountable to the local community and its electorate for the proper operation of the district. The board, acting through its administrative staff, shall be responsible for:

- Designating the superintendent;
- Policy making;
- Planning, goal setting, and program evaluations;
- Setting and monitoring the overall standards for instruction and academic achievement;
- Insuring that students have equal opportunity, are cared for, and follow reasonable standards of behavior;
- Provide advocacy for students, schools, and staff members;
- Providing and monitoring financial resources;
- Employing staff members, insuring that they are evaluated, and deciding upon collective bargaining agreements;
- Providing school facilities;
- Provide communication to and from the community;
- Serve in an adjudication and/or investigatory capacity.

The General Responsibilities of the Centralia School District Superintendent:

- Serve as the board's secretary and advisor;
- Serve as the district's chief executive officer and educational leader;
- Keep the board informed about school operations and programs;
- Interpret the needs of the school system to the board;
- Present policy options, along with specific recommendations to the board when circumstances require the board to adopt new policies or revise existing policies;
- Develop administrative procedures needed to implement board policy and to inform the board of these procedures;
- Develop an effective program of school-community relations. This should include keeping the community informed about board policies, actions, school programs, and other developments of importance;
- Manage the district's day to day operations;
- Evaluate personnel and keep the board informed about evaluations;
- Encourage school board members to participate in board training activities through state and national associations.

Centralia School Board Operating Protocols

For the purpose of enhancing teamwork among members of the board and between the board and administration, we, the Board of Directors, do hereby publicly commit ourselves collectively and individually to the following operating protocol.

ROLES AND RESPONSIBILITIES

Successful organizations are the results of strong and effective leadership. In order for members of our team to be active players, they must know their roles.

Roles of the Board and Superintendent

SCHOOL BOARD – GOVERNS (Guides/Directs)	SUPERINTENDENT-MANAGES (Administers/Operates)
Decides What	Decides How
Requests Information	Seeks and Provides Information
Considers Issues	Provides Recommendations
Creates, Reviews, Adopts Policy	Recommends, Implements Policy
Approves & Reviews Plans	Implements Plans
Monitors Progress	Reports Progress
Contracts with Personnel	Supervises & Evaluates Personnel
Approves & Reviews Budget	Formulates Budget
Represents Public Interests	Acts in Public Interest

What Our Roles do Not Encompass

The role of the School Board is not to:	The role of the Superintendent is not to:
Carry out policies or micro-manage or develop budgets	Make policies
Direct any staff other than the superintendent	Direct the board
Create surprises	Create Surprises
Abdicate Board responsibility	Assume Board responsibilities
Press narrow personal agenda	Press narrow personal agenda;
As individuals, make promises that would appear binding upon the Board and/or District	Discourage open discussion and feedback

BOARD OPERATING PROTOCOLS

We, the members of the Board of Directors of the Centralia School District, are committed to serving the children and citizens of this community. We will strive to provide a high quality public education, which meets the needs of all the children in our district.
To achieve that goal, we have established this operating protocol, which will serve as a code of conduct and ethics to help govern our actions at meetings and in our role as directors.

We believe that the success of the Centralia School District depends on a shared vision among the school board, staff, parents and community, and we will try to the best of our ability to uphold these aspirations.

Board Meetings **Board meetings provide the forum for where decisions are made.**	We will: • Strive to hold efficient, succinct, and equitable meetings. • Review agenda items prior to board meetings. • The superintendent will provide such information as requested, but if he or she believes there is a reason the request should not be fulfilled, the superintendent or board chair will place that item on the agenda for the board to decide as a group whether or not that request should be fulfilled. • Ask the board president or superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting. • Include a regular agenda item allowing a motion, second, discussion, and a vote to add an item to a future meeting agenda. • Ensure that surprises to the board or superintendent are the exception and not the rule. • Expect the board president to be cautious of time and observe the board's protocol. • Refer additional facts and information needed by the board to the superintendent for follow-up.
Executive Sessions will be held when specific needs arise as allowed by law. These needs include: • Acquiring or selling real estate • Qualifications of an application for employment by the board • Qualifications of a candidate for appointment to elective office such as a school director. • Discussion with legal counsel of enforcement actions, litigation or potential litigation • **Discuss Negotiations** • **Discuss the performance of a school district employee**	**Regarding Executive Sessions** We will: • Be extremely sensitive to the legal ramifications of executive session meetings and comments. • Respect the confidentiality of all privileged information, including that discussed in executive session. • Discuss a permissible topic in executive session, but take final actions in public, as is required by the Open Public Meetings Act.

Communications Between the Board and Staff	**The following communications procedures are established:** **A. Staff Communications to the Board** • All reports to the board or individual board members from principals, supervisors, teachers, or other staff members shall be submitted through the superintendent. • Personal complaints, concerns, and criticism received by board members will be referred to the appropriate supervisor or superintendent • This will not deny any staff member's right to appeal to the board regarding administrative decisions, provided that the superintendent will have been notified of the forthcoming appeal and that it is processed according to the applicable procedures on complaints and grievances. **B. Board Communications to Staff** • All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent. • The superintendent will employ all such media as are appropriate to keep staff fully informed of the board's priorities, concerns and actions. • Requests for information from staff by board members will be taken to the superintendent. The superintendent will provide the information in a timely manner. **C. Visits to the School** • ~~The typical process is for individual board members to inform the principal of their visit to the school or classrooms.~~Board members seeking specific visits shall then with the Superintendent. Visits under the Adopt a School program will be determined and arranged by the Principal. • Such visits will be regarded as expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. • Official visits by board members will be carried on only under board authorization and with the full knowledge of staff, including the superintendent and principal **D. Social Interaction** • Staff and board members share a keen interest in the schools and in education. When they meet at social affairs and other

	functions, informal discussion on such matters as educational trends, issues, and innovations can be anticipated. • Discussions of personalities or staff grievances are not appropriate.
Working with district staff about our own children	In order to work effectively with district staff about our own children we agree to: • Remember we are parents (grandparents) first. • Follow the same process that we expect all parents to follow: meet with the teacher first, then follow the chain of command. • Be clear that we are speaking to the teacher as a parent. (*i.e., "My child is having this problem _____. How can I help them?")* ~~• Understand that sometimes our spouse or significant other may be the right person to handle situation.~~ • ~~Inform the superintendent of the situation regardless of the resolution.~~

Board and Community Interaction **Communication between board members and community (complaints or concerns)**	**The board encourages public input through a variety of print and electronic media**. In order to respond effectively to community members who share a concern or complaint with us, we agree to: • Remember that receiving information from an individual or a group is not the same as having total knowledge of the topic or issue. There are usually two sides to every concern. • Utilize the 6 R's to ensure the person speaking feels valued and heard: ○ **R**eceive by listening openly to what the other person is saying. ○ **R**epeat by paraphrasing back or asking questions for clarification. ○ **R**equest what the person sees as a solution to the problem and/or what they want you to do with the information. ○ **R**eview the real options the person has available to them within the district policies or processes.

	○ **R**edirect the person into the appropriate place in the system: - Encourage patrons to present their own issue to the person who can properly and expeditiously address their issues - If appropriate, explain the district complaint policy and how to access it. ○ **R**eport to the superintendent - Call the superintendent to give ~~him~~ a heads-up about the constituent issue so that the superintendent is able to understand the total picture. - Describe our response to the constituent so that the superintendent hears directly from us, and does not get caught in the middle. The superintendent will deal with the issue as necessary and when appropriate determine how best to inform the total board.
Board Conduct	We will: • Lead by example. We use words and actions that create a positive impression on an individual, the board, or the district. • Base our decisions on the available facts and **not** independent judgment • ~~Not yield to individuals or special interest groups.~~ • Represent the needs and interests of all the children in the district as outlined in the district's mission statement • ~~Not abuse our official position.~~ • Not use district facilities, resources, or position for the purpose of advancing the interest of ourselves or any other individual or individuals. • Make every attempt to attend all board functions, including committee meetings. • Serve on district committees as a silent observer or active participant, as defined by the board. • Accept responsibility for all board decisions, regardless of how we voted and not offer a different opinion outside the boardroom

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

	• Take no private actions that will compromise the board or administration. • Endeavor to hear all members' opinions and listen objectively. • Encourage debate and differing points of view. • Conduct discussions with care and respect.

The Board's Authority	We recognize: • That only the board as a whole has authority and that individual board members do not have authority. • ~~That individual board members do not have authority.~~ • That the board president is the spokesperson for the board. • That the board emphasizes planning, policy-making and public relations rather than being involved in the management of school operation. • ~~That an individual board member will not take unilateral action.~~ • ~~The individual directors do not give direction. Direction is given by the board as a whole.~~ Set goals for the district. We will: • Exercise oversight responsibilities through policy, planning, advocacy and public relations. • Avoid attempts to micro-manage the schools. • Delegate the management of the schools to the superintendent. • Set clear goals for the superintendent. • Adopt yearly goals for the board's responsibilities. • Adopt a yearly calendar setting the times and key topics of any business meeting or work sessions necessary to accomplish goals. • Evaluate the work of the board on the goals.

Board- Superintendent Relationship	• Surprises ~~to the board or the superintendent will be the exception, not the rule.~~ Are unprofessional and unacceptable. • The board recognizes the superintendent as the chief executive officer and expects recommendations, proposals and suggestions~~ on most matters before the board.~~. • The board president meets with the superintendent and keeps all board members informed of board matters/information. • Prior to a board meeting, each board director meets individually or in pairs with the superintendent to share concerns, ask questions, or to bring forth a future agenda item for consideration of the board.
Board Professional Development	We will: • Conduct an annual self-evaluation. • Address any individual problems, such as poor meeting attendance or leaks of confidential information. • Model life-long learning. • Participate in opportunities that provide professional growth. • Encourage members to take advantage of opportunities to inform themselves about current educational issues through individual study and participation in programs providing needed information. • Encourage members to disseminate information to other members.

Board and Superintendent Roles in Negotiations	We will: • ~~Define the philosophical and financial parameters for negotiations.~~ Support District negotiating positions as determined in confidential meetings. • Trust our negotiating team to do the best job that they can. • ~~Remind staff that there is a process in place, that the staff and district each have an identified negotiating team, and that any questions or issues need to go through the defined negotiation process.~~ • Avoid creating the impression of siding with one or more bargaining units against the broader interests of district patrons and taxpayers. • Use a community survey to ascertain citizen, family, and all employee perspectives for district priorities. • Change to Adopt and stand behind the final contracts.

_____
Board President

_____
Board Vice President

_____
Board Member

_____
Board Member

_____
Board Member

_____ _____
Superintendent Date

Date: January 16, 1980, July 22, 1981, & December 5, 1995
Revised: February 22, 1996; July 16, 1997; August 18, 2010; December 15, 2010; November 14, 2016; May19, 2022; November 12, 2026

Coversheet

Chromebook Inventory Update

Section: II. Reports to the Board
Item: D. Chromebook Inventory Update
Purpose:
Submitted by:
Related Material: Chromebook Board Study Session.pdf

Inventory history and established numbers

2021–2022	Inventory discrepancies noticed
2022–2023	Missing devices reported
2023–2024	More devices identified as missing; recovery efforts began
2024–2025	Recovery efforts continued; 979 devices in the 2022–2025 historical batch
2025–2026	361 devices in Batch 2; inventory process improvements continued.

Current safeguards and centralized IT inventory

Batch 2: 361 devices, January–August 2026

IT oversight	IT centrally manages inventory records and device assignments. Each deployed device has an individual assignment.
Shared devices	Schools keep shared Chromebooks in classroom carts. IT is scheduling four physical inventory checks per year.
Student devices	Annual May scan planned to verify assignments. Seniors return devices before graduation for reassignment to incoming freshmen.
Missing devices	All listed devices are disabled or locked so they cannot be used on District systems.

Requested action: Resolution No. 2026-13

Declare 1,340 Chromebooks lost or stolen

979 from 2022–2025 + 361 from January–August 2026

Authorize the Superintendent or designee to remove the devices from District property records and adjust accounting records.

$0 book value. No new expenditure required.

Following approval, IT completes database cleanup and establishes updated inventory baseline totals.

Coversheet

School Director Onboarding

Section: II. Reports to the Board
Item: E. School Director Onboarding
Purpose:
Submitted by:
Related Material: SB Onboarding Process.pdf

Centralia School District

Onboarding Procedures

For New CSD Board Members

PHASE 1: AS SOON AS SWORN IN

- Introduction (brief bio) at their Swearing In meeting and an opportunity to address the community
- Provide a binder with a copy of all the 1000 series Policies
- Provide the dates of all scheduled meetings for the current year
- Provide a list of all events where attendance is expected
- Schedule a headshot picture
- Update the Website
- Send notification and contact information to WSSDA
- Provide contact information from and to all current CSD Board Members
- Notification sent to the local press
- Notification and a brief bio distributed to CSD staff
- Notification and brief bio shared with families (Quick News)

PHASE 2: INITIAL ORIENTATION

- Orientation meeting(s) with superintendent and Board President (policy 1112)
  - Discussion of the Board's role and responsibilities.
  - Discussion of the Structure and Operation of the Board.
  - Discussion of Board Committees
  - Open Public Meeting Act and procedural legal requirements of Board
  - Discussion of the Strategic Plan
  - Review of achievement, discipline, and other relevant data
  - Explanation of the role of WSSDA
- Review of Collective Bargaining Agreements (CBAs), student and staff handbooks
- Complete required trainings (Open Government Training (OPMA, PRA), WSSDA equity training)
- Complete F-1 form

PHASE 3: DEEPER LEARNING OF THE DISTRICT

- Budget meeting with Fiscal Executive Director and review of the current budget
- Meeting with each member of Cabinet (Human Resources, Special Services, Teaching & Learning)
- Tour of District facilities and schools
- Tour of the geographic boundaries of the district
- Take a tour of the CSD Website
- Follow up meeting with superintendent and Board President

Centralia School District
School Board

School Board ROLES & RESPONSIBILITIES

- Community and public image
  - Market the district to the public
  - Get into community and seek and connect supports
  - Promote our story
  - Act as a bridge to the community
  - Promote orange and black pride
- Vision
  - Set and hold the vision
  - Review, amend and keep current policy
  - Promote unity: we are all on the same team (we vs me)
- Advocacy
  - Play contrarian
  - Focus on legislative change
  - Advocate in and for our community
- Accountability, Support, Challenge
  - Hold the superintendent accountable
  - Have the hard conversations
  - Ask questions and seek to understand; be curious, challenge norms
  - Give support and expect to receive support back
- Belief in students
  - Believe in students
  - Be student-centered

Board Self Expectations

- Prioritize students and maintain high expectations for students and staff
- Follow our district vision, mission, and core values
- Maintain focus on the strategic plan goals and priorities
- Follow district policy, federal and state laws
- Complete required trainings
- Attend meetings and district and school events
  - Attend events for your adopted school as well as MS and HS events
- Prepare for all meetings by reading agendas
- Meet monthly with the superintendent
- Engage with community members and act as a liaison between the community and the district
- Follow the board-superintendent protocol and share concerns and questions with the superintendent