Centralia School District

November Study Session

Date and Time

Thursday November 5, 2026 at 5:00 PM PST

Thursday, November 5, 2026
Centralia High School Performing Arts Center
5:00 p.m. Study Session Board Meeting
Zoom: https://centralia-wednet-edu.zoom.us/j/98221758415
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. Policies and Procedures — Lisa Grant, Superintedent

- 1620P Board Superintedent Communication
- 1630 Evaluation of the Superintendent
- 2100 Educational Opportunities for Military Children
- 6022 Minimum Fund Balance
- 6801/P Capital Assets- Theft Sensitive Assets
- 6881P Disposal of Surplus Equipment and/or Materials

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, November 12, 2026
5:00 p.m. at Centralia High School PAC

Board Study Session
Thursday, December 10, 2026
5:00 p.m. at Centralia High School PAC

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

Policies and Procedures

Section: II. Reports to the Board
Item: A. Policies and Procedures
Purpose:
Submitted by:
Related Material:
1620P Board-Superintendent Relations and Board-Staff Communications.pdf
1630 Evaluation of the Superintendent.pdf
2100 Educational Opportunities for Military Children.pdf
6022 Minimum Fund Balance - REDLINE (1).pdf
6801 Capital Assets - Theft Sensitive Assets - REDLINE.pdf
6801P Capital Assets - Theft Sensitive Assets - REDLINE.pdf
6881P Disposal of Surplus Equipment and-or Materials - REDLINE.pdf

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, 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.** **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 the performance of a school district employee	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. **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.~~ • I'm here in my parent role.

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

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	• 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. Insert language from Tim Browning. • 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.

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Board and Superintendent Roles in Bargaining Negotiations	We will: • ~~Define the philosophical and financial parameters for negotiations.~~ Support District negotiating positions as determined in exempt sessions. • 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

Policy No. 1630
Board of Directors

CENTRALIA SCHOOL DISTRICT
BOARD POLICY #1630
EVALUATION OF THE SUPERINTENDENT

The board will establish evaluative criteria and shall be responsible for evaluating the performance of the superintendent.

The superintendent shall have the opportunity for confidential conferences with the board members, the purpose of which shall be the aiding of the superintendent in their performance. The board, on the basis of the evaluation, may renew and/or extend the superintendent's contract for periods not to exceed three years.

Pursuant to state law, RCW 28a.150.230, names the school board as responsible "to adopt policies to : (a) Establish performance criteria and an evaluation process for its superintendent…" and through RCW 42.30.110(g) dictates the use of executive sessions for evaluating the performance of public employees.

In addition, state law, RCW 28A.405.100, requires that the evaluation process looks at these eight categories, at a minimum:

- Knowledge of, experience in, and training in recognizing good professional performance, capabilities, and development.
- School administration and management;
- School finance;
- Professional preparation and scholarship;
- Effort toward improvement when needed;
- Interest in pupils, employees, patrons, and subjects taught in school;
- Leadership;
- And ability and performance of evaluation of school personnel.

WSSDA provides a goal-centered model to support the effective evaluation of the superintendent.

RCW 28A.400.010 Employment of superintendent — Superintendent's qualifications, general powers, term, contract renewal
WSSDA Superintendent Evaluation

Adoption Date: July 22, 1981
Centralia School District:
Revised: July 16, 1997; August 18, 2010; March 19,2014; June 8, 2022; December 2025
Classification: Essential

Policy No. 2100
Instruction

CENTRALIA SCHOOL DISTRICT
BOARD POLICY #2100
EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

The board recognizes that the children of military families encounter unique educational and emotional challenges related to enrollment, course placement and graduation because of frequent moves and deployment of their parents. To facilitate the placement, enrollment, graduation and provision of special services for students transferring into or out of the district because of their parents being on full-time active duty in the uniformed services of the United States, including members of the National Guard and Reserve on active duty orders, the district supports and will implement its responsibilities outlined in the *Interstate Compact on Educational Opportunity for Military Children (*"the *Compact"),* as adopted by the state of Washington. ~~Uniformed services includes the Army, Navy, Air Force, Marine Corps and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and public health services.~~

In addition to the Compact, Washington's Compulsory School Attendance and Admission laws specifically address residency requirements for children of military families. The district is committed to complying with those laws.

~~Eligible students are those enrolled in kindergarten through 12th grade who are children of active duty personnel, active duty personnel, or veterans who have been severely injured and medically discharged and active duty personnel who die on active duty or as a result of injuries sustained on active duty for a period of one year after death. Students are not eligible for the provisions of the *Compact* if they are children of inactive National Guard or military reserves, retired personnel and veterans not included above, or U.S. Department of Defense personnel and other Federal civilian service employees and contract employees.~~

The superintendent or designee will establish procedures to ensure full compliance with the law and to facilitate communication and coordination between sending and ~~/~~receiving schools in Washington and other *Compact*-member states.

~~In addition to the Compact, Washington's Compulsory School Attendance and Admission law specifically addresses residency requirements for student with a parent in the military. The district will conditionally accept applications for enrollment and course registration, including electronic applications, when a family serving in the military is transferred to, or is pending transfer to, a military installation within the state while on active duty pursuant to official military orders.~~

~~Within fourteen days of the arrival date on official military documentation, the parent must provide the district with proof of residence in the district. Any of the following constitutes proof of residence in the school district: a temporary on-base billeting facility; a purchased or leased residence, or a signed purchase and sale agreement or lease agreement for a residence; any federal government housing or off-base military housing, including off-base military housing provided through a public-private venture.~~

Policy No. 2100
Instruction

Legal References: ~~Legal References:~~	**Legal References:** ~~Chapter 28A.225 RCW Compulsory School Attendance and Admission~~
RCW 28A.225.216 Children of military families—Residency	RCW 28A.225.216 Children of military families—Residency ~~Chapter 28A.705 RCW Interstate compact on educational opportunity for military children~~

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Adoption Date: December 21, 2011
Centralia School District
Revised: May 22, 2024, ***
Classification: Priority

Policy No. 6022
Management Support

CENTRALIA SCHOOL DISTRICT
BOARD POLICY #6022

MINIMUM FUND BALANCE

(Select one of the options)

Option A:
The district recognizes the importance of maintaining a prudent fund balance in the general fund to ensure operational cash flow needs are met, to set aside resources for known obligations and to help protect against unforeseen circumstances in the short term. Accordingly, the district adopts this policy in regards to those portions of fund balance that are in spendable form but are not legally restricted as to their use from outside sources. Annually, the superintendent or designee will present a general fund budget that includes a minimum **fund balance** of 5-7% percent of the prior year's expenditures ~~towards a minimum fund balance.~~, and a target fund balance equal to two months of prior year payroll expenditures. The target fund balance is a multi-year goal and should be reached gradually over the course of multiple years, not through abrupt reductions to programs, staffing, or services.

~~The District also sees the need to grow our fund balance beyond the minimum to properly assess future economic risks and pressures. In addition to the minimum fund balance, the District sees the need to create a multi-year target fund balance that is equal to two months of prior year payroll. Starting in the 2024-2025 school year that amount is equal to $8 million. The target fund balance is meant to be a financial goal that is achieved in multiple years.~~

Cross References:	6040 - Expenditures in Excess of Budget 6020 - System of Funds and Accounts
Legal References:	RCW 28A.320.070 School district as self-insurer - Authority RCW 28A.505 School Districts' Budgets 28A.505.130 Budget - Requirements for balancing estimated expenditures

Adoption Date:
Classification: **Discretionary**
Revised Dates: _____
Reviewed: January 25, 2023; March 27, 2025

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Policy No. 6801
Management Support

CENTRALIA SCHOOL DISTRICT
SCHOOL BOARD POLICY #6801
CAPITAL ASSETS/THEFT-SENSITIVE ASSETS

Capital Assets

The district shall maintain a comprehensive capital assets record-keeping system. The goal of the capital assets program is to protect the district against losses that would significantly affect the district's students, staff, property, budget or the ability of the district to continue to fulfill its stewardship responsibilities.

For purpose of this policy, "capital assets" shall mean land, improvements to land, easements, building improvements, vehicles, machinery, equipment, works of art and historical treasures, infrastructure and all other tangible and intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period which:

A. Retains its shape and appearance with use;
B. Is nonexpendable, meaning if the item is damaged or some of its parts are lost or worn out, it may be more feasible to repair it than to replace it with an entirely new item.
C. It does not lose its identity when incorporated into a more complex unit;
D. Is valued no less than $5,000 unless a lesser amount is set by the district; and
E. Has a life expectancy of at least one year.

Fixed assets with a unit cost of $5,000 or more (including ancillary costs such as sales tax, shipping and handling, etc.). These assets will be charged to object 9, "capital outlay", and will be tagged. Fixed assets that are considered "attractive" or "sensitive" may include but are not limited to:

1. Computers (desk or laptop), monitors, printers, scanners, etc...
2. Technology items with an acquisition cost of $100 or more (including ancillary costs such as sales tax, shipping, and handling, etc.)

Federal law requires a physical inventory of federally funded assets at least once every two years. Reconciled inventory reports shall be provided to the board. Such a report shall identify lost, damaged or stolen capital assets. Missing capital assets will be removed from district property records by a vote of the board.

No equipment shall be removed for personal or non-school use.

Theft-Sensitive Assets

For purposes of this policy, "theft-sensitive" are those items identified by the district as most subject to loss *(e.g., audio-visual equipment, laptop computers, digital cameras, or other electronic devices).* The district should establish procedures for internal controls and conduct an annual inventory of theft-sensitive assets. Items not conforming to these criteria will be charged to object 5, "supplies, instructional resources, and non-capitalized items", and will not be tagged.

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The board will be provided a report identifying assets not accounted for in the annual inventory. These assets will be removed from the district property records through school board action annually.

Disposal of Capital Assets and Theft-Sensitive Assets

No capital asset or theft-sensitive asset shall be declared surplus or disposed of without the written approval of the director directly responsible for the tracking and management of the asset:

1. Assets under the tracking and management of Maintenance and Facilities shall be approved for disposal by the Director of Facilities.
2. Assets under the tracking and management of the Technology Department shall be approved for disposal by the Director of Technology.

Disposal shall be conducted in accordance with Board Policy 6881 and Procedure 6881P.

The Superintendent shall develop procedures to implement this policy, including maintenance requirements and sales procedures to ensure the highest possible return.

Cross References:	Board Policy 6570	Property and Data Management
	Board Policy 6881	Disposal of Surplus Equipment and/or Materials
Legal References:	RCW 28A.335.090	Conveyance and acquisition of property — Management — Appraisal
	7 CFR § 3015, 3016	Agriculture
	34 CFR § 80.32	Uniform Administrative requirements for grants and cooperative agreements to state and local governments – Equipment
	45 CFR § 92.32	Health and Human Services
	Office of Management and Budget (OMB) Circular A-87, Cost Principles for State, Local, and Indian Tribal Governments, Attachment B(19)	
Management Resources:	*Policy News*, June 2012 Auditor's Raises Concerns Regarding Theft-Sensitive Assets	
	Policy News, June 2008 Capital Assets/Theft-Sensitive Assets	
	Policy News, April 2006 Fixed Assets	

Adoption Date: November 20, 2002
Centralia School District
Revised: November 16, 2010; November 19, 2012;_____
Reviewed: January 26, 2023
Classification: Essential

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Procedure 6801P

PROCEDURES TO BOARD POLICY #6801, CAPITAL ASSETS/THEFT-SENSITIVE ASSETS

The district's director of facilities or designee is responsible for inventories of district property. Inventory shall be conducted at least once every other fiscal year for all capital assets, except land; infrastructure; buildings; and improvements other than buildings and leasehold improvements. A representative selection of theft-sensitive assets inventory shall be conducted annually. The individual(s) conducting each inventory will have no direct responsibility for assets subject to the inventory count.

District assets will be marked with a unique identification number (e.g. bar code, property tag) and identified as district property. All capital assets and theft-sensitive assets will be identified and marked upon purchase or receipt.

When placing a capital asset on the inventory, the director of facilities will record:

a. Description of the item;
b. Serial number or other identification number (bar code, tag number, etc.);
c. Source of the property;
d. Acquisition date;
e. Cost of the property including ancillary costs such as tax and shipping;
f. Percentage of federal participation in the cost of the property and the federal program charged;
g. Location of the asset;
h. Use and condition of the property; and
i. Ultimate disposition data including the date of disposal and sale price, if applicable. Federally purchased items with a per unit fair market value over $5,000 must reimburse the federal program proportionately. Disposed items with a per unit fair market value of less than $5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.

The district shall maintain an inventory identifying theft-sensitive assets. This inventory will be reviewed and updated annually. When placing a theft-sensitive asset on the inventory the district's director of facilities or designee shall record the information needed by the district. This should include, at a minimum, a description of the item and identification number, location and federal participation, if any.

At the conclusion of the physical inventory, the building principals and department administrators will be provided with a written copy of the inventory that lists all the assets that have been assigned to that site. The inventory will clearly identify all assigned items, including those that were not found, not used, or were in an obviously unserviceable condition

What procedures to follow when equipment is located but not listed:

Principals and department administrators are required to attempt to locate items that have been listed as missing. Within 25 working days except during the month of July where in the date shall be extended into August, the principals and department administrators are expected to return a copy of the inventory report to the purchasing department showing which items have been located and which are still missing.

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The missing items will be consolidated on a report of potential write-offs. The director of facilities will review the report and approve the total amount of assets to be written off. Only write-off items will be removed from the capital assets inventory system.

Disposal of capital assets and theft-sensitive assets shall be approved in writing by the director directly responsible for the tracking and management of the asset, in accordance with Board Policy 6881 and Procedure 6881P:

a. Assets under the tracking and management of Maintenance and Facilities – Director of Facilities
b. Assets under the tracking and management of the Technology Department – Director of Technology

Annually, the Director of Technology shall present the technology inventory to the board, including the director's determinations of which items should be retired or removed from the inventory. The report shall be brought to the board for approval as a consent agenda item.

Date: January 16, 1980
Revised: November 16, 2010; November 19, 2012; March 12, 2013; _____

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Procedure 6881P

ADMINISTRATIVE PROCEDURES FOR BOARD POLICY #6881
DISPOSAL OF SURPLUS EQUIPMENT AND/OR MATERIALS

The procedures for the sale of obsolete and/or surplus equipment, supplies, furniture and other district personal property are as follows:

A. The principal or department supervisor shall ~~supply~~ submit a written rationale which supports the obsolescence of the item to the director directly responsible for the tracking and management of the item. The item shall not be declared surplus, offered to other buildings, or disposed of until the responsible director has approved the disposal in writing:
   1. Items under the tracking and management of Maintenance and Facilities – Director of Facilities
   2. Items under the tracking and management of the Technology Department – Director of Technology

B. All other departments and/or buildings shall have the opportunity to view the item during a two-week period.

C. If the item is not claimed during the two-week period, a value shall be placed on the item by two staff members who are familiar with items of a similar nature. The value of textbooks shall be established as follows:

New Books Purchased During Current Term		**Full Cost**
Books	2 years old	80%
	3 years old	60%
	4 years old	40%
	over 4 years old	20%

D. Interested public and private schools shall be advised in writing of a two-day period in which they shall have an opportunity to view and/or purchase the obsolete and/or surplus item.

E. The remaining item shall be available for purchase by the general public.

F. The district shall publicize this sale which shall be open to the general public.

G. The board shall specify the nature and conduct of any sale of property which exceeds the limits specified in policy 6881.

Date: January 16, 1980
Revised: ~~Setpember~~ September 17, 1997; July 21, 2010; January 25, 2023; _____