



Regular Meeting Agenda

Anderson Island Elementary, 13005 Camus Road Anderson Island, Washington
STUDY SESSION: There will be no study session prior to this meeting.

9/10/2014 6:30 PM

I. CALL TO ORDER

(Action)

- A. Pledge of Allegiance
- B. Roll Call
- C. Approval of Agenda

II. COMMENTS FROM THE AUDIENCE

(Information)

Members of the audience wishing to comment on specific items on this agenda will be allowed to comment briefly during the Comments From the Audience portion of the agenda. Those wishing to speak will please sign the Speaker List in order to be recognized by the Board. **Please limit your comments to three (3) minutes.** The Board will not entertain comments during any other part of the meeting. Remarks of a negative nature singling out specific employees, other than the Board or Superintendent, will be heard in executive session following the business meeting. The Board reserves the right to terminate presentations containing personal attacks on individuals.

III. PRESENTATION

(Presentation)

Presenter: Anderson Island Staff

IV. REPORTS - Financial

(Information)

Presenter: Jim Brittain

- 9102014 Board Mtg Financial Report Final PPT.pdf (p. 3)
- August 2014 Budget Status Reports.pdf (p. 9)

V. APPROVAL OF MINUTES

(Action)

Minutes 8.28.14.pdf (p. 20)

VI. CONSENT AGENDA

(Action)

The purpose of the consent agenda is to reduce time going through motion, second and voting on issues of common consent. Any Board member can ask for any item to be removed from the consent agenda. There is no discussion of items on the consent agenda. By motion of the Board, remaining items are approved without discussion as part of the consent agenda. Discussion of items removed from the consent agenda occurs immediately following action on the consent agenda.

- Approval of August 2014 Payroll and Accounts Payable.pdf (p. 23)
- Approval of Transitional Bilingual Instructional Program Grant.pdf (p. 71)
- Approval of Highly Capable Program Grant.pdf (p. 95)
- Approval of Certificated Personnel Report.pdf (p. 118)
- Approval of Co-Curricular Personnel Report.pdf (p. 119)

VII. OLD BUSINESS

1. Update on Steilacoom High Classroom Remodel Project

(Information)

Presenter: Jim Brittain

2. Approval of School Board Meeting Schedule Revision

(Action)

SB Schedule Rev.1.pdf (p. 122)

VIII. NEW BUSINESS

1. First Reading of Policies 6010, 6012, 6240, 6803, 6921, 6923, 6957

(Action)

Presenter: Jim Brittain

First Reading 6000 policies.pdf (p. 123)

2. First Reading of Policy 6000, 6020 and 6021

(Action)

Presenter: Jim Brittain

First Reading 6000, 6020, 6021.pdf (p. 135)

IX. COMMENTS FROM THE AUDIENCE

(Information)

Members of the audience wishing to comment on specific items on this agenda will be allowed to comment briefly during the Comments From the Audience portion of the agenda. Those wishing to speak will please sign the Speaker List in order to be recognized by the Board. **Please limit your comments to three (3) minutes.** The Board will not entertain comments during any other part of the meeting. Remarks of a negative nature singling out specific employees, other than the Board or Superintendent, will be heard in executive session following the business meeting. The Board reserves the right to terminate presentations containing personal attacks on individuals.

X. BOARD COMMUNICATION

(Information)

XI. ANNOUNCEMENTS

(Information)

XII. ADJOURNMENT

(Action)

Regularly scheduled meetings of the Board of Directors of the Steilacoom Historical School District are digitally recorded.

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

**Board Meeting
September 10, 2014**

**Financial Report
For Month Ending August 31, 2014**

Steilacoom Historical School District
General Fund Budget/YTD Actual/Projection

August 31, 2014

		Annual Budget	YTD Actual	Projected	Projected Variance	Variance Percentage
General Fund						
	Total Revenues & Other Financing Sources	29,345,274	28,491,132.43	28,682,132.43	-663,141.57	2.26%
	Total Expenditures	32,741,605	28,990,300.69	29,010,000.00	-3,731,605.00	11.40%
	Excess Revenues/Other Financing Sources					
	Over (under) Expend & Oth Financing Uses	-3,396,331		-327,867.57		
		Beginning Fund Balance	August Ending Fund Balance	Variance		
	General Fund Balance	7,970,171.25	7,471,002.99	499,168.26		
	Committed for Other Purposes		2,354,000.00			
	Committed for Min. Fund Balance		1,969,771.00			
	Unassignd Fund Balance		3,147,231.99			
			<u>7,471,002.99</u>			

Steilacoom Historical School District
Capital Projects Fund Budget/YTD Actual/Projection

August 31, 2014

Capital Fund		Annual Budget	YTD Actual	Projected	Budgeted to Projected Variance	Variance Percentage
Total Revenues & Other Financing Sources		2,610,000	60,977.32	60,977.32	-2,549,022.68	97.66%
Total Expenditures		5,450,000	2,932,686.42	2,950,000.00	2,500,000.00	45.87%
Excess Revenues/Other Financing Sources						
Over (under) Expend & Oth Financing Uses		<u>-2,840,000</u>			<u>-5,049,022.68</u>	
		Beginning Fund Balance	August Ending Fund Balance	Variance		
Capital Project Fund Balance		3,681,334.12	809,625.32	2,871,708.80		
Restricted Impact Fees			42,080.40			
Assignd to Fund Purpose			767,544.92			
			<u>809,625.32</u>			

Steilacoom Historical School District

Debit Service Budget To Actual

August 31, 2014

Debt Service				Difference	
Total Revenues & Other Financing Sources	6,085,737	6,019,531.44	47,571.77		
Total Expenditures	5,525,148	5,516,352.75	8,795.25		
Excess Revenues/Other Financing Sources					
Over (under) Expend & Oth Financing Uses	560,589		38,776.52		
		Beginning Fund Balance	August Ending Fund Balance	Variance	
Debit Service Fund Balance	2,451,887.16	2,955,065.85	503,178.69		
Restricted for Debit Service		2,955,065.85			

Steilacoom Historical School District

ASB Budget/YTD Actual/Projection

August 31, 2014

		Annual Budget	YTD Actual	Projected	Budgeted to Projected Variance	Variance Percentage
ASB Fund						
Total Revenues & Other Financing Sources		897,709	485,993.16	485,993.16	411,715.84	-45.86%
Total Expenditures		851,440	371,601.40	371,601.40	479,838.60	-56.36%
Excess Revenues/Other Financing Sources						
Over (under) Expend & Oth Financing Uses		46,269		114,391.76		
		Beginning Fund Balance	August Ending Fund Balance	Variance		
	ASB Fund Balance	188,302.67	302,694.43	114,391.76		

QUESTIONS

10--GENERAL FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

For the STELLACOOM SCHOOL DISTRICT #1 School District for the Month of August, 2014

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 LOCAL TAXES	6,552,567	.00	6,541,329.00		11,238.00	99.83
2000 LOCAL SUPPORT NONTAX	1,024,475	25,298.78	955,931.09		68,543.91	93.31
3000 STATE, GENERAL PURPOSE	16,199,557	1,565,524.79	15,822,227.00		377,330.00	97.67
4000 STATE, SPECIAL PURPOSE	3,477,626	397,806.34	3,477,243.01		382.99	99.99
5000 FEDERAL, GENERAL PURPOSE	261,000	.00	434,908.57		173,908.57	166.63
6000 FEDERAL, SPECIAL PURPOSE	1,810,049	32,921.27	1,251,943.71		558,105.29	69.17
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	20,000	.00	2,386.12		17,613.88	11.93
9000 OTHER FINANCING SOURCES	0	.00	5,163.93		5,163.93	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	29,345,274	2,021,551.18	28,491,132.43		854,141.57	97.09
<u>B. EXPENDITURES</u>						
00 Regular Instruction	17,976,035	1,338,593.59	16,516,998.77	59,375.96	1,399,660.27	92.21
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	3,763,892	275,911.61	3,793,096.75	0.01	29,204.72	100.78
30 Voc. Ed Instruction	954,484	73,005.80	1,006,440.20	9,534.79	61,490.99	106.44
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	932,955	74,265.86	889,681.97	823.07	42,449.96	95.45
70 Other Instructional Pgms	782,496	12,556.54	156,525.73	0.00	625,970.23	20.00
80 Community Services	12,000	.00	.00	0.00	12,000.00	0.00
90 Support Services	8,319,743	347,124.74	6,627,557.27	702,102.45	990,083.28	88.10
<u>Total EXPENDITURES</u>	32,741,605	2,121,458.14	28,990,300.69	771,836.28	2,979,468.03	90.90
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXP/OTH FIN USES (A-B-C-D)</u>	3,396,331-	99,906.96-	499,168.26-		2,897,162.74	85.30-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	0		7,970,171.25			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	3,396,331-		7,471,002.99			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restricted for Carryover	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 831 Restrictd for Emp Abs Buy Back	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 845 Restricted for Self Insur	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	2,354,000.00
G/L 872 Committd to Min Fnd Bal Policy	0	1,969,771.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	3,396,331-	3,147,231.99
<u>TOTAL</u>	3,396,331-	7,471,002.99

20--CAPITAL PROJECT FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of August, 2014

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	10,000	.00	60,977.32		50,977.32-	609.77
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	2,600,000	.00	.00		2,600,000.00	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 2,610,000	 .00	 60,977.32		 2,549,022.68	 2.34
 <u>B. EXPENDITURES</u>						
10 Sites	1,250,000	228,487.00	366,552.73	93,247.22	790,200.05	36.78
20 Buildings	3,980,000	13,285.78	2,547,123.60	551,076.58	881,799.82	77.84
30 Equipment	120,000	.00	8,733.62	0.00	111,266.38	7.28
40 Energy	100,000	.00	.00	0.00	100,000.00	0.00
50 Sales & Lease Expenditure	0	.00	10,276.47	0.00	10,276.47-	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 5,450,000	 241,772.78	 2,932,686.42	 644,323.80	 1,872,989.78	 65.63
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER)EXP/OTH FIN USES (A-B-C-D)</u>	2,840,000-	241,772.78-	2,871,709.10-		31,709.10-	1.12
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 3,795,650		 3,681,334.42			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 955,650		 809,625.32			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted Impact Fees	0	42,080.40
G/L 867 Restrictd Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	955,650	767,544.92
G/L 890 Unassigned Fund Balance	0	.00
 <u>TOTAL</u>	 955,650	 809,625.32

30--DEBT SERVICE FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of August, 2014

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	6,065,737	.00	6,018,165.23		47,571.77	99.22
2000 Local Support Nontax	20,000	.00	1,366.21		18,633.79	6.83
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 6,085,737	 .00	 6,019,531.44		 66,205.56	 98.91
 <u>B. EXPENDITURES</u>						
Matured Bond Expenditures	2,940,000	.00	2,940,000.00	0.00	.00	100.00
Interest On Bonds	2,575,148	.00	2,575,147.50	0.00	.50	100.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	10,000	.00	1,205.25	0.00	8,794.75	12.05
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 5,525,148	 .00	 5,516,352.75	 0.00	 8,795.25	 99.84
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	 560,589	 .00	 503,178.69		 57,410.31-	 10.24-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 2,105,589		 2,451,887.16			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	 2,666,178		 2,955,065.85			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted for Other Items	0	.00
G/L 830 Restricted for Debt Service	2,666,178	2,955,065.85
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	0	.00
G/L 890 Unassigned Fund Balance	0	.00
 <u>TOTAL</u>	 2,666,178	 2,955,065.85

40--ASB FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of August, 2014

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES</u>						
1000 General Student Body	156,500	20,612.57	100,292.64		56,207.36	64.08
2000 Athletics	281,400	9,879.00	80,108.77		201,291.23	28.47
3000 Classes	42,326	739.00	41,332.55		993.45	97.65
4000 Clubs	406,883	22,555.87	261,588.66		145,294.34	64.29
6000 Private Moneys	10,600	.00	2,670.54		7,929.46	25.19
<u>Total REVENUES</u>	897,709	53,786.44	485,993.16		411,715.84	54.14
<u>B. EXPENDITURES</u>						
1000 General Student Body	145,700	58,079.58	24,088.74	2,200.00	119,411.26	18.04
2000 Athletics	266,615	58,774.40	100,350.27	3,519.76	162,744.97	38.96
3000 Classes	38,110	1,618.32	24,695.03	1,240.84	12,174.13	68.06
4000 Clubs	390,415	5,593.30	219,692.22	2,292.32	168,430.46	56.86
6000 Private Moneys	10,600	1,470.99	2,775.14	0.00	7,824.86	26.18
<u>Total EXPENDITURES</u>	851,440	9,377.43	371,601.40	9,252.92	470,585.68	44.73
<u>C. EXCESS OF REVENUES</u>						
<u>OVER(UNDER) EXPENDITURES (A-B)</u>	46,269	44,409.01	114,391.76		68,122.76	147.23
<u>D. TOTAL BEGINNING FUND BALANCE</u>	160,478		188,302.67			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	206,747		302,694.43			
<u>C+D + OR - E)</u>						

G. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted for Other Items	0	.00
G/L 819 Restricted for Fund Purposes	206,747	302,432.15
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	0	.00
G/L 890 Unassigned Fund Balance	0	.00

<u>TOTAL</u>	206,747	302,432.15
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Differences	0	262.28-
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Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance. An activity for GL 898 will indicate an expected difference.

90--TRANSPORTATION VEHICLE FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of August, 2014

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	500	.00	17.76		482.24	3.55
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	15,000	15,122.37	15,122.37		122.37-	100.82
5000 Federal, General Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	15,500	15,122.37	15,140.13		359.87	97.68
 B. <u>9900 TRANSFERS IN FROM GF</u>	 0	 .00	 .00		 .00	 0.00
 C. <u>Total REV./OTHER FIN. SOURCES</u>	 15,500	 15,122.37	 15,140.13		 359.87	 97.68
 <u>D. EXPENDITURES</u>						
Type 30 Equipment	30,000	.00	.00	0.00	30,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 30,000	 .00	 .00	 0.00	 30,000.00	 0.00
 E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 F. <u>OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> <u>OVER(UNDER)EXP/OTH FIN USES (C-D-E-F)</u>	 14,500-	 15,122.37	 15,140.13		 29,640.13	 204.41-
 H. <u>TOTAL BEGINNING FUND BALANCE</u>	 20,700		 22,226.05			
 I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	 XXXXXXXXXX		 .00			
 J. <u>TOTAL ENDING FUND BALANCE</u> <u>{G+H + OR - I}</u>	 6,200		 37,366.18			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 819 Restricted for Fund Purposes	14,500-	37,366.18
G/L 830 RES FOR DEBT SERVICE	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 889 Assigned to Fund Purposes	20,700	.00
G/L 890 Unassigned Fund Balance	0	.00
 <u>TOTAL</u>	 6,200	 37,366.18

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



Regular Meeting Minutes

8/28/2014

Pioneer Middle School 1750 Bob's Hollow Lane DuPont, WA

I. CALL TO ORDER

Chair Scott called the meeting to order at 7:00 pm.

Superintendent Weight led the Pledge of Allegiance.

Director Denning made a motion to excuse Director Forbes; Director Wong seconded the motion and the motion passed (4/0). All other directors and superintendent present.

Director Denning made a motion to approve the agenda; Director Pierce seconded the motion and the motion passed (4/0).

II. COMMENTS FROM THE AUDIENCE

- Stacy Miller, parent, commented on an large size of an 8th grade geometry class size today (first day of school).

III. INTRODUCTION OF NEW STAFF

- All principals introduced new staff, many whom were in attendance, to the Board.

IV. PRESENTATION- Advanced Placement Data

Steilacoom High Principal Hay and math teacher Eric Garrett presented AP participation and testing statistics over the past five years. AP subjects have been added each year, increasing participation and passing test scores. Future plans for AP and Pre-AP at the middle school were shared.

V. REPORTS - Capital Projects

Executive Director Brittain briefed the Board on the following projects.

- Cherrydale roof - complete
- Cherrydale sewer - complete
- Pioneer Middle School wall sealing - complete
- Chloe Clark exterior painting - nearly complete
- Cherrydale overflow parking - moving forward
- SHS parking lot - working with Town of Steilacoom
- Saltar's Pt. parking lot - working with Town of Steilacoom
- SHS classrooms - going out to bid
- 1918 building - finalizing with contractor; sewer line malfunction - now repaired.

VI. APPROVAL OF MINUTES

Director Pierce made a motion to approve the minutes of the 8.14.14 regular board meeting; Director Wong seconded the motion and the motion passed (4/0).

VII. CONSENT AGENDA

Director Denning made a motion to approve the Consent Agenda with the attached personnel reports and accounts payable; Director Pierce seconded the motion and the motion passed (4/0).

VIII. OLD BUSINESS

a. Approval of Resolution 817-08-28-14, Adoption of 2014-15 School Year Budget

Director Wong made a motion to approve Resolution 817-08-28-14, 2014-15 School Year Budget; Director Denning seconded the motion and the motion passed (4/0).

b. Second Reading of Policy 3205, Safety and Civility in Schools

Director Denning made a motion to approve the deletion of Policy 3205, Safety and Civility in Schools; Director Pierce seconded the motion and the motion passed (4/0).

c. Second Reading of Policy 3432, Emergencies

Director Denning made a motion to approve Policy 3432, Emergencies; Director Wong seconded the motion and the motion passed (4/0).

IX. COMMENTS FROM THE AUDIENCE

No comments.

X. BOARD COMMUNICATION

- Director Pierce received communications regarding the first day of school and the Highly Capable Program at grades 4 - 8.
- Director Pierce received positive communications regarding the recent all staff trainings by Crisis Reality Training.
- Director Denning has communicated with a neighboring district board director regarding attending the Legislative Conference in September.

XI. ANNOUNCEMENTS

- Chair Scott announced that the 2013-14 Boys Swim Team ranked 8th in National Dual Meet Team Ranking.
- Superintendent Weigh attended Focus on Freshman Day held August 27. The well planned, well executed event was deemed a success and will be an annual event.
- Strategic Plan Community Forum nights are published on the website and with the media.
- October community events are being coordinated with Crisis Reality Training for the community portion of the safety grant response project.

XII. ADJOURNMENT

Director Pierce made a motion to adjourn the meeting at 8:09 pm; Director Wong seconded the motion and the motion passed (4/0).

(Secretary/Superintendent)

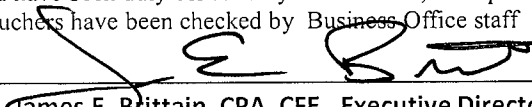
(Chair)

Steilacoom Historical School District

Affidavit covering payment of payroll and invoices for General Fund, Capital Projects Fund, Associated Student Body Fund, Private Purpose Trust Fund and Transportation Vehicle Fund.

DATE: September 10, 2014

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


James E. Brittain, CPA, CFE, Executive Director of Finance and Operations

THIS IS TO CERTIFY that the warrants and electronic transfers of the Steilacoom Historical School District No. 1, Pierce County, Washington, as listed below, have been allowed by the School Board of this district.

FUND NAME		WARRANTS (INCLUSIVE)			AMOUNT
<u>GENERAL FUND:</u>					
<u>Date</u>					
August 29, 2014	Payroll	800554	to	800558	\$ 12,704.84
August 29, 2014	Payroll A/P	115281	to	115306	\$ 538,304.39
August 29, 2014	Payroll Taxes				\$ 336,849.96
August 29, 2014	Direct Deposit				\$ 912,561.15
August 29, 2014	Accounts Payable	115307	to	115341	\$ 55,639.91
August 29, 2014	Accounts Payable	115342	to	115352	\$ 211,322.02
August 29, 2014	Accounts Payable	115353	to	115355	\$ 900.00
August 29, 2014	Accounts Payable	115356	to	115356	\$ 13,079.58
August 29, 2014	Accounts Payable	115357	to	115357	\$ 30,632.00
August 29, 2014	Accounts Payable	115358	to	115358	\$ 29.83
September 4, 2014	Accounts Payable	115359	to	115359	\$ 17,544.41
September 5, 2014	Accounts Payable	115393	to	115414	\$ 44,447.40
September 5, 2014	Accounts Payable	115361	to	115392	\$ 107,712.95
TOTAL GENERAL FUND:					\$ 2,281,728.44

CAPITAL PROJECTS FUND:

August 29, 2014	Accounts Payable	200211	to	200212	\$ 12,880.25
September 5, 2014	Accounts Payable	200213	to	200214	\$ 2,362.99
Septemehr 5, 2014	Accounts Payable	200215	to	200215	\$ 191.45
TOTAL CAPITAL PROJECTS FUND:					\$ 15,434.69

ASSOCIATED STUDENT BODY FUND:

August 29, 2014	Accounts Payable	401882	to	401885	\$ 8,352.93
August 29, 2014	Accounts Payable	401886	to	401887	\$ 118.00
September 4, 2014	Accounts Payable	401888	to	401888	\$ 150.02
September 5, 2014	Accounts Payable	401889	to	401890	\$ 129.38
September 5, 2014	Accounts Payable	401891	to	401891	\$ 84.94
TOTAL ASSOCIATED STUDENT BODY FUND:					\$ 8,835.27

TRANSPORTATION VEHICLE FUND:

to \$
TOTAL TRANSPORTATION VEHICLE FUND: \$ -

Board of Directors of Steilacoom Historical School District No. 1

I, Kathi Weight, being duly sworn, depose and say: That I am the Secretary to the Board of Steilacoom Historical School District No. 1, Pierce County, Washington, and that the above signatories are personally known to me and have signed these statements in my presence.

Kathi Weight, Secretary to the Board

STEILACOOM SCHOOL DISTRICT #1

MASTERCA000
 MASTERCARD CORP. CLIENTS PAYMENT CENTER

 PO BOX 71878
 CHICAGO, IL 60694

Check No. **401891**
 Check Date 09/05/2014
 Check Type Computer

Vendor on Invoice

Invoice #	P.O. #	Description	Inv Date	Gross	Net
	Adjustment Desc	Adj Amount	Discount Desc Account Number		Disc Amount Account Amount
MASTERCA000	MASTERCARD CORP. CLIENTS	CREDIT CARD PAYMENT CHECK			84.94
SCHOOL D000	SCHOOL DAZE				
36131822500000	0	Credit Card Payment AP Invoice.	09/04/2014	84.94	84.94
			40 E 530 1000 00 0000 146 0000 0000		84.94
		CHECK TOTAL		84.94	

Certification

I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described herein and that the claim is a just, due and unpaid obligation against STEILACOOM HISTORICAL SCHOOL DISTRICT, and that I am authorized to authenticate and certify to said claim.

Signature of Auditing Officer

Date

STEILACOOM SCHOOL DISTRICT #1

MASTERCA000

MASTERCARD CORP. CLIENTS PAYMENT CENTER

PO BOX 71878

CHICAGO, IL 60694

Check No.

200215

Check Date

09/05/2014

Check Type

Computer

Vendor on Invoice

Invoice #	P.O. #	Description	Inv Date	Gross	Net
	Adjustment Desc	Adj Amount	Discount Desc Account Number		Disc Amount Account Amount
MASTERCA000	MASTERCARD CORP. CLIENTS	CREDIT CARD PAYMENT CHECK			191.45
LOWES 000 LOWES					
36097975600000	0	Credit Card Payment AP Invoice.	09/04/2014	191.45	191.45
			20 E 530 5500 22 5000 000 5500 1314		191.45
		CHECK TOTAL		191.45	

Certification

I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described herein and that the claim is a just, due and unpaid obligation against STEILACOOM HISTORICAL SCHOOL DISTRICT, and that I am authorized to authenticate and certify to said claim.

Signature of Auditing Officer

Date

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$8,352.93. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 401882 through 401885, totaling \$8,352.93

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
401882	AMERICAN RED CROSS	08/29/2014	CHARIABLE DONATION	6000 / CHARITABLE DONATIONS - RED CROSS	4061314283	1,470.99	1,470.99
401883	KRAFT, HOUSTON	08/29/2014	SPEAKER'S FEE BALANC	1000/GENERAL ASB - HOUSTON KRAFT - INVOICE PURPOSES ONLY	4061314282	1,400.00	1,400.00
401884	RAINIER APPAREL	08/29/2014	L2014238	4016/LEADERSHIP - ASB TEAM CREWNECKS, SHORT SLEEVE SHIRTS,	4061314284	379.94	379.94
401885	UNIVER. CHEERLEADER ASSOC.	08/29/2014	599942	4003 - CHEER / CHEERLEADER AND ADVISOR CAMP	4061314274	5,102.00	5,102.00
4	Computer			Check(s) For a Total of			8,352.93

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	4	Computer	Checks For a Total of	8,352.93
Total For	4	Manual, Wire Tran, ACH & Computer	Checks	8,352.93
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	8,352.93

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$118.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 401886 through 401887, totaling \$118.00

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
401886	HUTCHINSON, JASMINE	08/29/2014	DECA FEE REFUND	DECA FEE REFUND - STUDENT UNABLE TO JOIN - J. HUTCHINSON	0	18.00	18.00
401887	KAEMPFER, CHRISTINE	08/29/2014	ASB & SWIMMINING REF	REFUND FOR ASB CARD AND SWIMMING - STUDENT UNABLE TO PARTICIPATE DUE TO LIVING ON THE ISLAND - C. KAEMPFER	0	100.00	100.00
				2 Computer	Check(s) For a Total of		118.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	118.00
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	118.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	118.00

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$150.02. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 401888 through 401888, totaling \$150.02

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
401888	MASTERCARD CORP. CLIENTS PAYME	09/04/2014	AUGASBCC1400000	Credit Card Payment AP Invoice.	0	150.02	150.02
1	Computer			Check(s) For a Total of			150.02

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	150.02
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	150.02
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	150.02

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$129.38. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:

Warrant Numbers 401889 through 401890, totaling \$129.38

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
401889	CASCADE BAGEL & DELI, INC	09/05/2014	129514	PIZZA BAGEL - 34	4061314194	29.38	29.38
401890	WSMC REGIONAL	09/05/2014	263	7-10 PARTICIPANTS	4061314287	100.00	100.00
				WASHINGTON STATE			
				MATH COUNCIL			
				2 Computer	Check(s) For a Total of		129.38

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	129.38
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	129.38
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	129.38

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$12,880.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:
Warrant Numbers 200211 through 200212, totaling \$12,880.25

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
200211	ERICKSON MCGOVERN	08/29/2014	12	Architectural services for Building 1918	2001213043	10,704.28	10,704.28
200212	OFFICE FURNITURE SOURCE	08/29/2014	941	FURNITURE FOR STUDENT SERVICES	2001314032	2,175.97	2,175.97
				2 Computer	Check(s) For a Total of		12,880.25

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	12,880.25
Total For	2	Manual, Wire Tran, ACH & Computer Checks		12,880.25
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	12,880.25

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$2,362.99. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:
Warrant Numbers 200213 through 200214, totaling \$2,362.99

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
200213	BRITTAIN, JAMES E	09/05/2014	PLANT REIMB	REIMBURSEMENT FOR LANDSCAPING PLANTS	0	103.88	103.88
200214	THE GARLAND COMPANY/DBS	09/05/2014	CI-GUS0096650	SCAN ROOF	2001314028	2,259.11	2,259.11
			2	Computer	Check(s) For a Total of		2,362.99

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	2,362.99
Total For	2	Manual, Wire Tran, ACH & Computer Checks		2,362.99
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	2,362.99

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$55,639.91. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 115307 through 115341, totaling \$55,639.91

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
115307	ALLEN DISPLAY	08/29/2014	I-008553	ART COMMERCIAL / WIRE GRID WALL PANEL	141314051	9.75	822.95
			I-008562	ART COMMERCIAL / WIRE GRID WALL PANEL	141314051	813.20	
115308	BUILDERS HARDWARE & SUPPLY	08/29/2014	S3312353.002	PIONEER MIDDLE SCHOOL REPLACEMENT BAND ROOM DOOR & INSTALLATION PER PROPOSAL DATED 3/12/2014	101314126	992.26	992.26
115309	BUILDING CONTROL SYSTEMS INC	08/29/2014	8612	COMPONENTS FOR THE ENERGY MANAGEMENT SYSTEM AT STEILACOOM HIGH SCHOOL	101314078	254.36	254.36
115310	CAPITAL ELECTRIC INCORP	08/29/2014	24809	Electrical Work for Laptop Charging stations	111314042	1,783.22	1,783.22
115311	CDWG	08/29/2014	M62277	8 additional laptops for SHS	111314057	693.16	693.16
115312	CELESTE L JOHNSTON	08/29/2014	MILEAGE AND SUPPLIES	REIMBURSEMENT FOR MILEAGE AND SUPPLIES 7/10/2014- 7/24/2014	0	63.06	63.06
115313	CITY TREASURER	08/29/2014	100683154	OPEN PO FOR READERBOARD POWER	81314044	54.05	54.05
115314	CLOVER PARK SCHOOL DISTRICT	08/29/2014	19132	Open PO for out of District Students served	91314013	3,200.00	3,200.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
115315	COASTWIDE, LABORATORIES	08/29/2014	T2686853-3	by Clover Park School District OPEN PURCHASE ORDER 2013-2014 FOR CUSTODIAL SUPPLIES	101314013	5.89	2,074.03
			T2687656-1	OPEN PURCHASE ORDER 2013-2014 FOR CUSTODIAL SUPPLIES	101314013	247.28	
			T2687656-2	OPEN PURCHASE ORDER 2013-2014 FOR CUSTODIAL SUPPLIES	101314013	38.99	
			t2689810	OPEN PURCHASE ORDER 2013-2014 FOR CUSTODIAL SUPPLIES	101314013	1,331.86	
			T2689859	OPEN PURCHASE ORDER 2013-2014 FOR CUSTODIAL SUPPLIES	101314013	23.05	
			T2690172	OPEN PURCHASE ORDER 2013-2014 FOR CUSTODIAL SUPPLIES	101314013	346.97	
			T2690211	OPEN PURCHASE ORDER 2013-2014 FOR CUSTODIAL SUPPLIES	101314013	79.99	
115316	CONSOLIDATED ELECTRICAL DIST	08/29/2014	8541-773233	OPEN PURCHASE ORDER 2013-2014 FOR ELECTRICAL SUPPLIES	101314133	611.70	611.70
115317	CULLIGAN	08/29/2014	201408380587	OPEN PURCHASE ORDER 2013-2014 FOR WATER	101314015	56.35	92.03
			201408400885	OPEN PURCHASE ORDER 2013-2014 FOR WATER	81314101	35.68	
115318	DELL K-12 EDUCATION	08/29/2014	XJJ4K3PK8	Office 2013 for SHS Laptops	111314058	4,404.44	4,404.44
115319	DEPARTMENT OF L&I	08/29/2014	163973	ANNUAL OPERATING PERMIT - PASSENGER HYDRAULIC ELEVATOR DEPT. OF L&I - ELEVATOR SECTION	0	129.00	129.00
115320	GRAINGER	08/29/2014	9508133924	OPEN PURCHASE	101314017	98.57	173.07

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				ORDER 2013-2014 FOR SUPPLIES			
			9511104656	OPEN PURCHASE	101314017	74.50	
				ORDER 2013-2014 FOR SUPPLIES			
115321	HAROLD LEMAY ENTERPRISES	08/29/2014	5336507	OPEN PO FOR	81314034	131.02	131.02
				DISTRICT WIDE GARBAGE. DO NOT FAX PO.			
115322	HEWLETT PACKARD	08/29/2014	54695278	Laptop carts for Chloe Clark	111314050	8,371.29	23,021.04
			54707684	Laptop Carts for Pioneer and SHS	111314046	14,649.75	
115323	JOHN R NYSTROM	08/29/2014	MILEAGE REIM	MILEAGE REIMBURSEMENT 7/20/2014 - 7/22/2014 SAFETY & CLIMATE CONFERENCE	0	160.46	160.46
115324	JW PEPPER	08/29/2014	14545627	REMAINING ITEMS FOR PO# 2371314017	0	55.59	55.59
115325	KIWANIS CLUB OF STEILACOOM	08/29/2014	2014-2015 DUES	KIWANIS DUES FOR 2014-2015 SY FOR CELESTE JOHNSTON	0	110.00	220.00
			2014-2015 KIWANIS	KIWANIS DUES FOR 2014-2015 SY FOR KATHLEEN WEIGHT	0	110.00	
115326	KONE, INC	08/29/2014	221527106	OPEN PURCHASE ORDER 2013-2014 FOR ELEVATOR SERVICE	101314026	483.89	483.89
115327	LAKEWOOD HARDWARE & PAINT	08/29/2014	401121	OPEN PURCHASE ORDER 2013-2014 FOR SUPPLIES	101314027	31.28	31.28
115328	LUTHER, CYNTHIA ELIZABETH	08/29/2014	MILEAGE REIM	MILEAGE REIMBURSEMENT WASBO TRAINING IN RENTON INTOUCH TRAINING AT SHS AND PIRATE DAY	0	26.81	26.81
115329	MARK'S PLUMBING PARTS	08/29/2014	INV001338213	OPEN PURCHASE ORDER FOR 2013-2014 FOR PLUMBING SUPPLIES	101314094	699.10	699.10
115330	MILLER PAINT COMPANY	08/29/2014	28270527	OPEN PURCHASE ORDER 2013-2014 FOR SUPPLIES	101314034	153.02	153.02
115331	MOUNTAIN REGION MEA	08/29/2014	2014 LG MS BAND	entry fee for MRMEA for band	2371314073	130.00	130.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
115332	NORTHWEST CASCADE INC	08/29/2014	1-969119	STANDARD UNIT RENTAL 7/15/2014-8/14/201 4 INCLUDES HAND SANITIZER AND SEAT PAPERS	0	124.50	124.50
115333	QUICK N BRITE INC	08/29/2014	7295	OPEN PURCHASE ORDER 2013-2014 FOR SUPPLIES	101314039	76.47	76.47
115334	RITA LYNN GORMAN	08/29/2014	OFFICE REIMB	REIMBURSEMENT FOR OFFICE CHAIR	0	109.49	109.49
115335	RYAN ANTHONY SLATER	08/29/2014	SUPPLY REIM	SUPPLY REIMBURSEMENT FROM COSTCO - STORAGE BINS	0	86.92	86.92
115336	SAYLOR, SUSAN KAY	08/29/2014	SUPPLY REIMB	REIMBURSE ITEMS FOR THE NEW STUDENT ORIENTATION	0	47.82	47.82
115337	SHIFFLER EQUIP SALES	08/29/2014	1421714500	OPEN PURCHASE ORDER 2013-2014 FOR SUPPLIES	101314043	62.27	62.27
115338	TED BROWN MUSIC CO	08/29/2014	M1237681	S.P.Ted Brown Repair of Instruments at the end of the 2013-14 school year. Quoted repair price.	1271314048	538.69	538.69
115339	TRUSTEED PLANS SERVICE CORP	08/29/2014	0077326-IN	OPEN PO TRUSTEED PLANS SERVICE CORPS	81314047	9,725.54	9,725.54
115340	US BANCORP	08/29/2014	259640092	OPEN PO FOR COPIER AT SALTAR'S POINT, STEILACOOM HIGH SCHOOL AND CHLOE CLARK	81314111	1,058.94	1,058.94
115341	WASHINGTON TRACTOR	08/29/2014	518242	OPEN PURCHASE ORDER 2013-2014 FOR SUPPLIES/REPAIRS	101314164	135.91	3,349.73
			524335	OPEN PURCHASE ORDER 2013-2014 FOR SUPPLIES/REPAIRS	101314164	89.52	
			524337	OPEN PURCHASE ORDER 2013-2014 FOR SUPPLIES/REPAIRS	101314164	376.86	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			524339+	OPEN PURCHASE ORDER 2013-2014 FOR SUPPLIES/REPAIRS	101314052	1,135.06	
			526988	OPEN PURCHASE ORDER 2013-2014 FOR SUPPLIES/REPAIRS	101314052	1,612.38	
			35	Computer	Check(s) For a Total of		55,639.91

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	35	Computer	Checks For a Total of	55,639.91
Total For	35	Manual, Wire Tran, ACH & Computer	Checks	55,639.91
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	55,639.91

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$211,322.02. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 115342 through 115352, totaling \$211,322.02

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
115342	DICK BLICK ART MATERIALS	08/29/2014	3326229	S.P. Dick Blick Art Materials for Art Room	1271415001	9.94	9.94
115343	HANDWRITING WITHOUT TEARS	08/29/2014	867815-1	KINDER HWT WORKBOOKS	1621415009	1,122.00	1,122.00
115344	HD BAKER POINT OF SALE SYSTEM	08/29/2014	IN011867	InTouch Receipting - Adding District Office, Chloe Clark, Saltar's Point, and Cherrydale	81415015	7,254.32	7,254.32
115345	IMMEDIA	08/29/2014	65359	BUS TRANSPORTATION CARDS	81415018	726.50	726.50
115346	KING COUNTY DIRECTORS ASSN	08/29/2014	1271415009	KCDA - Teacher supplies	1271415009	482.81	6,300.60
			3813790	KCDA - Teacher supplies	1271415009	97.67	
			3813791	KCDA - Teacher supplies	1271415009	151.90	
			3813792	KCDA - Teacher supplies	1271415009	167.70	
			3813793	S.P. KCDA orders for Art/Technology Classroom	1271415015	37.64	
			3813794	S.P. KCDA orders for Art/Technology Classroom	1271415015	7.05	
			3813795	KCDA - Teacher supplies	1271415009	256.93	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			3813796	KCDA - Teacher supplies	1271415009	151.75	
			3813797	KCDA - Teacher supplies	1271415009	126.39	
			3813798	KCDA - Teacher supplies	1271415009	46.50	
			3813799	S.P. KCDA orders for Art/Technology Classroom	1271415015	630.84	
			3813800	S.P. KCDA orders for Art/Technology Classroom	1271415015	2,007.11	
			3813801	S.P. KCDA Order for office	1271415017	2,136.31	
115347	LES SCHWAB TIRES	08/29/2014	30500201694	OPEN PURCHASE ORDER 2014-2015 FOR PARTS & SERVICE	101415029	130.42	1,396.41
			30500201789	OPEN PURCHASE ORDER 2014-2015 FOR PARTS & SERVICE	101415029	1,265.99	
115348	NASCO	08/29/2014	960504	SHS NASCO SUPPLIES FOR JODY SNYDER. PLEASE SEE ATTACHED LIST.	141415001	25.52	136.13
			961323	SHS NASCO SUPPLIES FOR JODY SNYDER. PLEASE SEE ATTACHED LIST.	141415001	110.61	
115349	NORTHWEST TEXTBOOK DEPOSITORY	08/29/2014	114-213-164	MATH CONNECTS K-2 FOR 2014-15	1621415005	17,656.33	26,351.75
			114-213-165	HM READING WORKBOOKS 1ST/2ND FOR 2014-2015	1621415006	8,695.42	
115350	SCHOOL SPECIALTY	08/29/2014	208112843756	S.P. School Specialty orders	1271415010	240.34	932.37
			208112843758	S.P. School Specialty orders	1271415010	59.05	
			208112874111	S.P. School Specialty orders	1271415010	60.43	
			208112887500	S.P. School Specialty orders	1271415010	44.31	
			208112898297	S.P. School Specialty orders	1271415010	15.05	
			208112898301	S.P. School	1271415010	76.24	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Specialty orders			
			208112898303	S.P. School	1271415010	257.72	
				Specialty orders			
			208112898305	S.P. School	1271415010	80.06	
				Specialty orders			
			208112925364	S.P. School	1271415010	22.84	
				Specialty orders			
			208112925366	S.P. School	1271415010	6.60	
				Specialty orders			
			208113092683	S.P. School	1271415010	69.73	
				Specialty orders			
115351	SECURE PACIFIC	08/29/2014	24973	OPEN PURCHASE	101415056	1,446.00	1,446.00
				ORDER 2014-2015			
				FOR SECURITY,			
				FIRE & ELEVATOR			
				MONITORING			
115352	WASH SCHOOLS RISK MGMT POOL	08/29/2014	105788	WSRMP	81415025	165,646.00	165,646.00
				PROPERTY/COLLISION			
				/AUTO/GENERAL/EMPL			
				OYMENT PRACTICES			
				LIABILITY			
				COVERAGE			
11	Computer			Check(s) For a Total of			211,322.02

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	11	Computer	Checks For a Total of	211,322.02
Total For	11	Manual, Wire Tran, ACH & Computer	Checks	211,322.02
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	211,322.02

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$900.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 115353 through 115355, totaling \$900.00

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
115353	KRAUSE, VINCENT	08/29/2014	KINDER REFUND	REFUND FOR FULL DAY KINDERGARTEN - K. KRAUSE IS MOVING TO HAWAII	0	300.00	300.00
115354	LANDRY, CHARMAINE	08/29/2014	KINDER REFUND	KINDERGARTEN REFUND - A GROSS WILL BE ATTENDING HALF DAY KINDERGARTEN INSTEAD OF FULL DAY	0	300.00	300.00
115355	MOLTZ, KIMBERLY	08/29/2014	KINDER REFUND	REFUND FOR FULL DAY KINDERGARTEN - J. MOLTZ IS MOVING TO HALF DAY	0	300.00	300.00
3	Computer			Check(s) For a Total of			900.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	3	Computer	Checks For a Total of	900.00
Total For	3	Manual, Wire Tran, ACH & Computer Checks		900.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	900.00

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$13,079.58. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:

Warrant Numbers 115356 through 115356, totaling \$13,079.58

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
115356	TRUSTEED PLANS SERVICE CORP	08/29/2014	0077421-IN	OPEN PO TRUSTEED PLANS SERVICE CORPS	81314047	13,079.58	13,079.58

1	Computer	Check(s) For a Total of	13,079.58
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	13,079.58
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	13,079.58
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	13,079.58

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$30,632.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 115357 through 115357, totaling \$30,632.00

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
115357	HELIIX GROUP	08/29/2014	4143	Annual Fee for Services of School ALERT	81415026	7,658.00	30,632.00
			4143-1	SCHOOL ALERT INSTALLATION/ANNUA L FEE	81415026	7,658.00	
			4143-2	Reversal of 4143-1 invoice	81415026	-7,658.00	
			4144	SCHOOL ALERT INSTALLATION/ANNUA L FEE	81415026	22,974.00	
1	Computer	Check(s) For a Total of					30,632.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	30,632.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	30,632.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	30,632.00

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$29.93. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:

Warrant Numbers 115358 through 115358, totaling \$29.93

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
115358	STEILACOOM SCHOOL DISTRICT	08/29/2014	CTAX11 20140820AAA	Comp Tax owed for Cash Account 11 through 08/20/2014	0	29.93	29.93
			1	Computer	Check(s) For a Total of		29.93

Check Summary

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	29.93
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	29.93
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	29.93

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$17,544.41. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 115359 through 115359, totaling \$17,544.41

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
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115359 MASTERCARD CORP. CLIENTS PAYME 09/04/2014

CREDIT CARD PAYMENT CHECK

17,544.41

AMAZON MARKETPLACE	AUGGFCC1400017	Credit Card Payment AP Invoice.	0	81.88
AMAZON.COM	AUGGFCC1400001	Credit Card Payment AP Invoice.	0	393.50
AMAZON.COM	AUGGFCC1400012	Credit Card Payment AP Invoice.	0	102.90
ASCD	AUGGFCC1400000	Credit Card Payment AP Invoice.	0	89.00
BANNERS ON THE CHEAP - PCARD	AUGGFCC1400004	Credit Card Payment AP Invoice.	0	68.65
BUYCABLETIES.COM - PCARD	AUGGFCC1400015	Credit Card Payment AP Invoice.	0	65.72
CABLE WHOLESALE.COM	AUGGFCC1400014	Credit Card Payment AP Invoice.	0	93.15
CURRICULUM ASSOCIATES INC	AUGGFCC1400021	Credit Card Payment AP Invoice.	0	310.00
DOLLAR TREE - PCARD	AUGGFCC1400002	Credit Card Payment AP Invoice.	0	75.49
ECWEST - PCARD	AUGGFCC1400003	Credit Card Payment AP Invoice.	0	39.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
	ESPORTONLINE		AUGGFCC1400022	Credit Card Payment AP Invoice.	0	182.26	
	FRED MEYER		AUGGFCC1400009	Credit Card Payment AP Invoice.	0	74.83	
	GOPHER		AUGGFCC1400020	Credit Card Payment AP Invoice.	1621415013	662.85	
	INNOVATION WIRELESS		AUGGFCC1400007	Credit Card Payment AP Invoice.	0	160.66	
	LAKEWOOD SHUR KLEENN - PCARD		AUGGFCC1400031	Credit Card Payment AP Invoice.	0	182.00	
	LOWES		AUGGFCC1400033	Credit Card Payment AP Invoice.	0	128.75	
	LOWES		AUGGFCC1400013	Credit Card Payment AP Invoice.	0	73.94	
	MASTERCARD CORP. CLIENTS PAYME		AUGGFCC1400005	Credit Card Payment AP Invoice.	0	9,638.96	
	MASTERCARD CORP. CLIENTS PAYME		AUGGFCC1400008	Credit Card Payment AP Invoice.	0	301.73	
	NEWMARK LEARNING -PCARD		AUGGFCC1400028	Credit Card Payment AP Invoice.	0	490.54	
	OFFICE DEPOT		AUGGFCC1400016	Credit Card Payment AP Invoice.	0	327.27	
	OFFICE DEPOT		AUGGFCC1400024	Credit Card Payment AP Invoice.	1621415012	831.89	
	OFFICE DEPOT		AUGGFCC1400025	Credit Card Payment AP Invoice.	1621415012	47.64	
	OFFICE SUPPLY INC - PCARD		AUGGFCC1400027	Credit Card Payment AP Invoice.	0	333.17	
	ORIENTAL TRADING CO		AUGGFCC1400026	Credit Card Payment AP Invoice.	0	200.00	
	PIERCE COUNTY FERRY SYSTEM		AUGGFCC1400032	Credit Card Payment AP Invoice.	0	136.05	
	PVI INDUSTRIES - PCARD		AUGGFCC1400030	Credit Card	0	198.18	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
				Payment AP Invoice.			
	RJ COOPER ASSOC INC - PCARD		AUGGFCC1400018	Credit Card	0	74.00	
				Payment AP Invoice.			
	RVRSIDE EDU TESTING - PCARD		AUGGFCC1400019	Credit Card	0	183.24	
				Payment AP Invoice.			
	STARFALL EDUCATION		AUGGFCC1400023	Credit Card	0	209.83	
				Payment AP Invoice.			
	TIME FOR KIDS		AUGGFCC1400006	Credit Card	0	360.40	
				Payment AP Invoice.			
	VISTAPRINT.COM		AUGGFCC1400029	Credit Card	1621415008	750.00	
				Payment AP Invoice.			
	WA-ACTE		AUGGFCC1400010	Credit Card	0	455.24	
				Payment AP Invoice.			
	WSPA		AUGGFCC1400034	Credit Card	181314018	175.00	
				Payment AP Invoice.			
	YELLOW RADIO SERVICE -PCARD		AUGGFCC1400011	Credit Card	0	46.69	
				Payment AP Invoice.			
			1	Computer	Check(s) For a Total of		17,544.41

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	17,544.41
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	17,544.41
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	17,544.41

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$44,447.40. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 115393 through 115414, totaling \$44,447.40

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
115393	ALPINE PRODUCTS INC	09/05/2014	TM-143010	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415003	986.32	986.32
115394	COMCAST	09/05/2014	31254043	OPEN PO FOR DISTRICT WIDE NETWORK	81415009	6,317.19	6,317.19
115395	CONSOLIDATED ELECTRICAL DIST	09/05/2014	8541-773830	OPEN PURCHASE ORDER FOR 2014-2015 FOR ELECTRICAL SUPPLIES	101415057	1,232.04	1,377.25
			8541-773856	OPEN PURCHASE ORDER FOR 2014-2015 FOR ELECTRICAL SUPPLIES	101415057	62.77	
			8541-773996	OPEN PURCHASE ORDER FOR 2014-2015 FOR ELECTRICAL SUPPLIES	101415057	82.44	
115396	DICK BLICK ART MATERIALS	09/05/2014	3338025	S.P. Dick Blick Art Materials for Art Room	1271415001	56.73	56.73
115397	GRADUATION AUTOBAHN LLC	09/05/2014	0001235	MEDICAID MATCH/SHS BANNERS	4311415008	2,767.82	2,767.82
115398	HANDWRITING WITHOUT TEARS	09/05/2014	8736552-1	14/15 HWT (1st - Munsey - Hilderband)	1461415008	2,236.86	2,236.86
115399	JTEC EDUCATIONAL CONSULTANTS	09/05/2014	1415-239	JTEC ADMIN MATCH CONSULTING & PROCESSING FEE	81415024	1,100.00	1,100.00
115400	JW PEPPER	09/05/2014	14540811	14/15 MUSIC	1461415003	117.33	117.33

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
115401	KING COUNTY DIRECTORS ASSN	09/05/2014	3818551	SUPPLIES SHEET MUSIC - DOES NOT HAVE TO BE FAXED UNTIL JUNE/JULY KCDA CART #710622	1621415011	1,154.44	5,946.35
			3818552	(TEACHING SUPPLIES) KCDA CART #697792	1621415007	2,340.91	
			3823530	(WORKROOM ORDER) lowe/science/cart	2371415004	248.83	
			3823531	#708834 math	2371415003	290.78	
			3825071	supplies/yuckert/c art #705846 SHS KCDA	141415004	1,911.39	
115402	LABORATORIES, COASTWIDE	09/05/2014	T263838	CART#706494 FOR JODY SNYDER OPEN PURCHASE	101415011	1,983.02	3,585.62
			T2694124	ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	1,370.61	
			T2694352	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	231.99	
115403	LAKEWOOD HARDWARE & PAINT	09/05/2014	401495	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415026	31.16	125.77
			401496	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415026	78.51	
			401499	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415026	16.10	
115404	LESKA'S BEST EDUCATIONAL CONSU	09/05/2014	14-113	SHS LESKA'S BEST EDUCATIONAL CONSULTING FOR CTE PROFESSIONAL DEVELOPMENT AND CURRICULUM FRAMEWORKS *PLEASE SEE ATTACHED INVOICE*	141415007	1,275.00	1,275.00
115405	NW TEXTBOOK DEPOSITORY	09/05/2014	114-215-849	14/15 1st grade reading workbooks consumables	1461415004	1,329.71	11,267.63

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			114-215-850	14/15 1st grade math consumables	1461415005	3,998.22	
			114-215-851	14/15 2nd grade reading consumables	1461415007	1,941.48	
			114-215-852	14/15 2nd grade math consumables	1461415006	3,998.22	
115406	OFFICE DEPOT	09/05/2014	717674158001	3RD GRADE NYS CC MATH - MODULE 1	1621415004	489.94	489.94
115407	PHONAK HEARING SYSTEMS	09/05/2014	5150520980	FM Phonak iSense micro reciever for student (MP)	91415001	618.39	618.39
115408	POLAR BEAR MECHANICAL	09/05/2014	5924-vna	OPEN PURCHASE ORDER 2014-2015 FOR REFRIGERATION SERVICES	101415038	619.73	619.73
115409	PREMIER AGENDAS	09/05/2014	204500400922	STUDENT PLANNERS FOR 2014-2015	1621415002	1,727.75	1,846.23
			204500402232	STUDENT PLANNERS FOR 2014-2015	1621415002	118.48	
115410	SCHOLASTIC	09/05/2014	M5349459	SCHOLASTIC NEWS 2ND GRADE	1621415015	977.88	977.88
115411	SCHOOL SPECIALTY	09/05/2014	208113092696	S.P. School Specialty orders	1271415010	13.92	13.92
115412	SHIFFLER EQUIP SALES	09/05/2014	1423003800	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415043	87.66	87.66
115413	THE LINEUP	09/05/2014	1739	PE DEPARTMENT / UNIFORMS	4311415003	2,488.85	2,488.85
115414	WITT COMPANY	09/05/2014	364759	please fax to Witt Company staples for workroom copy machine (#E-0552) at Cherrydale	1461415009	144.93	144.93
22	Computer	Check(s) For a Total of				44,447.40	

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	22	Computer	Checks For a Total of	44,447.40
Total For	22	Manual, Wire Tran, ACH & Computer	Checks	44,447.40
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	44,447.40

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

As of September 10, 2014, the board, by a _____ vote, approves payments, totaling \$107,712.95. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 115361 through 115392, totaling \$107,712.95

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
115361	AARDVARK BARK BLOWING	09/05/2014	2660	PROVIDE & INSTALL 120 YARDS OF ENGINEERED WOOD FIBAR VIA BLOWER TRUCK TO SALTAR'S POINT, CHERRYDALE, CHLOE CLARK & ANDERSON ISLAND ELEMENTARY SCHOOLS PER PROPOSAL DATED 7/24/14	101314166	6,215.85	6,215.85
115362	ANDERSON, ERIN RUTH	09/05/2014	MILEAGE REIM	MILEAGE REIMBURSEMENT FOR "BIG IDEAS TRAINING"	0	33.90	33.90
115363	BRITTAIN, JAMES E	09/05/2014	MILEAGE REIMB	MILEAGE REIMBURSEMENT	0	18.59	18.59
115364	BUILDERS HARDWARE & SUPPLY	09/05/2014	S3348224.001	OPEN PURCHASE ORDER 2013-2014 FOR SUPPLIES	101314007	45.31	45.31
115365	CELESTE L JOHNSTON	09/05/2014	MILEAGE REIMB	MILEAGE REIMBURSEMENT 8/13/2014 - 8/20/2014	0	77.77	77.77
115366	CENTURYLINK QCC	09/05/2014	1311346481	DISTRICT WIDE PHONE SERVICES FOR AUG 2014	0	117.24	117.24
115367	COASTWIDE, LABORATORIES	09/05/2014	t2666258	OPEN PURCHASE ORDER 2013-2014 FOR CUSTODIAL SUPPLIES	101314013	50.76	1,501.09
			t2672252a	OPEN PURCHASE	101314013	214.29	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				ORDER 2013-2014 FOR CUSTODIAL SUPPLIES			
			T2677026	OPEN PURCHASE	101314013	591.40	
				ORDER 2013-2014 FOR CUSTODIAL SUPPLIES			
			t2689084	OPEN PURCHASE	101314013	36.68	
				ORDER 2013-2014 FOR CUSTODIAL SUPPLIES			
			t2689084-1	OPEN PURCHASE	101314013	319.30	
				ORDER 2013-2014 FOR CUSTODIAL SUPPLIES			
			t2689084-2	OPEN PURCHASE	101314013	61.70	
				ORDER 2013-2014 FOR CUSTODIAL SUPPLIES			
			t2691051	OPEN PURCHASE	101314013	104.33	
				ORDER 2013-2014 FOR CUSTODIAL SUPPLIES			
			t2691134	OPEN PURCHASE	101314013	76.68	
				ORDER 2013-2014 FOR CUSTODIAL SUPPLIES			
			t2692045	OPEN PURCHASE	101314013	45.95	
				ORDER 2013-2014 FOR CUSTODIAL SUPPLIES			
115368	COMCAST	09/05/2014	900013442	OPEN PO FOR DISTRICT WIDE NETWORK - DO NOT FAX	81314067	6,317.19	6,317.19
115369	CONSOLIDATED ELECTRICAL DIST	09/05/2014	8541-773015	OPEN PURCHASE ORDER 2013-2014 FOR ELECTRICAL SUPPLIES	101314133	192.07	294.74
			8541-773368	OPEN PURCHASE ORDER 2013-2014 FOR ELECTRICAL SUPPLIES	101314133	102.67	
115370	CRISIS REALITY	09/05/2014	117	PHASE 1 - SITE ASSESSMENTS/PLAN REVIEW & RECOMMENDATIONS/CR ISIS DRILL PHASE 2 - EMERGENCY COORDINATION PLAN	81314164	9,750.00	9,750.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				PHASE 3- ADMINISTRATIVE STAFF, CERTIFIED & CLASSIFIED STAFF, STUDENT & PARENT TRAINING			
115371	EDNETICS INC	09/05/2014	INV-62208	Wireless Network Install - SHS & CC	111314032	20,483.79	32,398.63
			INV-62209	Wireless Network Install - SHS & CC	111314032	11,030.42	
			INV-62678	Wireless Network Install - SHS & CC	111314032	884.42	
115372	FOSTER, CLEMENT C	09/05/2014	PROPANE REIMB	REIMBURSEMENT FOR FORKLIFT PROPANE	0	53.65	53.65
115373	GARVIN, ANNA MARIE	09/05/2014	MILEAGE & SUPPLY REI	REIMBURSEMENT FOR MILEAGE 8/4/2014 - 8/27/2014 HAY FOR HILLSIDE EROSION CONTROL	0	132.55	132.55
115374	GENERAL ELECTRIC CAPITAL CORP	09/05/2014	61187787	Open PO for copier District Office - Do Not Fax:	81314102	529.50	2,839.96
			61215833	Open PO for copier at Pioneer - Do Not Fax:	81314120	743.10	
			61221220	Open PO for copier at SHS - Do Not Fax:	81314121	695.78	
			61221227	Open PO for copier at Saltar's Point - Do Not Fax:	81314119	534.97	
			61243157	MAINTENANCE DEPT. COPIER LEASE KYOCERA FS3140	81314015	75.49	
			61246959	Open PO for copier at Chloe Clark, Anderson Island and Maintenance - Do Not Fax:	81314118	261.12	
115375	GRAINGER	09/05/2014	9512371114	OPEN PURCHASE ORDER 2013-2014 FOR SUPPLIES	101314017	508.38	1,901.72
			9512782773	OPEN PURCHASE	101314017	178.11	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				ORDER 2013-2014 FOR SUPPLIES			
			9514111807	OPEN PURCHASE	101314017	21.90	
				ORDER 2013-2014 FOR SUPPLIES			
			9514179770	OPEN PURCHASE	101314017	664.06	
				ORDER 2013-2014 FOR SUPPLIES			
			95141797888	OPEN PURCHASE	101314017	36.05	
				ORDER 2013-2014 FOR SUPPLIES			
			9515854116	OPEN PURCHASE	101314017	493.22	
				ORDER 2013-2014 FOR SUPPLIES			
115376	HAAS, DONALD GENE	09/05/2014	MILEAGE REIMB	INTER-DISTRICT MILEAGE REIMBURSEMENT 8/25/2014- 8/29/2014	0	17.80	17.80
115377	HEWLETT PACKARD	09/05/2014	54743863	Absolute Manage Licenses	111314060	5,423.51	13,794.80
			54756564	Laptop carts for High School	111314053	8,371.29	
115378	HOLIDAY INN EXPRESS-YAKIMA	09/05/2014	11362, 11375, 11376	HOLIDAY INN EXPRESS YAKIMA BILL	81314178	1,002.15	1,002.15
115379	KING COUNTY DIRECTORS ASSN	09/05/2014	3823193	art supplies/kallay/ca rt #699263	2371314134	10.93	151.40
			3823529	workroom supplies/cart #709662	2371314141	140.47	
115380	LAB/COR INC	09/05/2014	140409-542	AIR TESTING AT CHLOE CLARK	101314171	147.00	246.71
			140457-585	AIR TESTING AT CHLOE CLARK	101314171	99.71	
115381	LEMAY MOBILE SHREDDING	09/05/2014	2185-814410	CONFIDENTIAL SHREDDING FOR THE SCHOOL DISTRICT FOR THE 13/14 SY. DO NOT FAX PO.	81314023	50.00	50.00
115382	LOWES	09/05/2014	0115233	OPEN PURCHASE ORDER 2013-2014 FOR SUPPLIES	101314031	1,235.61	1,235.61
115383	MALKAMES, AMY D	09/05/2014	PIRATE DAY REIMB	REIMBURSEMENT FOR PIRATE DAY- VOLUNTEER LUNCH	0	65.35	65.35
115384	PUGET SOUND ENERGY	09/05/2014	200018787412	OPEN PO FOR GAS AND ELECTRICITY	81314045	1,906.61	1,944.06
			200022057323	OPEN PO FOR GAS	81314045	37.45	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
115385	RIO GRANDE/THE BELL GROUP	09/05/2014	90572774	AND ELECTRICITY SHS RIO GRANDE FOR TERRY BADER COMMERCIAL ART SUPPLIES. PLEASE SEE ATTACHED CART LIST	141314017	16.09	419.26
			90572832	SHS RIO GRANDE FOR TERRY BADER COMMERCIAL ART SUPPLIES. PLEASE SEE ATTACHED CART LIST	141314017	403.17	
115386	SCHOLASTIC	09/05/2014	M5371636	NEW YORK TIMES UPFRONT	4311314082	425.54	425.54
115387	SCHOOLWIRES INC.	09/05/2014	inv0012190	SchoolWires Website hosting service renewal July 1, 2014 through June 30, 2015	111314059	731.53	731.53
115388	SMITH, EVA MARIA	09/05/2014	MILEAGE REIMB	MILEAGE REIMBURSEMENT 8/6/2014 - 8/26/2014	0	53.45	53.45
115389	TED BROWN MUSIC CO	09/05/2014	1279244	MUSIC DEPT / SNARE DRUM & PICCOLO	4311314096	1,006.48	1,006.48
115390	TOWN OF STEILACOOM	09/05/2014	01-00722.0	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	120.50	17,368.06
			01-00727.0	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	1,743.40	
			04-00360.0	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	841.92	
			04-00361.0	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	1,156.37	
			04-01690.1	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	157.33	
			04-01692.0	OPEN PO FOR UTILITIES FOR	81314048	146.25	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				STEILACOOM. DO NOT FAX			
			05-00010.0	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	306.18	
			05-00020.0	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	1,250.25	
			05-00025.0	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	274.34	
			05-00030.0	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	1,096.66	
			05-00040.0	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	90.92	
			08-01800.0	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	138.37	
			08-01805.0	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	149.81	
			08-01810.0	OPEN PO FOR UTILITIES FOR STEILACOOM. DO NOT FAX	81314048	9,895.76	
115391	TRUSTEED PLANS SERVICE CORP	09/05/2014	0077517-IN	OPEN PO TRUSTEED PLANS SERVICE CORPS	81314047	6,536.84	6,536.84
115392	VERIZON WIRELESS	09/05/2014	9730576822	OPEN PO FOR PHONE SERVICE - DO NOT FAX	81314055	965.72	965.72

32 Computer Check(s) For a Total of 107,712.95

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	32	Computer	Checks For a Total of	107,712.95
Total For	32	Manual, Wire Tran, ACH & Computer	Checks	107,712.95
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	107,712.95

REGULAR BOARD MEETING

TO: Members, Steilacoom Historical School District Board of Directors

BACKGROUND INFORMATION:

According to Washington Administrative Code 392-170-025, this application must be approved annually by the School Board.

This grant provides additional revenue to the District to be spent on serving students who qualify for transitional language instructional support.

It is the recommendation of the Superintendent to approve the 2014-2015 TBIP Program plan as described in the iGrant application.

Paul Harvey, Executive Director of Student Achievement.

219 State Transitional Bilingual Instructional Program**Fiscal Year:** 14-15**Milestone:** Needs More Work (Printed 9/5/2014)**District:** Stellacoom Hist. School District**Organization Code:** 27001**ESD:** Puget Sound Educational Service District 121

Page 1

Estimated TBIP Allocation**Estimated TBIP Allocation:** \$69,145

(Work with your district fiscal officer to determine this amount.)

ELL Program Data

Indicate the district staff member(s) responsible for reporting ELL program data to the district's student information system, which is uploaded to CEDARS.

All student data is collected and tracked by the ELL Teacher. The ELL Teacher submits his data to the district's Student Records Clerk for entry into the Student Information System (Skyward). This submission is part of the monthly enrollment report and includes the ELL Coordinator.

Indicate the district's process for ensuring the accuracy of ELL program data uploaded to CEDARS. What is the quality control process?

The ELL Coordinator with support from the Executive Director for Student Services periodically review student data, as well as meet with the ELL Teacher monthly.

Exited TBIP Students

Section 514 of the Third Engrossed Substitute Senate Bill 5034 added funding to provide support to reach grade-level performance in academic subjects for students who transitioned from the TBIP program by scoring a Level 4 on the WELPA within the two previous years.

Describe the district's process to determine if a currently enrolled student who exited TBIP based on the 2013 or 2014 WELPA Annual Test needs assistance in reaching grade-level performance in academic subjects.

All students are monitored through multiple assessments to determine the are meeting grade level expectations. Our distict uses DIBELS (every 6 weks), HM Dolche Sight Words (ongoing),Read Well Placement inventory (quarterly), Easy CBM (Fall, Winter, and Spring),MSP and HSPE (annually). If it is determined by the teacher and the principal that the student who was currently enrolled and who exited TBIP needs additional academic support they would contact the district ELL teacher to provide additional services or one-on-one intensive support.

Describe the **TBIP-funded academic services** that will be provided to students who exited TBIP based on the 2013 or 2014 WELPA Annual Test and require additional academic support.

The ELL teacher and coordinator will monitor student progress by teaming with school counselors and building data teams. Students who are identified as requiring additional support will receive services from the ELL teacher (directly or indirectly) dependent on student need.

Indicate how the district will track the supplemental academic support provided to exited students. (A roster of students receiving support by content area is required to be kept on file.)

The ELL teacher will track students who receive supplemental support and provide the roster and spreadsheet to the district at the close of the school year.

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Section approved: Select
Comments:

District Instructional Program (WAC 392-160-028 Sec. 2)

Washington State recognizes six types of program models for the purposes of TBIP funding and reporting.

Note: An updated roster of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Bilingual Programs:

1. Dual Language (Two-Way Immersion or Two-Way Bilingual Education)
2. Developmental Bilingual Education (DBE or Late-Exit)
3. Transitional Bilingual Education (TBE or Early-Exit)

Alternative Instructional Programs (AIP) (Districts must meet AIP criteria as indicated on page 3.)

4. Content-Based Instruction (CBI)/Sheltered Instruction (SI)
5. English as a Second Language (ESL) Pull-out/Push-in Model
6. Newcomer Program (Newcomer Programs can fall under either Bilingual or AIP designation.)

Bilingual Programs

☐ Dual Language Program (Two-Way Immersion or Two-Way Bilingual Education):

Dual Language Programs integrate language development with academic instruction for both native speakers of English and new speakers of English (ELL students). The goal is for students to become highly proficient in both their native language and their second language while simultaneously gaining high academic achievement in both languages as well. Additionally, dual language programs seek to foster student success in becoming bilingual, biliterate, and bicultural.

Dual Language Programs typically balance L1 and L2 instruction 50/50 by means of content areas, unit of study, or by instructional time such as class period, week, or semester. This model differs from a Developmental Bilingual Education model in that instruction is provided to both native English speakers and English language learners in the same instructional setting simultaneously. Teachers use techniques and strategies to make content accessible regardless of the language being used for instruction.

This is a basic education program. TBIP funds can only be used for supplemental supports to ELLs in this program and for professional development pertaining to language acquisition.

Note: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. How many students are served through this model?

Number of ELL Number of Non-ELL

2. Describe the implementation of the dual language program. Include information on:
 - Languages of instruction
 - Percentage of time spent teaching in each language by grade level
 - How language of instruction time is divided by grade level: (e.g. by content area, unit of study, time of day, other?)

3. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

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Section approved: Comments:

☐ **Developmental Bilingual Education (DBE or Late-Exit):** (WAC 392-160-028 Sec. 2)

Developmental Bilingual Education (DBE) or Late-Exit Bilingual programs are similar to Dual Language programs in that instruction is carried out in both English and the student's native language. Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 6th grade. Students then transition into regular mainstream instruction in English.

Developmental Bilingual Programs typically divide L1 and L2 instruction by means of content areas, unit of study, or by instructional time such as class period, week, or semester.

This is a basic education program. TBIP funds can only be used for supplemental supports to ELLs in this program and for professional development pertaining to language acquisition.

Note: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. How many students are served through this model?

Number of ELL	Number of Non-ELL
---------------	-------------------

2. Describe the implementation of the DBE or late-exit program. Include information on:
 - Languages of instruction
 - Percentage of time spent teaching in each language by grade level
 - How language of instruction time is divide by grade level: (e.g., by content area, unit of study, time of day, other?)

3. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

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Section approved:
Comments

☐ **Transitional Bilingual Education (TBE or Early-Exit):** (WAC 392-160-028) Sec. 2

The purpose of a Transitional Bilingual Education or Early-Exit model is to use the student's native language as a foundation to support English language development.

TBE models generally begin by initially providing 90% of instruction in the native language and 10% in English, increasing English instruction systematically until all instruction is provided in English. TBE (Early-Exit) models differ from Developmental Bilingual (Late-Exit) models in that students move to English-only instruction more quickly, with students generally moving into mainstream English-only classes within three or four years.

This is a basic education program. TBIP funds can only be used for supplemental supports to ELLs in this program and for professional development pertaining to language acquisition.

Note: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. How many students are served through this model?

Number of ELL Number of Non-ELL

2. Describe the implementation of the TBE or Early-Exit program. Include information on:

- Languages of instruction
- Percentage of time spent teaching in each language by grade level
- How language of instruction time is divide by grade level: (e.g. by content area, unit of study, time of day, other?)

3. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model? These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

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Section approved:

Comments:

District Instructional Program, cont'd☒ **Alternative Instructional Program (AIP)**

(This section MUST be completed if the district is using the Content-Based/Sheltered Instruction program model or a Pull-out/Push-in program model.)

TBIP's Legislation on Alternative Instructional Programs

WAC 392-160-006 – An "alternative instructional program" means a program of instruction which may include English as a second language and is designed to enable the student to achieve competency in English. Alternative instructional programs are support systems provided in English-only or English with primary language support.

WAC 392-160-040 – **School districts under one or more of the following conditions may elect to provide an alternative instructional program.** Which of the following conditions support the district's decision to provide an alternative instructional program?

☐ Necessary instructional materials in the student's primary language are unavailable and the district has made reasonable efforts to obtain necessary materials without success. Please explain:

☐ The capacity of the district's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students. Please explain:

☒ Bilingual instruction cannot be provided to students without substantially impairing their basic education because of their distribution throughout many grade levels or schools, or both. Please explain:

As of June 2014, Steilacoom had 65 students who qualified for services (Level 1-3), across five school buildings K-12. We currently have 17 languages represented in our ELL population and specifically have 22 students who score Level 1 and 2 across K-12. Our district geographically serves Anderson Island, the City of Dupont and the Town of Steilacoom. These factors are considered when developing and providing services to students.

☐ Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable, and the district has made reasonable attempts to obtain the services of such teachers. Please explain:

☒ **Content-Based Instruction (CBI) or Sheltered Instruction (SI):**

The content-based instruction and sheltered instruction programs are considered to be alternative instruction programs. Please ensure that the preceding Alternative Instructional Program section is completed.

Content-Based Instruction (CBI) and Sheltered Instruction (SI) models both integrate English language development with academic content learning using English as the language of instruction.

Teachers are specially trained in and utilize strategies and techniques to simultaneously make grade-level academic content accessible and foster English language development.

CBI and SI models are used in classes comprised predominantly of English language learners with instruction delivered by teachers specially trained in instructional strategies to support both English language development and academic grade-level content.

Note: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Describe the district's implementation of the content-based instruction or sheltered instruction program as it applies to the district.

Elementary Content-Based/Sheltered Instructional Program

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2014-15 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have access to academic content in their mainstream classroom? (e.g., placement with ELL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

Middle School Content-Based/Sheltered Instruction Program

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2014-15 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

4. How does the district ensure that students have access to academic content in their mainstream classroom? (e.g., placement with ELL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

High School Content-Based/Sheltered Instructional Program

1. Estimated number of students to be served: 10
2. Describe the implementation of the content-based/sheltered instructional program for the 2014-15 school year.

The ELL teacher meets with all students on a daily basis. Students are assigned to his class first period, and student instruction is dependent on student needs.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

Daily. Instruction varies dependent on student need.

4. How does the district ensure that students have access to academic content in their mainstream classroom? (e.g., placement with ELL trained teachers, supplemental materials, etc.)

All schools ensure that students who qualify for ELL services are assigned to teachers qualified and experienced in strategies to support our students. Building principals communicate with the ELL coordinator to identify any needs regarding supplemental materials or professional development opportunities. The district also has Imagine Learning, which is an online based intervention for students. Imagine Learning is available in each school, and the district has trained staff at each building regarding this intervention so students can access this support without relying on just the ELL teacher or staff. The ELL teacher works closely with the school counselors to ensure students are meeting graduation requirements and also receiving necessary accommodations on assessments.

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

NA

Alternative School Content-Based/Sheltered Instruction Program

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2014-15 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have access to academic content in their mainstream classroom? (e.g., placement with ELL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

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Section approved: Select

District Instructional Program, cont'd☐ **English as a Second Language (ESL) Pull-out/Push-in:**

The ESL pull-out/push-in program is considered to be an alternative instructional program. Please ensure that the Alternative Instructional Program section is completed.

ESL or ELL pull-out/push-in instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies. Instruction may occur either individually or in small groups within the mainstream classroom (Push-in) or separate from the mainstream classroom (Pull-out) with the focus of supporting English language development.

Students in this model access grade-level academic content through participation in their mainstream classrooms. It is therefore imperative that districts employing this model ensure that sufficient time and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in their classrooms.

Note: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Elementary ESL Pull-out/Push-in Program

1. Estimated number of students to be served: 39

2. Who provides pull-out/push-in instruction?

- ☒ ELL endorsed teacher
- ☐ Certificated teacher (other endorsement)
- ☐ Bilingual para-educator
- ☒ Non-bilingual para-educator

3. Describe the instructional support for the 2014-15 school year.

We have three schools which implement this program. Two K-3 (Cherrydale and Chloe Clark), and one 4-5 school (Saltar's Point).

Cherrydale (K-3)

We have six students who qualify for ELL services. Five are currently Level 3, and one is Level 2. The ELL Teacher and ELL Coordinator will work with the general education teachers to provide strategies to support these students and the teacher will provide pull-out services. The pull-out services will be coordinated to pre-teach or re-teach key vocabulary words and concepts.

Chloe Clark (K-3)

We have 16 students who qualify for ELL Services. Six (Level 2) and Nine (Level 3) students will receive pull-out services weekly dependent on student need. The ELL Coordinator will work with the general education teachers to provide strategies to support these students and a para-educator will provide pull-out services. Instruction is designed by the ELL Teacher and the ELL Coordinator is on-site in this school.

Saltar's Point (4-5)

WE have 17 students who qualify for ELL Services. The majority (12) are Level 3. The ELL Teacher and ELL Coordinator will work with the general education teachers to provide strategies to support these students and the teacher will provide pull-out services.

4. Indicate the amount and frequency of elementary pull-out/push-in instruction by language proficiency level.

All instruction will vary depending on student need. All students in the three schools participate in school wide academic assessments at the start of the school year. This coupled with a student's language proficiency level will determine the amount and frequency. All schools have intervention schedule (e.g. for Title, LAP or Resource Room time) and ELL students will receive services based on the schedule that has the least impact on their missing core instruction. The ELL teacher and paraeducator are in constant contact with classroom teachers in order to make adjustments for students based on their needs.

5. How does the district ensure that students have access to academic content in their mainstream classroom? (e.g., placement with ELL trained teachers, supplemental materials, etc.)

All schools ensure that students who qualify for ELL services are assigned to teachers qualified and experienced in strategies to support our students. Building principals communicate with the ELL coordinator to identify any needs regarding supplemental materials or professional development opportunities. The district also has Imagine Learning, which is an online based intervention for students. Imagine Learning is available in each school, and the district has trained staff at each building regarding this intervention so students can access this support without relying on just the ELL teacher or staff.

6. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model? These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

NA

Middle School ESL Pull-out/Push-in Program

1. Estimated number of students to be served: 16
2. Who provides pull-out/push-in instruction?

- ☒ ELL endorsed teacher
☐ Certificated teacher (other endorsement)
☐ Bilingual para-educator
☐ Non-bilingual para-educator

3. Describe the instructional support for the 2014-15 school year.

The district has one middle school. Currently there are 16 students who qualify for ELL services (Level 1 - 3). The ELL teacher works with the school counselors and teachers to identify times for students to receive services. Some students are also enrolled in academic intervention (Reading/Math) and receive additional support during this time from the ELL teacher.

4. Indicate the amount and frequency of middle school pull-out/push-in instruction by language proficiency level.

The amount and frequency will vary depending on student language proficiency level and need. The ELL teacher works closely with the ELA general education teacher in determining needs for

the student, and best time for pull-out or push-in support.

5. How does the district ensure that students have access to academic content in their mainstream classroom? (e.g., placement with ELL trained teachers, supplemental materials, etc.)

All schools ensure that students who qualify for ELL services are assigned to teachers qualified and experienced in strategies to support our students. Building principals communicate with the ELL coordinator to identify any needs regarding supplemental materials or professional development opportunities. The district also has Imagine Learning, which is an online based intervention for students. Imagine Learning is available in each school, and the district has trained staff at each building regarding this intervention so students can access this support without relying on just the ELL teacher or staff.

6. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model? These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

NA

High School ESL Pull-out/Push-in Program

1. Estimated number of students to be served:
2. Who provides pull-out/push-in instruction?
 - ☐ ELL endorsed teacher
 - ☐ Certificated teacher (other endorsement)
 - ☐ Bilingual para-educator
 - ☐ Non-bilingual para-educator
3. Describe the instructional support for the 2014-15 school year.
4. Indicate the amount and frequency of high school pull-out/push-in instruction by language proficiency level.
5. How does the district ensure that students have access to academic content in their mainstream classroom? (e.g., placement with ELL trained teachers, supplemental materials, etc.)
6. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model? These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

Alternative School ESL Pull-out/Push-in Program

1. Estimated number of students to be served:
2. Who provides pull-out/push-in instruction?
 - ☐ ELL endorsed teacher
 - ☐ Certificated teacher (other endorsement)
 - ☐ Bilingual para-educator
 - ☐ Non-bilingual para-educator
3. Describe the instructional support for the 2014-15 school year.
4. Indicate the amount and frequency of elementary pull-out/push-in instruction by language proficiency level.
5. How does the district ensure that students have access to academic content in their mainstream classroom? (e.g., placement with ELL trained teachers, supplemental materials, etc.)
6. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model? These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

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Section approved: No

Elementary and Middle School sections:

#4 – Indicate the approximate amount of pull-out/push-in service students at L1, L2, and L3 will receive. You can also indicate that the amount may vary dependent upon individual student needs.

Program Model

☐ **Newcomer Program:** (WAC 392-160-028 Sec. 2)

Newcomer Programs are considered a separate group and are not required to meet the criteria for an alternative instructional program (AIP).

Newcomer Programs provide specialized instruction to beginning level English language learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education who may have low literacy in their native language. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular TBIP program offered by the district. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year for most students.

Newcomer Programs should never constitute the entire English language development (ELD) program for any district, but should serve only as a foundation for students to move into the regular district TBIP program.

Note: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. Estimated number of students to be served
2. Describe the **rationale** for selecting the Newcomer instructional program model.
3. Entry Criteria:
4. Location:
5. Grade Levels:
6. Describe how the Newcomer program will be implemented. Include the number of hours per day.

7. Describe the criteria used to determine when students move from the Newcomer Program to another TBIP program model in the district.

8. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model? These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

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Program Model Section approved:

Teacher/Trainer/Coach Qualifications**☐ Staff Qualifications**

1. What credentials and/or qualifications specific to serving English language learners does the district require when hiring teaching staff with TBIP funding?

Hiring new ELL teachers must have an endorsement in Bilingual Education or ESL. Teachers are also required meet the federal ESEA highly qualified teacher requirements.

2. What credentials and/or qualifications specific to serving English language learners does the district require when hiring para-educators with TBIP funding?

Paraeducators for TBIP must meet the state criteria and have completed the required competencies. The district will work with the paraeducator to complete all training and competencies if the candidate does not possess the qualifications upon hiring. The district currently has one paraeducator assigned to work with qualified ELL students at the Elementary level as well as a Highly-qualified teacher/administrator who oversees the program (K-3rd).

3. How does the district evaluate a teacher's English language proficiency in written and oral communication? ESEA Title III, Sec. 3116 (c)

Building administrators observe teachers during instruction of ELL students. Observations will focus on student learning and the instructor's capacity to communicate both verbally and non-verbally.

4. In bilingual programs, how does the district evaluate a teacher's oral and written language proficiency in another language of instruction?

N/A

5. How does the district evaluate a para-educator's English language proficiency in written and oral communication?

English language proficiency will be evaluated during the candidate selection process through review of the candidates cover letter and other written application materials. Oral English language proficiency will be evaluated in the face to face interview prior to hiring.

6. If para-educators provide primary language support, how does the district evaluate their proficiency in that language?

N/A

Staff hired as Professional Development Trainers and/or ELL Coaches must have the experience and qualifications in the following areas:

- Instructional Strategies for ELL
- Second Language Acquisition
- Understanding and implementing ELP standards
- Alignment of curriculum to ELP standards

(Do not include outside consultants in this section.)

1. Describe Professional Development Trainer's qualifications, experience, and areas of training that will be provided. Fill this out **ONLY** if the position is funded through TBIP.

N/A

2. Describe ELL Coach's qualifications, experience, and support that will be provided to teachers **ONLY** if funded through this grant.

N/A

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<p>Section approved: No</p> <p>Staff Qualifications</p> <p>#2 – Indicate what qualifications specific to working with ELL the district requires for TBIP funded para-educators. Does the district provide ELL specific training if para-educators do not have such qualifications coming in?</p> <p>#5 – How does the district ensure that para-Educators have English proficiency in writing?</p>

District's Professional Development Plan to address the needs of ELLs: Professional development specific to addressing the language acquisition needs of ELLs is a requirement for TBIP funding. (WAC 392-160-028, Sec. 3)

1. Describe the professional development plan for staff responsible for providing the ELL services indicated in this application.

The Executive Director for Student Achievement works closely with all building principals to identify professional development needs. General education teachers as well as the one ELL teacher and paraeducator have attended state-sponsored professional development in the past two years. The district is working to identify needs for the upcoming school year.

2. Describe the district's plan to build the capacity of general education staff to address the educational needs of ELLs:

The district is working to communicate student data and academic progress to all building teams to help inform each school's improvement plan for the school year. Each building also participates in data-team times to identify students who are struggling and to coordinate instructional strategies based on grade level and content area. With the implementation of Common Core Standards, teams are schedule to meet frequently during the 14-15 school year and will identify areas of need for all student populations including ELL, Special Education and student requiring additional academic support and intervention.

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Section approved: No

Professional Development Plan

Training related to the new ELP standards is a requirement.

#1 - Describe the professional development plan for the ELL teacher and ELL para-educators in the district.

#2 - Describe the professional development specifically related to ELL that will be provided to general education staff.

Professional Development Activities:

- ☐ **All of the district's professional development activities listed in this application funded through TBIP/Title III funding comply with the following requirements:**

The district's professional development plan will prepare teachers, administrators, counselors, and others involved in language instruction educational programs to:

- Improve the instruction and assessment of ELL students and
- Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to ELL children.

Professional development will be:

- Research-based and specific to the instructional needs of ELL students.
- Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.
- One-day or short-term workshops and conferences, must be a component of an established comprehensive professional development program for teachers.

Professional Development Trainings**Complete this table for each training listed.**

Press "New" button to create each new Training listing. **Press SAVE** after creating each one. **Allow save to complete before clicking the "New" button again.**

Conferences**Complete this table for each conference listed.**

Press "New" button to create each new conference listing. **Press SAVE** after creating each one. **Allow save to complete before clicking the "New" button again.**

How does the district ensure professional development provided through TBIP and Title III is implemented? Describe the follow-up support provided to teachers.

The district will primarily support professional development activities with funds, other than TBIP, and

is seeking to identify state sponsored training available.

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Section approved: No

Professional Development Trainings

It is a requirement under TBIP that a portion of the grant be used for professional development "for teachers, counselors, and other staff, who are involved in the district's transitional bilingual program. Training to include instructional strategies for children of culturally different backgrounds, use of curriculum materials, and program models" RCW 28A.180.040 (5).

Title III also has PD requirements: "PROFESSIONAL DEVELOPMENT - Required Activity: Professional development specific to the needs of ELLs to build capacity of classroom teachers, principals, administrators, and other school or community-based organization personnel to provide specialized instruction to ELLs."

In the Professional Development Training tables, indicate any professional development related to ELL that will be provided/attended.

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Comprehensive Evaluation Plan**(WAC 392-160-028 Sec. 4)**

The district's annual application shall contain a description of the district's plan for continuous improvement and evaluation of its program to serve English language learners.

Describe the district's plan for continuous improvement and evaluation of its instructional program for ELLs.

1. The district's evaluation team should include teachers, researchers, school administrators, and parents, and, if appropriate, education-related community groups and nonprofit organizations and institutions of higher education. **Title III Section 3116 (b)(5)**

Identify who will be involved in the evaluation process. Include the name, position and role of each individual.

Press "New" button to create each new record. Press SAVE after creating each one. Allow save to complete before clicking the "New" button again.

Evaluator's Name/Position	Role in the Evaluation
Susanne Beauchaine, Executive Director for Student Services	Ensure compliance to law; provide data and reports to inform evaluation.
Evaluator's Name/Position	Role in the Evaluation
Sandy Lee, ELL Coordinator and Assistant Principal	Identify data; identify challenges and concerns regarding the implementation of program across the district. Identify needed resources.
Evaluator's Name/Position	Role in the Evaluation
Jody McDonald - ELL Teacher	Provide input and feedback regarding instructional strategies, curriculum needs and overall feedback regarding program.
Evaluator's Name/Position	Role in the Evaluation
Susan Greer - District Assessment Coordinator	Provide data and information regarding how students are performing academically and progressing with language proficiency.

2. What data will the evaluation team use to evaluate the district's program?

The district will use the following data:

Placement score; length in program; academic progress; graduation timeline; parent waiver numbers and reasons; exited student progress; Imagine Learning individual student data; Rosetta Stone individual student data; data based on language to determine any cultural impact.

3. What else will the evaluation team consider in its evaluation of the district's program?

The evaluation team will consider the impact of different supplemental instructional program (e.g. Imagine Learning) as well as parent survey.

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Section Approved: Select

Estimate of staff funded through TBIP

1. SALARIES	Headcount	FTE
Certificated teachers	1	1
Administration		
Administrative Support		
Paraeducators	1	1
Professional Development Trainer		
ELL Coach(es)		
Other		
For "Other" indicate job titles and description of duties funded through TBIP:		

2. **PROFESSIONAL DEVELOPMENT** (A portion of TBIP funds must be dedicated to Professional Development.)

List the professional development activities that will be funded through TBIP.

TBIP funds will be used to support professional development activities sponsored by the state. Specifically regarding ELP Standards.

3. **OTHER**

What other cost will be funded through TBIP funds?

N/A

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Section Approved: No

Estimate of staff funded through TBIP

#1 – Fill out the table for headcount and FTE for TBIP funded staff.

Steilacoom Historical School District Board of Directors

REGULAR BOARD MEETING

Date: September 10, 2014

TO: Members, Steilacoom Historical School District Board of Directors

ISSUE: X **ACTION** Approval of Highly Capable Program Grant
 INFORMATION _____

BACKGROUND INFORMATION:

The State OSPI Highly Capable Program offers funding to school districts to provide educational opportunities for the highly capable student population. To receive these funds, districts must complete an application (Form Package 217), obtain school district board approval, and obtain approval from OSPI.

According to Washington Administrative Code 392-170-025, this application must be approved annually by the School Board.

FISCAL IMPLICATIONS:

This grant provides additional revenue to the District to be spent on serving students who qualify for highly capable instructional support.

RECOMMENDED DECISION:

It is the recommendation of the Superintendent to approve the 2014-2015 Highly Capable Students Program plan as described in the iGrant application.

Report prepared by:

Paul Harvey, Executive Director of Student Achievement.

217 Highly Capable Students Program Annual Plan (1st Class Districts Only)**Fiscal Year:** 14-15**Milestone:** Requested OSPI Approval (Printed 9/5/2014)**District:** Stellacoom Hist. School District**Organization Code:** 27001**ESD:** Puget Sound Educational Service District 121**Page 1****Highly Capable Program - First Class Districts**

This form package constitutes the HCP Annual Plan required by WAC 392-170 and is to be completed by districts classified as first class (districts with a student enrollment of two thousand pupils or more).

RCW 28A.300.065 — Classification and numbering system of school districts

This form package must be approved by formal action of the school board annually.

All elements of WAC 392-170 are subject to review during the Consolidated Program Review.

About this form package

Planning Tool: This form package is to be used as a tool to assist districts in the development of the Grades K-12 HCP. We recommend that the full form package be read prior to completing any section.

Guiding Questions for Brainstorming and Planning: Each section of the plan includes several critical questions which you are encouraged to consider as you develop the details for that section. The purpose of these questions is to serve as a guide for your thinking and support you in the planning and program development efforts. Such efforts may include reviewing current program procedures, process and tools being used by your district. Districts do not have to answer these questions in this form package.

Instructions: Mark boxes to verify that items are in place as required by WAC 392-170. Where directed, provide a written response to questions. Please note that some questions are optional and district response is not required in writing.

Attention Class Two Districts (districts with fewer than 2,000 pupils): DO NOT COMPLETE THIS FORM PACKAGE (217). DO complete form package 685, which is a condensed HCP Annual Plan.

Highly Capable Program Assurances

RCW 28A.185.020 — The Legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.

Each Local Education Agency (LEA) plan shall provide assurance that the LEA will ensure:

1. The Highly Capable Program (HCP) annual plan (iGrants form package 217) is annually approved by the district's board of directors (WAC 392-170-025).
2. The district has a written HCP policy and procedures for Grades K-12 for:
 - Nomination (WAC 392-170-045)

- Assessment Process (WAC 392-170-055)
 - System for the selection of the most highly capable (WAC 392-170-075)
 - Appealing the multidisciplinary selection committee's decision (WAC 392-170-076)
3. Annual notification is made to parents and students before any major identification activity takes place (WAC 392-170-042).
 4. The identification process for determining student eligibility for the highly capable program, takes into consideration and adheres to the use of:
 - The definition—Students who are highly capable (WAC 392-170-035)
 - The definition—Learning characteristics (WAC 392-170-036)
 - Nomination process for highly capable students (WAC 392-170-045)
 - Nomination procedure may include screening procedures (WAC 392-170-045)
 - Multiple, objective identification criteria are used to identify those students who are most highly capable (RCW 28A.150.020, 030)
 - Assessment process for selection as highly capable student (WAC 392-170-055)
 - Nondiscrimination in the use of tests (WAC 392-170-060)
 5. The district's process for the selection of the most highly capable students includes these requirements:
 - The use of a multidisciplinary selection committee (WAC 392-170-070)
 - Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392-170-055, and other data collected in the assessment process (WAC 392-170-075)
 - Shall not violate federal and state civil rights laws including, without limitation, chapters 28A.640 and 28A.642 RCW
 6. The district obtains written parent/legal guardian permission prior to conducting assessment(s) to determine eligibility for participation in the programs for highly capable students (WAC 392-170-047).
 7. Written permission, signed by parent/legal guardian, must be obtained before placement of a student in the Highly Capable Program and before programs are initiated for an identified highly capable student (WAC 392-170-047).
 8. The district makes a variety of appropriate program services available to identified HCP students, which take into account such student's unique needs and capabilities. Once services are started, a continuum of services is provided to the student from Grades K–12. Districts periodically review services for each student to ensure that the services are appropriate (WAC 392-170-078, 080).
 9. The district keeps on file a description of the educational programs provided for students selected (WAC 392-170-080).
 10. Quality assurance measures are in place for coding students who have been assessed and identified as highly capable on the state assessment (RCW 28A.320.175).
 11. Quality assurance measures are in place for assigning gifted values for CEDARS data upload.
 12. The district participates in program review and monitoring activities no less than once every five years (WAC 392-170-087).
 13. The district conducts program evaluation and makes changes to the HCP as needed (WAC 392-170-030, 087, 090).
 14. The district will fulfill all responsibilities consistent with WAC 392-170.
 15. The district assures that students receiving a basic education under contract have the opportunity, either through the parent district or the contracting entity, to be identified for the HCP and, if selected, provided access to HCP services.
 16. The district will use all HCP funds to implement its approved HCP Annual Plan. All expenditures are allocable to the conduct of the district's approved HCP Annual Plan.
 17. The district will submit the annual plan (form package 217) by July 1, 2014.

<input checked="" type="checkbox"/> Check this box to indicate that district officials have read and agree with these assurances.	
Name of Authorized Representative:	Julie Wright
Position/Title of Authorized Representative:	Director of Teaching and Learning
Date (format as 7/1/14):	6/4/2014

Highly Capable Program Coordinator	
Name:	Barbara Olson
Title:	Highly Capable Coordinator
Location:	Saltar's Point
Email Address:	bolson@steilacoom.k12.wa.us
Phone Number:	253-983-2217
Fax Number:	

Highly Capable Program Parent Organization	
Is there a parent organization in your area? No	
Contact Name:	
Organization:	
Email Address:	
Phone Number:	

Page 2

District's Highly Capable Student Definition and Learning Characteristics

This section should include an operational definition which, at a minimum, aligns with the State's definitions and clarifies who is being identified as a highly capable student in the district and then who are the most highly capable students. For districts developing a unique definition, the district's definition must incorporate each of the component parts of the State definition.

A district may not elect to include a portion of the WAC while omitting a different part.

Refer to WAC 392-170-035 Definition – Students who are highly capable and WAC 392-170-036 Definition – Learning Characteristics.

Special attention needs to be given to those "students who are present not only in the general populace, but are present within all protected classes according to Revised Code of Washington (RCW) 28A.640 and 28A.642."

Guiding questions for brainstorming and planning:

1. What learning characteristics are of primary focus?
2. Are the descriptors measureable and/or observable?
3. To what degree are the descriptors understood by all stakeholders, e.g. parents, community members, students, educators?
4. How does the definition help you to develop, identify, and serve students from a wide variety of backgrounds and culture?

Instructions: Check one of the following boxes. If the district has developed a unique definition, enter the definition in the space provided:

☒ The district is using the State's definition for Students who are Highly Capable (WAC 392-170-035) and for Learning Characteristics (WAC 392-170-036).

☐ The district has developed a unique definition by integrating the component parts of the definition provided by WAC 392-170-035 and 036. Enter the district's definition.

Highly Capable Program Statement of Purpose (OPTIONAL)

Guiding questions for brainstorming and planning:

1. Based on the district's definition for highly capable students, what is the purpose of the Highly Capable Program (HCP) in your district?
2. What phrase or terms briefly describes the unique role of the district's HCP?
3. What phrase or terms summarize how highly capable students are unique; thereby needing special program services?

Optional: Enter your district's HCP Mission/Purpose Statement.

Identification Process: Notification, Nomination, Screening, Assessment, and Selection

Identifying highly capable students is a multiple step process with specific components required by WAC 392-170. Identification procedures must span Grades K-12 thus providing opportunities for identification at each grade level along the K-12 continuum. The district needs to consider students from various racial, ethnic, and socio-economic groups. Students identified for the HCP should reflect the demographics of the district. Once a student is identified, the district provides a continuum of services based on student need through Grade 12.

Sections of WAC 392-170-042 through 075 describe the requirements for notification, nomination, screening, assessment, and selection of the most highly capable students to be served by the district's program.

Selection decisions must be based on eligibility and selection system. All students selected for the program must be served.

Guiding questions for brainstorming and planning:

1. Do your district's notification, nomination, screening, assessment, and selection processes target all demographics of the district's enrollment?
2. Are communications made available in the various languages spoken in the district?
3. Is information made available to the community in a variety of ways in order to maximize outreach throughout the community?
4. Do the instruments, activities and/or tools identify those behaviors or attributes associated with giftedness?
5. What strategies are used to identify potentially gifted students from under-represented populations, including those in poverty?
6. Do the assessments used reflect a variety of academic, cognitive, and creative strengths?
7. Consult with a psychologist or someone with expertise in interpreting cognitive and achievement test results.
8. Have the following been considered in the district's assessment and selection process?
 - Standard error of measure
 - Validity and reliability of the instrument(s)
 - Convert scores to standard scores when using a matrix
 - Avoid combining nonstandard scores
 - Avoid averaging scores
9. Does the identification process (tools utilized, eligibility criteria, selection system) align to the purpose/vision of the program and the highly capable student definition?

Instructions: Mark boxes to verify that items are in place as required by WAC 392-170. Where directed, provide a written response to questions.

A. Annual Notification WAC 392-170-042

- ☒ Annual public notification of parents and students is made before any major identification activity.
- ☒ The notice is published or announced in multiple ways in appropriate languages to each community in school and district publications or other media, with circulation adequate to notify parents and students throughout the district.

B. Nomination Process WAC 392-170-045

- ☒ The school district has adopted procedures for the nomination of students to participate in programs for highly capable students.
- ☒ Procedures permit referrals from teachers, other staff, parents, students, and members of the community.

Note: A district's nomination procedure for students who are highly capable may include screening procedures to eliminate students who, based on clear, current evidence, do not qualify for eligibility under WAC 392-170-055.

C. Parental/Legal Guardian Permission WAC 392-170-047

The district is required to obtain written parent/legal guardian permission prior to 1) conducting assessments to determine eligibility for participation in the HCP and 2) placement of selected students into the district's HCP.

Both the permission to test and the permission to place notice must include the required components:

- a. A full explanation of the procedures for identification of a student for entrance into the highly capable program;
- b. An explanation of the appeal's process;
- c. An explanation of the procedures to exit a student from the program; and
- d. Information on the district's program and the options that will be available to identified students.

The district may obtain permissions on separate forms or on one single form.

Instructions: Check each box to verify that the district obtains written parent/legal guardian permission and that the permission notice includes the required components.

Written Permission to Test Includes:	Written Permission to Place in HCP Includes:	WAC 392-170-047 Required Components
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	District obtains written parent/legal guardian permission .
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A full explanation of the procedures for identification of a student for entrance into the HCP. Note: The ID process is a multi-step process that could include (but is not limited to): nomination, screening, assessment – tools and criteria, and selection system.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	An explanation of the process for appealing the selection decision of the multidisciplinary selection committee. Note: This is the procedure to appeal committee's selection decision for the district's overall HCP only. It is not a procedure for petitioning the district's service delivery plan for an identified HCP student.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	An explanation of the procedures to exit a student from the program. Note: This is the procedure to exit a student from the entire HCP not to change the student's service delivery plan. Once a student has been

		exited from the HCP, the appropriate exit code is entered in the Student Info System to update the CEDARS record, and the student is no longer provided HCP services. The exit process may be initiated due to concerns regarding assignment completion, attendance, social/emotional wellness, academic achievement, etc. Exit decisions must be based on student eligibility for the HCP as defined in the district's identification process.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Information on the district's program and the options that will be available to identified students. Note: This is an overview of the Grades K–12 variety and continuum of services that are made be available to identified students based on assessed need. From the list of program options, districts decide which services are appropriate for individual students.

D. Screening and Assessment WAC 392-170-045 and WAC 392-170-055

Screening Procedure

☒ Yes ☐ No The district has a screening procedure.

Indicate measures used in the screening process on the assessment tables below.

Assessment Process

- ☒ The areas of focus used in the assessment process align with the areas of service stated in the district's definition of a highly capable student, e.g., intellectual, academic, creative, leadership, etc.
- ☒ District has a clearly defined and written assessment process.
- ☒ All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060.

Instruments used in the Screening and/or Assessment Process

The tables below are organized by assessment category (cognitive, academic achievement, creative behaviors, research-based teacher rating scales, and other informal sources of data). Assessments are listed for each category. Districts should use the most up-to-date assessment tools. For more information on assessment, contact the publishing company. [Assessment Instrument Chart](#)

Attention: This is not a comprehensive list of assessments, and OSPI does not endorse any particular assessment listed.

Instructions:

- Complete the tables below to identify the multiple objective measures used by the district for the Grades K–12 HCP identification process.
- If the assessment tool is used as a screener as well as considered in the multiple criteria for determining eligibility, check the box in the Screener column.

Cognitive Assessments - Indicate grade level/s for each instrument used.

Used as Screener?	Cognitive Instrument Used	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Cognitive Ability Test 7 (CogAt 7)–Full-Battery													
<input checked="" type="checkbox"/>	CogAt 7–Screening Tool	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Naglieri Nonverbal Aptitude Test (NNAT2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Stanford Binet Intelligence Scales (SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Specify Other:													

Academic Achievement Assessments - Indicate grade level/s for each instrument used.

Used as Screener?	Academic Achievement Instrument Used	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="checkbox"/>	State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Measures of Academic Progress (MAPS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Iowa Test of Basic Skills (ITBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Iowa Test of Educational Development (ITED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Stanford Achievement Test Series, 10th Edition (SAT 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Smarter Balanced Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Specify Other: Easy CBM and DIBELS													

Creativity Assessments - Indicate grade level/s for each instrument used.

Used as Screener?	Creativity Instrument Used	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="checkbox"/>	Torrance Test of Creative Thinking (TTCT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Scales for Rating the Behavioral Characteristics of Superior Students—Creative Subtest (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Specify Other: Parent and Teacher Surveys													

Research-Based Teacher Rating Scales - Indicate grade level/s for each instrument used.

Used as Screener?	Other Sources/Assessment Instrument Used	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="checkbox"/>	Gifted Rating Scales, 2003 (GRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Specify Other:													

Other Informal Sources of Data - Indicate grade level/s for each instrument used.

Used as Screener?	Other Sources/Assessment Instruments Used	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="checkbox"/>	Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Teacher Rating Scale—locally developed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Parent Rating Scale—locally developed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Report Card	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Specify Other:													

E. Selection WAC 392-170-075

- ☒ The district has a board policy and procedures for selection of the most highly capable by the multidisciplinary selection committee that meets the requirements in WAC 392-170-075.

Board Policy and Procedure Number: 2190

F. Multidisciplinary Selection Committee WAC 392-170-070

Because of the responsibilities of the Multidisciplinary Selection Committee (MSC), it is necessary that each member of the committee be a professional educator. Parents and students are not to be included on the MSC.

- ☒ The district's MSC composition and the role of the committee members meet the requirements established in WAC 392-170-070 and 075.
- ☒ Each Committee member commits to adhering to the strictest level of confidentiality regarding the process, documents, student information and decisions shared during the meetings.

Guiding questions for brainstorming and planning:

- Who are the professionals with expertise necessary to interpret assessment data and base selection decisions on this information for each student's need or potential need for highly capable program services?
- Does each of the selection committee members understand the district's definition and process to make selection decisions?

From the list of professional positions below, check all that are represented on your district's MSC. The district selection committee members list must meet the minimum requirements set in WAC 392-170-070.

Minimum Requirements for MSC Membership

- ☒ Special teacher - a teacher with specialized knowledge of HCP students, programming, curriculum and instruction such as a teacher who has taken gifted education coursework or has the gifted specialty endorsement. If a special teacher is not available, a classroom teacher is appointed. WAC 392-170-038 Definition - Special Teachers
- ☒ Psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results
- ☒ Certified coordinator/administrator with responsibility for the supervision of the district's HCP

Additional Professionals the District Includes on the MSC

- ☐ Classroom Teacher(s) and/or Content Area Teacher
- ☐ Counselor
- ☐ Assessment Specialist
- ☒ Principal or Designee
- ☒ District Administrator
- ☐ Other (Specialist or Expert)

G. Written Description of the HCP Identification Process

Outline the district's Grades K-12 HCP Identification Process. The description must include detailed information on the full identification process (nomination, screening, assessment and selection).

The following procedures shall be employed to nominate, assess and select students to participate in the program:

Nomination-(WAC 392-170-045)

Students may be nominated for the highly capable program by teachers, other staff, parents/guardians/custodians, students, and members of the community. Nominators will be sent the district's nomination form to recommend a child for consideration in the program. Nominations for currently enrolled students are accepted each spring, for the following school year. Students enrolled in the district after the annual open enrollment period each spring, may be tested during the first few weeks of school. After the September testing window, only students new to the district may be tested and admitted into the program in January.

Assessment-(WAC 392-170-055)

The district will screen each nominee using the Cognitive Abilities Screener 7 Test (CogAT) to identify students who qualify for services. Prior to conducting the assessment(s) the Teaching and Learning Department shall obtain written parental permission.

Nominees identified through the screening process will be assessed using multiple criteria from a variety of sources and data, including tests that measure cognitive ability, academic achievement and evidence of exceptional creativity. Test results can be requested through the Teaching and Learning Department.

Selection-(WAC 392-170-075)

A multi-disciplinary selection team (WAC 392-170-70) composed of a district administrator, psychologist or other individual who can interpret cognitive and achievement test results and a teacher will review data that has been collected for each of the nominated students. They will select those students who would receive the most benefit from participating in the program. The district will:

- A. Notify parents of students who have been selected. Parents shall receive a full explanation of the procedures for identification, program options and the appeal process;
- B. Obtain parental permission to provide services and programs.

The selection process is consistent with WAC 180-40-215(1) prohibiting unlawful discrimination.

Instructions: Complete the chart for Students projected to be served for each grade, K-12. Mark boxes to verify that items are in place as required by WAC 392-170. Where directed, provide a written response to questions. Please note that some questions are optional and district response is not required in writing.

HCP Students and Program Services Continuum

A. Students Projected to be Served by Grade Level

Enter the number of students the district projects to serve for each grade including K-12.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	3	2	11	19	20	24	20	20	0	0	0	0	119

B. Continuum of Program Services Grades K-12 and Service Delivery

Consistent with its commitment to effectively meeting the needs of our Highly Capable Students, a school district is to consider and use a variety of appropriate program services available to students who participate in the district's program for such qualified students. Once services are started, a continuum of services is to be provided to the student from K-12. The district is to periodically review services for each student to ensure that the services are appropriate. WAC 392-170-078 and WAC 392-170-080

Guiding questions for brainstorming and planning:

1. How can the needs of an identified student continue to be met in grades K-12 without a disruption to his/her appropriate services? For example, if a highly capable student is to be academically challenged in the content areas of language arts and science, how does the district provide services in those areas along the K-12 continuum?
2. How do you assure continuum of services is driven by a student's needs? Is the continuum cohesive (does it flow) from grade to grade/building to building (ie. Elementary to middle school)? How is the continuum monitored and re-assessed/evaluated?
3. What data will help you determine which program option(s) are appropriate to provide to individual students?
4. What current initiatives in the district, e.g. Common Core State Standards, Response to Intervention, TPEP, materials adoption, differentiation, information technology, etc., can also be utilized in supporting the academic learning needs of the highly capable students in grades K-12?
5. How do you currently provide services? What district structures, initiatives will be adapted for the HCP? How will the services be monitored and re-assessed/evaluated?
6. Does the continuum of services align with the HCP vision/mission of the district?
7. Are the services delivered by a special teacher (as defined by WAC 392-170-038) or a teacher holding the gifted specialty endorsement? If not, how can the district use the special teacher definition to guide hiring and staffing decisions and plan for professional development?

Identify the program option(s) used to serve highly capable students Grades K-12.

General Education Classroom-Based Services/Programs (CEDARS Gifted Value 32)	K	1	2	3	4	5	6	7	8	9	10	11	12
Curriculum Compacting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated Instruction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Enrichment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible or Cluster Grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Acceleration in General Education Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental Instruction in Area of Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specify Other:													

Unique HCP Services/Programs (CEDARS Gifted Value 33)	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pull-Out Program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty Online Course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specify Other:													

Acceleration Services/Programs (CEDARS Gifted Value 34)	K	1	2	3	4	5	6	7	8	9	10	11	12
Advanced Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cambridge AICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concurrent/Dual Enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit by Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Entrance Middle School, High School, or College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade Level Advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online Course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subject-based Acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specify Other:													

Non-Traditional Services/Programs (CEDARS Gifted Value 34)	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative Partnership with Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative Arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative Arrangement with Other District(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer Enrichment/Acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before/After School Services/Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specify Other:													

C. Program Services Management [WAC 392-170-078](#) and [WAC 392-170-080](#)

Outline how the district manages the service delivery plan for identified students. Include:

- Professional responsible for service management, coordination, and review for appropriateness (professional or position not individual's name).
- Frequency or calendar for service delivery placement decisions, review to determine the appropriateness of the services provided to each student, monitoring cycle for continuum and transition of services based on student need.

Steilacoom Historical School District employs a Highly Capable Coordinator/Teacher to oversee identified students and the services that are provided. Students are monitored on ongoing basis.

Instructions: Where directed, provide a written response to questions. Please note that some questions are optional and district response is not required in writing.

Educational Program for Highly Capable Students: Program Goals, Instructional Program Services, Professional Development

Each student identified as a highly capable student shall be provided educational opportunities which take into account such student's unique needs and capabilities. Such program shall recognize the limits of the resources provided by the state and the program options available to the district, including programs in adjoining districts and public institutions of higher education. Districts shall keep on file a description of the educational programs provided for students selected. (WAC 392-170-080)

A. Student Achievement and District Program Goals WAC 392-170-030

Guiding questions for brainstorming and planning:

1. What student learning goals challenge the unique intellectual, social and emotional needs of each highly capable student?
2. What student program goals will contribute the most to highly capable students being lifelong learners?
3. Developing a meaningful educational program for highly capable students involves having ways to measure the effectiveness of the program. Therefore, what student goals not only add value to each highly capable student's intellectual, social and emotional growth, but also are measureable?
4. How can student growth be measured over time?
5. What data can districts collect and review to determine growth? What data is already in existence that the district may use for this purpose?
6. What current initiatives in the district can also support the academic learning needs of the highly capable students in grades K – 12?
7. How can an academically challenging "basic education" for highly capable students best be described in your school district?

Enter your district's goals for HCP student achievement and HCP goals.

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

B. Instructional Program Services WAC 392-170-030

Guiding questions for brainstorming and planning:

1. What research based instructional strategies, models, and/or curriculum best address the intellectual needs of the highly capable students in your district? How will you know?

2. What instructional program, models, and curriculum best prepare students for their post high school high school plan? How will you know? How can it be measured?
3. What current initiatives in the district will support the academic learning needs of the highly capable students in grades K – 12?

Enter your district's description of its Instructional Program Services for highly capable students.

Elementary students in grades 2-5 use William and Mary Gifted curriculum. The middle school will use Big Ideas accelerated math, and the high school will offer AP, Running Start, and other enrichment activities based on students' needs. At all levels teachers will differentiate instruction. Our current initiative is to increase AP and Pre AP course offerings and to develop Honors classes in 6th -10th grade.

C. Professional Development WAC 392-170-030

A description of ongoing professional development for educators of students who are highly capable and general education staff is to be included in the district's plan.

Guiding questions for brainstorming and planning:

1. How will current initiatives and district priorities address the unique learning needs of highly capable students, e.g. Common Core State Standards (CCSS), math curriculum adoption, Teacher/Principal Evaluation Project (TPEP) model implementation, Response to Intervention (RTI), differentiation, etc.
2. Identify how you will include district/building administrators in training relating to the needs of highly capable students?
3. How will you identify what teachers perceive to be their greatest areas of need involving staff development resulting in their work as teachers of highly capable students?
4. How will you know that your professional development activities have met the staff needs for providing HCP students access to accelerated learning and enhanced instruction as a part of basic education? How will you know the training provided to teachers is effective in helping students learn/achieve? What evidence will be present?
5. How will WAC 392-170-038 Definition-Special Teacher guide professional development planning?
6. How do you see professional development on a continuum for the next few years? Does the professional development offered build on the previous year or is PD year specific?
7. What are the ways that the district will support teachers in gifted education coursework? How will the district develop a teaching staff best suited for meeting the needs of gifted learners?

Enter your district's description of the Professional Development areas of focus supporting implementation and maintenance of the Highly Capable Program.

Staff will attend WAETAG Annual Conference, ESD offerings, and PLU AP and Pre AP English LA Institute. In addition, the Coordinator attends the WERA Highly Capable Interest Group.

D. Parent and Community Involvement (Optional)

Guiding questions for brainstorming and planning:

1. Does the district include parents and the community in HCP planning?
2. What is the role of parents and the community?
3. What is the frequency of HCP communications?
4. What is the purpose of HCP communications (sharing information, seeking feedback, obtaining written permission, etc.)?
5. How will the district seek input from families and the community?

6. What communication tools and strategies does the district use for communication with families and the community? How does the district reach out to unique populations found within the community?
7. In what languages will the district provide communication in the various languages represented in the community?
8. How will the district determine the effectiveness of its communication plan?

Enter the district's HCP goal for conducting parent and community outreach activities.

Program Review and Monitoring

Districts must provide a description of how the HCP will be evaluated (WAC 392-170-087). OSPI will review districts for program components (RCW 28A.185.050).

Instructions: Provide a written description of your district's ongoing program evaluation process. Include how you will conduct evaluation, how you will collect relevant evidence, and how you will document changes to the program based on your evaluation outcomes. Providing a timeline for program evaluation activities may be helpful in describing your evaluation process.

Note: District HCP components are to be monitored at least once every five years (WAC 392-170-087). Districts are reviewed during the Consolidated Program Review monitoring. During the review, districts need to provide relevant data (evidence) reflecting program evaluation activities and documentation of changes made as a result of the evaluation process.

A. Evaluation Plan: Effectiveness of the ID Process

Describe how the district will evaluate the effectiveness of the district's process to identify highly capable students. Explain what procedures are in place to reach out to students with diverse talents and from diverse backgrounds.

There are many steps in the ID process including (but not limited to): annual notification of ID activity, nomination, screening, assessment process, multidisciplinary selection committee, selection system, parent permission notices, appeal process, exit procedure, communication and/or outreach activities, and timeline. Program evaluation could examine/study the overall process as well as the individual parts.

Director of Teaching and Learning will meet regularly with the Highly Capable Coordinator to discuss and evaluate the program and student performance to ensure appropriate student identification. In addition, Steilacoom serves many military families in transition and our program must monitor and evaluate continuously to make certain we are identifying these students.

The nomination process is open to ALL students and referrals can be made by teachers, parents and community members.

The Director of Teaching and Learning will annually review the effectiveness of our policies and procedures for identification and recommend changes as needed.

B. Evaluation Plan: Meeting Academic Needs of HCP Students

Describe the district's plan for evaluating and monitoring the success of the district in meeting the academic needs of the identified students. Include the assessment data and other indicators to be used in the evaluation process.

Our district will evaluate and monitor the success of our Highly Capable students on an on-going basis by reviewing state and classroom assessments, student work and communications with teachers and parents.

C. Evaluation Plan: Program Expenditures

Describe the district's plan to evaluate expenditures and effective use of funds to enrich or expand opportunities for highly capable students.

We evaluate our expenditures annually to make certain that we are successful and providing exceptional services for our Highly Capable students. We support programs, services and professional development through basic education funds.

District Records and Program Related Documents WAC 392-170-095

Districts shall keep such records as are necessary to demonstrate compliance with this chapter and shall make such records available to authorized state personnel.

Alert! Do not upload these records. Maintain records in the district.

Such documents should include (but are not limited to) the following:

- School Board Policies and Procedures governing the district's highly capable program
- Assurances
- Annual Public Notification
- Parent/Legal Guardian Permission Notices/Letters
- Description of the procedures for identification of a student for entrance into the highly capable program
- Procedure for appealing the selection decision of the multidisciplinary selection committee. This is not a procedure for appealing decisions for the service delivery plan for an identified student. The district may develop a local process for petitioning program services, but this process would be distinctly different and separate from the adopted Process for Appeal as required by WAC 392-170-076.
- Explanation of the procedures to exit a student from the highly capable program
- Information on the district's program and the options that may be available to identified students
- Record of educational programs provided for individual students selected for the HCP
- Program Evaluation activities, evidence collected/reviewed, changes made to program based on evaluation

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Fiscal Report

WAC 392-170-030 - The HCP Annual Plan shall contain a fiscal report.

Indicate which of the following activities the district anticipates supporting with funds to provide identified highly capable students access to accelerated learning and enhanced instruction as a part of their basic education. Districts may access and report basic education funds in addition to the HCP formula funds.

Districts must code all HCP formula funds in program 74. For reporting purposes, basic education funds expended for highly capable services to identified students should be uniquely coded (example, in program 74 as 7401, in program 1 as 0174, or by another coding) so that the district has a monthly record of funds expended for HCP students by activity. **Districts will be responsible for providing a detailed fiscal report for all funds expended for the education of highly capable students on the end-of-year report.**

HCP funds may only be used to implement a district's approved HCP Annual Plan. All expenditures must be allocable to the conduct of the district's approved HCP Annual Plan.

HCP formula funds may not be used for student or teacher incentives (such as food at events or meetings). Technology expenditures must be directly allocable to the conduct/benefit of HCP activities and served students.

Instructions: Indicate on the chart below, which activities the district anticipates expending funds (HCP formula and Basic Education Funds) for the conduct of the HCP and for serving HCP students.

Note: In order to complete the end-of-year report, districts will have to identify transactions related to activities shown on the chart below.

Check if Yes	Anticipated Expenditures for conduct of the HCP
<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Identification Process
<input checked="" type="checkbox"/>	Instructional Services
<input checked="" type="checkbox"/>	Materials for use with HC students during HC services
<input checked="" type="checkbox"/>	Professional Development
<input checked="" type="checkbox"/>	Staffing FTE
<input type="checkbox"/>	Program Administration (including limited student advocacy/coordination of services)
<input type="checkbox"/>	Technology
<input type="checkbox"/>	Other (specify):

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Instructions: Indicate date of board approval for this form package and upload minutes showing board approval.

Annual School Board Approval of the Highly Capable Program Annual Plan

Each district shall submit an annual plan for the district's HCP on forms provided by the Superintendent of Public Instruction for approval. WAC 392-170-020

The district's plan for students who are highly capable shall be annually approved by formal action of the district's board of directors. WAC 392-170-025

This iGrants form package (217) constitutes the HCP Annual Plan for districts classified as first class (districts with a student enrollment of two thousand pupils or more).

Enter Date of Board Approval:

Upload Minutes Below: Upload board minutes showing annual approval of form package 217, the 2014-15 school year HCP Annual Plan.

Note: Upload the minutes showing board approval of the HCP Annual Plan (this form package) only.

UPLOAD BOARD MINUTES SHOWING APPROVAL OF THE HCP ANNUAL PLAN (iGrants application 217) HERE

File names may *not* include symbols, including #.

Uploaded Files

Uploaded By

Uploaded At

Files have not been uploaded

Steilacoom Historical School District No. 1
Certificated Personnel Report

Personnel Report 9-10-14						
Name	Position	FTE	Location	Effective Date	Action	Comment
Taylor Pickett	Teacher	0.40	High School	8/28/2014	New Hire	Taylor is currently .40 Social Studies and was hired as .40 PE for a .80 total FTE

Steilacoom Historical School District No. 1

Co-Curricular Personnel Report

Personnel Report 9-10-14				
Name	Action	Location	Effective Date	Stipend Amount
Albert Royce	Strategic Plan/Data	High School	8/28/2014	2,400.00
Anderson Erin	Youth Mentorship	High School	8/28/2014	2,400.00
Anderson-Gonzalez Barbie	Elementary Primary Music Director	Cherrydale	8/28/2014	1,200.00
Bader Terry	Art Club	High School	8/28/2014	2,400.00
Bader Terry	Yearbook	High School	8/28/2014	2,400.00
Beaulieu Derek	CTE Extra Days	Pioneer Middle	8/28/2014	641.03
Beaulieu Derek	Grad Coor	Pioneer Middle	8/28/2014	100.00
Bethman Kurt	CTE Extra Days	Pioneer Middle	8/28/2014	1,257.76
Black Roberta	Honor Society	High School	8/28/2014	2,400.00
Bochenek Kelsey	Class Advisor	High School	8/28/2014	2,400.00
Brown Kristi	Grad Coor	Pioneer Middle	8/28/2014	100.00
Christensen Leanne	Leadership	Cherrydale	8/28/2014	800.00
Clapp Nancy	CTE Extra Days	High School	8/28/2014	1,405.47
Clayton Nancy	Grad Coor	Pioneer Middle	8/28/2014	100.00
Cushman Helen	Leadership	Cherrydale	8/28/2014	800.00
Dill Micah	Dept Chair English	High School	8/28/2014	2,500.00
Evans Bettina	Leadership	Cherrydale	8/28/2014	800.00
Foit Kelly	Leadership	Cherrydale	8/28/2014	800.00
Folmer Bruce	Jazz	High School	8/28/2014	4,500.00
Folmer Bruce	Band Director	High School	8/28/2014	2,400.00
Garrett Eric	Dept Chair Math	High School	8/28/2014	2,500.00
Garrow William	Grad Coor	Pioneer Middle	8/28/2014	100.00
Hayden Christina	Drama Production 1	High School	8/28/2014	2,400.00
Hayden Christina	DECA	High School	8/28/2014	2,400.00
Hayden Christina	Drama Production 2	High School	8/28/2014	2,400.00
Johnson Peter	Poetry	High School	8/28/2014	2,400.00
Johnston Daniel	Soccer Girls High Asst	High School	8/20/2014	3,631.13
Jones Carl	FCA	High School	8/28/2014	2,400.00
Keller Airica	ASB Advisor	High School	8/28/2014	4,500.00
Kirby Brian	Leadership	Cherrydale	8/28/2014	800.00
Kissel Kari	FCCLA Co-Chair	High School	8/28/2014	1,200.00
Kissel Kari	Fashion Club	High School	8/28/2014	2,400.00
Lakin Mary-Hope	Key Club	High School	8/28/2014	2,400.00
Lallemand Krista	Class Advisor	High School	8/28/2014	2,400.00
Lallemand Krista	CTE Extra Days	High School	8/28/2014	957.33

Steilacoom Historical School District No. 1

Co-Curricular Personnel Report

Lallemand Krista	Science Equipment Purchaser	High School	8/28/2014	600.00
Litt Teresa	Book Club Advisor	High School	8/28/2014	2,400.00
Lyons Jill	Smarter Balanced Bldg Assessment	High School	8/28/2014	200.00
Marquis Kathleen	Grad Coor	Pioneer Middle	8/28/2014	100.00
McClellan Kelly	WEMAD	High School	8/28/2014	2,400.00
McClellan Kelly	Dept Chair Science	High School	8/28/2014	2,500.00
McDonald Jody	Anime Club	High School	8/28/2014	2,400.00
Miller Craig	S2S	High School	8/28/2014	2,400.00
Miller Eric	CTE Extra Days	High School	8/28/2014	2,139.54
Milton Andrew	Grad Coor	Pioneer Middle	8/28/2014	100.00
Moriyama-Yoder Joy	CTE Extra Days	Pioneer Middle	8/28/2014	1,602.59
Perry Annette	Leadership	Cherrydale	8/28/2014	800.00
Raschke Ragan	Talent Show	Pioneer Middle	8/28/2014	100.00
Ripp Karen	Grad Coor	Pioneer Middle	8/28/2014	100.00
Schultz-Brace Keri	FCCLA Co-Chair	High School	8/28/2014	1,200.00
Snyder Jody	CTE Leader	High School	8/28/2014	2,500.00
Sortore Patricia	Class Advisor	High School	8/28/2014	2,400.00
Weyhrauch Brenda	Class Advisor	High School	8/28/2014	2,400.00
Weyhrauch Brenda	Newspaper Advisor	High School	8/28/2014	2,400.00
Wheeler Richard	CTE Extra Days	Pioneer Middle	8/28/2014	889.76
Wusterbarth Gary	APEX Coordinator	High School	8/28/2014	2,400.00
Wusterbarth Gary	Dept Chair Social Studies	High School	8/28/2014	2,500.00
Yuckert Heather	Grad Coor	Pioneer Middle	8/28/2014	100.00
Zimmerman Christina	Key Club	High School	8/28/2014	2,400.00

Steilacoom Historical School District No. 1
Classified Personnel Report

Personnel Report 9-10-14						
Name	Position	Hours	Location	Effective Date	Action	Comment
McGuire Scott	Volunteer Coordinator	2.5	District Office	9/11/2014	New Hire	
Turner Brianne	LPN	7	Saltar's Point	9/22/2014	New Hire	

**STEILACOOM HISTORICAL BOARD MEETING SCHEDULE
2014-15 SCHOOL YEAR**

Meeting Date	Location	Time	Meeting Type
Wednesday, 9/10/2014	Anderson Island Elementary Multi-purpose Room	6:30 P.M.	
Wednesday, 9/24/2014	Steilacoom High School Library	7:00 P.M.	
Wednesday, 10/8/2014	Pioneer Middle School Library	7:00 P.M.	
Saturday, 10/18/14	District Administration Center	8:30 A.M.	SPECIAL MEETING
Wednesday, 10/22/2014	Pioneer Middle School Library	7:00 P.M.	
Wednesday, 11/12/2014	Steilacoom High School Library	7:00 P.M.	
Wednesday, 12/10/2014	Pioneer Middle School Multi-purpose Room	7:00 P.M.	
Wednesday, 1/14/2015	Steilacoom High School Library	7:00 P.M.	
Wednesday, 1/28/2015	Steilacoom High School Library	7:00 P.M.	
Wednesday, 2/11/2015	Pioneer Middle School Library	7:00 P.M.	
Wednesday, 2/25/2015	Pioneer Middle School Library	7:00 P.M.	
Wednesday, 3/11/2015	Steilacoom High School Library	7:00 P.M.	
Wednesday, 3/25/2015	Steilacoom High School Library	7:00 P.M.	
Wednesday, 4/22/2015	Pioneer Middle School Library	7:00 P.M.	
Wednesday, 5/13/2015	Steilacoom High School Library	7:00 P.M.	
Wednesday, 5/27/2015	Steilacoom High School Library	7:00 P.M.	
Wednesday, 6/10/2015	Pioneer Middle School Library	7:00 P.M.	
Thursday, 6/25/2015	Pioneer Middle School Library	7:00 P.M.	
Thursday, 7/9/2015	Steilacoom High School Library	7:00 P.M.	
Thursday, 7/23/2015	Steilacoom High School Library	7:00 P.M.	
Thursday, 8/13/2015	Pioneer Middle School Library	7:00 P.M.	
Thursday, 8/27/2015	Pioneer Middle School Library	7:00 P.M.	

**Proposed
Board
Retreat**

approved 5.28.14

Steilacoom Historical School District Board of Directors

REGULAR BOARD MEETING

Date: September 10, 2014

TO: Members, Steilacoom Historical School District Board of Directors

ISSUE: X **ACTION** **First Reading of Board Policies: 6010, 6012, 6240, 6803, 6921, 6923, and 6957**
 INFORMATION

BACKGROUND INFORMATION: In the District's continual efforts to update policy and procedure in accordance with WSSDA model policy, it has been determined that the following policies include language that has been addressed in other 6000 series policies and have been deleted by WSSDA:

Policy 6010 Fiscal Year
Policy 6012 Post Issuance Compliance
Policy 6240 Food Beverage Consumption
Policy 6803 District Flag Lowering
Policy 6921 Educational Specifications
Policy 6923 Energy Conservation
Policy 6957 Change Orders

FISCAL IMPLICATIONS: None

RECOMMENDED DECISION:

It is the recommendation of the Superintendent to move Policy 6010, 6012, 6240, 6803, 6921, 6923, and 6957 to a second reading for deletion.

Report prepared by: Jim Brittain – Executive Director for Finance and Operations

FISCAL YEAR

~~The district fiscal year shall begin September 1 each year and shall continue through August 31 of the succeeding calendar year.~~

~~Legal Reference: RCW 28A.505.030 District fiscal year~~

~~Adoption Date: 2.27.08~~

~~School District Name: Steilacoom Historical School District~~

~~Revised:~~

~~POST-ISSUANCE COMPLIANCE POLICY~~

~~This policy is intended to guide Steilacoom Historical School District No. 1, Pierce County, Washington (the "District") in meeting its obligations under applicable statutes, regulations and documentation associated with publicly offered and privately placed securities of the District. This policy addresses obligations of the District that arise and will continue following the issuance of securities. These obligations may arise as a result of federal tax law (with respect to tax-exempt securities) and securities laws (with respect to ongoing disclosure) or as a result of contractual commitments made by the District. This policy outlines obligations that may be applicable to each issue of securities and identifies the party to be responsible for monitoring compliance. In the District, the Executive Director for Finance and Operations will be responsible for ensuring that the policy is followed and checklists and records maintained. The Executive Director for Finance and Operations may delegate responsibility to employees and outside agents for developing records, maintaining records and checklists. The District will provide educational opportunities (opportunities to attend educational programs/seminars on the topic) for the parties identified in this policy with responsibilities for post-issuance compliance in order to facilitate their performance of these obligations.~~

~~A. — Transcripts:~~

~~1. — The District's bond counsel shall provide the District with two copies of a full transcript related to the issuance of securities (for each issue). The transcript shall be delivered in the following form: one bound paper copy and one CD-ROM and transcripts shall be delivered to the District within six months following the date of issuance of securities. It is expected that the transcript will include a full record of the proceedings related to the issuance of securities, including proof of filing an 8038-G or 8038-GC, if applicable.~~

~~2. — Bond transcripts will be retained by the following parties and in the following locations within the District: Office of the Executive Director, Finance and Operations.~~

~~B. — Federal Tax Law Requirements (Applicable only if the securities are issued as "tax-exempt" securities):~~

~~1. — Use of Proceeds:~~

~~a. — If the project(s) to be financed with the proceeds of the securities will be funded with multiple sources of funds, the District will adopt an accounting methodology that:~~

~~◆ maintains each source of funding separately and monitors the actual expenditure of proceeds of the securities;~~

~~◆ commingles the proceeds and monitors the expenditures on a first-in, first-out basis; or~~

~~◆ provides for the expenditure of funds received from multiple sources on a proportionate basis.~~

b. — Records of expenditures (timing of expenditure and object code) of the proceeds of securities will be maintained by the Executive Director, Finance and Operations.

c. — Records of investments and interest earnings on the proceeds of securities will be maintained by the Executive Director, Finance and Operations. Such records should include the amount of each investment, the date each investment is made, the date each investment matures and if sold prior to maturity, its sale date, and its interest rate and/or yield. Interest earnings on proceeds will be deposited in the fund in which the proceeds of the securities were deposited (if not, then the plan for use of interest earnings will be discussed with the District's bond counsel).

d. — Records of interest earnings on reserve funds maintained for the securities.

2. — *Arbitrage Rebate.* The Executive Director for Finance and Operations of the District ("Rebate Monitor") will monitor compliance with the arbitrage rebate obligations of the District for each issue ("issue") of securities which are described in further detail in the tax certificate if any, executed by the District for each issue and included in the transcript for the issue. If the District did not execute a tax certificate in connection with an issue, the Rebate Monitor should consult with the District's bond counsel regarding arbitrage rebate requirements. The District will provide educational opportunities (opportunities to attend educational programs/seminars on the topic) for the Executive Director for Finance and Operations in order to facilitate his/her performance of these obligations.

a. — If the Rebate Monitor determines that the total principal amount of tax-exempt governmental obligations (including all tax-exempt leases, etc.) of the District issued by or on behalf of the District and subordinate entities during the calendar year, including the issue, will not be greater than \$5,000,000, plus such additional amount not in excess of \$10,000,000 as is to be spent for the construction of public school facilities, the Rebate Monitor will not be required to monitor arbitrage rebate compliance for the issue, except to monitor expenditures and the use of proceeds after completion of the project (see #3 below). For purposes of this paragraph, tax-exempt governmental obligations issued to currently refund a prior tax-exempt governmental obligation will only be taken into account to the extent they exceed the outstanding amount of the refunded bonds.

b. — If the Rebate Monitor determines that the total principal amount of tax-exempt governmental obligations (including all tax-exempt leases, etc.) of the District issued or incurred any calendar year is greater than \$5,000,000, plus such additional amount not in excess of \$10,000,000 as is to be spent for the construction of public facilities, the Rebate Monitor will monitor rebate compliance for each issue of tax-exempt governmental obligations issued during that calendar year.

i. — *Rebate Exceptions.* The Rebate Monitor will review the tax certificate, if any, in the transcript in order to determine whether the District is expected to comply with a spending exception that would permit the District to avoid having to pay arbitrage rebate. If the tax certificate identifies this spending exception (referred to as the six-month exception, the 18-month exception or the 2-year exception), then the Rebate Monitor will monitor the records of expenditures (see B.1 above) to determine whether the District met the

~~spending exception (and thereby avoid having to pay any arbitrage rebate to the federal government). If the District did not execute a tax certificate in connection with an issue, the Rebate Monitor should consult with bond counsel regarding the potential applicability of spending exceptions.~~

~~ii. — *Rebate Compliance.* If the District does not meet or does not expect to meet any of the spending exceptions described in (i) above, the District will:~~

~~x. — review the investment earnings records retained as described in B.1 above. If the investment earnings records clearly and definitively demonstrate that the rate of return on investments of all proceeds of the issue were lower than the yield on the issue (see the tax certificate in the transcript), then the District may opt not to follow the steps described in the following paragraph.~~

~~y. — retain the services of an arbitrage rebate consultant in order to calculate any potential arbitrage rebate liability. The rebate consultant shall be selected no later than the completion of the project to be financed with the proceeds of the issue. A rebate consultant may be selected on an issue by issue basis or for all securities issues of the District. The Rebate Monitor will obtain the names of at least three qualified consultants and request that the consultants submit proposals for consideration prior to being selected as the District's rebate consultant. The selected rebate consultant shall provide a written report to the District with respect to the issue and with respect to any arbitrage rebate owed if any.~~

~~z. — based on the report of the rebate consultant, file reports with and make any required payments to the Internal Revenue Service, no later than the fifth anniversary of the date of each issue (plus 60 days), and every five years thereafter, with the final installment due no later than 60 days following the retirement of the last obligation of the issue.~~

~~c. — *Yield Reduction Payments.* If the District fails to expend all amounts required to be spent as of the close of any temporary period specified in the Tax Certificate (generally 3 years for proceeds of a new money issue and 13 months for amounts held in a debt service fund), the District will follow the procedures described in B.2.b.ii above to determine and pay any required yield reduction payment.~~

~~3. — *Unused Proceeds Following Completion of the Project.* Following completion of the project(s) financed with the issue proceeds, the Executive Director for Finance and Operations will:~~

~~a. — review the expenditure records to determine whether the proceeds have been allocated to the project(s) intended (and if any questions arise, consult with bond counsel in order to determine the method of re-allocation of proceeds); and~~

~~b. — direct the use of remaining unspent proceeds (in accordance with the limitations set forth in the authorizing proceedings (i.e., bond ordinance) and if no provision is otherwise made for the use of unspent proceeds, to the redemption or defeasance of outstanding securities of the issue.~~

~~4. — *Use of the Facilities Financed with Proceeds.* In order to maintain tax exemption of securities issued on a tax exempt basis, the financed facilities (projects) are required to be used for governmental purposes during the life of the issue. The Executive Director for Finance and Operations of the District will monitor and maintain records regarding any private use of the projects financed with tax exempt proceeds. The IRS Treasury Regulations prohibit private business use (use by private parties (including nonprofit organizations and the federal government)) of tax exempt financed facilities beyond permitted *de minimus* amounts unless cured by a prescribed remedial action. Private use may arise as a result of:~~

- ~~a. — Sale of the facilities;~~
- ~~b. — Lease of the facilities (including leases, easements or use arrangements for areas outside the four walls, e.g., hosting of cell phone towers);~~
- ~~c. — Management contracts (in which the District authorizes a third party to operate a facility (e.g., cafeteria);~~
- ~~d. — Preference arrangements (in which the District grants a third party preference of the facilities, e.g., preference parking in a public parking lot).~~

~~If the Executive Director for Finance and Operations identifies private use of tax exempt debt financed facilities, the Executive Director for Finance and Operations will consult with the District's bond counsel to determine whether private use will adversely affect the tax exempt status of the issue and if so, what remedial action is appropriate.~~

~~5. — *Records Retention.*~~

~~a. — Records with respect to matters described in this Subsection B will be retained by the District for the life of the securities issue (and any issue that refunds the securities issue) and for a period of three years thereafter.~~

~~b. — Records to be retained:~~

- ~~(i) — The transcript;~~
- ~~(ii) — Arbitrage rebate reports prepared by outside consultants;~~
- ~~(iii) — Work papers that were provided to the rebate consultants;~~
- ~~(iv) — Records of expenditures and investment receipts (showing timing of expenditure and the object code of the expenditure and in the case of investment, timing of receipt of interest earnings). (Maintenance of underlying invoices should not be required provided the records include the date of the expenditure, payee name, payment amount and object code; however, if those documents are maintained as a matter of policy in electronic form, then the District should continue to maintain those records in accordance with this policy);~~
- ~~(v) — Copies of all certificates and returns filed with the IRS (e.g., for payment of arbitrage rebate); and~~

(vi) — Copies of all leases, user agreements for use of the financed property (agreements that provide for use of the property for periods longer than 30 days), whether or not the use was within the four walls (e.g., use of the roof of the facility for a cell phone tower).

C. — Ongoing Disclosure. — Under the provisions of SEC Rule 15c2-12 (the “Rule”), underwriters are required to obtain an agreement for ongoing disclosure in connection with the public offering of securities. Unless the District is exempt from compliance with the Rule as a result of certain permitted exemptions, the transcript for each issue will include an undertaking by the District to comply with the Rule. The Executive Director for Finance and Operations of the District will monitor compliance by the District with its undertakings. These undertakings may include the requirement for an annual filing of operating and financial information and will include a requirement to file notices of listed “material events.” For some types of material events (early bond calls), the State’s fiscal agent has undertaken the responsibility of filing notice of the applicable material event.

D. — Other Notice Requirements. — In some instances, the proceedings authorizing the issuance of securities will require the District to file information periodically with other parties, e.g., bond insurers, banks, rating agencies. The types of information required to be filed may include (1) budgets, (2) annual financial reports, (3) issuance of additional debt obligations, and (4) amendments to financing documents. The Executive Director for Finance and Operations of the District will maintain a listing of those requirements and monitor compliance by the District.

Adoption Date: 4.11.12
Steilacoom Historical School District

~~FOOD AND BEVERAGE CONSUMPTION~~

~~The board recognizes that staff members and others associated with the district are expected to pay for their own food and beverages. However, under certain circumstances when the district is deriving benefit, the district may expend funds for food and beverage consumed by staff and others while in the conduct of the business of the district.~~

~~The superintendent is directed to establish procedures which reflect the intent of the board to provide for reasonable food and beverage consumption while in the conduct of business that is of benefit to the district. Such expenditures shall be supported by statements that show:~~

- ~~A. The occasion for incurring expenses;~~
- ~~B. The nature of expenses that were incurred; and~~
- ~~C. The general nature of the business that was being conducted.~~

~~Adoption Date: 2.27.08~~

~~School District Name: Steilacoom Historical School District~~

~~Revised:~~

~~District Flag Lowering~~

~~Steilacoom Historical School District flags are lowered to half-staff at the direction of the President of the United States and the Governor. Such instances typically are in response to deaths or tragedies of statewide or national significance.~~

~~Flags are lowered following the flag protocol of the American Legion and the office of the Secretary of State.~~

~~Flags at all district buildings should be flown in the same fashion.~~

~~Reference: Presidential Proclamation No. 3044,³⁴ entitled "Display of Flag at Half-Staff Upon Death of Certain Officials and Former Officials."~~

Adoption Date: 11.28.12

School District Name: Steilacoom Historical School District

EDUCATIONAL SPECIFICATIONS

~~Facilities shall be designed to accommodate the educational and instructional needs of the district. The professional experience and judgment of staff shall be used in developing such educational specifications. The law requires that special attention be given the accessibility to the education program by students of both sexes and those with disabilities. The superintendent shall see that all construction projects comply with the requirements for accessibility to individuals with disabilities and comparability between the sexes.~~

~~Legal References: 42 U.S.C. § 12101 et. seq. Americans with Disabilities Act~~

~~CFR 45, Part 84.23~~

~~WAC 392-190-050 Course offerings Generally
Separate sessions or groups
permissible~~

Adoption Date: 2.27.08

School District Name: Steilacoom Historical School District

Revised:

ENERGY CONSERVATION

~~In light of the increasing cost and dwindling supply of conventional energy sources, a life cycle cost analysis shall be required of each major construction project. A life cycle cost analysis shall include a description of:~~

- ~~A. Insulation and heat retention factors;~~
- ~~B. Variable occupancy and operating conditions to be incurred by the facility;~~
- ~~C. Overall supply and demand of the facility's energy system and actual or potential utilization of outside energy sources, such as climate;~~
- ~~D. Initial cost of energy plant; and~~
- ~~E. An energy consumption analysis comparing alternative energy systems.~~

~~As part of its commitment to energy conservation, the district shall consider the use of at least one renewable energy system such as solar energy, wind or wood or wood waste, geothermal, or other nonconventional fuels in any construction or renovation project.~~

~~Cross Reference: Board Policy 6810 Energy Management/Education~~
~~Legal References: RCW 39.35 Energy conservation in design of public facilities~~

Adoption Date: 2.27.08

School District Name: Steilacoom Historical School District

Revised:

CHANGE ORDERS

~~Change orders which arise during construction shall be individually considered by the board provided, however, that for each project the board may grant the superintendent authority to authorize change orders if additional cost to the district does not exceed \$25,000.00 and provided that the total cost of all change orders approved has not exceeded five (5) percent of the approved total construction cost of the project. The superintendent shall advise the board of all change orders executed in such cases.~~

~~In the event a change order request exceeding the authority of the superintendent or exceeding five percent (5%) of the total construction cost of the project must be considered between board meetings, the president of the board may provide interim authorization. The board shall take formal action on such requests at the next board meeting.~~

~~Adoption Date: 2.27.08~~

~~School District Name: Steilacoom Historical School District~~

~~Revised:~~

Steilacoom Historical School District Board of Directors

REGULAR BOARD MEETING

Date: September 10, 2014

TO: Members, Steilacoom Historical School District Board of Directors

ISSUE: X **ACTION** First Reading of Board Policies: 6000, 6020, 6021
 INFORMATION

BACKGROUND INFORMATION: In the District's continual efforts to update policy and procedure in accordance with WSSDA model policy, we will be updating the 6000 policy series throughout the year. The 6000 series are divided into 8 categories according to topic:

Financial Planning and Management
Revenues
Purchasing
Risk Management
Transportation
Food Service
School Property
Capital Projects

We will be starting our revision process with deletions of unnecessary 6000 policies and begin with the "Financial Planning and Management" portion of the policy series.

It has been determined that the following policies are in need of minor revisions:

Policy 6000 – Program Planning, Budget Preparation, Adoption and Implementation

- Minor changes and addition of "Fiscal Year"

Policy 6020 – System of Funds and Accounts

- Minor changes and formatting

Policy 6021 – Interfund Loans

- Minor changes

FISCAL IMPLICATIONS: None

RECOMMENDED DECISION:

It is the recommendation of the Superintendent to move Policy 6000, 6020 and 6021 to a second reading.

Report prepared by: Jim Brittain – Executive Director for Finance and Operations

PROGRAM PLANNING, BUDGET PREPARATION, ADOPTION AND IMPLEMENTATION

A district's annual budget is tangible evidence of the board's commitment toward fulfilling the aims and objectives of the instructional program and providing for the efficient and effective operation of the district. The budget expresses in specific terms the services to be provided, consistent with immediate and long-range goals and resources available and establishes priorities within broad program areas such as basic education, other separately funded programs and support services. Each year a budget shall be prepared for the ensuing fiscal year. The budget ~~shall~~ will set forth the complete financial plan of the district for the ensuing school year.

Prior to presentation of the proposed budget for adoption, the superintendent ~~shall~~ will prepare for the board's study and consideration appropriate documentation supporting his/her recommendations, which ~~shall~~ will be designed to meet the needs of students within the limits of anticipated revenues consistent with reasonable management practices. Program planning and budget development shall provide for staff participation and the sharing of information with ~~patrons~~ community members prior to action by the board.

Fiscal Year

The district fiscal year will begin September 1 each year and will continue through August 31 of the succeeding calendar year.

Notice and Conduct of Budget Hearings

Upon completion of the proposed district budget for the ensuing school year, notices ~~shall~~ will be published in a local paper of general circulation ~~once a week for in~~ two successive weeks announcing the date, time and place of the budget hearing as required by law. The notice ~~shall~~ will also state that any person may appear and be heard for or against any part of such budget. The last notice shall be published no less than seven days prior to the hearing.

Copies of the proposed budget ~~shall~~ will be made available at the district office by July 10th unless the ~~superintendent~~ Superintendent of ~~public~~ Public ~~instruction~~ Instruction has delayed the date because ~~of~~ the state operating budget was not adopted by June 1st.

The district shall submit one (1) copy of its budget to its educational service district for review and comment.

Budget: Adoption and Filing

The budget for the ensuing school year ~~shall~~ will be adopted by board resolution following a public hearing. Such action shall be recorded in the official minutes of the board. ~~(First Class District Provision: Copies of the budget as adopted shall be filed with the education service district for review.)~~ ~~(Second Class District Provision: Copies of the budget as adopted shall be filed with the educational service district for review, alteration, and approval by the budget review committee.)~~ Copies of the budget will be filed with the state ~~superintendent~~ Superintendent of ~~public~~ Public ~~instruction~~ Instruction.

The dates for adoption and filing are as follows:

1st Class Districts:

- Budget adopted by 8.31
- Budget filed with ESD by 9.3
- Budget filed with OSPI by 9.10

2nd Class Districts:

- Budget adopted by 8.1
- Budget forwarded to ESD for review, alteration and approval by budget review committee by 8.3
- Budget review committee approves budget by 8.31
- Budget returned to school district and filed with OSPI by 9.10

Budget Implementation

The board places responsibility with the superintendent for administering the operating budget, once adopted. All actions of the superintendent in executing the programs and/or activities as set forth in the adopted operating budget are authorized subject to the following provisions:

- A. Expenditure of funds for the employment and assignment of staff meet the legal requirements of the state of Washington and adopted board policies;
- B. Funds held in reserve accounts (General fund #810-890) for self-insurance and other such contingencies may not be expended unless approved for purposes designated by the board;
- C. Complete listing of expenditures for supplies, materials and services is presented for board approval and/or ratification;
- D. Purchases are made according to the legal requirements of the state of Washington and adopted board policy;
- E. Funds may be transferred from one budget classification to another subject to such restrictions as may be imposed by the board;
- F. The superintendent shall be responsible for establishing procedures to authorize and control the payroll operations of the district. ~~The board may act on behalf of individual staff to deduct a certain amount from the staff member's paycheck and remit an agreed amount to a designee of the staff member.~~ No involuntary deduction may be made from the wages of a staff member except for federal income tax, social security, medical aid, and state retirement, or in compliance with a court order such as garnishment; and
- G. Financial reports are submitted to the board each month.

Cross References: Board Policy 5005

Employment Disclosures, Certification Requirements, Assurances and Approval
Employment
Reimbursement for Travel Expense

Board Policy 6213

Legal References: RCW 28A.300.060

Studies and adoption of classifications for school district budgets —
Publication
Corporate powers
Liability for debts and judgments

28A.320.010
28A.320.020

28A.400.300	Hiring and discharging employees — Seniority and leave benefits, transfers between school districts
28A.320.090	Preparing & distributing information on district's instructional program, operation and maintenance — Limitation
28A.330.100	Additional powers of the board
28A.505	School Districts' Budgets
28A.505.040	Budget — Notice of completion — Copies — Review by ESD
28A.505.060	Budget — Hearing and adoption of — Copies filed with ESDs
28A.505.080	Budget — Disposition of copies
28.505.150	Budgeted expenditures as appropriations — Interim expenditures — Transfer between budget classes — Liability for nonbudgeted expenditures
28A.510	Apportionment to District — District Accounting

WAC 392-123-054

Time Schedule for Budget

Management Resources: 2011 - October Issue

Adoption Date: 2.27.08

School District Name: Steilacoom Historical School District

Revised: 9.24.14

SYSTEM OF FUNDS AND ACCOUNTS

The district ~~shall will~~ maintain a system of funds with the county treasurer in accordance with state law and the accounting manual approved by the ~~state~~ State superintendent ~~Superintendent~~ of ~~public~~ Public instruction ~~Instruction~~. The funds are:

General Fund

The General Fund (GF) is financed primarily from local taxes, state support funds, federal grants, and local receipts. These revenues are used specifically for financing the ordinary and legally authorized operations of the district for all grades. The GF includes money~~s~~ which has been segregated for the purpose of carrying on specific activities including, but not limited to, such as the basic and special education programs, ~~the program for the handicapped and so on.~~ The GF is managed in accordance with special regulations, restrictions and limitations and constitutes an independent fiscal and accounting entity.

Capital Projects Fund

The Capital Projects Fund (CPF) contains:

- ~~the~~ proceeds from the sale of voted bonds (unlimited tax general obligation bonds) and non-voted bonds (limited general obligation bonds),
- ~~state~~ State of Washington financing assistance (state matching money),
- transfers from the district's basic education allotment, the proceeds of special levies earmarked for building purposes,
- earnings from capital projects fund investments, growth management impact fees, state environmental protection act mitigation payments,
- rental or lease proceeds and proceeds from the sale of property.

Permissible expenditures from the proceeds derived from the sale of voted bonds, including the investment earnings thereon, is governed expressly by state law and, may include the acquisition of land or existing buildings, improvements to buildings and/or grounds, design and construction and/or remodeling of buildings, or initial equipment; provided that, the bond election resolution and ballot proposition approved by the voters authorizing the bonds includes these items. The Washington Constitution prohibits the use of voted bond proceeds to replace equipment.

Proceeds from other sources are also governed by state law and may be used for major renovation and replacement including but not limited to roofing, heating and ventilating systems, floor covering and electrical systems; renovation of play fields and other district real property; energy audits, capital improvements and major items of equipment, furniture and implementing technology systems, facilities and projects, including acquiring hardware, licensing software and on-line applications that are an integral part of the district's technology systems. Any money from the sale of voted bonds and investment earnings thereon remaining after the authorized capital improvements have been completed may be used to: (a) acquire, construct, install, equip and make other capital improvements to the district's facilities; or (b) retire and/or defease a portion of voted bonds, all as the school board may determine by resolution after holding a public hearing pursuant to RCW 28A.530.020.

Investment earnings derived from other sources in the CPF should be retained in the CPF and used for statutorily authorized purposes. The district may transfer investment earnings in the CPF, which have not been derived from voted bond proceeds, to a different fund; provided that, such investment earnings may only be expended for instructional supplies, equipment or capital

outlay purposes. The superintendent should consult the board and appropriate district staff prior to altering the use of voted bond proceeds and transferring investment earnings out of the CPF.

Debt Service Fund

The Debt Service Fund (DSF) is for the payment of principal of and interest on outstanding voted and non-voted bonds. Disbursements are made by the county treasurer by means of treasurer's checks. Provision shall be made annually for the making of a levy sufficient to meet the annual payments of principal and semiannual payments of interest. The district may transfer surplus investment earnings from the DSF to any other school district fund; provided that, such investment earnings are spent only for instructional supplies, equipment or capital outlay purposes. The district may transfer such investment earnings to other school district funds unless the resolution authorizing the voted bonds requires investment earnings to remain in the DSF to secure payment of voted bonds, thereby reducing future tax collections and the corresponding tax levy rate. The superintendent should consult with the board and appropriate staff prior to transferring interest earnings out of the DSF.

Non-voted bonds are required to be repaid from the school district's DSF, rather than the fund that actually received the non-voted bond proceeds. As a result, to pay principal of and interest on the non-voted bond, an operating transfer must be used from the CPF (or other fund) to the DSF. The school district should create a separate account within the DSF to repay the non-voted bond. The district should internally segregate the money pledged to repay the non-voted bond from any excess property taxes deposited in the DSF for the repayment of voted bonds.

Prior to the issuance of a non-voted bond the superintendent or a designee shall review the repayment process with the board and the county treasurer. The proceeds from the sale of real property may be placed in the DSF or CPF, except for the amount required to be expended for the costs associated with the sale of such property.

Associated Student Body Program Fund

The board is responsible for the protection and control of student body financial resources just as it is for other public funds placed in its custody. The financial resources of the Associated Student Body Program Fund (ASB Fund) are for the benefit of students. Student involvement in the decision-making processes related to the use of this money is an integral part of the associated student body, except that the board may delegate the authority to a staff member to act as the associated student body for any school which contains no grade higher than grade six.

Money in the ASB Fund^s is public money and may not be used to support or oppose any political candidate or ballot measure. Money^s raised by students through recognized student body organizations shall be deposited in and disbursed from the fund which is maintained by the county treasurer. The ASB Fund is subject to management and accounting procedures which are similar to those required for all other district moneys. ASB constitutions shall provide for participation by ASB representatives in the decisions to budget for and disburse ASB Fund money^s. Private non-associated student body fund moneys raised for scholarships, student exchanges and charitable purposes shall be held in trust by the district.

Transportation Vehicle Fund:

The transportation vehicle fund (TVF) includes:

- -the proceeds from the sale of transportation vehicles;
- lease, rental, non-voted bonds, or occasional use of surplus buses;
- depreciation reimbursement for district-owned buses;
- proceeds of TVF levies; optional transfers from the GF;

- and investment funds coming from the TVF.

The TVF may be used to purchase and/or rebuild buses on a contract or cash basis. Money may be transferred from the TVF to the DSF exclusively for the payment of principal of and interest on non-voted debt incurred by the TVF. Such a transfer does not constitute a transfer of money from the TVF within the meaning of RCW 28A.160.130.

The district shall maintain a system of bank accounts as follows:

- A district depository and/or transmittal bank account;
- An associated student body imprest bank account for each school having an associated student body organization approved by the board; and
- Petty cash accounts in such numbers as are necessary to meet the petty cash needs of the schools and divisions of the district.

The board may authorize the establishment of such accounts. Each petty cash account ~~shall~~will be approved by the board. A custodian shall be appointed for these accounts who ~~shall~~will be independent of invoice processing, check signing, general accounting and cash receipts functions. If this separation of functions is not feasible, another employee who is independent of those functions shall be responsible for reviewing the management of each account.

Cross References:

6030 - Financial Reports

3510 - Associated Student Bodies

Legal References:	Wash.Const., Article VII, § 2	Voted bond proceeds and capital levy proceeds — Uses
	RCW 28A.320.320	Investment of funds of district
	RCW 28A.320.330	School funds enumerated — Deposits — Uses
	RCW 28A.325.010	Fees for optional noncredit extra curricular events— Disposition
	RCW 28A.325.020	Associated student bodies — Powers and responsibilities affecting
	RCW 28A.325.030	Associated student body program fund – Fund- raising activities – Nonassociated student body program fund moneys
	RCW 28A.335.060	Surplus school property – Rental, lease or use of – disposition of moneys received from
	RCW 28A.505.140	Rules and regulations for budgetary procedures — Review when superintendent [SPI] determines budget irregularity — Revised budget, state board's financial plan until adoption
	RCW 28A.530.010	Purposes for use of voted bond proceeds
	RCW 28A.530.020	Bond issuance — Election — Resolution to specify purposes
	RCW 28A.530.080	Additional authority to contract indebtedness

RCW 42.17.130	Use of public office or agency facilities in campaigns — Prohibition — Exceptions
RCW 43.09.200	Division of municipal corporations — Uniform system of accounting
RCW 43.09.210	Division of municipal corporations — Separate accounts for each fund or activity
RCW 84.52.053	Levies by school districts authorized — When — Procedure
RCW 84.52.056	Excess levies for capital purposes authorized
WAC 392-123	Finance — School District Budgeting
WAC 392-138	Finance — ASB Moneys
State Auditor Bulletin #301, III(E), Petty Cash	

Adoption Date: 2.27.08

School District Name: Steilacoom Historical School District

Revised: 9-24-14

INTERFUND LOANS

| Inter-fund loans between the general fund, the transportation vehicle fund, the capital projects fund, or the debt service fund may be used to alleviate a temporary cash deficiency.

| Such loans shall not be used to balance the budget of the borrowing fund; nor ~~shall~~will they de-
ter any function or project for which the fund was established.

The board must adopt a resolution before any inter-fund loan transaction takes place. The resolu-
tion shall contain the exact amount of the loan, the funds involved, the specific source of funds
for repayment, the schedule for repayment and the interest rate involved.

Legal References: RCW 28A.505.150

WAC 392-123-135
through 160

Budgeted expenditures as appropriations
— Interim expenditures — Transfer
between budget classes — Liability
for non-budgeted expenditures
Inter-fund loans

Adoption Date: 2.27.08

School District Name: Steilacoom Historical School District

| **Revised: 9-24-14**