



Cle Elum-Roslyn School District

September 14th 2026 Work Session

Date and Time

Monday September 14, 2026 at 6:00 PM PDT

Location

District Central Office
4244 Bullfrog Rd
Cle Elum, WA 98922

Agenda

I. Opening Items

A. Call the Meeting to Order

Pledge of Allegiance

B. Open Meeting

- Excuse Board Member Absence:
- Addition or Deletion to Agenda:
- Adopt Agenda

II. SUPERINTENDENT & WARRIOR COUNCIL REPORT

III. WORK STUDY- Discussion

- A: Board Listening Sessions on Facility Recommendation- Staff Feedback
- B: CERSD Bus Routing & Site Circulation
- C: Architect Conceptual drawings
- D: Bond Listening session next steps
- E: PLC Roadmap- Plan for 2026-2027 School Year

- A.** Board Listening Sessions on Facility Recommendation- Staff Feedback
- B.** CERSD Bus Routing & Site Circulation
- C.** Architect Conceptual Drawings
- D.** Bond Planning Update
- E.** PLC Roadmap- Plan for 2026-2027 School Year

IV. POLICIES

- A.** 1st Read Policies

V. BOARD COMMENTS

VI. Closing Items

- A.** Adjourn Meeting

Next Meeting: Business - September 28th at 6:00pm in the District Central Office

Coversheet

Board Listening Sessions on Facility Recommendation- Staff Feedback

Section: III. WORK STUDY- Discussion
Item: A. Board Listening Sessions on Facility Recommendation- Staff Feedback
Purpose:
Submitted by:
Related Material: Faculty_Bond_Feedback_Analysis data 8.26.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Faculty_Bond_Feedback_Analysis data 8.26.xlsx

Coversheet

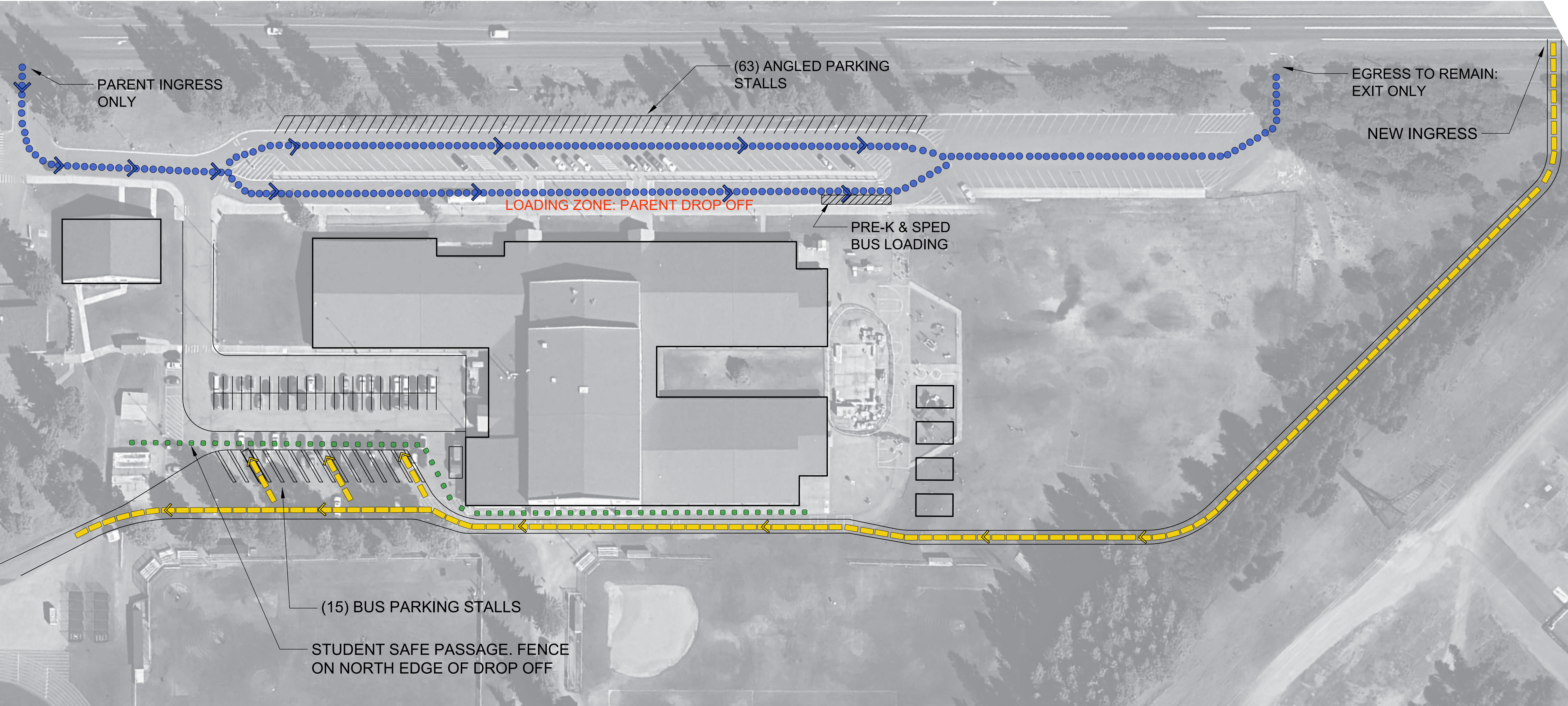
CERSD Bus Routing & Site Circulation

Section: III. WORK STUDY- Discussion
Item: B. CERSD Bus Routing & Site Circulation
Purpose:
Submitted by:
Related Material: 2026-09-11 CERSD BUS LANE ANALYSIS.pdf

CLE ELUM ROSLYN SCHOOL DISTRICT

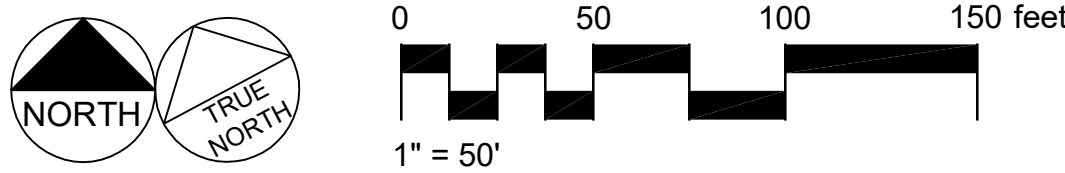
STUDENT DROP OFF

OPTION 1



PARKING
BUS: 15 ANGLED STALLS
MS / ELEMENTARY STAFF LOT: REDUCED TO 36 STALLS
VISITOR PARKING: ADDED 63 ANGELD STALLS

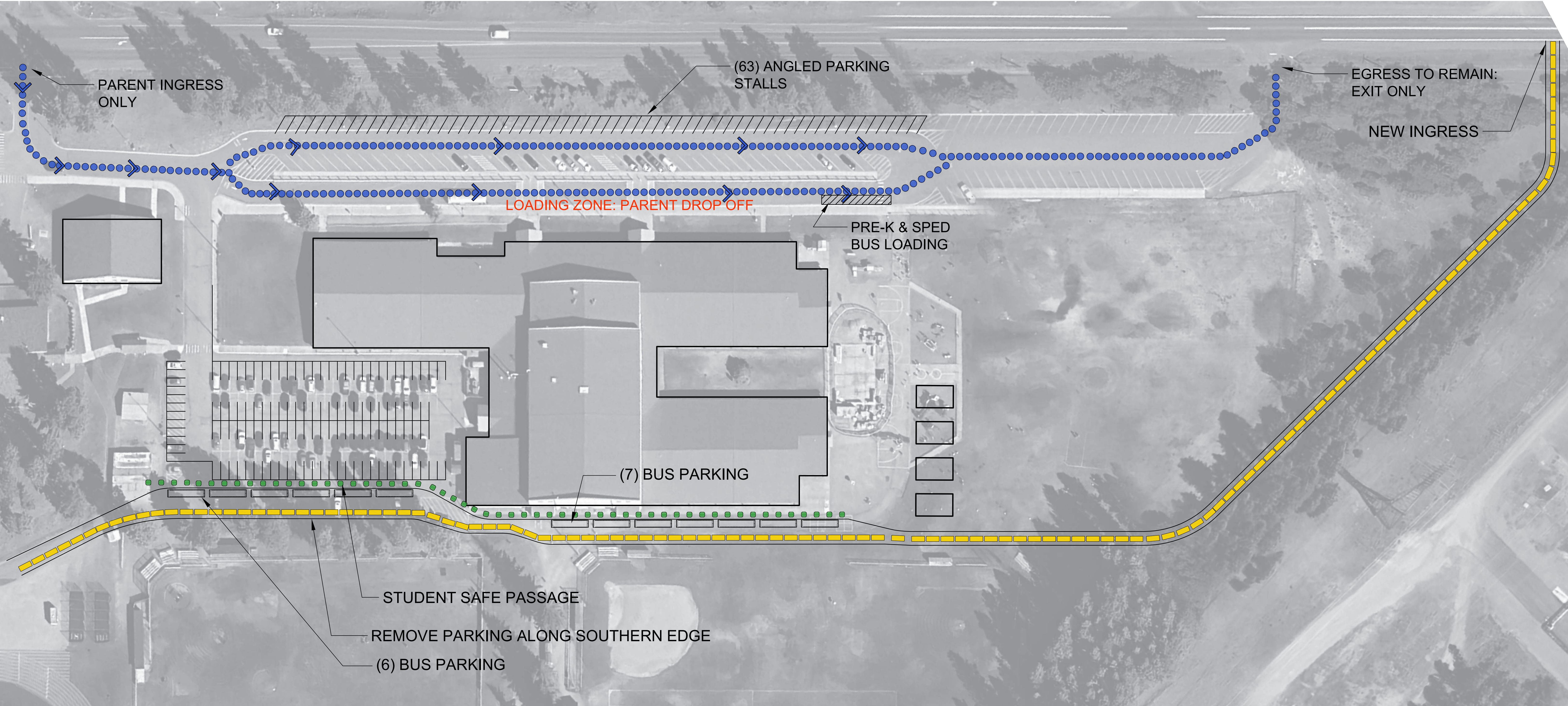
CONSIDERATIONS
DRIVE LANE BEHIND HIGH SCHOOL REDUCED, AFTER SCHOOL SPORTS TRAFFIC
STUDENTS DON'T CROSS DRIVE LANES FROM BUS DROP OFF
BUS LOADING CENTRALLY LOCATED
BUS LANE AFTER HOURS PARKING: 15 ANGLED STALLS



CLE ELUM ROSLYN SCHOOL DISTRICT

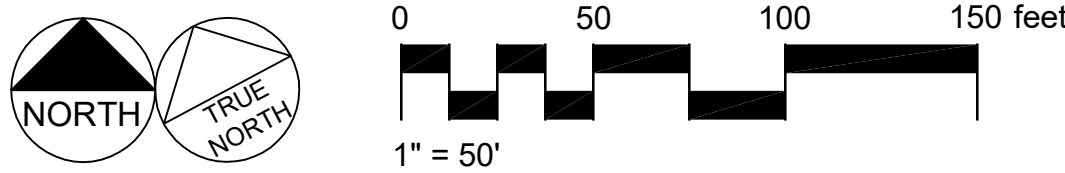
STUDENT DROP OFF

OPTION 2



PARKING
BUS: 13 PARALLEL STALLS
MS / ELEMENTARY STAFF LOT: RECONFIGURED 122 STALLS (130 EXISTING)
VISITOR PARKING: ADDED 63 ANGELD STALLS

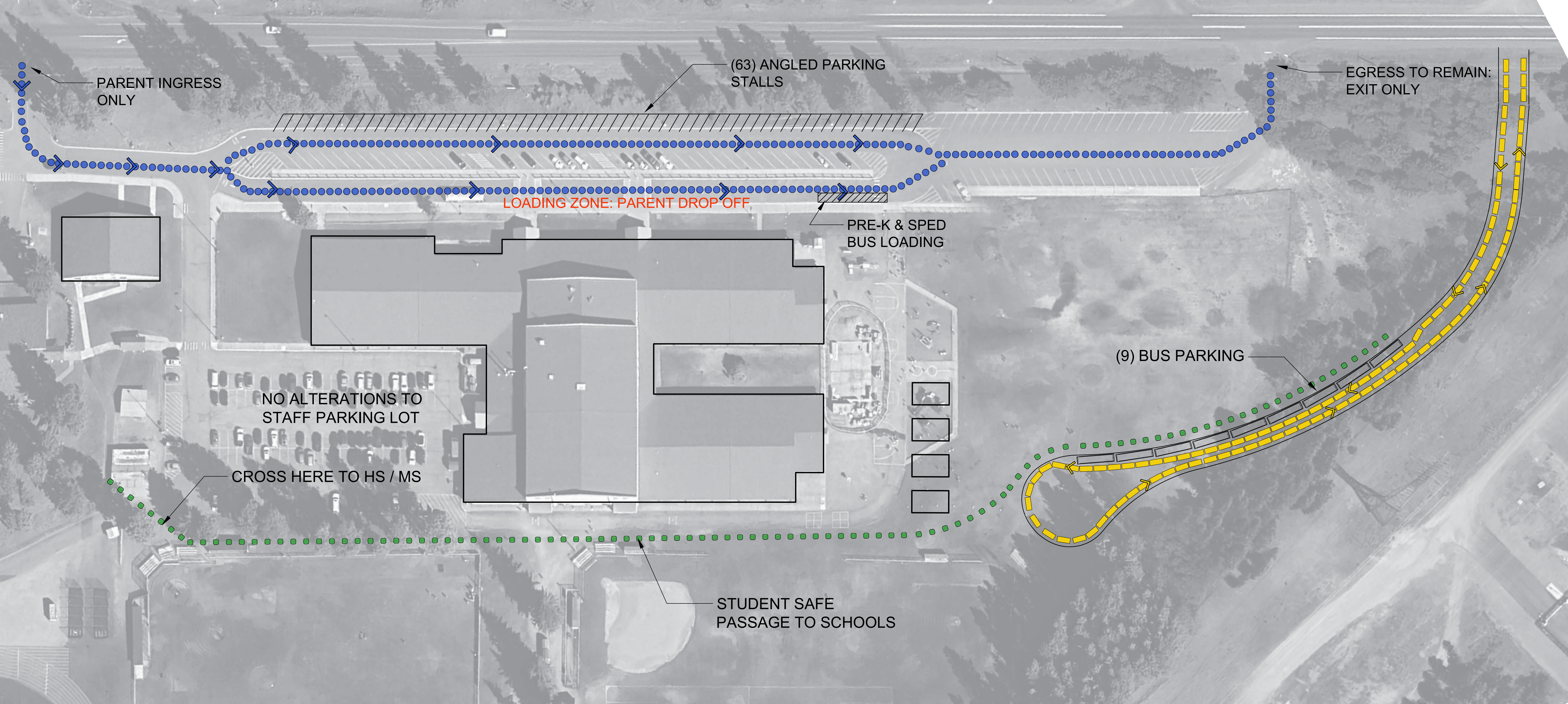
CONSIDERATIONS
DRIVE LANE BEHIND HIGH SCHOOL REDUCED, AFTER SCHOOL SPORTS TRAFFIC
STUDENTS DON'T CROSS DRIVE LANES FROM BUS DROP OFF
BUS LOADING CENTRALLY LOCATED
BUS LANE AFTER HOURS PARKING: 24 ANGLED, 14 PARALLEL STALLS



CLE ELUM ROSLYN SCHOOL DISTRICT

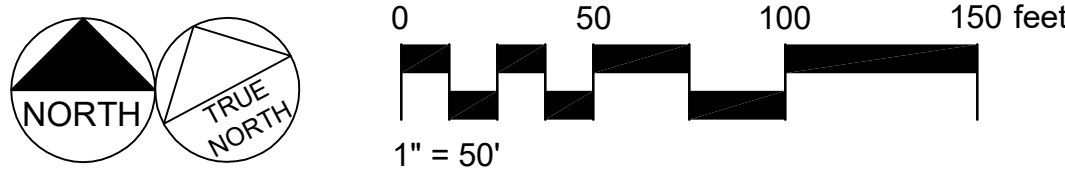
STUDENT DROP OFF

OPTION 3



PARKING
BUS: 9 PARALLEL STALLS (SPACE ALLOWS FOR ADDITIONAL BUSES)
MS / ELEMENTARY STAFF LOT: 130 EXISTING STALLS
VISITOR PARKING: ADDED 63 ANGELD STALLS

CONSIDERATIONS
STUDENTS DON'T CROSS DRIVE LANES FROM BUS DROP OFF
BUS LOADING LOCATED AT FAR END OF CAMPUS
BUS LANE AFTER HOURS PARKING: 40 ANGLED STALLS
DOES NOT IMPACT EXISTING PARKING



PARENT INGRESS ONLY

(63) ANGLED PARKING STALLS

EGRESS TO REMAIN: EXIT ONLY

STUDENT SAFE PASSAGE TO SCHOOLS

PRE-K & SPED BUS LOADING

(9) BUS PARKING
(40) AFTER HOURS
ANGLED PARKING STALLS

NO ALTERATIONS TO STAFF PARKING LOT

LOADING ZONE: PARENT DROP OFF

CONSIDERATIONS
ALL STUDENTS (BUS & DROP OFF) SHARE SAME ROUTE TO SCHOOL FACILITIES
HIGH SCHOOL STUDENT CROSS DRIVE LANE TO STAFF PARKING TO REACH HIGH SCHOOL
BUS LOADING LOCATED AT FAR END OF CAMPUS
BUS LANE AFTER HOURS PARKING: 40 ANGLED STALLS
DOES NOT IMPACT EXISTING PARKING
BUS LANE PROVIDES BUFFER TO STUDENTS FROM HIGHWAY

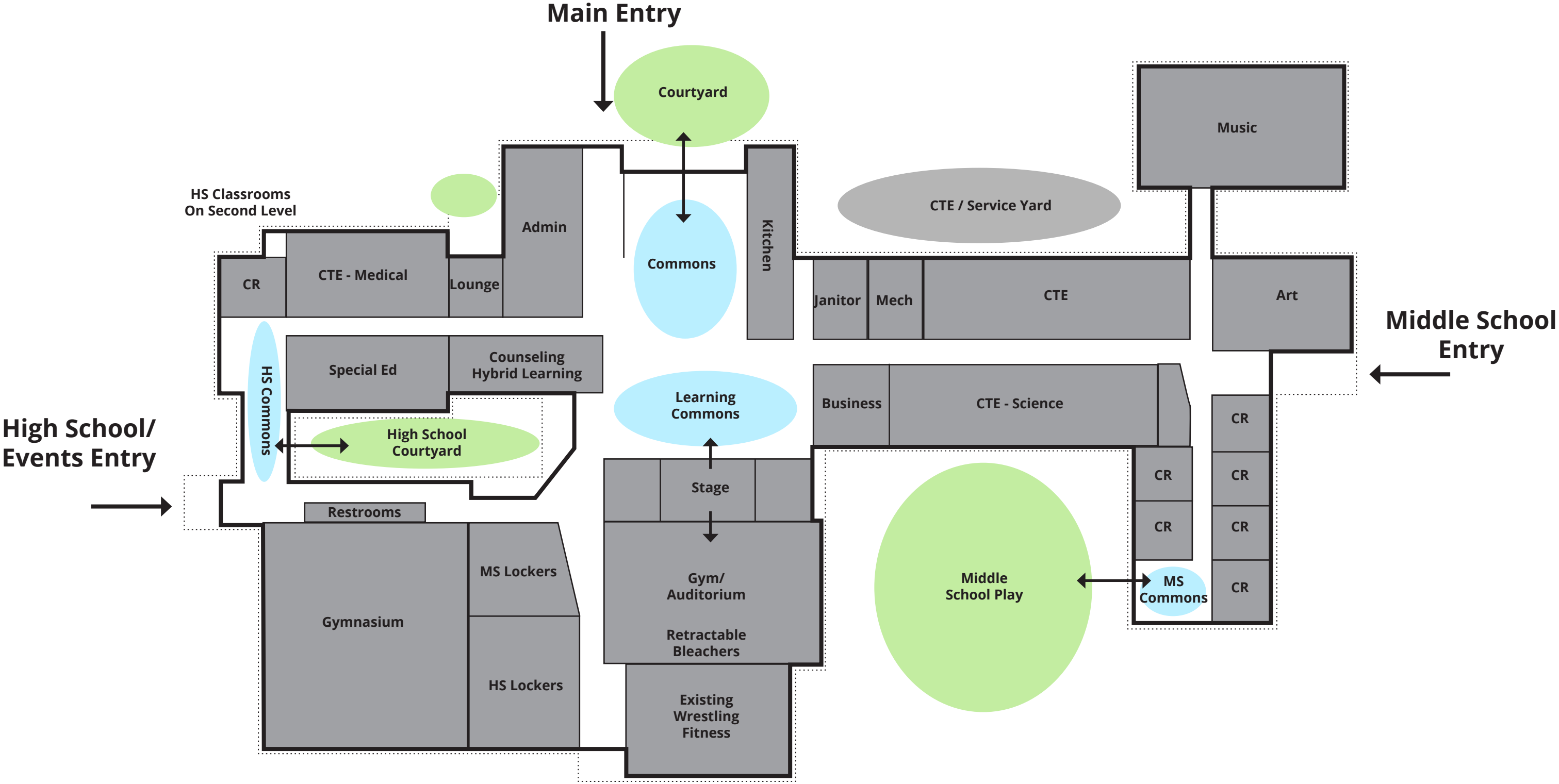


Coversheet

Architect Conceptual Drawings

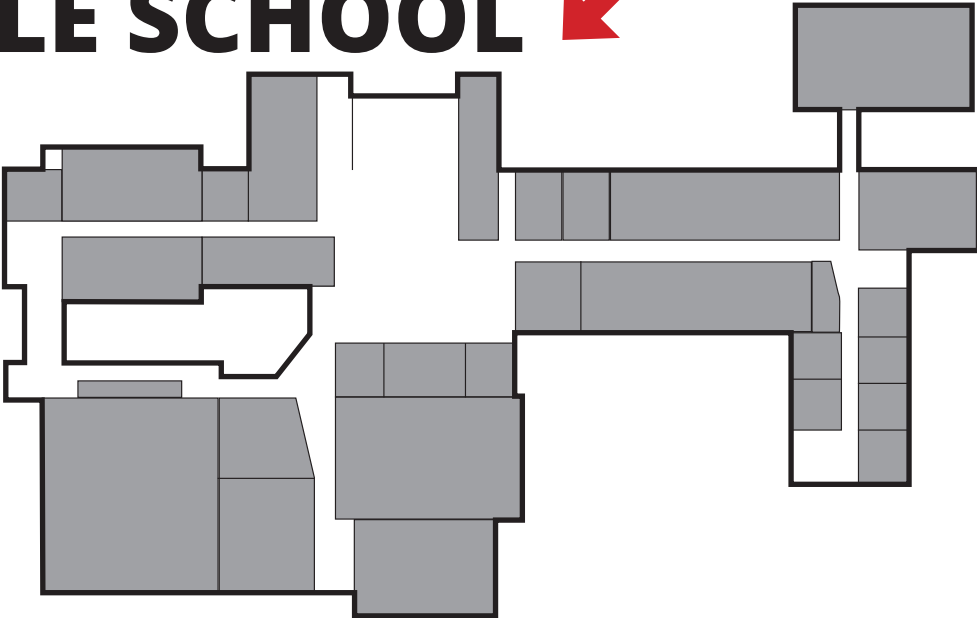
Section:	III. WORK STUDY- Discussion
Item:	C. Architect Conceptual Drawings
Purpose:	
Submitted by:	
Related Material:	260831_CleElum-Roslyn Staff Presentation_Small (1).pdf

CLE ELUM - ROSLYN HIGH SCHOOL / MIDDLE SCHOOL



Cle Elum-Roslyn School District - September 14th 2026 - Work Session - Agenda - Monday September 14, 2026 at 6:00 PM

CLE ELUM - ROSLYN HIGH SCHOOL / MIDDLE SCHOOL



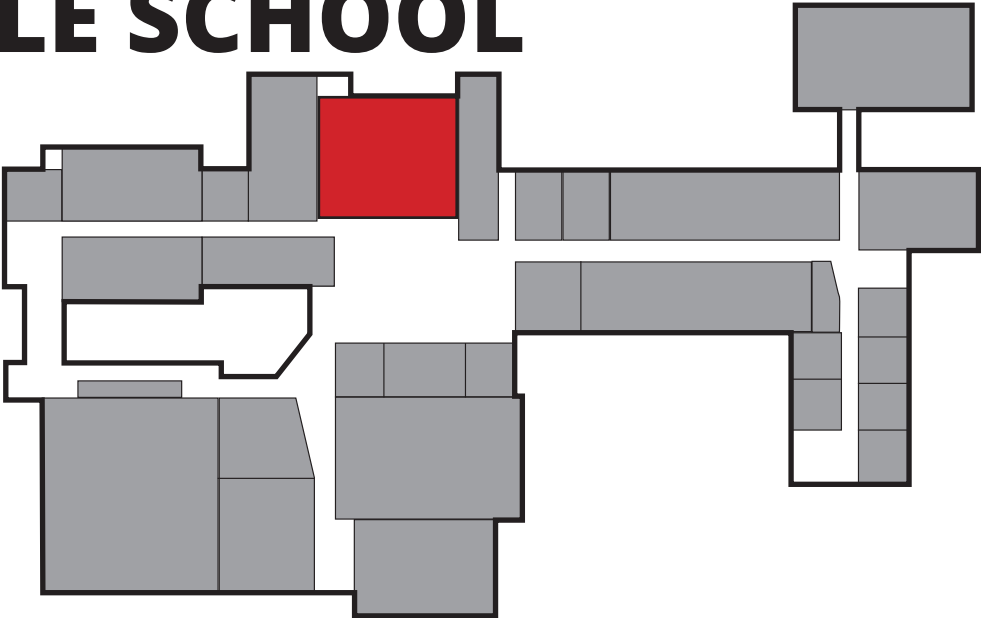
MAIN ENTRY / COMMONS



Cle Elum - Roslyn School District - September 14th 2026 - Work Session - Agenda - Monday September 14 - 2026 at 6:00 PM

CLE ELUM - ROSLYN HIGH SCHOOL / MIDDLE SCHOOL

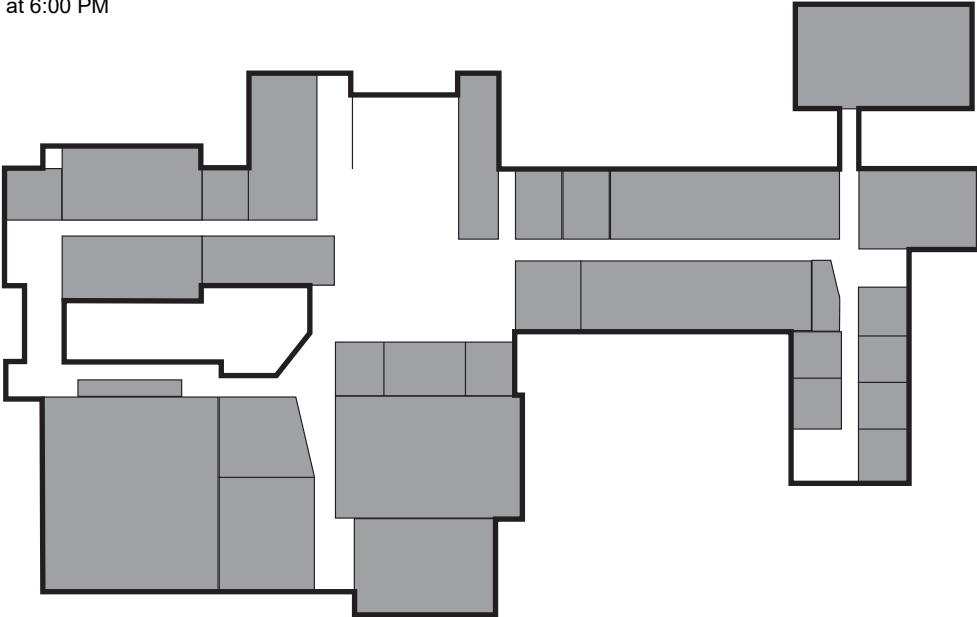
MAIN ENTRY / COMMONS



CONCEPTUAL RENDERING

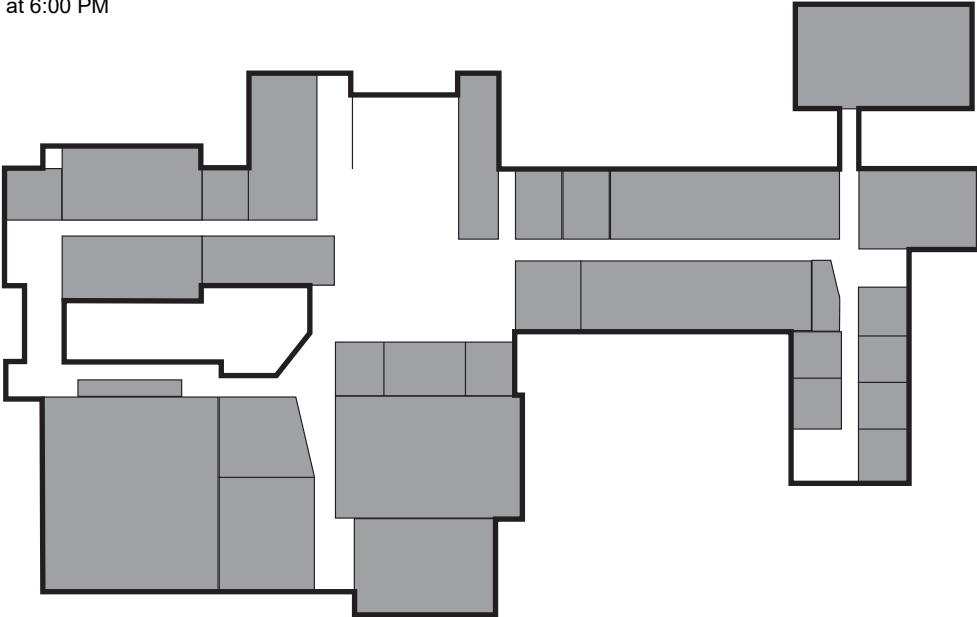
CLE ELUM - ROSLYN HIGH SCHOOL

OVERALL HIGH SCHOOL ADDITION



CLE ELUM - ROSLYN HIGH SCHOOL

NEW HIGH SCHOOL ENTRY / EVENTS ENTRY

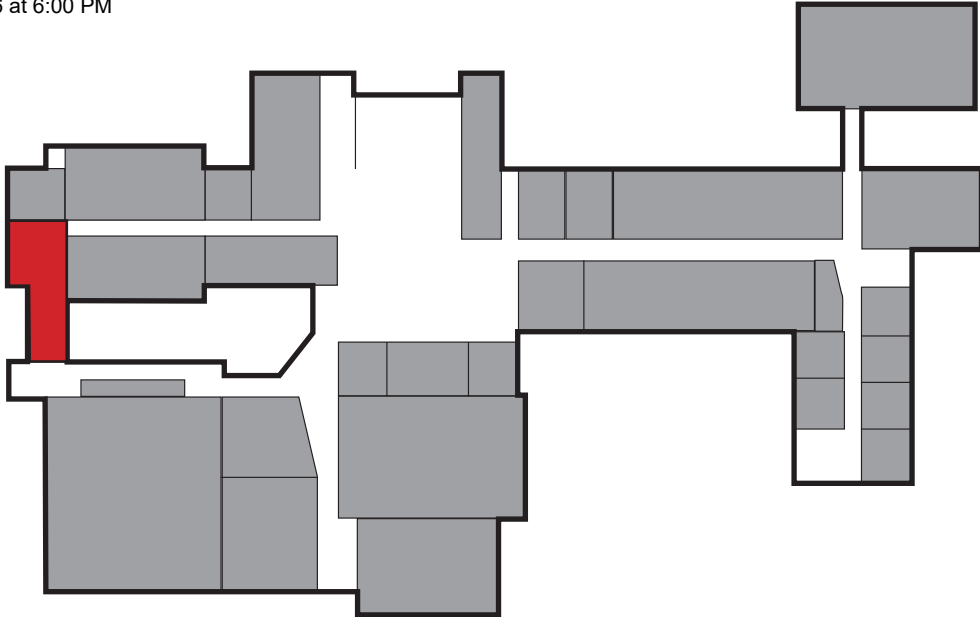


CONCEPTUAL RENDERING

CLE ELUM - ROSLYN HIGH SCHOOL

Cle Elum-Roslyn School District - September 14th 2026 - Work Session - Agenda - Monday September 14, 2026 at 6:00 PM

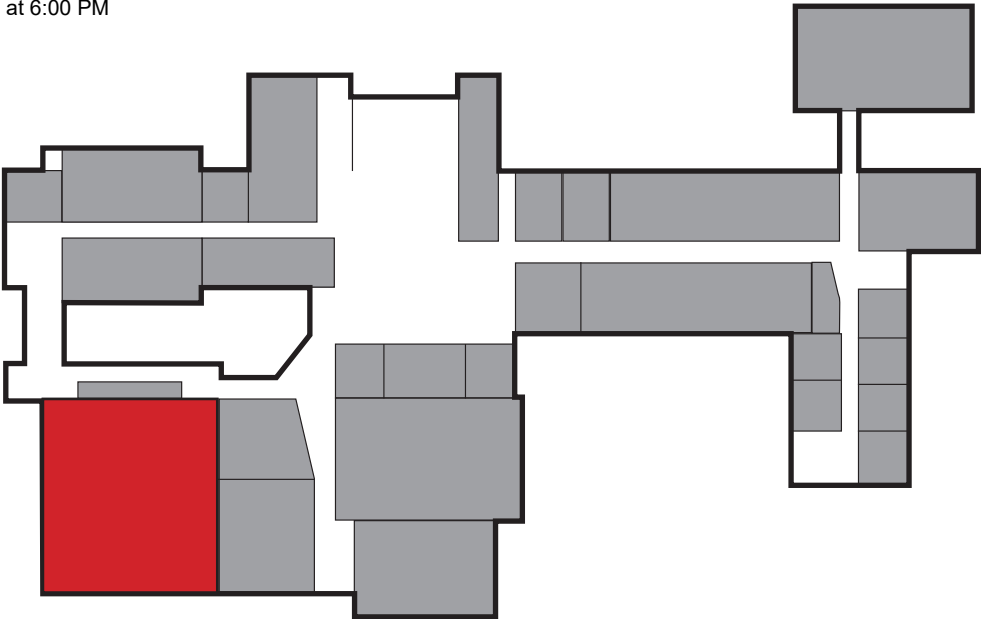
HIGH SCHOOL COMMONS / LEARNING COMMUNITY



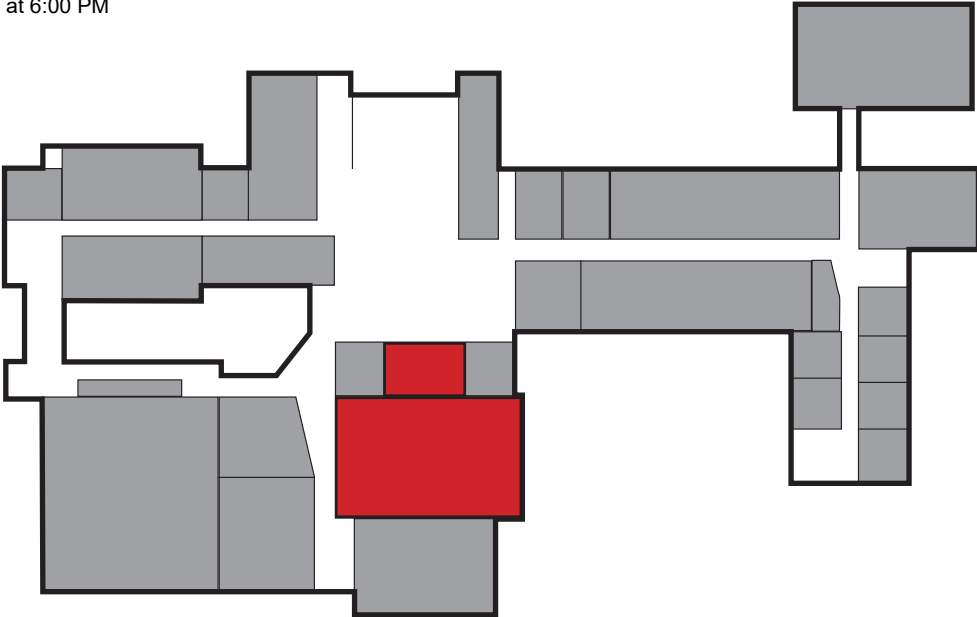
CONCEPTUAL RENDERING

CLE ELUM - ROSLYN HIGH SCHOOL

HIGH SCHOOL GYMNASIUM (New addition)



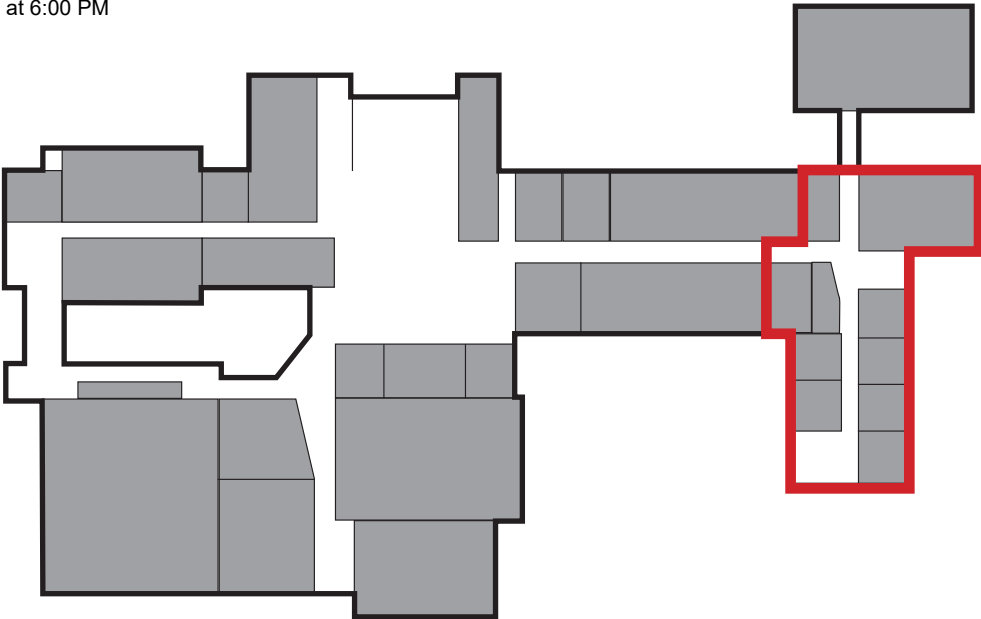
AUDITORIUM - MIDDLE SCHOOL GYMNASIUM
(Existing High School Gymnasium)



CONCEPTUAL RENDERING

CLE ELUM - ROSLYN MIDDLE SCHOOL

OVERALL MIDDLE SCHOOL ADDITION (Remodeled Existing CTE Classrooms)



MS Outdoor Learning

MS/Theater Courtyard

MS Play

MS Commons

MS Classrooms

CTE Wing

Music Corridor

MS Entry

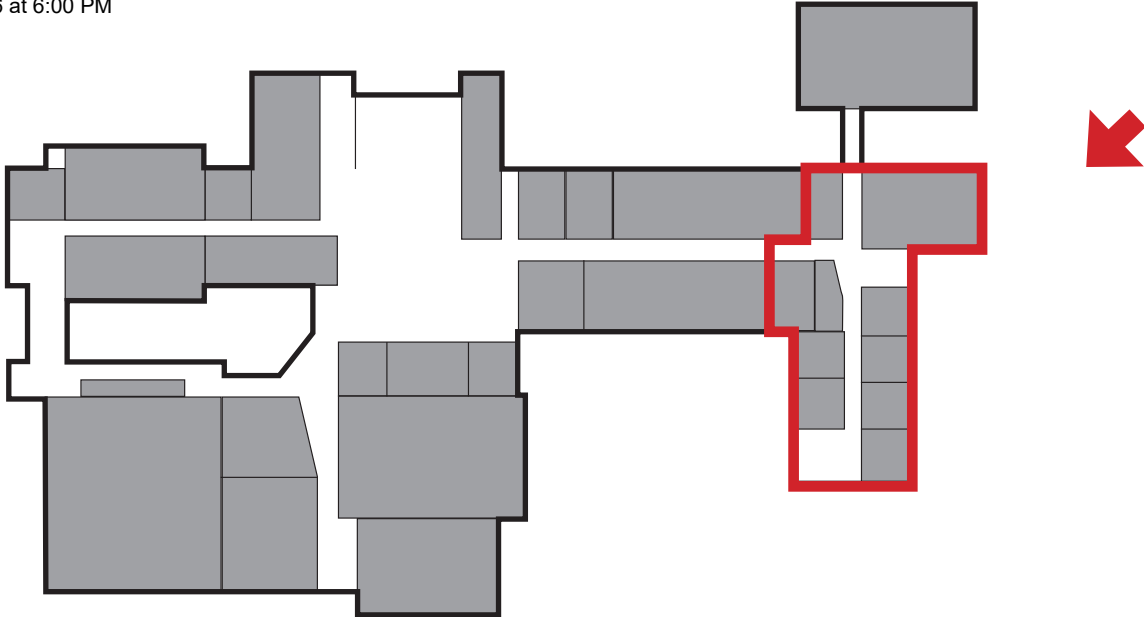
CTE - Art

CONCEPTUAL RENDERING

CLE ELUM - ROSLYN MIDDLE SCHOOL

Cle Elum-Roslyn School District - September 14th 2026 Work Session - Agenda - Monday September 14, 2026 at 6:00 PM

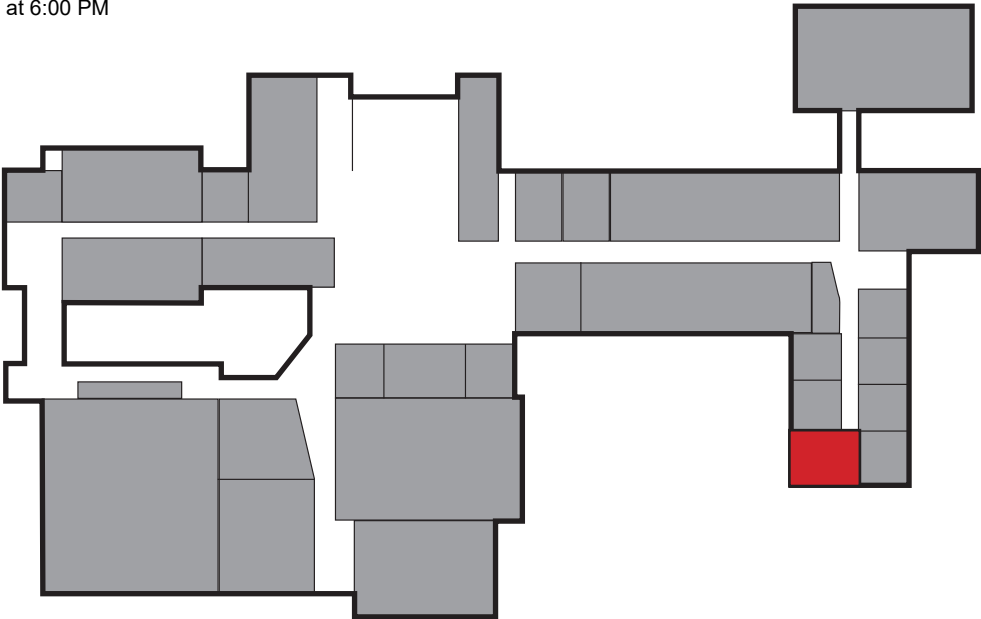
MIDDLE SCHOOL MAIN ENTRY
(New addition)



CONCEPTUAL RENDERING

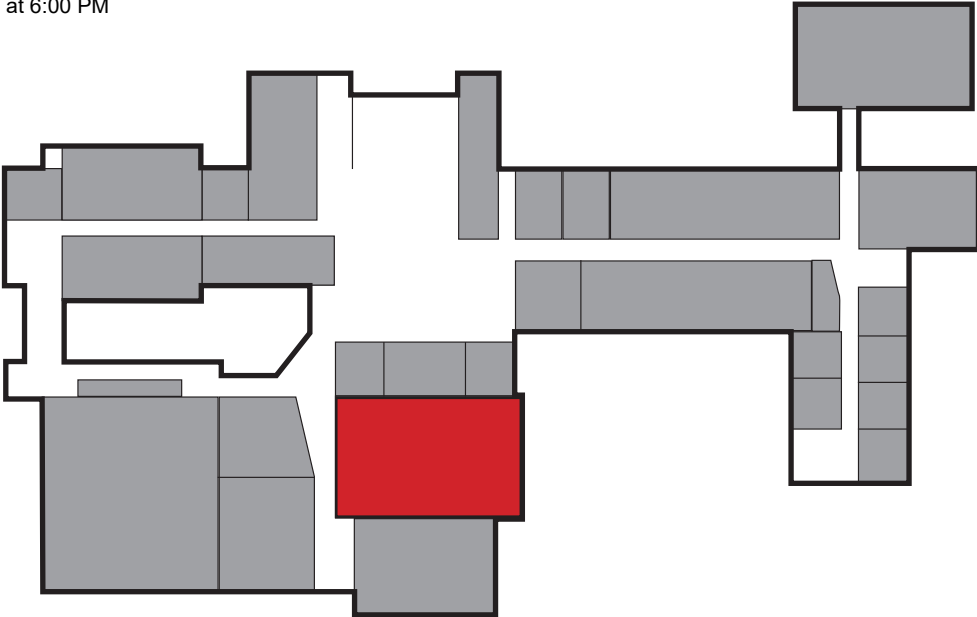
MIDDLE SCHOOL COMMONS / LEARNING COMMUNITY

(New addition)



CLE ELUM - ROSLYN MIDDLE SCHOOL

MIDDLE SCHOOL GYMNASIUM (MS - HS AUDITORIUM)

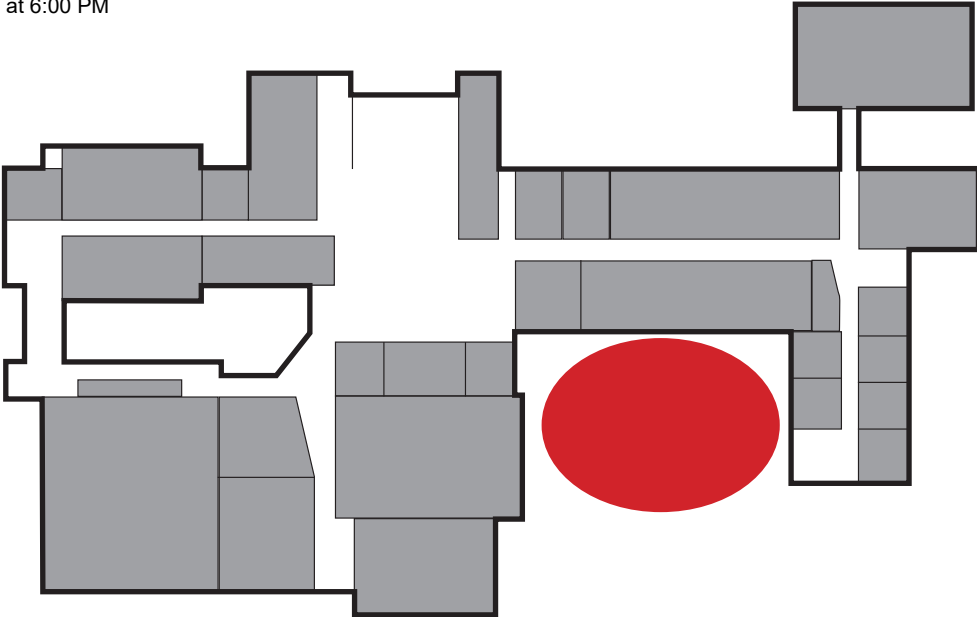


CONCEPTUAL RENDERING

CLE ELUM - ROSLYN MIDDLE SCHOOL

Cle Elum-Roslyn School District - September 14th 2026 Work Session - Agenda - Monday September 14, 2026 at 6:00 PM

MIDDLE SCHOOL PLAY / OUTDOOR LEARNING



CTE/FLEX SPACE: INSPIRATIONAL IMAGES

- Adaptable technical learning environment
- Design enforces collaboration and design thinking
- Hands-on, projects based learning
- Adaptable in use of room
- Extend learning outdoors



COLLABORATION: INSPIRATIONAL IMAGES

- Extend learning beyond the classroom
- Opportunity to collaborate - innovate - engage
- Adaptable space to support social interactions, small group or focused work.



INFORMAL LEARNING HUB

Powered by BoardOnTrack



INFORMAL COLLABORATION ZONES



SUPPORT MULTIPLE MODES OF LEARNING

HEALTH AND MEDICAL: INSPIRATIONAL IMAGES

- Integrate classroom learning with hands-on clinical experience
- Learning environment is adaptable in layout, use and technology
- Reinforce teamwork



SPECIAL EDUCATION: INSPIRATIONAL IMAGES

- Integrate support throughout the school
- Prioritize flexibility, accessibility and collaboration
- Create equitable opportunities and experiences for all students
- Support emotional regulation and diverse sensory needs
- Life Skills at the core of the school



LIFE SKILLS ROOM

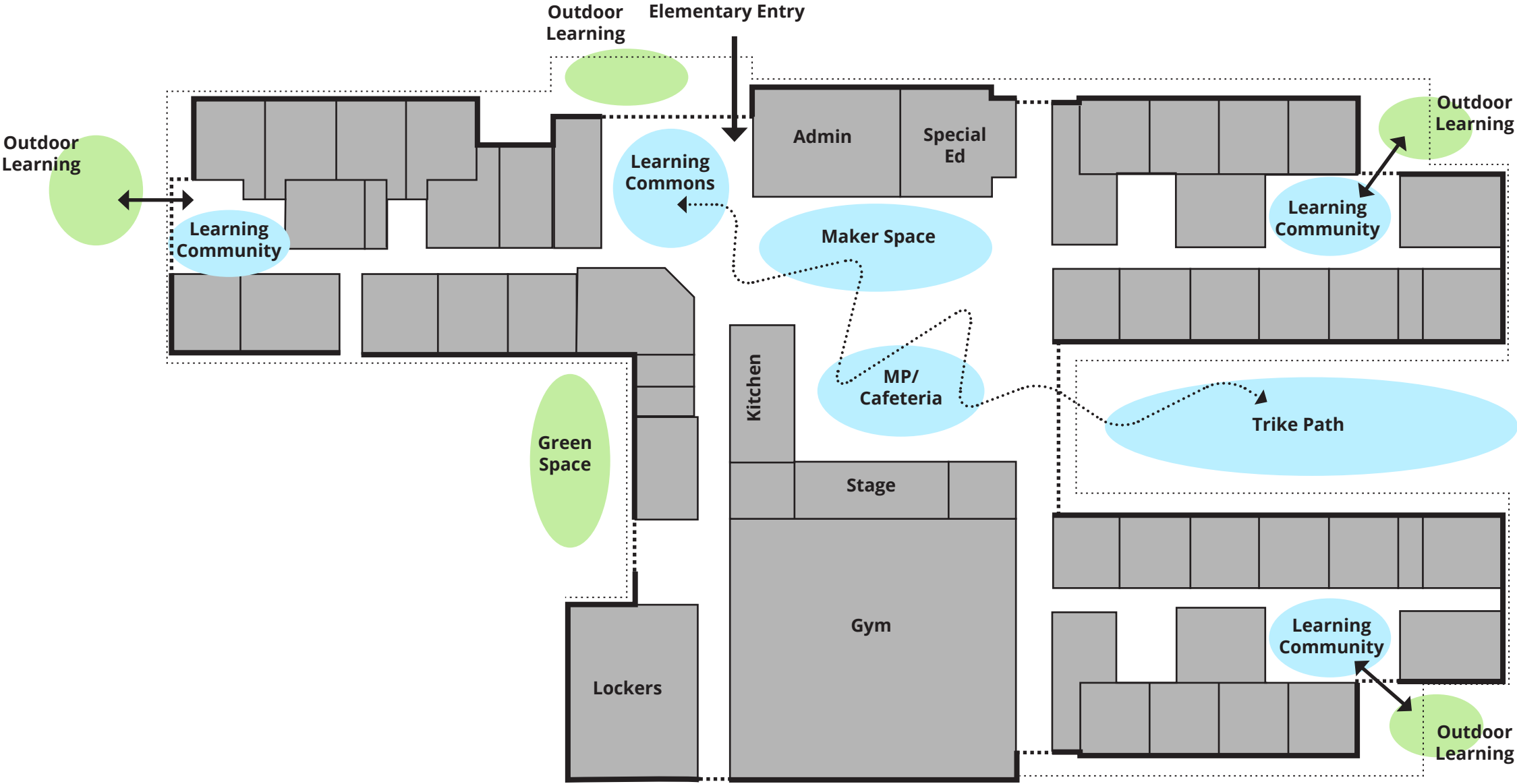


FLEXIBLE LEARNING ENVIRONMENT



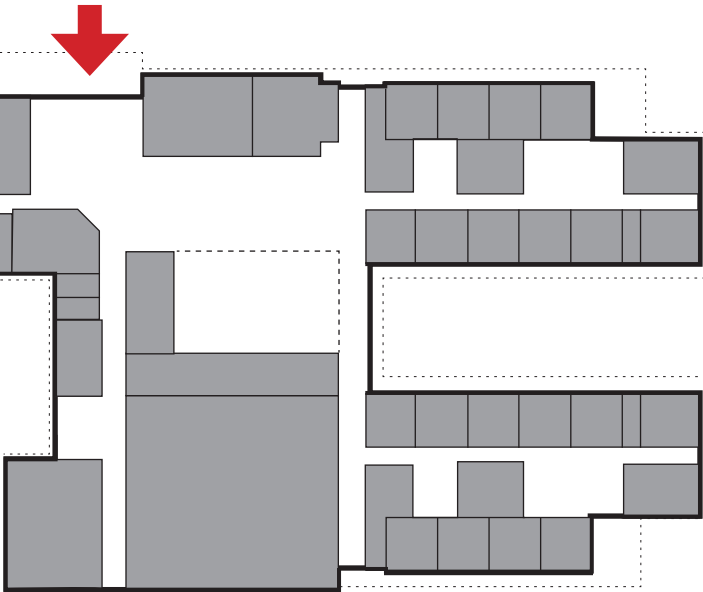
CONNECTION TO NATURE

CONCEPTUAL FLOOR PLAN DIAGRAM



CLE ELUM - ROSLYN ELEMENTARY SCHOOL

Cle Elum-Roslyn School District - September 14th 2026 - Work Session - Agenda - Monday September 14, 2026 at 6:00 PM



NEW ENTRY - LEARNING COMMONS

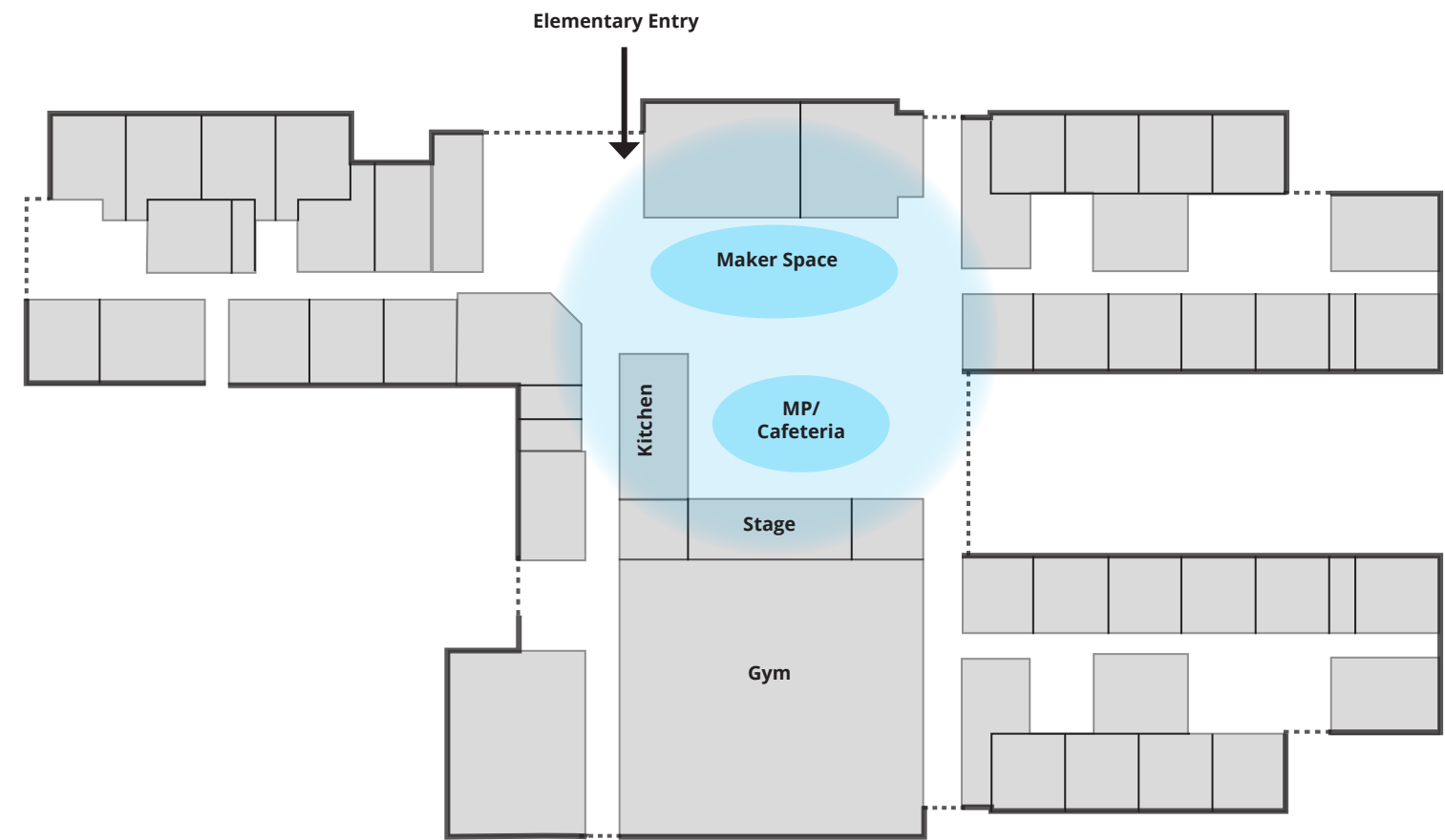


CLE ELUM - ROSLYN ELEMENTARY SCHOOL

Cle Elum-Roslyn School District - September 14th 2026 - Work Session - Agenda - Monday, September 14, 2026 at 6:00 PM

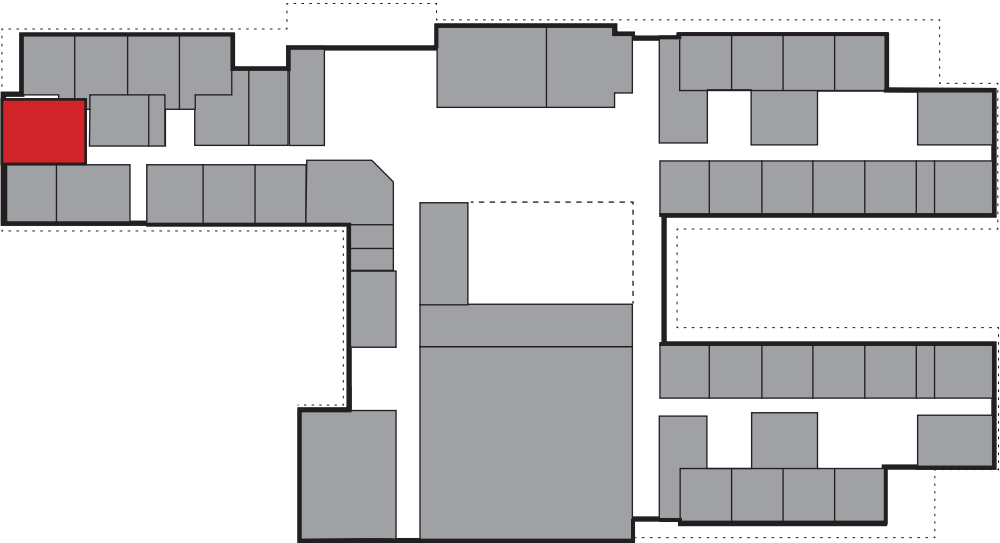
MAIN ENTRY

- Core of the school
- Promote learning together
- Adaptable in use



CLE ELUM - ROSLYN ELEMENTARY SCHOOL

Cle Elum-Roslyn School District - September 14th 2026 - Work Session - Agenda - Monday September 14, 2026 at 6:00 PM



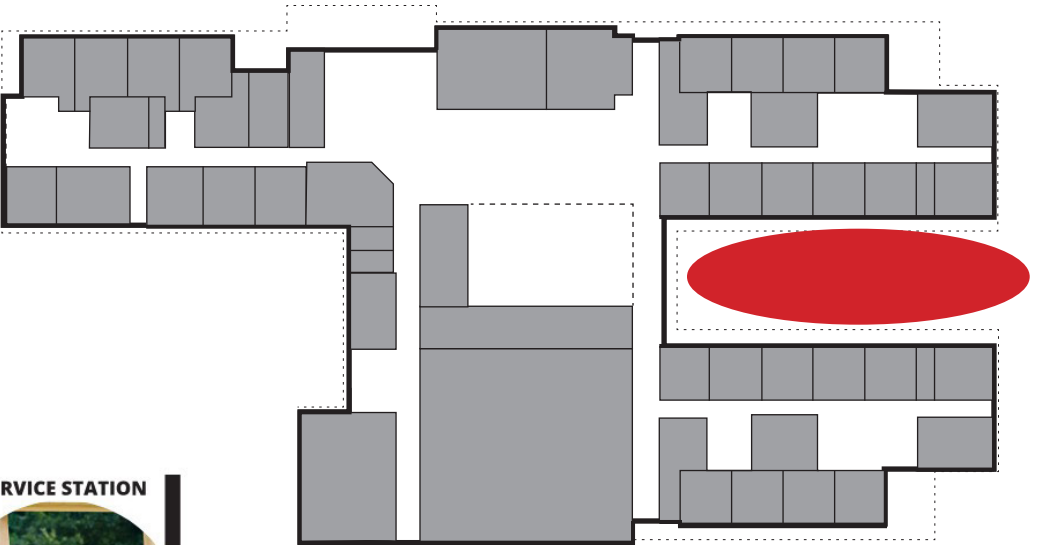
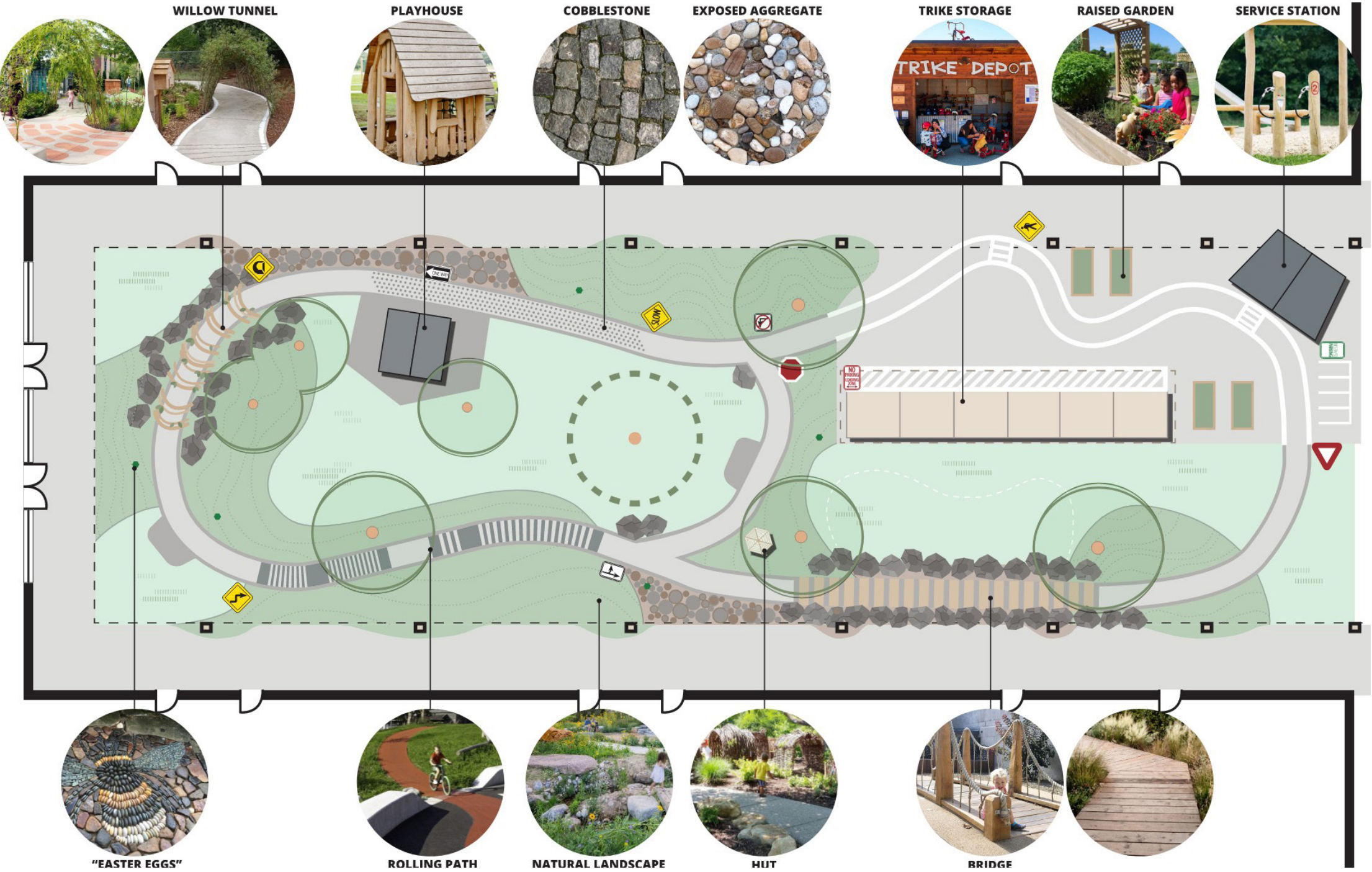
Learning Community (Renovated Space)



CONCEPTUAL RENDERING

CLE ELUM - ROSLYN ELEMENTARY SCHOOL

Cle Elum-Roslyn School District - September 14th 2026 - Work Session - Agenda - Monday, September 14, 2026 at 6:00 PM



ELEMENTARY TRIKE PATH

Coversheet

Bond Planning Update

Section:	III. WORK STUDY- Discussion
Item:	D. Bond Planning Update
Purpose:	
Submitted by:	
Related Material:	Cle Elum-Roslyn SD Bond Planning Update 9.14.2026.pdf



Cle Elum-Roslyn
SCHOOL DISTRICT

Bond Planning Update September 14, 2026

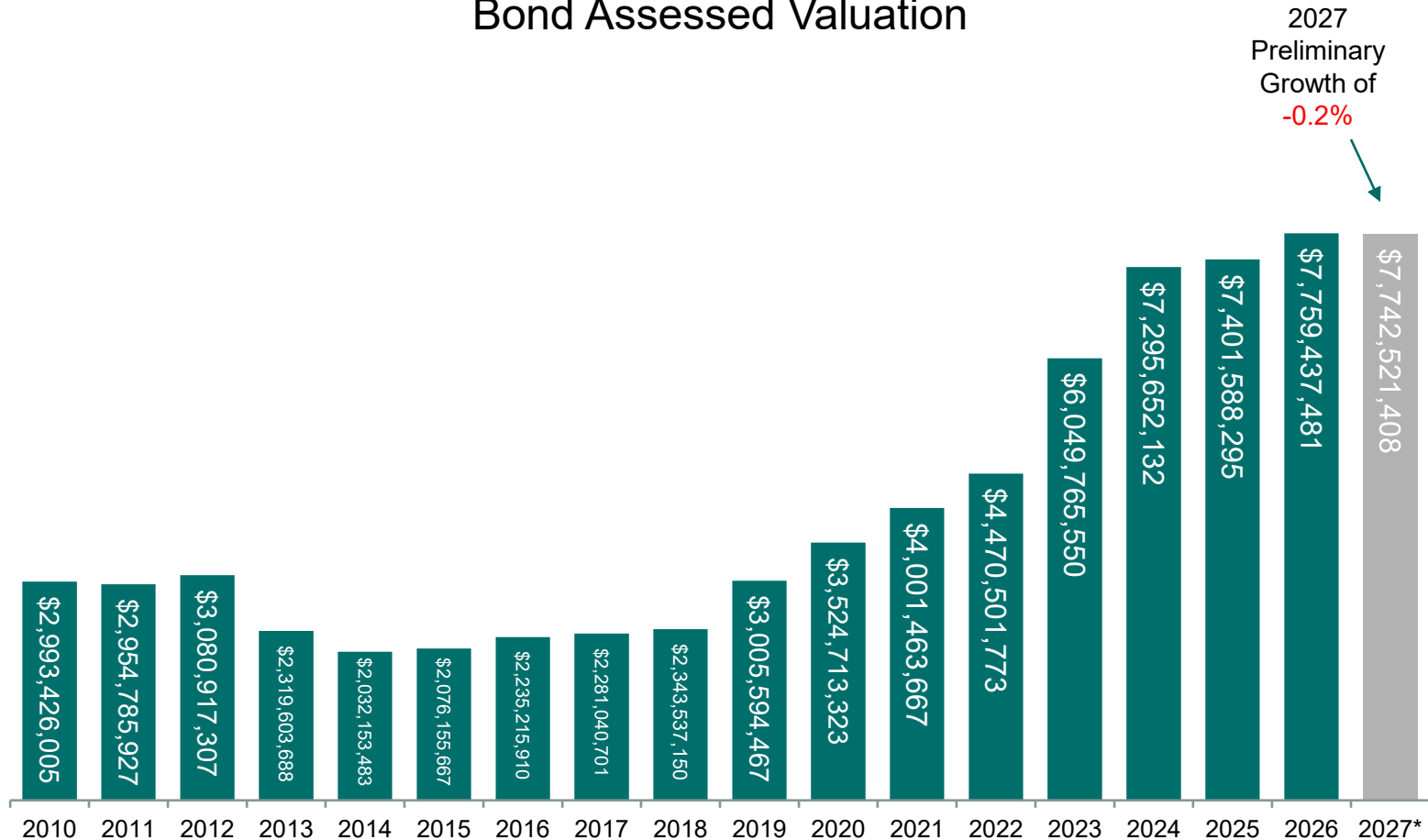
Cory Plager
Managing Director
cplager@dadco.com
(509) 462-6370



D|A|DAVIDSON
D.A. Davidson & Co. member SIPC

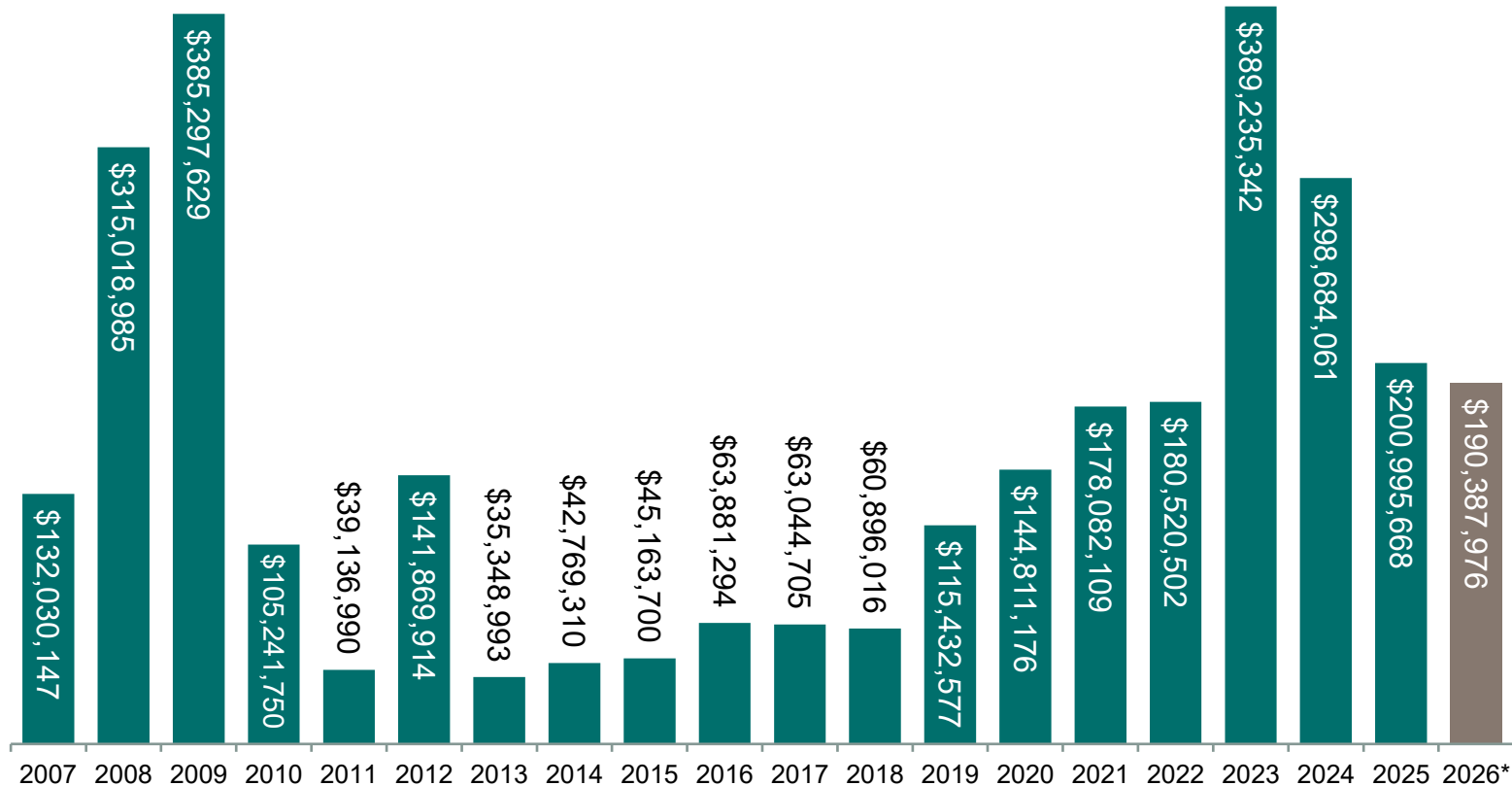
Property Values and School Taxes

Cle Elum-Roslyn School District Bond Assessed Valuation



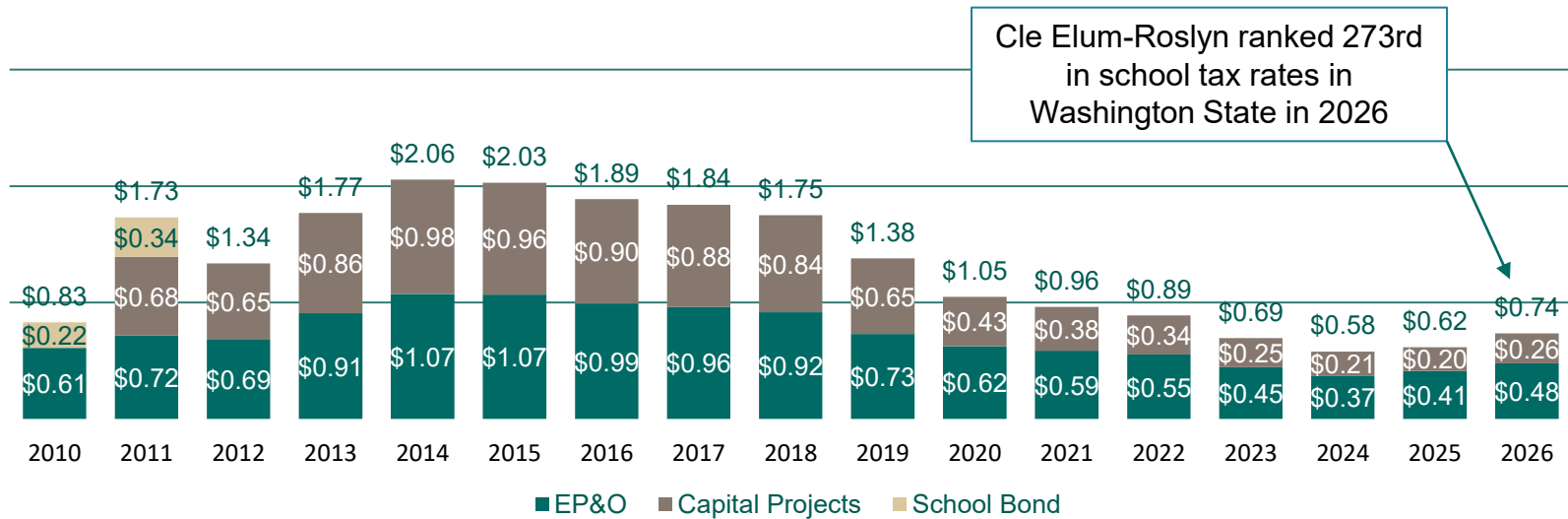
Property Values and School Taxes

Cle Elum-Roslyn School District New Construction



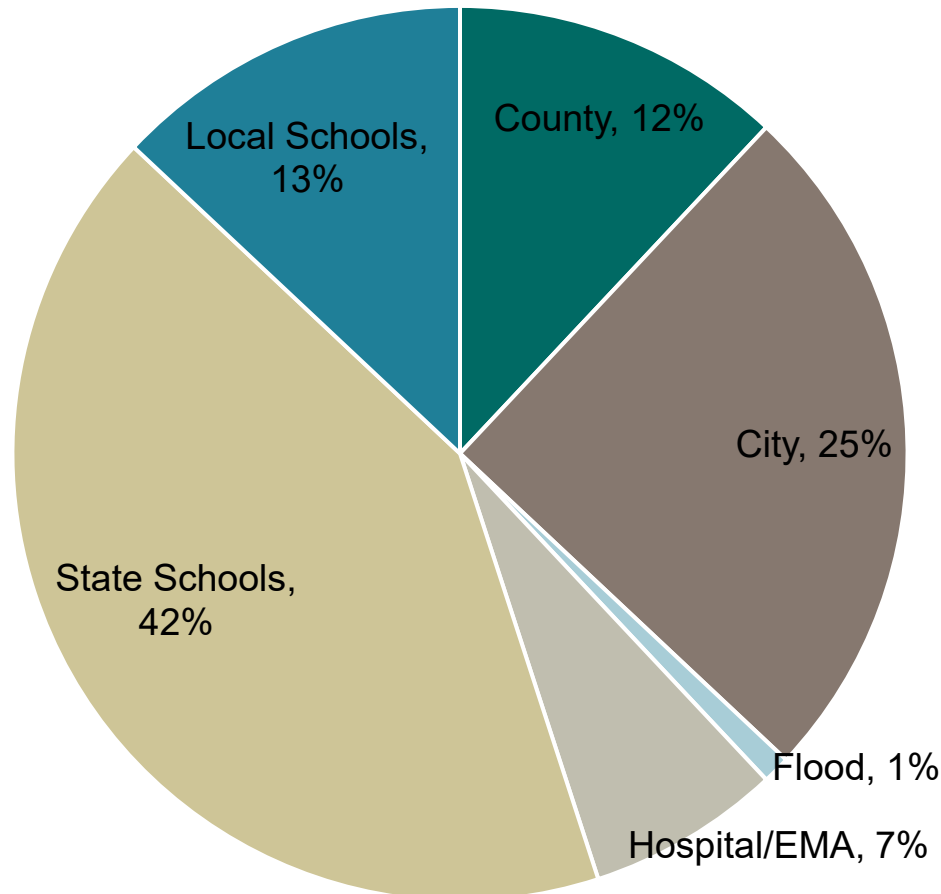
Property Values and School Taxes

Cle Elum-Roslyn School District Tax Rates/\$1,000 (with Preliminary 2026)



Property Values and School Taxes

Property Tax Percentages



Property Values and School Taxes

Estimated Property Taxes Paid by Home Value				
Tax	Rate/\$1,000	\$400,000	\$700,000	\$1,000,000
County Tax	\$0.686	\$274	\$480	\$686
City Tax*	\$1.385	\$554	\$970	\$1,385
Hospital/EMS	\$0.375	\$150	\$263	\$375
Flood	\$0.063	\$25	\$44	\$63
Local School	\$0.735	\$294	\$515	\$735
State School	\$2.377	\$951	\$1,664	\$2,377
Total	\$5.621	\$2,249	\$3,935	\$5,621

*Example uses rate for homes within Cle-Elum city limits, Roslyn city tax is \$1.335/\$1,000, South Cle-Elum city tax is \$1.173/\$1,000, *some unincorporated areas will not have a city tax, but have a county roads tax (\$0.784/\$1,000),*

Property Values and School Taxes

Kittitas County School Districts 2026 Total Tax Rates						
District	Assessed Value (\$)	EP&O (\$)	Bonds (\$)	Capital (\$)	Transp. (\$)	Total (\$)
Cle Elum-Roslyn School District No. 404	7,750,323,055	0.4773	-	0.2580	-	0.7353
Damman School District No. 7	248,479,646	0.7042	-	-	-	0.7042
Easton School District No. 28	1,377,441,101	0.2327	-	-	-	0.2327
Ellensburg School District No. 401	5,336,586,855	2.1019	1.1238	0.2482	-	3.4739
Kittitas School District No. 403	1,089,784,041	1.6563	0.7758	0.3671	-	2.7992
Naches Valley School District No. JT3	843,915	2.2680	0.7731	0.5284	-	3.5695
Selah School District No. 119	23,676,108	1.6434	1.1688	-	-	2.8123
Thorp School District No. 400	539,829,362	1.2036	-	0.7888	0.1385	2.1309

Assessed Value does not include TAV. Kittitas County values only.

Eastern Washington Athletic Conference 2026 Total Tax Rates					
District	EP&O (\$)	Bonds (\$)	Capital (\$)	Transp. (\$)	Total (\$)
Cle Elum-Roslyn School District No. 404	0.4773	-	0.2580	-	0.7353
Columbia School District No. 400	2.1312	-	0.3212	-	2.4524
Goldendale School District No. 404	1.8338	-	-	-	1.8338
Granger School District No. 204	1.7266	1.1809	-	-	2.9075
Highland School District No. 203	1.5695	-	1.1883	-	2.7578
Kittitas School District No. 403	1.6563	0.7758	0.3671	-	2.7992
Mabton School District No. 120	1.5535	-	-	-	1.5535
Warden School District No. 146	2.5000	-	0.2290	-	2.7290



Property Values and School Taxes

Property Tax Exemption Basics

Those that are either:

- 1) 61 years of age or older,
- 2) Disabled, or a
- 3) Veteran with a service disability

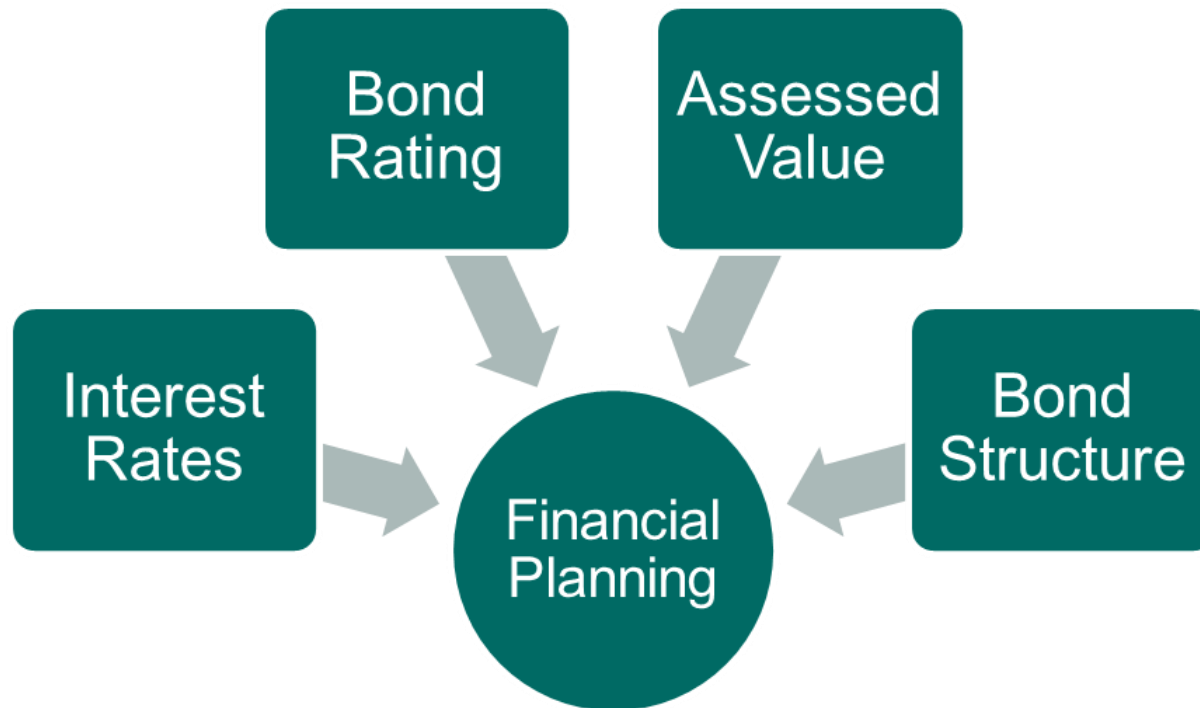
are eligible for property tax exemptions if household income is \$43k or less (2026)

- Exemption reduces taxes, does not eliminate all property taxes
- Depending on income level, may be exempt from excess levies (those that require voter approval) and some state schools tax
- Some lower income levels also provide relief from a percentage of regular taxes
- Changes are coming in 2027 to increase the threshold – so more individuals will be eligible for exemptions in the future

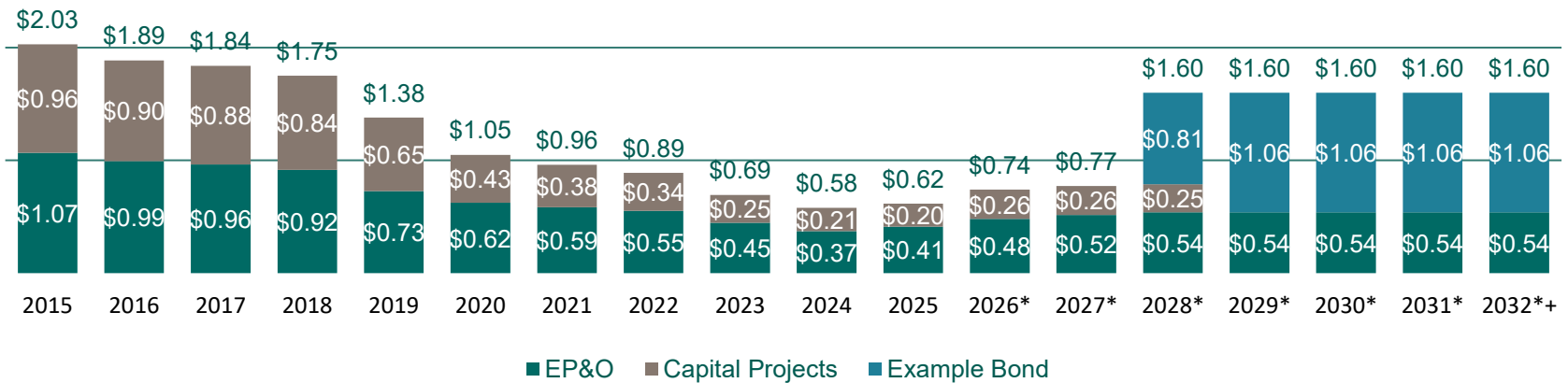
Kittitas County Frequently Asked Questions on the Exemptions:

- <https://www.co.kittitas.wa.us/assessor/exemption/exemptionfaqs.asp>

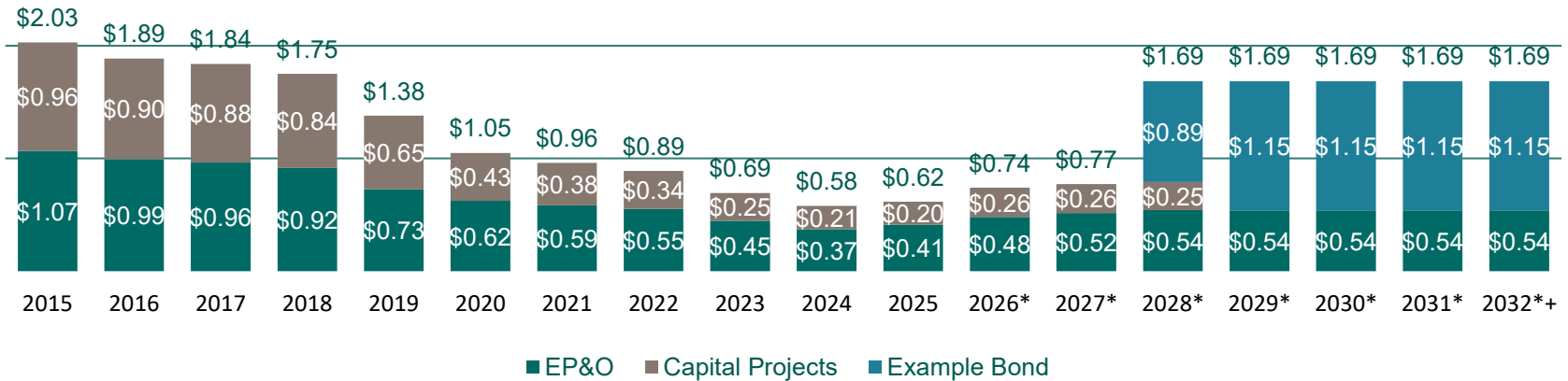
Bond and Tax Rate Planning



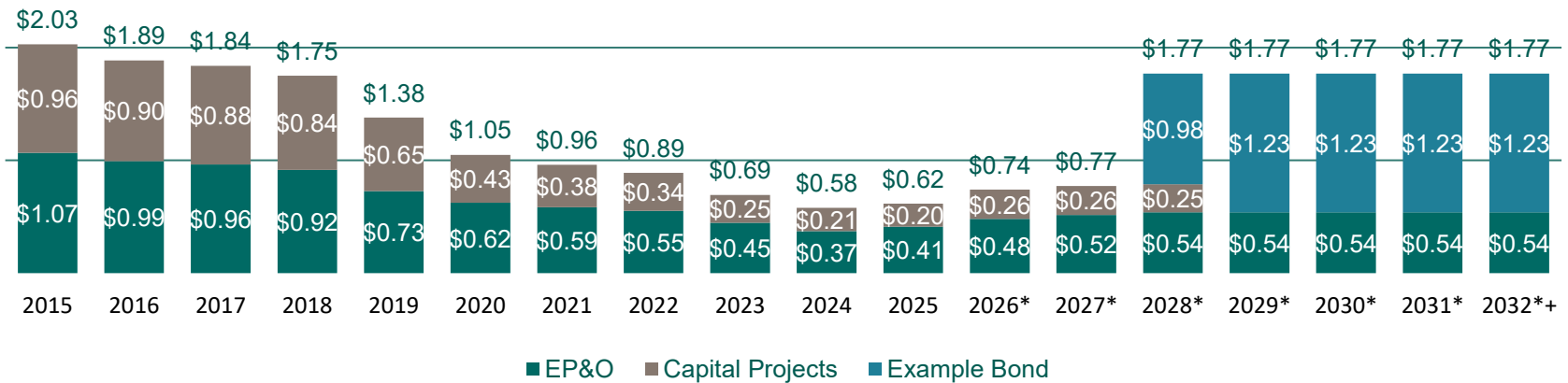
Cle Elum-Roslyn School District February 2027 Bond, \$120,000,000 Tax Rate Estimate



Cle Elum-Roslyn School District February 2027 Bond, \$130,000,000 Tax Rate Estimate



Cle Elum-Roslyn School District February 2027 Bond, \$140,000,000 Tax Rate Estimate





D | A | DAVIDSON

Cory Plager

Managing Director
(509) 462-6370
cplager@dadco.com

Dave Trageser

Managing Director
(206) 903-8699
dtrageser@dadco.com

Maura Lentini

Sr. Vice President
(206) 903-8687
mlentini@dadco.com

Suzanne Eide

Sr. Vice President
(206) 903-8690
seide@dadco.com

Crystal Vogl

Vice President
(406) 791-7214
cvogl@dadco.com

Lisa May

Head of Underwriting
(303) 764-6038
lmay@dadco.com

Hannah Bulla

Associate
(509) 462-6370
hbulla@dadco.com

Gina Pappas

Associate
(303) 764-5756
gpappas@dadco.com

D.A. Davidson is not recommending an action to the municipal entity or obligated person; (b) is not acting as an advisor to the municipal entity or obligated person and does not owe a fiduciary duty pursuant to Section 15B of the Exchange Act to the municipal entity or obligated person with respect to the information and material contained in this communication; (c) D.A. Davidson is acting for its own interests; and (d) the municipal entity or obligated person should discuss any information and material contained in this communication with any and all internal or external advisors and experts that the municipal entity or obligated person deems appropriate before acting on this information or material.

D.A. Davidson seeks to serve as an underwriter on a future transaction and not as a financial advisor or municipal advisor; (b) D.A. Davidson's primary role is to purchase or place securities with a view to distribution in an arm's length commercial transaction with the issuer and it has financial and other interests that differ from those of the issuer and (c) the information provided herein is for discussion purposes only in anticipation of being engaged to serve as underwriter.



Coversheet

1st Read Policies

Section: IV. POLICIES
Item: A. 1st Read Policies

Purpose:
Submitted by:

Related Material:

2161 Special education and related services for eligible students (2) (1).pdf
2162- EducationofStudentswithDisabilities.pdf
3225- School Based Threat Assessment.pdf
3246- Restraint and Isolation.pdf
3241- Student Discipline Cersd older.pdf
3241-Student Discipline WSSDA new.pdf

Cle Elum-Roslyn School District No. 404

Board Policy

Policy: 2161
Section: 2000 - Instruction

Special Education and Related Services for Eligible Students

The board recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Special education programs for eligible students will be an integral part of the general educational programs of this district and will be operated in compliance with federal and state requirements governing special education. The district will provide a continuum of placement options, which may include services within and outside the district depending on the student's needs.

Not all students with disabilities are eligible for special education services. The needs of students with disabilities will be addressed individually and, if appropriate, students will be provided accommodations, modifications, and/or related aids and services as required under Section 504 of the Rehabilitation Act of 1973 in accordance with district policy and procedures.

Mediation or Resolution Agreements

The board authorizes the superintendent or a designee to bind the district to a mediation or resolution agreement.

Commencement Exercises/Certificate of Attendance

~~In order to participate in commencement exercises, students must have met the minimum criteria for graduation prior to the date of the exercise and otherwise be in good standing with their school through the commencement date. Minimum criteria for participation may be adjusted for students with an Individualized Education Program (IEP) whose disabilities have impacted their opportunity to accumulate credits. Each student's IEP team will determine the student's graduation plan, including graduation date. Students with an IEP who have attended four years of high school and need additional time to complete IEP goals and/or credits may request participation in commencement exercises. Students with an IEP will receive a certificate of attendance until they complete their credits for graduation.~~

The district superintendent **or designee** will develop and maintain special education procedures necessary to implement this policy. This policy and the procedures will be available to the public.

Cross References:

2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
2163 - Response to Intervention
2410 - High School Graduation Requirements
3231 - Student Records
3241 - Student Discipline

3246 - Restraint, Isolation and Other Uses of Reasonable Force

4217 - Effective Communication

Legal References:

Chapter 28A.155 RCW Special education

RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 — Procedures — Definitions.

RCW 28A.600.486 District policy on the use of isolation and restraint — Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.

RCW 28A.605.020 Parents' Access to Classroom or School Sponsored Activities — Limitation

Chapter 49.60 RCW Discrimination — Human rights commission

Chapter 392-172A, WAC Rules for the provision of special education

29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794

20 U.S.C. 1400 et seq. Individuals with Disabilities Education Act of 2004

42 U.S.C. 12131-12133 Americans with Disabilities Act of 1990

28 CFR Part 35 Nondiscrimination on the Basis of Disability in State and Local Government Services

34 CFR Part 99 Family Education Rights and Privacy Act (FERPA)

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

34 CFR Part 300 Assistance to States for the Education of Children With Disabilities

34 CFR Part 303 Early Intervention Program for Infants and Toddlers with Disabilities

Management Resources:

2021 - December Issue

2016 - March Issue

2014 - June Issue

2009 - October Issue

Policy News, December 2007 Updated Special Education Policy and Procedure

Policy News, June 2007 Graduation Ceremonies for Special Education Students

Policy News, December 1999 Rule Adoption Leads to Special Education Policy

Adoption Date:

Revised Dates: 4.16; 10.22 CERSD

Classification: **Essential**

Revised Dates: **02.00; 06.07; 12.07; 10.09; 12.11; 06.14;03/01/2016 ; 12.21**

© 2020-2025 Washington State School Directors' Association. All rights reserved.

Cle Elum-Roslyn School District No. 404

Board Policy

Policy: 2162
Section: 2000 - Instruction

Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled under this policy even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act (IDEA).

Section 504 of the Rehabilitation Act of 1973 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a "qualified disabled person" under Section 504 if he or she:

- A. Has a physical or mental impairment, ~~or may have a health condition~~ that substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating and working), has a record of such an impairment, or is regarded as having such an impairment; and
- B. Is between the ages of 3 to 21 years old.

~~The district will comply with the federal policies that require free appropriate public education, Child Find, equal educational opportunity, confidentiality of information, parent involvement, participation in least restrictive environment, evaluations, placement, reevaluation, programming to meet individual needs, placement procedures, nonacademic services, preschool and adult education programs, disciplinary exclusion, transportation, procedural requirements, appropriate funding, accessibility, special issues related to drug or alcohol-addicted students, special considerations for students having AIDS or HIV infection, and special issues related to ADD/ADHD students.~~

The superintendent will establish procedures to ensure that students who are disabled within the definition of Section 504 are educated in full compliance with the law.

Cross References:

3247 - Required Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans
3210 - Nondiscrimination
2161 - Special Education and Related Services for Eligible Students

Legal References:

42 USC 12212 Section 512 Americans With Disabilities Act of 1990
34 CFR Part 104 Section 504 of the Rehabilitation Act of 1973
45 CFR Part 99 Family Education and Privacy Act
RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 — Procedures — Definitions.
RCW 28A.600.486 District policy on the use of isolation and restraint — Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.

Management Resources:

2014 - June Issue
2011 - June Issue

Adoption Date:

Revision Dates: 3.22.10; 11.24.14 CERSD

Classification: **Essential**

Revised Dates: **06.11; 06.14 WSSDA**

_2014 Washington State School Directors' Association. All rights reserved.

Cle Elum-Roslyn School District No. 404

Board Policy

Title: **School-Based Threat Assessment**

Code: 3225

Section: WSSDA Model Policies

Section: 3000 - Students

The Board is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension or expulsion and the district will not impose suspension or expulsion, including emergency **removal**, *solely* for investigating student conduct or conducting a threat assessment. Further, suspension, or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response, unless such actions are coupled with containment and support. However, nothing in this policy precludes district personnel from acting immediately to address an imminent threat, including an emergency **removal**, if the district has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

Structure of Threat Assessment Teams

The superintendent shall establish and ensure the training of a multidisciplinary, multiagency threat assessment team or more than one such team to serve district schools. As the threat assessment team must be multidisciplinary and multiagency, it might include persons with expertise in:

- Counseling, such as a school counselor, a school psychologist and/or school social worker,
- Law enforcement, such as a school resource officer,
- School administration, such as a principal or other senior administrator,
- Other district or school staff,

- Community resources,
- Special education teachers, and a
- Practicing educational staff member.

Not every multidisciplinary team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.

Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are part of the threat assessment team. This does not diminish the district's commitment that school personnel will make every reasonable attempt to involve parents and the student in the resolution of the student's behavioral violations, consistent with Policy and Procedure 3241 – Student Discipline

Function of Threat Assessment Team

Each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, volunteer, or other individual, functions as a "school official with a legitimate educational interest" in educational records controlled and maintained by the district. The district provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including district/school-based members and community resource/law enforcement members, shall use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to 2145 – Suicide Prevention.
- Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the district's possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student's demographic or personal characteristics.

- Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;
- Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff; and
- Timely reports its determination to the superintendent or designee.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student's IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

Data Collection, Review and Reporting

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Other tasks of threat assessment team

The threat assessment team may also participate in other tasks that manage or reduce threatening or potentially threatening behavior and increase physical and psychological safety. This may include:

- Providing guidance to students and staff regarding recognition of behavior that may represent a threat to students, staff, school, the community, or the individual;
- Providing informational resources for community services boards or health care providers for medical evaluation or treatment, as appropriate;

- Assessing individuals other than students whose behavior poses a threat to the safety of students or staff and notify the superintendent or designee of such an individual.

Adopted: **December 01, 2019**

Last Revised: **July 24, 2023**

Classification: **Critical**

Prior Revised Dates: **12/01/2019; 12/22/2020**

Legal References:

- [CFR 34, Part 99, Family Educational Rights and Privacy Act Regulations](#)
- [Chapter 28A.320 RCW](#)
- [Chapter 28A.300 RCW](#)

Management Resources:

- [2023 - July Issue](#)
- [2020 - December Issue](#)
- [2019 - December Issue](#)

Cross References:

- [2121 - Substance Abuse Program](#)
- [2145 - Suicide Prevention](#)
- [2161 - Special Education and Related Services for Eligible Students](#)
- [2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973](#)
- [3143 - Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm](#)
- [3231 - Student Records](#)
- [3241 - Student Discipline](#)
- [3432 - Emergencies](#)
- [4210 - Regulation of Dangerous Weapons on School Premises](#)
- [4310 - District Relationships with Law Enforcement and other Government Agencies](#)

© 2022-2027 Washington State School Directors' Association. All rights reserved.

Cle Elum-Roslyn School District No. 404

Board Policy

Title: **Restraint and Isolation**

Code: 3246

Section: WSSDA Model Policies

Section: 3000 - Students

It is the policy of the board that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint and isolation. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint or isolation may only be used on a student when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm as defined by [RCW 28A.600.485](#) and explained in the procedure accompanying this policy.

The superintendent or a designee will develop procedures to implement this policy and ensure that the district complies with laws governing restraint and isolation of students.

Last Revised: **July 10, 2026**

Classification: **Critical**

Prior Revised Dates: **12.08; 12.11; 07.13; 12.13; 07.15; 03/01/2016; 12/16/2021; 07/31/2024**

Legal References:

- [RCW 9A.16.020 Use of force - When lawful](#)
- [RCW 9A.16.100 Use of force on children - Policy - Actions presumed unreasonable](#)
- [RCW 28A.150.300 Corporal Punishment Prohibited - Adoption of policy](#)
- [RCW 28A.155.210 Use of restraint or isolation - Requirement for procedures to notify parent or guardian.](#)
- [RCW 28A.600.485 - Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 - Procedures - Summary of incidents of isolation or restraint - Publishing to web site. \[as amended by SHB 1240\]](#)
- [RCW 71.05.020 Definitions](#)
- [WAC 392-172A-01092 Imminent](#)
- [WAC 392-172A-01107 Isolation](#)
- [WAC 392-172A-01109 Likelihood of serious harm](#)

- [WAC 392-172A-01162 Restraint](#)
- [WAC 392-172A-02076 Prohibited practices](#)

Management Resources:

- [2026 - July Issue](#)
- [2021 - December Issue](#)
- [2016 - March Issue](#)
- [2015 - July Policy Alert](#)
- [2013 - December Issue](#)
- [2013 - July Issue](#)
- Policy News, December 2008 Use of Reasonable Force Policy

Cross References:

- [2161 - Special Education and Related Services for Eligible Students](#)
- [2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973](#)

© 2022-2027 Washington State School Directors' Association. All rights reserved.

Cle Elum-Roslyn School District No. 404

Board Policy

Policy: 3241
Section: 3000 - Students

Student Discipline

Introduction/Philosophy/Purpose

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

The purposes of this policy and accompanying procedure include:

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

Rights and Responsibilities/District Commitment

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

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

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

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

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

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112 – Social Emotional Climate.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted, is essential for effective review of this policy; therefore, the district will ensure such reporting.

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

~~The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:~~

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

~~Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by district Superintendent or designee.~~

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

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

~~School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.~~

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#) to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. ~~School.~~
2. ~~Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW [28A.300.042](#)(1) and [CEDARS](#) Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.~~
3. ~~Behavioral violation.~~
4. ~~Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency expulsion, and expulsion.~~

The District will follow the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school based teams e.g. PBIS, Equity, MTSS, or building leadership teams or committees to:

- ~~set at least one goal annually for improving equitable student outcomes;~~
- ~~create an action plan or plans;~~
- ~~evaluate previous goals and action plans; and~~
- ~~revise goals and action plans, based on evaluations.~~

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

Distribution of policies and procedures

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

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. ~~At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW [28A.415.410](#) to support implementation of this policy and procedure to all school staff as feasible.~~

Application

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

Cross References:

- 2121 - Substance Abuse Program
- 2161 - Special Education and Related Services for Eligible Students
- 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 3122 - Excused and Unexcused Absences
- 3210 - Nondiscrimination
- 3244 - Prohibition of Corporal Punishment
- 3520 - Student Fees, Fines, or Charges
- 4210 - Regulation of Dangerous Weapons on School Premises
- 4218 - Language Access

Legal References:

- 42 U.S.C. 2000d et seq. Civil Rights Act of 1964
- 34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
- Chapter 392-400, WAC Pupils
- WAC 392-190-048 Access to course offerings – Student discipline
- Chapter 28A.320, RCW Provisions applicable to all districts
- Chapter 28A.600 RCW, Students
- RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
- RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties
- Chapter 28A.225, RCW Compulsory school attendance and admission
- RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
- RCW 9A.12.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions

Management Resources:

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

Adoption Date: **04.19**

Revised: 06/23 CERSD

Classification: **Essential**

Revised Dates: ; **02.21**



Title: **Student Discipline**

Code: 3241

Section: WSSDA Model Policies

Section: 3000 - Students

Introduction/Philosophy/Purpose

The board focuses on the educational achievement of every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. The board intends that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

1. Providing a safe and supportive learning environment for all students.
2. Providing due process to students.
3. Implementing culturally responsive discretionary and nondiscretionary discipline policies and procedures that provide opportunity for all students to achieve personal and academic success.
4. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures.
5. Ensuring fairness and equity in the administration of discretionary and nondiscretionary discipline.
6. Administering discretionary discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.
7. Providing educational services that students need to complete their education without disruption.
8. Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion.

Students' Fundamental Rights

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

1. Unlawfully discriminate against a student on the basis of sex, race, creed, ethnicity, religion, color, national origin, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship

status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability is prohibited.

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

Student Responsibilities

This district's student discipline policy and procedure are designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with the policy and procedure, including behavioral expectations that respect the rights and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112 – Social Emotional Climate

Development and Review

The district will develop and periodically review a discretionary and nondiscretionary discipline policy and procedure with the participation of school personnel, students, parents, families, and the community. During the development and review, the district must use disaggregated data collected under RCW 28A.300.042 to monitor the impact of the district's discipline policy, procedure, and practices and update its policy and procedure to improve fairness and equity in the administration of discipline.

The policy and procedure will be developed in accordance with WAC 392-400-110.

Distribution of Policies and Procedures

The district will make the current version of this policy and procedure available to families and the community. The district will annually provide this policy and procedure to all district personnel, students, parents, and families, which may

require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure.

Application

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

Adopted: **April 01, 2019**

Last Revised: **August 20, 2025**

Classification: **Critical**

Prior Revised Dates: **06.10; 08.14; 12.14; 07.16; 08.18; 04.19; 02/25/2021; 07/24/2023; 09/05/2024**

Legal References:

- [42 U.S.C. 2000d et seq. Civil Rights Act of 1964](#)
- [34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964](#)
- [Chapter 392-400, WAC Student Discipline](#)
- [WAC 392-190-048 Access to course offerings - Student discipline and corrective action](#)
- [Chapter 28A.320, RCW Provisions applicable to all districts](#)
- [Chapter 28A.600 RCW, Students](#)
- [RCW 28A.400.110 Principal to assure appropriate student discipline - Building discipline standards - Classes to improve classroom management skills](#)
- [RCW 28A.400.100 Principals and vice principals - Employment of - Qualifications - Duties](#)
- [Chapter 28A.225, RCW Compulsory school attendance and admission](#)
- [RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching - Scope - Responsibilities - Penalty](#)
- [RCW 9A.41.280 Possessing dangerous weapons on school facilities - Penalty - Exceptions](#)

Management Resources:

- [2025 - August Policy Alert](#)
- [2024 - September Policy Alert](#)
- [2023 - July Issue](#)
- [2021 - February Issue](#)
- [2019 - April Policy Alert](#)
- [2018 - August 2018 - August Policy Issue](#)
- [2016 - July Policy Issue](#)
- [2014 - December Issue](#)
- [2014 - August Issue](#)
- [2010 - June Issue](#)

Cross References:

- [2121 - Substance Abuse Program](#)
- [2161 - Special Education and Related Services for Eligible Students](#)
- [2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973](#)
- [3122 - Excused and Unexcused Absences](#)
- [3210 - Nondiscrimination](#)
- [3244 - Prohibition of Corporal Punishment](#)
- [3520 - Student Fees, Fines, or Charges](#)
- [4210 - Regulation of Dangerous Weapons on School Premises](#)
- [4218 - Language Access](#)

© 2022-2027 Washington State School Directors' Association. All rights reserved.