

**ABERDEEN SCHOOL DISTRICT NO. 5
ABERDEEN, WASHINGTON**

Regular Meeting of the Board of Directors
Community Room, Aberdeen High School
October 17, 2023, 6 p.m.

AGENDA – UPDATED

6:00 p.m. Call to Order

Flag Salute

Consent Agenda

1. Minutes
2. Accounts Payable

Comments from Board Members

Comments from the Public

Comment on agenda items is welcome at this time. Please sign up on the sheet provided at the entrance to the meeting and specify the agenda item you wish to address. Please limit your comments to three minutes. Comment on all matters is welcome via email to schoolboard@asd5.org.

Public Comment and Presentations

1. Jerry Salstrom / Miller Junior High School Centennial
2. Ashley Kohlmeier / Football

Old Business

1. [Policy 2410 Graduation Requirements](#)
2. [Policy 3241 Student Discipline](#)

Superintendent's Report

1. Levy Planning

Financial Services

1. Fiscal Status Report

New Business

1. [Policy 2161 Special Education](#)
2. [Transportation Co-operative](#)
3. [GHC Alternative Route Block Grant](#)
4. [Special Services Placement](#)

Board Meeting Agenda
October 17, 2023

5. [Surplus Equipment](#)
6. Next Meeting

Executive Session / Closed Session

Personnel Matters

1. [Personnel Report](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

October 17, 2023, 6 p.m. – UPDATED

Call to Order

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on October 3, 2023, are enclosed for your review and approval.
2. Accounts Payable – The payroll and accounts payable for September are enclosed for your review and approval.

Comments from the Board

Comments from the Public

The Board welcomes public comment on agenda items at this time. Please sign up on the sheet provided at the entrance to the meeting and indicate the agenda item you wish to address. Please limit your comments to three minutes.

Written public comment on both agenda and non-agenda matters is also welcome via email. Comments should be submitted to schoolboard@asd5.org before noon on the day of the meeting and will be included in the public record.

Individual student matters or complaints against employees should not be brought forward at a public meeting. The Superintendent's Office or board president should be contacted directly.

Public Comment & Presentations

1. Jerry Salstrom / Miller Junior High School Centennial
2. Ashley Kohlmeier / Football

Old Business

1. Policy 2410 Graduation Requirements – An update to Policy 2410 governing graduation requirements is presented for second reading and adoption. [Enclosure 2](#)
2. Policy 3241 Student Discipline – An update to Policy 3241 governing student discipline is presented for second reading and adoption. [Enclosure 3](#)

Superintendent's Report

1. Levy Planning – Superintendent Thake will discuss planning and timeline for the 2024 enrichment and operations levy and capital projects levy.

Financial Services

1. Fiscal Status Report – Executive Director of Business and Operations Elyssa Louderback will present the Fiscal Status Report for September. Enclosure 4

New Business

1. Policy 2161 Special Education – An update to procedures in Policy 2161 Special Education is presented for your information. [Enclosure 5](#)
2. Transportation Co-operative – Renewal of the Aberdeen/Hoquiam Transportation Co-operative agreement is presented for your review and approval. [Enclosure 6](#)
3. GHC Alternative Route Block Grant – An agreement with Grays Harbor College to manage a block grant in support of classified staff in the Alternative Route teacher education program is presented for your review and approval. [Enclosure 7](#)
4. Special Services Placement – An agreement with Soliant Health LLC to place Sheri Proffitt in the District as an occupational therapist is presented for your review and approval. [Enclosure 8](#)
5. Surplus Equipment – The Business Office is recommending that the equipment described on the enclosed inventory be declared surplus. [Enclosure 9](#)
6. Next Meeting – The next regular meeting is currently scheduled for Tuesday, November 14, in the Community Room at Aberdeen High School.

Executive Session / Closed Session

At this time the meeting will recess for an executive session expected to last 15 minutes under RCW 42.30.110 (g): To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.

1. Personnel Report [Enclosure 10](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – October 3, 2023

Vice President Suzy Ritter convened the regular meeting of the Aberdeen School District Board of Directors at 6:00 p.m. Tuesday, October 3, 2023, in the Community Room at Aberdeen High School. In attendance were Jessica Jurasin, Annica Mizin and Jeremy Wright, along with Superintendent Jeffrey Thake and 15 patrons and staff. President Jennifer Durney was excused.

The meeting began with the flag salute.

On a motion by Annica Mizin and seconded by Jessica Jurasin, the Board approved the Consent Agenda, which included the minutes from the regular meeting on September 19, 2023 and accepted a gift to the District from Shannon Rubin of Ocean Shores who donated a 2015 Nissan Juke for use in the automotive program at Aberdeen High School.

Director Jeremy Wright discussed the 2023 WSSDA Legislative Assembly, which he was able to attend remotely. He shared information about a vehemently debated proposal to eliminate a longstanding practice of weighted voting based on enrollment. The amendment passed, which he said creates more equity for smaller districts.

The Board heard comment from Ryan Keller who shared concerns about bullying, student access to restrooms, and the sex education curriculum.

Superintendent Thake shared information about planning for the four-year levies for enrichment and operations and the capital projects levy, which are scheduled to be placed before voters in February.

Aberdeen High School Principal Aaron Roiko presented the school’s annual report and improvement plan, discussed various school initiatives taking place, and shared data illustrating a high level of student participation in clubs, activities and sports.

Superintendent Thake presented an update to Policy 2410 governing graduation requirements for first reading.

Superintendent Thake presented an update to Policy 3241 governing student discipline for first reading.

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM
THE BOARD

COMMENT FROM
THE PUBLIC

SUPERINTENDENT
REPORT
LEVY PLANNING

ABERDEEN HIGH
SCHOOL SIP

POLICY 2410
GRADUATION
REQUIREMENTS

POLICY 3241
STUDENT
DISCIPLINE

On a motion by Jeremy Wright and seconded by Jessica Jurasin, the Board approved a personal services contract with Trinity Parris to perform athletic trainer, concussion protocol and COVID protocol services for the Athletic Department.

ATHLETIC
TRAINER
AGREEMENT

On a The Board approved renewal of an agreement with the Capital Region ESD 113 for attendance and re-engagement services at the Harbor Learning Center.

ESD ATTENDANCE
AND RE-
ENGAGEMENT

The next meeting of the Board is scheduled for 6 p.m. Tuesday, October 17, in the Community Room at Aberdeen High School.

NEXT MEETING

At 6:44 p.m., President Jennifer Durney recessed the meeting for an executive session expected to last 10 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The meeting reconvened in regular session at 6:54 p.m.

EXECUTIVE
SESSION

Under certificated matters, the Board approved the hiring of Pam Caba, Jason Dore, Tracy Ecklund, Katie Foulds, Molly Houk and Anne Ramsey as teachers in the 21st Century After School Program at Aberdeen High School effective Oct. 2, Laura Carle and Kelly Hamblin as teachers in the 21st Century After School Program at Miller Junior High School and Charles Stover as an MTSS Coach at Miller Junior High School; approved the National Board Certification stipend for Autumn Schreiber for 2023-2024, and approved the hiring of Ashley Kohlmeier as the social media coordinator at Aberdeen High School for 2023-2024, and approved the hiring of Sarah Durham as a substitute for the District effective Sept. 14.

PERSONNEL
REPORT

CERTIFICATED

CLASSIFIED

Under classified matters, the Board approved the hiring of Batseba Arevalo as a student family support assistant at Aberdeen High School effective Oct. 2; approved hiring in the 21st Century After School Program for Jeri Distler as a para-educator at Aberdeen High School effective Oct. 2, Anne Ramsey as the site coordinator at Aberdeen High School effective Sept. 21, Pam Wilson as a para-educator at Snug Harbor / Harbor High School, Julie Cramer as a Food Service worker at Miller Junior High School effective Sept. 18, Emma Green as a para-educator at Central Park Elementary School effective Sept. 27, Ashlyn Yakovich as the site coordinator and as a para-educator at Central Park Elementary School, Kristen Robey as a Food Service worker at A.J. West Elementary School effective Sept. 18, Anjuleah Peterson as a Food Service worker at McDermoth Elementary School effective Sept. 18, and Angie Evans as a Food Service Worker at Robert Gray Elementary School effective Sept. 18; approved the retirement of Jann Struthers, the assistant secretary at Miller Junior High School, effective Nov. 1; accepted the resignation of Kaycee Short as an MTSS assistant at Aberdeen High School effective Sept. 28; approved the hiring of Larry Fleming, Breanna Gentry and Jimmy McDaniel as head coaches for Girls' Basketball at Miller Junior High

Aberdeen School Board Minutes
October 3, 2023

School effective Oct. 19, and the hiring of Shon Schreiber as the head coach and Caleb Locke as assistant coach for Wrestling at Miller Junior High School effective Oct. 19, and approved the hiring of Elizabeth Gardner, Dorothy Merkel, Nicole Alfaro Morales, Amanda Ridgway and Alicia Tisdale as substitutes for the District.

On a motion by Annica Mizin and seconded by Jessica Jurasin, the Board approved an updated 2023-2024 Maintenance & Operations Salary Schedule.

There being no further business, the regular meeting was adjourned at 6:55 p.m.

23-24 M&O SALARY
SCHEDULE

ADJOURN

Jeffrey Thake, Secretary

Jennifer Durney, President

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

As of October 17, 2023, the board, by a _____ vote, approves payments, totaling \$3,537.96. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 835297 through 835298, totaling \$3,537.96

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

Check Nbr	Vendor Name	Check Date	Check Amount
835297	Bank Of The Pacific (use Tax)	10/17/2023	3,115.74 GF
835298	Bank Of The Pacific (use Tax)	10/17/2023	422.22 ASB
2	Computer	Check(s) For a Total of	3,537.96

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As of October 17, 2023, the board, by a _____ vote, approves payments, totaling \$934,756.86. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 835210 through 835296, totaling \$934,756.86

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

Check Nbr	Vendor Name	Check Date	Check Amount
835210	1ST SECURITY BANK PAYROLL/PERS	10/17/2023	2,891.97
835211	Aberdeen School Dist-Cte Impre	10/17/2023	624.00
835212	Aberdeen Office Equipment Inc	10/17/2023	14,341.34
835213	Aberdeen Sanitation	10/17/2023	8,533.12
835214	ACME VISIBLE	10/17/2023	342.00
835215	Adobe Systems Incorporated	10/17/2023	8,128.64
835216	Airgas Usa, Llc	10/17/2023	3.00
835217	Amazon Capital Services	10/17/2023	22,132.57
835218	Amplify Education Inc	10/17/2023	4,133.69
835219	Aramark Uniform Services	10/17/2023	70.60
835220	Ats Automation, Inc	10/17/2023	7,898.76
835221	Auto-Chlor	10/17/2023	229.07
835222	Avid Center	10/17/2023	10,137.86
835223	Awsp	10/17/2023	10,307.00
835224	BASICS NW LLC	10/17/2023	3,306.25
835225	Bickar, Denny	10/17/2023	1,320.00
835226	BUDGET CHALLENGE	10/17/2023	300.00
835227	Builders Hardware & Supply	10/17/2023	575.58
835228	CARTRIDGE WORKS	10/17/2023	312.00
835229	Cascade Natural Gas	10/17/2023	2,262.59
835230	Caskey Industrial Supply Co In	10/17/2023	133.21
835231	Consolidated Electrical Distri	10/17/2023	6,157.47
835232	Central Welding Supply	10/17/2023	296.32
835233	CHARLIES PRODUCE	10/17/2023	4,516.10
835234	CHAVEZ, MARIA	10/17/2023	4,725.00
835235	Cintas Corporation	10/17/2023	3,331.80
835236	City Of Aberdeen	10/17/2023	10,289.28
835237	College Board	10/17/2023	400.00
835238	Comcast	10/17/2023	423.26
835239	Copeland, Carla Marie	10/17/2023	495.00
835240	Cts Language Link	10/17/2023	49.11
835241	Dairy Fresh Farms	10/17/2023	18,139.29
835242	Dancing Goats Coffee	10/17/2023	130.37

Check Nbr	Vendor Name	Check Date	Check Amount
835243	Dawnsignpress	10/17/2023	1,700.00
835244	Dept Of Natural Resources	10/17/2023	71.00
835245	Domino's Pizza	10/17/2023	286.25
835246	Economy Cleaners Inc	10/17/2023	1,361.25
835247	Espresso Rescue Llc	10/17/2023	9,443.88
835248	Espresso Products Direct (epd	10/17/2023	834.28
835249	Fastenal Company	10/17/2023	747.09
835250	Ferrellgas	10/17/2023	1,338.75
835251	Franz Family Bakeries	10/17/2023	3,635.92
835252	G12 Communications LLC	10/17/2023	839.31
835253	Gh County Water District #2	10/17/2023	563.00
835254	Grainger Inc	10/17/2023	202.55
835255	GRANITE TELECOMMUNICATIONS LLC	10/17/2023	1,865.00
835256	Grays Harbor Stamp Works	10/17/2023	392.14
835257	Hammond Jr, Ralph	10/17/2023	18.34
835258	Harbor Auto & Truck Parts	10/17/2023	2,519.78
835259	Harbor Disposal Co Inc	10/17/2023	2,108.18
835260	Harriman, Stephanie	10/17/2023	10.82
835261	Home Depot	10/17/2023	776.18
835262	Home Depot Pro Institutional	10/17/2023	2,894.67
835263	Houghton Mifflin Harcourt	10/17/2023	800.00
835264	Imagine Learning, Inc	10/17/2023	5,750.00
835265	Johnstone, Mia	10/17/2023	3,775.00
835266	Jostens Inc	10/17/2023	16.85
835267	KCDA Purchasing Coop.	10/17/2023	42,237.18
835268	KCDA Purchasing Coop.	10/17/2023	9,991.81
835269	Lakeshore Curriculum Materials	10/17/2023	1,865.04
835270	Leithold, Molly K	10/17/2023	4,000.00
835271	Lemay Inc	10/17/2023	75.29
835272	Lemay Mobile Shredding	10/17/2023	283.00
835273	MinuteMan Press	10/17/2023	5,178.58
835274	n2y, LLC	10/17/2023	14,341.83
835275	Natl Assoc For Music Edu-Membe	10/17/2023	150.00
835276	NoRedInk Corp	10/17/2023	11,676.16
835277	Pacifica Law Group LLP	10/17/2023	1,309.00
835278	Petrocard Inc	10/17/2023	22,092.49
835279	Pud #1 Of Grays Harbor Co	10/17/2023	44,242.10
835280	Ricoh Usa Inc	10/17/2023	848.65
835281	Scrubs 365	10/17/2023	2,160.00
835282	School Information & Research	10/17/2023	755.00
835283	SNAP-ON INDUSTRIAL	10/17/2023	4,046.07
835284	Taylor, Ann	10/17/2023	14.95
835285	United Schools Insurance Progr	10/17/2023	431,800.29
835286	US Foods - Seattle	10/17/2023	98,290.94
835287	Us Postal Service (cmrs-Fp)	10/17/2023	2,500.00
835288	Verizon Wireless	10/17/2023	3,176.98
835289	VOYAGER SOPRIS	10/17/2023	356.37
835290	WASA	10/17/2023	1,902.50
835291	Wasa Region 113	10/17/2023	175.00
835292	Washington School Personnel As	10/17/2023	175.00

Check Nbr	Vendor Name	Check Date	Check Amount
835293	West Coast Mechanical Solution	10/17/2023	10,864.66
835294	Western Steel & Supply Inc	10/17/2023	138.01
835295	WSIPC	10/17/2023	25,748.63
835296	YMCA	10/17/2023	5,474.84
87	Computer	Check(s) For a Total of	934,756.86

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As of October 17, 2023, the board, by a _____ vote, approves payments, totaling \$111,714.27. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: CAPITAL PROJECTS
Warrant Numbers 835209 through 835209, totaling \$111,714.27

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

Check Nbr	Vendor Name	Check Date	Check Amount
835209	KCDA Purchasing Coop.	10/17/2023	111,714.27
1	Computer	Check(s) For a Total of	111,714.27

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As of October 17, 2023, the board, by a _____ vote, approves payments, totaling \$549.14. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND LY Warrant Numbers 835208 through 835208, totaling \$549.14

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

Check Nbr	Vendor Name	Check Date	Check Amount
835208	1ST SECURITY BANK PAYROLL/PERS	10/17/2023	549.14
1	Computer	Check(s) For a Total of	549.14

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As of October 17, 2023, the board, by a _____ vote, approves payments, totaling \$7,067.46. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND
Warrant Numbers 835194 through 835207, totaling \$7,067.46

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

Check Nbr	Vendor Name	Check Date	Check Amount
835194	Aberdeen Sd #5 Revolving Fund	10/17/2023	40.00
835195	Aberdeen School District #5	10/17/2023	175.20
835196	Aberdeen High School (asb)	10/17/2023	200.00
835197	Bsn Sports	10/17/2023	322.07
835198	D4 Sports Llc	10/17/2023	431.24
835199	District 3 Ffa C/o Michael Jes	10/17/2023	60.00
835200	Hoquiam High School	10/17/2023	150.00
835201	Martin, Kaj	10/17/2023	38.15
835202	Miller Junior High Asb Imprest	10/17/2023	30.00
835203	MinuteMan Press	10/17/2023	95.80
835204	North Beach Jr/sr High School	10/17/2023	250.00
835205	Powerhouse Fundraising	10/17/2023	4,650.00
835206	Southwest Washington Activitie	10/17/2023	280.00
835207	Weatherwax Asb Fund	10/17/2023	345.00
14	Computer	Check(s) For a Total of	7,067.46

ABERDEEN HIGH SCHOOL ASB

Accounts Payable October 2023

The following bills were submitted for payment by the Comptroller's office for the month of October:

DATE	CLUB/ACCOUNT	PAYEE	DESCRIPTION	AMOUNT
08-31-2023	6240/InvestED	Aberdeen High School - ASB	InvestED ASB Cards	\$ 200.00
08-31-2023	2060/Football	BSN Sports	Foam Pylons	\$ 322.07
09-07-2023	1015/Reserve	SWAA	WIAA ID Cards	\$ 280.00
09-11-2023	0125/Medical	BSN Sports	Football Helmets	\$ 9,716.61
09-11-2023	2100/Boys Tennis	D4 Sports	Match T-Shirts	\$ 431.24
09-12-2023	2095/Girls Swim	Aberdeen School District	Transportation	\$ 175.20
09-12-2023	1015/Reserve	Aberdeen School District	Silver & Gold Catering	\$ 1,000.00
09-14-2023	2130/Volleyball	Hoquiam High School	Jamboree 8/31/23	\$ 150.00
09-14-2023	2060/Football	Takedown Fundraising	Gold Cards	\$ 4,650.00
09-19-2023	4166/FFA	District 3 FFA	Chapter Dues	\$ 60.00
09-19-2023	4093/FBLA	Minuteman Press	Fall Sports Posters	\$ 95.80
09-19-2023	2130/Volleyball	North Beach High School	Tournament	\$ 250.00
09-26-2023	0125/Medical	Sports Imports	Volleyball Poles/Nets	\$ 4,929.98
09-28-2023	Varies	U.S. Bank	VISA Procurement Card Purchases	\$ 5,384.16
09-28-2023	Varies	Weatherwax ASB Fund	Imprest Reimbursement	\$ 345.00
Total:				\$ 27,990.06

Motion / Tabled By:	Jaden Turpin
Seconded By:	Jaylynn Milton
ASB Meeting Date:	September 28, 2023

Michaela Hoover 9/28/23
 Michaela Hoover, Comptroller Date
Nolan Cook 9/28/23
 Nolan Cook, ASB Treasurer 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 October 17, 2023, the board, by a _____ vote, approves payments, totaling \$2,500.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: PRIVATE PURPOSE TRUST Warrant Numbers 835190 through 835193, totaling \$2,500.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
835190	Gonzaga University	10/17/2023	500.00
835191	Grays Harbor College	10/17/2023	1,000.00
835192	Linfield College	10/17/2023	500.00
835193	University Of Washington-Schol	10/17/2023	500.00
4	Computer	Check(s) For a Total of	2,500.00

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As of October 17, 2023, the board, by a _____ vote, approves payments, totaling \$99,359.74. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL & ASB FUNDS
Warrant Numbers 835188 through 835189, totaling \$99,359.74

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

Check Nbr	Vendor Name	Check Date	Check Amount
835188	1ST SECURITY BANK PC	10/17/2023	94,252.44 GF
835189	1ST SECURITY BANK PC	10/17/2023	5,107.30 ASB
2	Computer	Check(s) For a Total of	99,359.74

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

As of October 17, 2023, the board, by a _____ vote, approves payments, totaling \$1,000.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND LY
Warrant Numbers 835187 through 835187, totaling \$1,000.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
835187	Aberdeen School District #5	10/17/2023	1,000.00
1	Computer	Check(s) For a Total of	1,000.00

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As of October 3, 2023, the board, by a _____ vote, approves payments, totaling \$20,000.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 835186 through 835186, totaling \$20,000.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
835186	CEDAR LAW PLLC	09/27/2023	20,000.00
1	Computer	Check(s) For a Total of	20,000.00

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

As of October 17, 2023, the board, by a _____ vote, approves payments, totaling \$2,103,748.45. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 835158 through 835185, totaling \$2,103,748.45

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

Check Nbr	Vendor Name	Check Date	Check Amount
835158	1st Security Bank-Child Suppo	09/29/2023	1,031.43
835159	Aberdeen High School-AHS Schol	09/29/2023	75.00
835160	Aberdeen School District-SERS	09/29/2023	174,200.26
835161	Aberdeen School District-TRS	09/29/2023	391,365.36
835162	Aberdeen School District Defer	09/29/2023	20,867.00
835163	Bank Of The Pacific	09/29/2023	773,742.42
835164	Cnty/city Mun Ees	09/29/2023	3,232.16
835165	Dynamic Collectors	09/29/2023	1,089.13
835166	E.S.D.#113 Unemployment Coop	09/29/2023	14,320.71
835167	Ed.Serv.Dist.#113	09/29/2023	34,820.62
835168	EMPLOYMENT SECURITY DEPT LTC	09/29/2023	9,543.78
835169	Employment Security	09/29/2023	24,750.30
835170	First Choice Health	09/29/2023	1,265.00
835171	GESA	09/29/2023	5,885.00
835172	HCA-SEBB BENEFITS-600D01	09/29/2023	572,313.00
835173	HCA-SEBB FLEX SPEND-600D01	09/29/2023	2,488.59
835174	Legal Shield	09/29/2023	63.80
835175	Pse Of Wa	09/29/2023	7,049.33
835176	The Standard Insurance Company	09/29/2023	6,629.04
835177	Tsa Consulting Group Inc	09/29/2023	13,772.00
835178	Twin Star Credit Union	09/29/2023	240.00
835179	Twin Star Scholarship Acct	09/29/2023	62.00
835180	Twinstar Pse Local Dues	09/29/2023	62.00
835181	United Way	09/29/2023	342.38
835182	Veba Contributions-Y1286.001	09/29/2023	19,378.83
835183	Wa State School Ret Assn	09/29/2023	70.00
835184	Wea Chinook	09/29/2023	1.83
835185	Wea Payroll Deductions	09/29/2023	25,087.48

28 Computer Check(s) For a Total of 2,103,748.45

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

As of October 17, 2023, the board, by a _____ vote, approves payments, totaling \$2,135,007.64. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 835157 through 835157, totaling \$2,135,007.64

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

Check Nbr	Vendor Name	Check Date	Check Amount
835157	1ST SECURITY BANK PAYROLL/PERS	09/28/2023	2,135,007.64
1	Computer	Check(s) For a Total of	2,135,007.64

HIGH SCHOOL GRADUATION REQUIREMENTS

The board has established graduation requirements which, at a minimum, satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction which may be pursued.

CREDIT REQUIREMENTS

Class of:	2019	2020	2021	2022	2023	2024 and beyond
<i>Entering 9th grade after July 1 of:</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>
English	4	4	4	4	4	4
Mathematics	3	3	3	3	3	3
Science	2	2	3	3	3	3
Social Studies	3	3	3	3	3	3
Arts	1	1	2*	2*	2*	2*
Health and Fitness	2.5	2.5	2	2	2	2
Career and Tech Ed			1.5	1.5	1.5	1.5
Occupational Education	1.5	1.5				
World Language			2*	2*	2*	2*
Electives	5	5	5.5	5.5	5.5	3.5
Total Required Credits:	22	22	26	26	26	24

Math credit information

~~2018–2020 Math (3 credits required)~~

~~The following courses are required: Algebra 1 or Integrated Math 1; Geometry or Integrated Math 2; Algebra 2 or Integrated Math 3, or a third credit of math, if the elective is based on a career-oriented program of study identified in the student's High School and Beyond Plan and the student, parent/guardian and a school representative meet, discuss the plan and sign a form pursuant to WAC 180-51-067.~~

2021 and Beyond Math (3 credits required)

The following courses are required: Algebra 1 or integrated Math 1, Geometry or Integrated Math 2 and a third credit of math chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

Science credit information**~~2018-2020 Science (2 credits required)~~**

~~At least one lab is required.~~

2021 and Beyond Science (3 credits required)

At least two (2) labs are required and a third credit of Science chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

Social Studies credit information

The Washington State history and government requirement may be met in grades 7 through 12. If the course is taken in the 7th or 8th grade, it fulfills the requirement, but high school credit will only be awarded if the academic level of the course exceeds the requirements for 8th grade. Students who meet the requirement but do not earn credit must still take the required number of social studies credits in high school.

2018 2021 and Beyond Social Studies (3 credits required)

The following are required: U.S. History and Government; Contemporary World History, Geography and Problems; .5 credits of Civics (content may be embedded in another social studies course); .5 credits of Social Studies elective.

Health & Fitness credit information**~~2018-2020 Health and Fitness (2.5 credits required)~~**

~~The following are required: .5 credits of Health (must include instruction in CPR and appropriate use of an automated external defibrillator (AED)); 2.0 credits of Fitness. Students must earn credit for physical education unless excused pursuant to RCW 28A.230.050.~~

2021 and Beyond Health and Fitness (2.0 credits required)

The following are required: .5 credits of Health (must include instruction in CPR and appropriate use of an automated external defibrillator (AED)); 1.5 credits of fitness. Students must earn credit for physical education unless excused pursuant to RCW 28A.230.050.

Students may earn up to 1.0 elective physical education credit, 0.5 per sports/activity season, for Directed Athletics. Students may earn 0.5 credit by either participating in one season of a WIAA sport or school board approved activity including cheerleading and marching band.

Students must complete, submit and have approved a Request for Physical Education for Directed Athletics Form within the academic year of involvement in the school sport or board approved activity. Students must also demonstrate proficiency in the knowledge portion of the fitness requirement through an assessment that is administered during each academic year.

Arts credit information**~~2018-2020 Arts (1 credit required)~~**

~~Performing or visual arts is required.~~

2021 and Beyond Arts (2 credits required)

Performing or visual arts is required. One (1) credit may be a Personalized Pathway Requirement,* defined as related courses that lead to a specific post-high school career or educational outcome chosen by the student and based on the student's interests and High School and Beyond Plan, which may include Career and Technical Education, and are intended to provide a focus for the student's learning.

Occupational / Career & Technical Education credit information**~~2018-2020 Occupational Education (1.5 credits required)~~**

~~Must earn a 0.5 credit of "Digitools" as part of the required 1.5 credits.~~

2021 and Beyond Career and Technical Education (1.5 credits required)

Must earn 0.5 credit class that incorporates Washington State Financial Education Standards as part of the required 1.5 credits. This credit may be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards or may be a general elective credit if aligned with the Washington State Financial Education Standards.

World Language credit information**2021 and Beyond World Language (2 credits required)**

Both credits may be a **Personalized Pathway Requirement***. If the student has chosen a four-year degree pathway in their High School and Beyond Plan, the student will be advised to earn 2 credits in world language.

Additional credit information for Class of 2021 and beyond

Credit requirements conform to Career & College-Ready Graduation requirements.

NON-CREDIT REQUIREMENTS

1. High School and Beyond Plan
2. Washington State history and government (non-credit requirement)

High School and Beyond Plan

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training

and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory.

The district will encourage parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

Awarding of High School Credit

High school credit will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study means:

1. Earning a passing grade according to the district's grading policy and/or
2. Demonstrating proficiency/mastery of content standards as determined by the district; and/or
3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.
4. The district will establish a process for determining proficiency/mastery for credit-bearing courses of study.

Implementation

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

Seal of Biliteracy

The district will award the Washington Seal of Biliteracy to students who have attained a high level of proficiency in speaking, reading and writing in one or more world languages in addition to English. Students who meet the criteria as established in WAC 392-410-350 will be awarded the seal on their high school diploma and transcript. The superintendent will implement procedures to determine eligibility.

Withholding of a Diploma

A student's diploma or transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3200, Rights and Responsibilities. When damages are in excess of \$100, the appeal process for long term suspension as defined in Policy 3200 Rights and Responsibilities will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

Graduation Ceremonies

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at

least one month prior to the close of the school term.

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion will be regarded as a school suspension. In such instances, the diploma will be granted.

Cross References:	Policy 2418 3520 3200 3110	Waiver of High School Graduation Credits Student Fees, Fines, or Charges Rights and Responsibilities Qualification of Attendance and Placement
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Legal References:	Laws of 2019, ch. 252, § 201 Graduation pathway options for the graduating class of 2020 and subsequent classes	
	RCW 28A.155.045	Certificate of individual achievement
	RCW 28A.230.090	High school graduation requirements or equivalencies — High school and beyond plans – Career and college ready graduation requirements and waivers — Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies
	RCW 28A.230.097	Career and technical high school course equivalencies
	RCW 28A.230.120	High school diplomas — Issuance — Option to receive final transcripts — Notice
	RCW 28A.230.122 diplomas	International baccalaureate
	RCW 28A.600.500	Graduation Ceremonies – Tribal Regalia
	RCW 28A.600.300-400 Definition	Running Start program -
	RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
	WAC 180-51	High school graduation requirements
	WAC 392-121-182	Alternative learning experience

WAC 392-169	requirements Special service programs - Running Start program
WAC 392-348	Secondary education
WAC 392-410	Courses of study and equivalencies
WAC 392-410-350	Seal of Biliteracy
WAC 392-415-070	Mandatory high school transcript contents – Items – Timelines

Adoption Date: 10/07/97
Revised: 06/15/04; 09/07/10; 10/16/12; 10/15/13; 12/20/16; 07/17/18; 06/02/20
05/04/21;

High School Graduation Requirements

Publication of Graduation Requirements

Prior to registering in high school, and each year thereafter each student and his/her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade). Graduation requirements will also be included in the student handbook.

CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery competency examination or perform any other additional assignment to receive credit.

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

Total Number of Credits Required

Students will be expected to earn a total of ~~22 credits for the classes of 2018-2020~~, and 26 credits for the classes of 2021-2023, and 24 credits for the classes of 2024 and beyond to meet district graduation requirements. Students will have access to a broad variety of

academic and exploratory courses to achieve the goals of their Personalized Pathway.

Subject Area Requirements (Classes of 2018 to 2020)

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education [See Policy 2410] and shall be required of each candidate for graduation:

	Class of 2018 to 2020
English (reading, writing and communications)	4.0 credits
Geometry and Third- Year Math Option	3.0 credits
Science (Including at least one laboratory credit)	2.0 credits
Social Studies **	3.0 credits
Health and Fitness ***	2.5 credits
Arts	1.0 credit
Occupations	1.0 credit
Digital Communication	0.5 credit
Electives	5.0 credit
TOTAL:	22.0 credits

** A student may elect to pursue a third credit of math based on a career oriented High School and Beyond Plan.*

*** Class of 2018 and beyond must pass a Washington State History and Government course or state approved alternative; must also earn a 0.5 credit in Civics and an additional 0.5 credit in a Social Studies elective course.*

**** Must earn 0.5 credit of Health*

CREDIT REQUIREMENTS

Class of:	2021 - 2023	2024 and beyond
<i>Entering 9th Grade after July 1</i>	<i>2017</i>	<i>2020</i>
English	4	4
Mathematics	3	3
Science	3	3
Social Studies	3	3
Arts	2*	2*
Health and Fitness	2	2
Career and Tech Ed	1.5	1.5
Occupational Education		
World Language	2*	2*
Electives	5.5	3.5
Total Required Credits:	26	24

Math credit information**2021 and Beyond Math (3 credits required)**

The following courses are required: Algebra 1 or integrated Math 1, Geometry or Integrated Math 2 and a third credit of math chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

Science credit information**2021 and Beyond Science (3 credits required)**

At least two (2) labs are required and a third credit of Science chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

Social Studies credit information

The Washington State history and government requirement may be met in grades 7 through 12. If the course is taken in the 7th or 8th grade, it fulfills the requirement, but high school credit will only be awarded if the academic level of the course exceeds the requirements for 8th grade. Students who meet the requirement but do not earn credit must still take the required number of social studies credits in high school.

2018 2021 and Beyond Social Studies (3 credits required)

The following are required: U.S. History and Government (1.0 credit); Contemporary

World History, Geography and Problems (0.5 credits); ~~.5 credits~~ of Civics (content may be embedded in another social studies course, 0.5 credits); ~~.5 credits~~ of Social Studies elective (1.0 credits).

Health & Fitness credit information

2021 and Beyond Health and Fitness (2.0 credits required)

The following are required: .5 credits of Health (must include instruction in CPR and appropriate use of an automated external defibrillator (AED)); 1.5 credits of Fitness. Students must earn credit for physical education unless excused pursuant to RCW 28A.230.050.

Students may earn up to 1.0 elective physical education credits, 0.5 per sports/activity season, for Directed Athletics. Students may earn 0.5 credits by either participating in one season of a WIAA sport or school board approved activity including cheerleading and marching band.

Students must complete, submit and have approved a Request for Physical Education for Directed Athletics Form within the academic year of involvement in the school sport or board approved activity. Students must also demonstrate proficiency in the knowledge portion of the fitness requirement through an assessment that is administered during each academic year.

Arts credit information

2021 and Beyond Arts (2 credits required)

Performing or visual arts is required. One (1) credit may be a **Personalized Pathway Requirement***, defined as related courses that lead to a specific post-high school career or educational outcome chosen by the student and based on the student's interests and High School and Beyond Plan, which may include Career and Technical Education, and are intended to provide a focus for the student's learning.

Occupational / Career & Technical Education credit information

2021 and Beyond Career and Technical Education (1.5 credits required)

Must earn 0.5 credit class that incorporates Washington State Financial Education Standards as part of the required 1.5 credits. This credit may be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards.

World Language credit information

2021 and Beyond World Language (2 credits required)

Both credits may be a **Personalized Pathway Requirement***. If the student has chosen a four-year degree pathway in their High School and Beyond Plan, the student will be advised to earn 2 credits in world language.

Per Chapter 28A.231, RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. The instruction must have been developed by the American Heart of Association or the American Red Cross or be

nationally recognized based on the most current national guidelines for CPR. The instruction must include use of automated external defibrillators (AED) which may be taught by video. The district may provide the CPR instruction directly or arrange it through community-based providers such as the local fire department. Students are not required to earn CPR certification to successfully complete the instruction.

Students shall be expected to earn a total of ~~22 credits (Class of 2018–2020)~~, 26 credits (Class of 2021–2023) and 24 credits (Class of 2024 and beyond) in order to complete graduation requirements. WAC 180-51-050 defines a high school credit to mean: (1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW 28A.230.090(4): (a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or (b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

A. Students who show competency by meeting the standard on the state exams or other assessment options such as the SAT, ACT or AP exams required for graduation may ***recover credit for previously failed courses*** in the following ways:

1. Math:

Class of ~~2018~~ **2021** and beyond may recover ~~one-half (0.5)~~ **up to 1.0** math credit for a previously failed math course by meeting the standard on a state approved math assessment or other approved state alternative achievement option in math.

2. Science:

Class of ~~2018~~ **2021** and beyond may recover ~~one-half (0.5)~~ **up to 1.0** science credit for a previously failed science course by meeting the standard on a state approved science assessment or other approved state alternative achievement option in science.

3. Language Arts:

Class of ~~2018~~ **2021** and beyond may recover ~~one-half (0.5)~~ **up to 1.0** Language Arts credit for a previously failed Language Arts course by meeting the standard on a state approved ELA assessment or other approved state alternative achievement option in ELA.

B. In all of the situations outlined above, a unique course code will be created and will be reflected on the transcript and meet the graduation requirement reflecting the selected credit and course. **The ASVAB is not included in the assessment options for this credit recovery.** The previously failed course will remain on the transcript.

Credits from other programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school or home school), or from out-of-state, or out-of-country. Credits from another Washington public school or accredited state private school or accredited out-of-state public or private school will be accepted to the extent the credit

matches a district graduation requirement, or may be counted as an elective credit. Credits from ~~unaccredited~~ **non-accredited** programs or home schools will be evaluated as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

HIGH SCHOOL AND BEYOND PLAN

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory.

The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

School staff will update students' plans to reflect high school assessment results and revised as necessary for changing interests, goals, and needs. Each student's high school and beyond plan will be updated to inform junior year course taking.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan for course taking that does the following:

1. Includes information about options for satisfying state and local graduation requirements;
 2. Satisfies state and local graduation requirements;
 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
 4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals;
 5. Includes information about the college bound scholarship program; and
 6. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
 - i. Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to student who are or have been in foster care; information specific to students who are, or are at risk of being, homeless; information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application; and
 - ii. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, fill out financial aid applications.
- F. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

Senior Boards

The district requires that students complete a Senior Board presentation as a requirement for high school graduation. In assisting students with developing the Senior Board presentation the district should:

- A. Advise the student and parents of the requirement to complete a Senior Board as a graduation requirement;
- B. Provide the student assistance and guidance on completing the presentation;
- C. The Senior Board may include:
 1. A demonstration of the student's ability to communicate in writing by completing a reflection;

2. A demonstration of the student's ability to communicate orally through a presentation to teachers and/or community members;
 3. Completion of a self-directed student project that demonstrates the student's academic and management skills; and
 4. The opportunity for the student to complete a community service project or a project working with a community member;
- D. Review each student's progress;
- E. Provide opportunities within the curriculum for students to work on projects; and
- F. Ensure projects align with the student's High School and Beyond Plan

GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics. A dual credit course is a course in which a student qualifies for college and high school credit upon successfully completing the course.

High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by earning high school credit, with a C+ grade, or receiving a three or higher on the AP exam, or equivalent, in AP, international baccalaureate, or Cambridge international courses in English language arts and mathematics; or receiving a four or higher on international baccalaureate exams.

For English language arts, successfully completing any of the following courses meets the standard: AP microeconomics, AP psychology, AP United States history, AP world history, AP United States government and politics, AP comparative government and politics, and any of the international baccalaureate individuals and societies courses.

For mathematics, successfully completing any of the following courses meets the standard: AP statistics, AP computer science, AP computer science ~~principals~~ **principles**, AP calculus, and any of the international baccalaureate mathematics courses.

SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

Performance-Based Learning Experience

Complete a performance-based learning experience through which the student demonstrates knowledge and skills in a real-world context, providing evidence that the student meets or exceeds state learning standards in English language arts and mathematics. The performance-based learning experience may take a variety of forms, such as a project, practicum, work-related experience, community service, or cultural activity, and may result in a variety of products that can be evaluated, such as a performance, presentation, portfolio, report, film, or exhibit. The performance-based learning experience must conform to the graduation proficiency targets and associated rubrics established by the state board of education.

Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or the minimum criteria identified in RCW 28A.700.030.

~~Expedited Appeal Process for Waiving Student Assessment Requirements~~

~~For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.~~

~~A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.~~

~~A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.~~

~~This expedited appeal process will no longer be available after August 31, 2022.~~

~~STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)~~

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. Expiring with the Class of 2021, if the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation

requirements may include:

1. Attainable alternate classwork or individualized activities substituted for standard requirements;
 2. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
1. The projected date by which all graduation requirements will be met; and
 2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

Seal of Biliteracy

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by 1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and
2) meeting state standards on the reading and writing or English language arts assessment.
- B. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American sign language, Latin and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by one of the following methods:
1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
 2. Passing an International Baccalaureate exam with a score of 4 or higher;
 3. Demonstrating intermediate-mid level or higher proficiency on the American

Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);

4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
5. Demonstrating proficiency in speaking, writing and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency ~~the~~ **with** students for the Seal of Biliteracy.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences primarily conducted away from the facilities owned, operated or supervised by a district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related state learning standards are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. Description of how student performance will be assessed;
- H. Qualifications of instructional personnel; ~~and~~
- I. Plans for evaluation of program, and
- J. How and by whom the student will be supervised.

A list of approved programs will be kept on file in the superintendent's office. Reasons for approval or disapproval will be communicated to those making the request.

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students will be advised to:

- A. Contact the college they are interested in attending and make arrangements to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.
- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.
- D. ~~Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.~~ Register for classes via the college's online registration system. First time Running Start students will need to enroll in the college before completing the registration process. The verification process in "C" needs to occur to ensure state funding for college courses.
- E. Work with school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

Credit for Career and Technical Work-Based Learning

The use of work experience as a part of the educational program of students should be regarded as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The following are the bases upon which credit may be granted for work experience:

- A. The work program will be supervised by the school.

- B. The work experience will be specifically related to the school program of the student.
- C. Credit given for work experience will represent growth in the student, and the type of work done should have definite educational value.
- D. The job in which experience is gained will provide a varied experience.
- E. A work experience program will be supplemented by an adequate program of guidance, placement, follow-up and coordination between job and school by the career placement counselor.
- F. Work experience as a planned part of a school subject may be included in the credit given for that subject (e.g., sales training class).
- G. One credit may be granted for not less than one hundred eighty hours for instructional work based learning experience, and not less than three hundred sixty hours of cooperative work based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).
- H. A student participating will be legally employed and must have passed his/her sixteenth birthday.
- I. An employer's report of the student's work record, indicating satisfactory progress on the job, will be filed with the school.
- J. The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standards for graduation requirements, is acceptable.
- K. Program standards and procedures will be followed and aligned with the state career and technical work based learning standards.

National Guard High School Career Training

Credit may be granted for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the school district; and
- B. The number of credits toward high school graduation to be granted will be calculated, agreed upon by the student and an authorized representative of the school district, and such agreement noted on MIL Form 115 or such equivalent form
- C. Credit toward high school graduation may be granted by the school district upon certification by a National Guard training unit commander that the student has met

all program requirements.

Home School Credit

Guidelines for granting high school credit for home schooling are as follows:

- A. To gain credit for a course of study, a student will provide:
 1. A journal which reflects the actual work completed during a home-study course of study
 2. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); and/or
 3. Any such other performance-based exhibits of specific course-related accomplishments.
- B. To gain credit for a course of study, a student will demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost to be determined by such personnel.
- C. Credit is granted for the following approved schools:
 1. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
 2. Other schools or institutions which are approved by the district after evaluation for a particular course offering.

Graduation Ceremonies

Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

The district will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the

district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will be expected to use good taste in their choice of accessories for their attire.
- D. Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements will automatically forfeit a student's privilege to participate in the graduation ceremonies.

Awarding Diplomas Posthumously

At the request of a parent, guardian, or custodian, the district may issue a high school diploma to a deceased student if the student:

- **Was enrolled in a public school in the district at the time of death**
- **Was deemed on-track to graduation before the time of death; and**
- **Died after matriculating into high school.**

The high school diploma will bear the inscription "honoris causa" and may not be issued before the graduation date of the class in which the student was enrolled. The district is not required to award the diploma at the same ceremony or event as other students. The district may retroactively issue high school diplomas posthumously at its discretion.

Withholding Of A Diploma

The district may withhold a student's diploma based on the student's damage to property in accordance with Board Policy 3250 – Student Fees, Fines, or Charges.

Any student discipline will be in accordance with Board Policy 3241 - Student Discipline. Student discipline may include denying the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

05/04/21

STUDENT DISCIPLINE

Introduction/Philosophy/Purpose

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

The purposes of this policy and accompanying procedure include:

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

Rights and Responsibilities/District Commitment

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

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

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

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

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

Development and review

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

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

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

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.

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

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

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

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

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills. In the Aberdeen School District, professional learning opportunities are provided regarding PBIS, SEL, restorative justice practices and the use of data to identify training needs to support district policy implementation.

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

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

- 2162 Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 3122 Excused and Unexcused Absences
- 3210 Nondiscrimination
- 3244 Prohibition of Corporal Punishment
- 3520 Student Fees, Fines, or Charges
- 4210 Regulation of Dangerous Weapons on School Premises
- 4218 Language Access Plan

Legal References:	42 U.S.C. 2000d et seq.	Civil Rights Act of 1964
	34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964
	WAC Chapter 392-400	Pupils
	WAC 392-190-048	Access to course offerings – Student discipline
	RCW Chapter 28A.320	Provisions applicable to all districts
	RCW Chapter 28A.600	Students
	RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
	RCW 28A.400.100	Principals and vice principals — Employment of — Qualifications — Duties
	RCW Chapter 28A.225	Compulsory school attendance and admission
	RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
	RCW 9.41.280	Possessing dangerous weapons on school facilities — Penalty — Exceptions

Adopted: 01/07/20 (Replacing 3200)

Revised: 09/07/21; _____

SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS

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

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

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

Mediation or Resolution Agreements

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

Commencement Exercises / Certificate of Attendance

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

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

Cross References:	Board Policy 2162 Board Policy 2163 Board Policy 2410 Board Policy 3200 Board Policy 3231 Board Policy 3247	Education of Students with Disabilities under Section 504 Response to Intervention High School Graduation Requirements Student Rights and Responsibilities Student Records Required Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans Special Education
Legal References:	RCW 28A.155	

49.60	Law against Discrimination
28A.600.485	Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 — Procedures — Definitions.
28A.600.486	District policy on use of isolation or restraint – Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.
WAC 392-172A	Rules for the provision of Special Education
20 USC 1400 et seq.	Individuals with Disabilities Education Act of 2004
29 USC 794	Section 504 of the Rehabilitation Act of 1973, as amended by the Reahabilitation Act Amendments of 1974
28 CFR Part 35	Nondiscrimination on the Basis of Disability in State and Local Government Services
34 CFR Part 99	Family Education Rights and Privacy
34 CFR Part 104	Nondiscrimination on the basis of handicap in programs and activities receiving or benefiting from federal financial assistance
34 CFR Part 300	Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children...
34 CFR 303	Early intervention for infants and toddlers with disabilities

Adoption Date: 11/20/95
Revised: 08/05/97, 7/25/00, 03/18/08, 01/13/15

Special Education and Related Services for Eligible Students

The purpose of the district's special education program procedures is to address program areas where state and federal regulations require specific local procedures or permit local discretionary choices.

The state regulations governing implementation of special education services pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 are addressed in Chapter 392-172A WAC. These procedures do not address all of the requirements established in the regulations. District personnel who are not familiar with the regulations need to contact the special services director if there are questions regarding special education. These procedures describe how the district implements its special education program.

Free Appropriate Public Education (FAPE)

The district will apply annually for Federal Part B and state special education funding to assist in the provision of special education and any necessary related services. This funding is in addition to students' basic education funding and state special education funding.

The superintendent, in consultation with building staff, shall annually determine whether to use Early Intervening Services (EIS) funding for students who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

The district shall annually report to the Office of Superintendent of Public Instruction (OSPI) the number of students receiving EIS; and the number of students who received EIS and subsequently received special education and related services under Part B of IDEA during the preceding two-year period.

Services to eligible special education students age three to 21 will be provided without charge to the student. This does not include incidental fees that are normally charged to all students. Special education services will include preschool, elementary and secondary education and are provided in conformance with the student's Individualized Education Program (IEP).

The district provides a continuum of services for students, regardless of the funding source. Where the district is unable to provide all or part of the special education or necessary related services, it will make arrangements through contracts with other public or non-public sources, inter-district agreements or interagency coordination.

Early Intervention

The district participates in the provision of early intervention services to eligible children with a disability, birth to three, consistent with the state lead educational agency's policies and procedures and the regulations implementing Part C of the IDEA.

Students Covered by Public or Private Insurance

The district may use Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required to provide a FAPE, as permitted by the public insurance program. However, the district will not:

- Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;

- Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;
- Use a student's benefits under a public insurance program if that use would:
 - Decrease available lifetime coverage or any other insured benefit;
 - Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;
 - Increase premiums or result in discontinuation of insurance; or
 - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

The district may access a parent's private insurance proceeds to provide FAPE to an eligible student only if the parent provides informed consent to the district. Whenever the district proposes to access the parent's private insurance proceeds, the district shall:

- Obtain parent consent in accordance with Chapter 392-172A WAC each time the district wishes to access benefits for a new procedure; and
- Inform the parents that their refusal to permit the district to access their insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents.

Before first accessing a parent's or student's public benefits, for the first time and annually after the first notification, the district will provide written notification using the prior written notice provisions under WAC 392-172A-05010(3) that includes:

- A. A statement of the parental consent provisions;
- B. A statement of the "no cost" provisions;
- C. A statement that the parents may withdraw their consent to disclose personally identifiable information to the agency responsible for administering the state's public benefits or insurance, and
- D. A statement that a parent's withdrawal or refusal to consent does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

After providing the required notification, the district will obtain written informed consent from the parent allowing the district to disclose information from the student's educational records to the agency responsible for administering the state's public benefits or insurance programs. The consent will specify:

1. The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;
2. The purpose of the disclosure;
3. The agency to which the disclosure will be made; and
4. That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under the act.

To avoid financial cost to parents who would otherwise consent to use private insurance, or public benefits if the parent would incur a cost such as a deductible or co-pay, the district may use its Part B funds to pay the cost the parents would incur.

The director of special services is responsible for providing the required notices and requests for consent to parents under this section.

Parent Participation in Meetings

The district encourages parental involvement and sharing of information between district and parents to support the provision of appropriate services to its students. As used in these procedures, the term “parent” includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents and adult students.

Parents (and as appropriate, students) will be provided the opportunity to participate in any meetings with respect to the identification, evaluation, educational placement and provision of a FAPE, including IEP team meetings, school discipline, and truancy meetings.

When a meeting is scheduled parents will be:

- A. Notified of the meeting early enough that they will have an opportunity to attend; ~~and~~
- B. Notified of the availability of interpretation and translation services at no cost to the parents;
- C. Notified of the purpose, time, and location of the meeting and who will be in attendance; and
- D. The parent will be notified that the district or the parent may invite others who have knowledge or special expertise of the student; and
- E. The meetings will be scheduled at a mutually agreeable time and place.

~~When the meeting is to address the IEP or placement, the parent will be:~~

- ~~F. The parent will be notified that the district or the parent may invite others who have knowledge or special expertise of the student; and~~
- ~~G. The meetings will be scheduled at a mutually agreeable time and place.~~

The district shall take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including but not limited to arranging for an interpreter for parents who are deaf or hard of hearing ~~with deafness~~ or whose native language is other than English. The district will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student’s family was provided.

The IEP case manager is the staff person responsible for inviting the parents to meetings and will keep documentation of the information provided and the methods used to notify the parents of the meeting, using district provided forms. The district may proceed with a ~~the IEP or placement~~ meeting if the district is not able to convince the parent to attend. In this case, the district will document its attempts to arrange the meeting. This documentation will include records of telephone calls and the results, copies of correspondence sent to the parent, and/or other means used to contact the parent. This documentation will be kept in the student’s special education file.

If the parent cannot attend a ~~the IEP or placement~~ meeting but wishes to participate, the district will arrange for other means to participate. This can include individual or conference phone calls, video or other means of conferencing.

A meeting does not include informal or unscheduled conversations involving district personnel; conversations on issues such as teaching methodology, lesson plans, coordination of service provisions; or preparatory activities that district personnel engage in to develop a proposal or a response to a parent proposal to be discussed at a later meeting.

Identification and Referral (Child Find)

A. Identification

The purpose of Child Find is to locate, evaluate and identify children with suspected disabilities in need of special education services including those who are not currently receiving special education and related services and who may be eligible for those services. Activities are to reach:

1. Children residing in the school district boundaries including preschool-aged children;
2. Children attending approved, nonprofit private elementary and secondary schools located within the district boundaries;
3. Highly mobile children (such as children experiencing homelessness, in foster care and living in migrant conditions children);
4. Children who have a disability and may need special education services even though they are advancing from grade to grade; and
5. Children at home or home schooled.

The district will consult with parents and representatives of private school students to ensure its Child Find activities are comparable in approved, non-profit private schools located within district boundaries. These consultations will occur annually by phone, meetings or letters.

The district reaches students who may be eligible for special education services through:

1. Notification to parents of child find activities in its annual informational packet;
2. Information regarding child find on the district's Web site;
3. Notification to private schools located in the district's boundaries;
4. Posting notices regarding screening and referral in school buildings and public locations including DSHS community service offices, grocery stores, laundromats, day cares, community preschool sites and physicians' offices;
5. Notifying and coordinating with the designated Part C lead agencies;
6. Early childhood screenings conducted by the district;
7. Coordination with other public and private agencies and practitioners;
8. Training teachers and administrators on referral/evaluation/identification procedures;
9. Review of student behavior, discipline and absentee information and information gathered from district-wide assessment activities.

When district staff have concerns that a student may have a suspected disability which could result in eligibility for special education services, they will refer the student to the Student Support Team.

The district, through its special services department, conducts early childhood screenings for ages birth to five. These occur monthly at the Hopkins Early Childhood Center. When parents or

others inquire about screenings, the caller will be referred to the Early Childhood Assessment Coordinator.

The screening process involves the following:

1. Parents are asked to provide information to assist in assessing their child; and
2. Children are screened to assess cognitive, communication, physical, social-emotional and adaptive development.

Parents will be notified at the screening of the results and the parents will also be provided written notice of the results within ten (10) days of the screening. If the screening supports evaluation, obtain written consent for evaluation at the exit interview if possible, or include consent forms with the written notice notifying the parents of the results. If the screening results indicate that the child does not need an evaluation, written notice shall be sent to the parents within ten (10) days of the screening explaining the basis for the district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

B. Referral

A student, whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring that district staff understands the referral process **and maintain the availability of the district's optional referral form**. Referrals are required to be in writing unless the person referring is unable to write **and/or communicate orally**. A person who makes a referral orally must be provided with the optional district referral form in the requestor's native language and offered assistance in completing the referral with the support of a qualified interpreter when needed. ~~should be asked to either make the referral in writing or go to the main office of the building for assistance in making the referral.~~

When a referral is made, the district must act within a 25 school-day timeline to make a decision about whether or not the student will receive an evaluation for eligibility for special education services.

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person shall notify the special education department chair at Aberdeen High School or the appropriate special education teacher at their school. The school referral team will meet with the parent to review the referral and to determine which data will need to be collected to determine whether or not to proceed with an evaluation to determine special education eligibility. The referral team may include the school psychologist, occupational therapist, speech and language pathologist, special education teacher and general education teacher. The special **education** services department:

- (a) Records the referral;
- (b) Provides written notice of the referral to the parent, **including the date the request was received**; and
- (c) Advises the school referral team to collect and review district data and information provided by the parent to determine whether evaluation is warranted.

During the referral period the building referral team will collect and review existing information from all sources, including parents. Examples may include:

1. Child's history, including developmental milestones;

2. Report cards and progress reports;
3. Individual teacher's or other provider information regarding the child including observations;
4. Assessment data;
5. Medical information, if provided;
6. Other information that may be relevant to assist in determining whether the child should be evaluated.

If the review of data occurs at a meeting, the parent will be invited to attend the meeting to review the data and determine whether or not to proceed with an evaluation. The special services department provides written notice to the parents of the decision regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the special services department.

After the building referral team reviews the request for evaluation and supporting data and does not suspect that the child has a disability, the district may deny the request. In this case written notice, including the reason for the denial and the information used as the basis for the denial, must be given to the parent.

If the determination is that the child should be evaluated, the reviewers shall include information about the recommended areas of evaluation, including the need for further medical evaluation of the student. This information will assist the district in providing parents prior written notice and will assist the district in selecting appropriate evaluation group members. The Special Services Office Department is responsible for notifying parents of the results using prior written notice. When the determination is that the child will be evaluated, parent consent for evaluation and consent for release of appropriate records will be sent with the notice.

The special education case manager will seek parental consent to conduct the evaluation **without any unnecessary delay**. The school district is not required to obtain consent from the biological parent if:

1. The student is a ward of the state and does not reside with a parent;
2. The parent cannot be located, or their rights have been terminated; or
3. Consent for an evaluation is given by an individual appointed to represent the student.

When the parent provides consent, the district shall select an evaluation group. The evaluation group is to complete the evaluation with 35 school days after parent consent, unless:

1. The parents and district agree in writing to extend the timeline;
2. The parent fails or refuses to make the student available for the evaluation; or
3. The student enrolls in another school district after the evaluation is begun, but before completion, and the parent and new district have an agreement for completion of the evaluation.

If a parent does not provide written, informed consent for the evaluation, notify the Special Services Director. District staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student is homeschooled or is unilaterally placed in a private school. If the parent does not provide written

informed consent and the district does not use mediation or due process, the special services director will provide the parent with prior written notice informing the parent that the district cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

Evaluation and Reevaluation

A. Evaluation of Students moving from Part C to Part B and Participation in Transition Planning Conferences

The district will participate in transition planning conferences, arranged by the local lead agency as designee of the Part C lead agency for each student who may be eligible for pre-school services. Transition plans will be designed to promote uninterrupted provision of appropriate services to the child.

1. The Early Childhood Assessment Coordinator will serve as the point of contact with the family resource coordinator for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;
2. **Within 25 school days following the transition planning conference, a determination whether to evaluate the student for Part B services will be made;**
3. ~~2.~~ The district will follow the procedures for obtaining consent and conducting an initial evaluation, **and provide prior written notice of the decision,** if it determines that the student will be evaluated to determine eligibility for Part B services;

The district will follow the procedures for timelines and evaluation requirements for students moving from Part C to Part B. However, students turning three, who were previously determined eligible for early intervention services under Part C of IDEA, will be evaluated for initial eligibility for special education services under Part B of IDEA. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

B. Evaluation Requirements

The purpose of the evaluation is to collect information about a student's functional, developmental and academic skills and achievements from a variety of sources, to determine whether a student qualifies for special education and related services, and to develop an IEP. This includes information provided by the parent. All information gathered in this process is reviewed by the IEP team or other group of qualified professionals.

The evaluation must be an individual assessment designed to determine:

1. Whether the student is eligible for special education and any necessary related services; and,
2. The nature and extent of special education and related services needed by the student, including information related to enabling the child to be involved in and progress in the general education curriculum.

The district's special services department will select the members of the evaluation group. Members selected must be knowledgeable about the student and the areas of suspected disabilities. Qualifications of a group member include having the appropriate professional license

or certification and may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of the group. If the student requires a medical evaluation in order to determine eligibility, the district will coordinate with the parents to arrange for the evaluation at district expense or through the use of public or private insurance if the parent consents to allow the district to use the insurance.

There are many legal requirements for conducting evaluations. Evaluation procedures or materials must be free of racial, cultural or sexual/gender bias and they must be used for the purpose for which they are valid and reliable. Tests must be appropriate for the student's age and stage of developmental level. Tests should be administered in the native language of the student or conducted in the mode of communication most familiar to the student. If it appears to be clearly not feasible to conduct a procedure or test in the mode of communication most frequently used by the student, the IEP team will contact the special education administrator to develop an individualized strategy for valid evaluation of the student's skills. The inclusion of parents in this collaboration is desirable and strongly encouraged.

Specific areas to be included in the evaluation are determined by the building evaluation team and other qualified professionals, as appropriate, as part of a review of existing data concerning the student. The evaluation does not rely on one source or procedure as the sole criterion for determination and should include:

1. Review of existing data, including corresponding response to intervention (RTI) documentation;
2. Relevant functional and developmental information;
3. Information from parents;
4. Information from other providers;
5. Information related to enabling access to and progress within the general education curriculum and assisting in determining whether there is a disability and the content of the IEP;
6. Current classroom-based evaluations, using criterion-referenced and curriculum-based methods, anecdotal records and observations;
7. Teacher and related service providers' observations;
8. Testing and other evaluation materials, which may include medical or other evaluations when necessary.

All current evaluation data as well as data previously reviewed by the team must be considered. Professional members of the evaluation team need to be familiar with qualifying disability definitions and criteria in federal and state rules.

This review of existing data shall be in the form of a meeting of IEP team members. It includes data provided by parents, data gathered in the general education classroom, or data from state and district level assessments. The data may provide information about the student's physical condition, social or cultural background and adaptive behavior.

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in

combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP Team determines that no additional data is needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The district will complete the evaluation using existing data.

Parents and district staff are encouraged to work towards consensus, but the school district and referral team has the ultimate responsibility to determine whether the student has a disability or not. The Special Services Department will provide the parent with prior written notice of the eligibility decision, as well as a copy of the evaluation report. If the parent disagrees with the eligibility decision they will be informed of their dispute resolution options described in the procedural safeguards.

C. Specific Learning Disability (SLD)

1. The district continues to use the severe discrepancy approach for identifying students with a SLD.

D. Evaluation of Transfer Students

If a student transfers into the school district while an evaluation process is pending from the other district, the evaluation case manager is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35 school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, the evaluation case manager will notify the parent and obtain the parent's agreement to establish a new timeline.

E. Eligibility

The evaluation group and the parent will determine whether or not the student is a special education student.

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency.
2. Eligibility may be determined by documented professional judgment when:
 - a. Properly validated tests are unavailable; or
 - b. Corroborating evidence indicates that results were influenced due to measuring a disability.

The parent will be provided with a copy of the evaluation report and the documentation of determination of eligibility.

Parents will also be provided with prior written notice of the eligibility decision within ten school days of the decision. The special education department is responsible for sending the notice.

Students remain eligible for special education services until one of four events occur:

1. The student is determined through a reevaluation to no longer be eligible for special education;
2. The student has met the district's high school graduation requirements; or

3. The student has reached age 21. A special education student whose 21st birthday occurs after August 31, shall continue to be eligible for special education and any necessary related services for the remainder of the school year; or
4. The student no longer receives special education services based upon a parent's written revocation of services.

When a special education student is expected to graduate prior to age 21, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The district will provide prior written notice to parents and adult students that the student is expected to graduate and will no longer be eligible for special education services. The district will also provide the parents and student with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals.

F. Evaluation Report

Each person conducting an assessment of the student will specify the procedures and instruments used and their results and the significance of findings related to the student's instructional program, including a specification of the factors interfering with performance and the special education and related services needed.

The evaluation group will determine who is most appropriate to develop the evaluation report reflecting the evaluation information. This will be completed before the conclusion of the evaluation period and will, at a minimum:

1. Identify the disability **that** ~~which~~ requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category;
4. Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;
5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Include the additional information required for the specific learning disability eligibility category;
8. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
9. Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions **of the report** will ~~shall~~ prepare a **separate** statement **representing their own** conclusion.
10. The special education case manager is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings and by using district provided forms.

G. Reevaluations

A reevaluation of a student receiving special education or related services is conducted if academic achievement and functional performance has improved to warrant a reevaluation, if the IEP team suspects that the student may no longer be a student with a disability or if the child's parent or teacher requests a reevaluation. A reevaluation does not occur more than once per year, unless parent and school agree otherwise. A reevaluation must occur at least once every three years unless parent and school staff agree that a reevaluation is unnecessary. An agreement that an evaluation is unnecessary will be confirmed in writing by prior written notice sent by the Special Services Department. The school psychologist will schedule a review of this determination and notify the special education department.

Students who turn six who met the eligibility requirements for the disability category of "Developmentally Delayed" (DD) under the criteria for ages three to six years need not be reevaluated at age six under the criteria for six to nine years until three years after their initial evaluation was completed

Students who were previously eligible under the category "Developmentally Delayed" must be reevaluated before age ~~nine~~ **ten** to determine eligibility within another category.

As part of any reevaluation, the IEP team members and other professionals the district determines appropriate will review existing data that includes:

1. Evaluations and information provided by the parents;
2. Current classroom-based assessment, local or state assessments and classroom based observations; and
3. Observations by other teachers and related services providers data.

Based on this review the team will determine whether any additional data is necessary to determine:

1. Whether the student continues to be eligible for special education and any necessary related services;
2. The present levels of performance and educational needs; and
3. Whether any additions or modifications to the student's program are needed. This review shall occur at a meeting. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing.
4. If additional testing is needed:
 - a. The case manager will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;
 - b. If the parents do not return the signed consent form, the district shall send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the district will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact and other efforts to obtain consent;

- c. If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the reevaluation; and
- d. If the parents refuse to consent to the reevaluation, the evaluation group will notify the Special Services Director so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parents' refusal to consent.

After the reevaluation is completed, the special services director and case manager will both invite parents to the eligibility meeting and will provide prior written notice of the results of reevaluation to parents, indicating one or more of the following:

1. Whether the student continues to be eligible and in need of special education;
2. Present levels of performance and educational needs of the student; and
3. Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

This notice will occur within ten school days of the eligibility decision. The special services department is responsible for sending the notice.

H. Reevaluation and Graduation

No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 21. Instead, the district will provide prior written notice to the student and the parent 10 to 30 calendar days before the student's last day of school and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. The special services director is responsible for assuring that the IEP team completes the summary of academic achievement and functional performance. The summary will be provided with the prior written notice 10 to 30 calendar days before student's last day of school.

Independent Educational Evaluations (IEE)

Parents of students eligible for special education, students referred for special education and determined to not be eligible, or students determined not to need an evaluation have a right to obtain an IEE at public expense, each time the district conducts an evaluation of the student.

When parents request an IEE, the district must decide within 15 calendar days whether or not it agrees to provide it. Any parent request for an independent evaluation should be immediately referred to the Special Services Director. The Special Services Director shall review the request and determine whether or not the request is warranted. If the district agrees to provide an IEE, arrangements will be made promptly. If the district denies the request to pay for an IEE, it must file for a due process hearing within 15 calendar days of the parent's request. The district may request mediation as an option after filing the due process hearing. If the parents withdraw their request for an IEE the due process hearing can be dismissed.

When a parent requests an IEE, the district must provide parents a list of district criteria and evaluators. If the school district initiates a hearing and a decision is made that the district's evaluation is appropriate, the parent still has the right to an IEE but not at public expense. A parent is entitled to only one IEE at public expense each time the district has conducted an evaluation with which the parent disagrees.

If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered by the district if providing FAPE. The IEE may also be presented as evidence at a hearing regarding the student.

The following criteria are established for the selection of an individual to conduct an IEE at public expense. These criteria are established in order to identify the knowledge, experience and qualifications of individuals selected to conduct the evaluations. Any individual selected to conduct either a district evaluation or an IEE must be:

1. Licensed, credentialed or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;
2. Knowledgeable and experienced in evaluating children with similar disabilities;
3. Geographically located within the state of Washington (districts may wish to specifically expand the criteria to include practitioners in other states/British Columbia); and
4. Available to the district at a maximum fee which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

Exceptions to the criteria will be granted only when it can be shown that the unique circumstances of the child or the disability:

1. Make it impossible to identify anyone within the state of Washington who holds the appropriate credentials or experience necessary to conduct the evaluation; or
2. Require a specialized evaluator whose fee exceeds the prevailing average by more than 25%; or
3. Include factors which would warrant an exception in order to obtain an appropriate evaluation.

Individualized Education Programs (IEP)

A. IEP Development

The term IEP means a written statement for each student eligible for special education that is developed, reviewed, and revised in a meeting in accordance with WAC 392-172A-03095 through WAC 392-172A-03100. The IEP reflects the implementation of instructional programs and other services for students who are eligible for special education services, based on the evaluation of student needs.

An IEP must be in effect before initiation of special education services. The IEP must be developed within 30 calendar days after the student's initial determination of eligibility for special services. IEPs must be updated annually, or revised more frequently if needed to adjust the program and services.

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the

special services director will notify the parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

The district will maintain a copy of the current IEP which is accessible to all staff members responsible for providing education, other services or implementation of the IEP. All staff members will be informed of their responsibilities for its implementation. This includes not only teachers and other service providers, but also bus drivers, playground and lunchroom supervisors, nursing staff and others who may be responsible for the proper implementation. The building principal is responsible for ensuring that staff members are knowledgeable about their responsibilities.

IEPs will be implemented without undue delay following IEP meetings, regardless of the payment source for special education and or related services.

Parents are members of the IEP team and shall have the opportunity to participate fully. The district will make sure that the parents understand the proceedings, including arranging for an interpreter for parents who are deaf or whose native language is other than English. The district will also ensure that meeting locations are accessible. The special education case manager is responsible for coordinating interpreters and making arrangements for the meeting location.

The district will provide parents/guardians with a copy of the district's Restraint, Isolation and Other Uses of Reasonable Force policy (*Policy 3246*) with each initial and annual IEP.

B. IEP Team

The IEP team includes:

1. The parent(s) of the student;
2. Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment. The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of: 1) appropriate positive behavioral interventions and supports for the student; and 2) supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185 and WAC 392-172A-03110(2)(b);
3. Not less than one special education teacher, or if appropriate, not less than one special education provider of the student
4. The building principal or a representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources;
5. An individual who can interpret the instructional implications of the evaluation results;
6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
7. The student, when appropriate, or when required;
8. Students must be invited when the purpose of the meeting includes discussion of transition needs or services;

9. If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative can not attend the meeting, district personnel shall keep the representative informed of the meeting and obtain agency information that will assist in the service provision;
10. Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parents and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting.

Existing team members may fill more than one of these roles if they meet the criteria for the role.

Sometimes parents do not attend IEP meetings. There will also be times the parents do not agree with the IEP as proposed, and despite attempts to reach agreement on IEP content, the team does not reach agreement. If a parent attends the IEP meeting and agreement is not reached on the IEP, the team shall determine whether another IEP meeting should be scheduled as soon as mutually possible, or whether there is enough information to complete the IEP. When the decision is made that the IEP will be implemented the district must send prior written notice of the decisions reached to the parent, including the date the IEP will be implemented.

When the parents do not attend the IEP meeting, despite the district's efforts to ensure participation, or if the team does not reach agreement, it is the district's obligation to offer an appropriate educational program:

1. Have IEP members present sign the IEP (or document participation if any member is unwilling to sign);
2. Send a copy to the parent, and provide the parent prior written notice that the district intends to implement the IEP;
3. Forward the documentation of actual or attempted contacts to the special services department for processing when parents do not attend the meeting;

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making changes. The parent and the district must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. The special education case manager is responsible for assuring the completion of IEP amendments. If the parent requests that the district revise the IEP to include the amendments, the special education case manager will revise the IEP.

C. IEP Preparation and Content:

IEP teams will consider the recommendations in the initial or most recent evaluation to develop the IEP. In developing each IEP, the team must consider:

1. The strengths of the student including the academic, developmental and functional needs of the student and the concerns of the parents for enhancing the education of their child;

2. Whether positive behavioral interventions and supports, including a behavioral intervention plan, as defined by WAC 392-172A-01031, are needed to address the student's behavior;
3. The language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;
4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;
5. The communication needs of the student (and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; and full range of needs, including opportunity for direct instruction in the student's language and communication mode; and
6. Whether assistive technology devices or services are needed.

IEP content must include:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities.
2. Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs.
3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum and be educated and participate with other special education students and non-disabled students and participate in extracurricular and other nonacademic activities.
4. A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular and non-academic activities.
5. A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s), ~~and~~ why the particular alternative assessment is appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma.
6. The date for the beginning of services and the anticipated frequency, location and duration of services and modifications.
7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is

responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the district issues progress reports or report cards, or other agreed times as identified in the IEP.

8. The projected beginning date for the special education and related services.
9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment and independent living skills where appropriate; ~~and~~ the transition services (including courses of study) needed to assist the child in reaching those goals; and a description of how the postsecondary goals and transition services align with the high school and beyond plan (HSBP).
10. Emergency response protocols, if determined necessary by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105;
11. A behavioral intervention plan (BIP, if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01301;
12. The procedures by which parents/guardians will be notified of the use of isolation or restraint or a restraint device on their student (*see Procedure 3246*).
13. A statement regarding transfer of rights at the age of majority. Prior written notice of the transfer of rights at the age of majority will be documented in the student's IEP one year prior to student turning 18 years of age;
14. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by May 15 to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress and emerging skills.

Use of isolation, restraint and restraint devices:

A. Definitions

1. **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
2. **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instruc-

tional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.

3. **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a student:
 - a. upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
 - b. upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
 - c. upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
 - d. after the student has threatened the physical safety of another and has history of one or more violent acts.
4. **Positive behavioral intervention:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
5. **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.
6. **Restraint device:** A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers, or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485(1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.

B. Practices presumed to be unreasonable when correcting or restraining any student under the age of 18:

Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:

1. Throwing, kicking, burning, or cutting a child;
2. Striking a child with a closed fist;
3. Shaking a child under the age of three;
4. Interfering with a child's breathing;
5. Threatening a child with a deadly weapon; or

6. Doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.

C. Conditions specific to use of isolation:

1. The isolation must be discontinued as soon as the likelihood of serious harm has dissipated;
2. The enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.
3. The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
4. An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
5. Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
6. Any staff member or other adults using isolation must be trained and **currently** certified by a qualified provider in the use of **trauma-informed crisis intervention (including de-escalation techniques)**, and also trained by the district in **isolation requirements**, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

D. Conditions specific to use of restraint and restraint devices:

1. The use of restraint or a restraint device must be discontinued as soon as the likelihood of serious harm has dissipated;
2. The restraint or restraint device will not interfere with the student's breathing;
3. Any staff member or other adults using restraint or restraint devices must be trained and **currently** certified by a qualified provider in the use of **trauma-informed crisis intervention (including de-escalation techniques)**, and such restraint or restraint devices, **or otherwise available in the case of an emergency** unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.
4. In the case of a restraint device, either the student will be capable of releasing himself or herself from the restraint device or the student shall continuously remain within view of an adult responsible for supervising the student.

E. Prohibited practices involving restraint, use of force, and discipline:

The following practices are prohibited with students eligible for special education services:

1. District personnel are prohibited from using aversive interventions;

2. District personnel are prohibited from physically restraining or isolating a student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;
3. No student may be stimulated by contact with electric current, including, but not limited to, tasers;
4. A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid as a form of punishment;
5. A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);
6. A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
7. A student must not be denied or subjected to an unreasonable delay in the provision of medication;
8. A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;
9. A student must not be forced to listen to noise or sound that the student finds painful;
10. A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;
11. A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;
12. A student's head must not be partially or wholly submerged in water or any other liquid;
13. A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object, except under the conditions set forth in WAC 392-172A-02110.
14. A student must not be subjected to the use of prone (lying face-down) and supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

F. Documentation and Reporting Requirements

Districts must follow the documentation and reporting requirements for any use of isolation, restraint, or a restraint device consistent with RCW 28A.600.485 and the parental notification requirement of RCW 28A.155.210. See Policy and Procedure 3246. The reporting form under Policy 3246 will be sent to the Director of Special Services and the Superintendent's Office.

Transfer Students

Students who transfer from one district to another within the state continue to be eligible for special education and any necessary related services. When an eligible student transfers into the district, the building principal or their designee will notify the special services department. The special services department and principal in consultation with parents will review the student's IEP

to ensure the district provides services comparable to those in the previous IEP until the district adopts the previous IEP or develops, adopts and implements a new IEP.

When a student who was identified as eligible for special education transfers from out of state into the district, the building principal or their designee will notify the special services department as soon as possible. The school psychologist will review the evaluation, eligibility documentation and IEP to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, follow the procedures described in the previous paragraph to provide comparable services until the district develops an IEP for the student. If the student needs to be evaluated to determine eligibility in this state, the evaluation team, facilitated by the school psychologist or evaluation coordinator, will notify the parents, obtain consent and evaluate the student for eligibility within 35 school days of the receipt of the parent's consent. The district, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending the results of the evaluation.

The district must take reasonable steps to promptly obtain records, including IEP supporting documents and any other records related to special education or related services from the previous school. The program secretary is responsible for obtaining records and ensuring follow-up.

Placement

No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes the determination of the special education placement. When a student has been evaluated and the evaluation team and parent have determined student eligibility and the need for special education and related services, programming decisions must occur. These decisions are made on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of least restrictive environment (LRE) and the continuum of placement alternatives (reviewed below). When determining initial eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before the student receives special education services. If the parents do not consent to the provision of special education and related services, the district will not provide special education services to the student. The district will notify the parents that the student is eligible for services and that the district is willing to provide the services when the parent provides written consent. The notification will also inform parents that the district has no FAPE obligation to the student when parents refuse to provide consent.

When program decisions are addressed by the IEP team, proper consideration must be given to the LRE. Within the educational setting, the student should be placed, whenever possible:

1. In the school the disabled student would normally attend; and,
2. With non-disabled students in the general educational setting to the maximum extent possible.

Special classes, separate schools or removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in the general education classroom with use of supplementary aids and services cannot be satisfactorily achieved.

If the IEP team believes that the student will not be successful within the general education classroom, the team will consider:

1. The educational benefits of full-time placement in a regular classroom;
2. The non-academic benefits of such a placement;
3. The effect the student will have on the teacher and other students in the regular classroom; and
4. The costs of placing the student in the regular classroom.

The degree to which the student is to be integrated into the general classroom setting is dependent upon the identified needs of the student. This placement is to occur unless the nature of the needs are so severe that this cannot be satisfactorily achieved, even with supplementary aids and services. If the placement is in another building, the appropriate educational placement will be as close to the student's home as reasonably possible.

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. These nonacademic and extracurricular activities include nonacademic periods within the school day such as recess, meals, assemblies and field trips. They also include transportation, athletics, clubs and other activities. Limits on nonparticipation or conditions of participation must be designated in the IEP.

The district will also make opportunities available for students eligible for special education to participate with non-disabled students in the district's art, music, industrial arts, computer, and career and technical education classes.

Within the district, a continuum of alternative placement options exists within a ~~including the~~ general education classroom or regular early childhood program, general education classroom with consulting services, general education class with in-class services, general education class with pull-out services, special education class with integration into the general education class or community, self-contained special education class, home instruction or out-of-district provisions. These options are intended to address the individual needs of students, including preschool students with disabilities, and they are considered according to the following process:

The placement of each student with a disability will be determined annually, or sooner if appropriate, by the IEP team.

The appropriateness of placement options will be based upon various decisions including:

- Data-based judgments in IEP development;
- Judgments (data-based) in determining LRE;
- The reasonable probability of the placement option(s) assisting the student to attain annual goals and objectives and the quality of services needed; and
- The consideration of potentially harmful effects upon the student or on the quality of services needed.

Placement options along the continuum must include alternative placement options identified in the definition of special education and make provisions for supplementary services such as resource room or itinerant instruction to be provided in concert with the general education placement.

Students Unilaterally Enrolled in Private Nonprofit Schools by Parents

Between October 1 and December 1, inclusive, of each year, the district will conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries and who do not wish to enroll in a public school to receive special education and related services. The district Special Services Director shall have timely and meaningful consultation with appropriate representatives and parents of private school students and make determinations about who will receive services and what services will be provided. The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

The district is required to spend a proportionate amount of federal special education Part B and Section 619 funds to provide special education and related services to private school students. In order to determine which students will receive services, what services will be provided, how and where the services will be provided, and how services provided will be evaluated, the district shall consult with appropriate representatives and parents of private school students. The district will make the final decision with respect to services to be provided to eligible private school students. The special services office will notify each private elementary or secondary school operating in the district. If students are identified, an initial meeting will be called by the district to establish a work plan and schedule with the private school representatives to discuss how to identify students, which students will receive services, what services will be provided, how and where services will be provided and how services will be evaluated. The Special Services Director is responsible for private school involvement and a designated special education teacher is responsible for the development of the service plans.

A private school student has no individual entitlement to any service or amount of service (s) he would have received if enrolled in a public school to receive FAPE. However, for each private school student receiving special education or related services, the district shall initiate and conduct meetings to develop, review and revise a services plan describing the special education and related services that the district will provide. The services plan must: (1) meet IEP content requirements as appropriate; and (2) be developed, reviewed, implemented and revised annually consistent with the requirements for IEP review. The district shall make every effort to include a representative from the private school at each meeting. If the private school representative is not able to attend, the district shall use other methods, including individual or conference telephone calls, to assure the representative's participation.

Private school students may receive a different amount of services than students in public schools who receive special education. However, the special education services provided to eligible private school students will be provided by personnel meeting the same standards as personnel providing the services in the district.

Services to students in private schools including private sectarian schools, may be provided on-site. District personnel may be made available to private schools only to the extent necessary to provide the services required, if those services are not normally provided by the private school. Services shall not include payment of private school teachers' or other employees' salaries, except for services performed outside regular private school hours and under public supervision and control.

Equipment and/or supplies may be placed on private school premises for the period of time necessary for the services plan program, but the district shall retain and exercise title and administrative control of said equipment/supplies. The district shall keep records and make an accounting

assuring that said equipment/supplies is/are used solely for the services plan program. Said equipment/supplies shall be removed if necessary to avoid its/their use for other purposes or if no longer needed for the services plan program. No district funds shall be used for repairs, minor remodeling or construction of private school facilities.

The district shall provide services to students in private schools in a manner that: (1) maintains physical and administrative separation between the private and public school programs; and (2) does not benefit the private school at public expense.

Procedural Safeguards

A. Notice of Procedural Safeguards

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation or placement is at issue. The school district's case managers at the annual IEP meeting will provide a copy of the procedural safeguards notice to the parents and adult students one time a year and:

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the parent's first state complaint and first request for due process hearing in a school year;
3. Upon a disciplinary action that will result in a disciplinary change of placement; and
4. Upon request by the parent.

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees. Copies of the district's special education procedural safeguards are available at the Special Services office; each school building, and the district web site. Case managers are responsible for delivering procedural safeguards at the annual IEP, initial referral meeting, and upon request by parent. The case manager and/or principal shall give the parent procedural safeguards upon disciplinary action that results in change of placement, and the director of special services will ensure the parent(s) receives procedural safeguards upon receipt of a parent's first statement of complaint and first request for due process hearing in a school year.

B. Consent

The district will obtain informed, written parental consent before:

1. Conducting an initial evaluation;
2. Providing initial special education and related services to a student; and
3. Conducting a reevaluation if the reevaluation includes administration of additional assessments.

Parental consent is not required to review existing data as part of an evaluation or reevaluation, or to administer a test or other evaluation that is administered to all students unless consent is required of all students' parents.

Informed consent means that the parent or adult student:

1. Has been fully informed of all information that is relevant to the activity for which the district is asking consent, and that the information is provided in his or her native language or other mode of communication;
2. Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists any records which will be released and to whom; and
3. Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

The district may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit or activity of the district.

If the district is unable to obtain a parent's consent, the district may use mediation procedures to obtain a parent's consent or request a due process hearing asking the administrative law judge to override the parent's refusal to consent to an evaluation or reevaluation. The district may not request a due process hearing to override a parent's refusal to consent to initial special education services. The district may not use mediation or due process procedures to override a parent's refusal to consent to an evaluation or reevaluation if the student is homeschooled or enrolled in a private school.

C. Revocation of Consent

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to Special Services.

Upon receipt of the parent's written notice of revocation, a school psychologist:

1. Will provide prior written notice within a reasonable time before the district stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the district will stop providing special education and related services.

Discontinuation of special education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the district's requirement to convene an IEP meeting or develop an IEP. However, the district does have a continuing Child Find duty, and staff will follow referral procedures if they believe the student should be referred for special education. In addition, parents may request that the district conduct an initial evaluation for eligibility for special education services after they have revoked consent for continued services.

D. Prior Written Notice

Prior written notices are provided to parents when a district makes a decision relating to a student's identification, evaluation, placement or provision of a FAPE. Prior written notices document the decisions made by the IEP teams and evaluation group.

The district will provide prior written notice to the parent of an eligible student or of a student referred for a special education evaluation whenever the district proposes or refuses to initiate or change the identification, evaluation, educational placement or provision of a FAPE to the student.

The prior written notice will include:

1. A statement that the parents of a special education student have procedural safeguard protections and if a copy of the procedural safeguards do not accompany the notice, a statement that describes how a copy of the statement of procedural safeguards may be obtained;
2. A description of the action proposed or refused by the district;
3. An explanation of why the district proposes or refuses to take the action and a description of other options that the district considered and the reasons why the options were rejected;
4. A description of any other factors which are relevant to the district's proposal or refusal;
5. A description of each evaluation procedure, test, record or report the district used as a basis for the proposal or refusal;
6. A description of any evaluation procedures the district proposes to conduct and sources for parents to contact for assistance in understanding the procedural safeguards provision of this chapter.

Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

1. Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or
2. Providing notice orally if the written language is not a native language.

The district will document in writing how this information was provided and that the parent understands the content of the notice. The Special Services secretary is responsible for sending written notices for evaluation, eligibility and transfers. The special education case manager sends (or gives to parent at the meeting) the prior written notice for the IEP or placement decisions.

E. Transfer of Educational Rights to an Adult Student

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding or the district has appointed an educational representative for the student. When the student turns 18, the district will notify the parent and student that the educational rights have transferred to the student and will send any required notices to both the parent and the adult student. Notice of the transfer of educational rights will be documented in the IEP prior to the student turning 18 by the special education case manager.

At an IEP meeting occurring one year before the student turns 18, the district will inform the parents and the student that educational rights will transfer to the student and the district will inform the student about those educational rights. This information will be documented on the IEP.

Appointment of an Educational Representative

A student over the age of eighteen is presumed to be capable of making educational decisions and able to provide informed consent unless he or she is determined to be “incapacitated” through a legal guardianship proceeding. If a parent, another interested party, or the district believes that a student over the age of eighteen is unable to provide informed consent or to make educational decisions, and the student does not have a legal guardian, the parent or other interested party may ask the district to appoint an educational representative. This determination will only be made if two separate professionals, as defined by WAC 392-172A-05135(5)(a), state that they conducted an examination and interviewed the student, and concluded the student is incapable of providing informed consent. The district will inform the student of the decision and appoint either the spouse, the student’s parents, another adult or a surrogate educational representative to represent the student. The appointment of the educational representative will continue for one year.

The student or other adult may challenge the certification at any time. If a challenge occurs, the district will not rely on the education representative until the representative is recertified.

Confidentiality and Records Management

The superintendent, directors and principals are responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The Special Services Office will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable information of special education students. The district will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained or used by the district.

The district will provide instruction to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in WAC 392-172A, state law and federal regulations implementing the Family Educational Rights and Privacy Act, FERPA, (34 CFR Part 99).

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review and challenge all educational records which shall include, but not be limited to, the identification, evaluation, delivery of educational services and provision of FAPE to the student. The district shall comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, educational placement of the student or provision of FAPE to the student, including disciplinary proceedings. In any case, the district shall respond no more than 45-calendar days after the date the district received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may only inspect and review information relating to their child. School personnel receiving requests for special educational records will immediately forward the request to the Special Services Director.

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the district amend the information. Policy and Procedure 3600, Student Records, describes the process and timelines for challenges and hearings regarding student records

The district follows the guidelines for records retention outlined in the Secretary of State’s, *General Records Retention Schedule and Records Management Manual*. The district shall inform parents or adult students when personally identifiable information collected, maintained or used

is no longer needed to provide educational services to the student. The information shall be destroyed at the request of the parent(s) or adult student, or will be provided to the parent or adult student upon their request. However, a permanent record of the student's name, address and phone number, his or her grades, attendance, record, classes attended, grade level completed and year completed will be maintained without time limitation.

Records management is also governed by Policy and Procedure 4040 Public Access to District Records.

A. Surrogate Parents

A surrogate parent is a person appointed by the school district to act on behalf of a student to help ensure the rights of the student to a FAPE when a parent cannot be identified, the whereabouts of the parent are unknown or the student is a ward of the state and does not have a foster parent.

The Special Services Director is responsible for determining the need for appointment of a surrogate parent.

Natural or adoptive parents, foster parents, persons acting in the place of a parent such as step-parents or relatives and persons with legal custody or guardianship are considered parents. Students who are homeless and not living with a parent may need a surrogate parent.

The following is guidance for the district to follow to assist in determining the status of the parent's rights to make educational decisions:

1. In cases where the student is in out of home care the district must determine the legal custodial status of the child.
2. Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation the student is not a ward of the state.
3. Parents whose children are placed in group care, pending a determination of "dependency" may still retain rights to make educational decisions unless otherwise ordered by the court.
4. When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency.
5. Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf their child.

When a student is placed in foster care the foster parent may act as the parent. When a student is placed in group care, the district will work with the parents, case-worker(s), foster parents and others who have knowledge of the student's legal status in order to determine the need for appointment of a surrogate.

When selecting a surrogate parent the district will select a person willing to participate in making decisions regarding the student's educational program, including participation in the identification, evaluation, placement of and provisions of FAPE to the student.

If a student is referred for special education or a student eligible for special education who may require a surrogate parent transfers into the district, the district special services office will be notified of the potential need. The special services office will then select a trained individual who can adequately represent the student to ensure that all student rights are observed.

The person selected as a surrogate:

1. Must have no interest that conflicts with the interests of the student he or she represents;
2. Must have knowledge and skills that assure adequate representation of the student; and
3. May not be an employee of a school district and/or other agency which is involved in the education or care of the student. This includes OSPI, DSHS, district employees and group care providers.

The district will at a minimum, review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications and special education regulations. The district will also cooperate with other districts, the ESD or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents.

B. Mediation

The purpose of mediation is to offer both the parent and the school district an alternative to a formal due process hearing. Mediation is voluntary and requires the consent and agreement of both parties. Mediation cannot be used to deny or delay access by a parent to a due process hearing. Mediation is used to resolve disagreements concerning the identification, evaluation and delivery of educational services or provision of a FAPE to a special education student. Mediation may be terminated by either party at any time during the process.

The primary participants are the parents, school district representatives and mediator. The process is voluntary, confidential and informal. It is a collaborative process, conducted in a nonadversarial manner. Mediation services will be provided by the Office of Superintendent of Public Instruction (OSPI) at no cost to either party.

The district's special education director is responsible for coordinating requests for mediation. If a parent requests mediation, notify the director and the director will respond to the parent and coordinate with OSPI's contracted agent. Staff members are reminded that discussions that occur during the mediation process are confidential.

One person designated by the district to attend the mediation must have authority to bind the district in any agreement reached through mediation.

Due Process Hearing

Both parents and districts may file due process hearings involving the identification, evaluation, placement or provision of FAPE to a student. IDEA requires that specific information be provided as part of a due process hearing request. The requirements are identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, the district will provide the parent with a due process hearing request that contains the required information. Due process hearing request forms are available through the Special Services Office and on the OSPI Special Education and Administrative Resources [Website](#).

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the Special ~~Education services~~ Director. If the parent has not filed the request for hearing with the Washington State Office of Administrative Hearings (OAH) OSPI, the district will forward the parent's request to OAH OSPI ~~Administrative Resources Section~~. The district may not delay or deny a parent's due process hearing request. Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The district Special Services Director is responsible for providing the parents a copy of the procedural safeguards in this situation and documenting that the safeguards were provided to the parent.

When a parent files a due process hearing, the student remains in the placement at the time of the request for hearing unless the parents and district agree to a different placement. The student's status during the pendency of any proceedings does not preclude the IEP team from meeting, as needed or as required, and updating and implementing the student's IEP, unless those changes are in dispute. See the discipline section below for placements when a disciplinary action is challenged.

When parents file a request for a due process hearing, the Special ~~Education Services~~ Director will immediately schedule a resolution meeting. The meeting must occur within 15 days after a parent files a due process request with the district and provides a copy of the request to OAH OSPI, or, within seven days if the hearing request involves an expedited hearing regarding discipline. The Special Services Director will determine the appropriate district staff that will attend the resolution meeting. The district will ensure that one of the district representatives attending the resolution meeting has authority to bind the district in any resolution agreement. The district will not bring district counsel to a resolution meeting unless the parent is bringing an attorney to the meeting.

Any resolution agreement reached will be documented in writing and is binding on the parties. The document will inform the parent of their right to void the agreement within three business days of signing the agreement.

Discipline

Students eligible for special education may be disciplined consistent with the disciplinary rules that apply to all students. The district shall determine on a case by case basis whether discipline that is permitted under WAC 392-400 should occur. However, students eligible for special education must not be improperly excluded from school for disciplinary reasons that are related to their disability or related to the district's failure to implement a student's IEP. The district shall take steps to ensure that each employee, contractor and other agents of the district responsible for education or care of a student is knowledgeable of special education disciplinary rules.

A. Removal Up to Ten Days

A building principal or designee may order the removal of a special education student from a current placement. The district need not provide services to a student who is removed from

the current placement for ten school days or less in any school year, if services are not provided to a student without disabilities.

B. Removal for More than Ten Days

Once a student has been removed from placement for a total of ten school days in the same school year, and if the district determines that the removal is not a change of placement, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The building principal and special services director in consultation with one or more of the student's teachers, shall make the determination of such necessary services.

C. Change in Placement

A change of placement occurs when an eligible student is:

1. Removed from his or her current placement for more than ten consecutive school days in a school year; or
2. Subjected to a series of removals in a school year **that** ~~and which~~ constitute a pattern of removal because: 1) the series of removals total more than ten school days in a year; 2) the student behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and 3) because of factors such as the length of each removal, the total amount of time a student is removed, and the proximity of the removals to one another.

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the building principal and special education director and is subject to review through due process and judicial proceedings. The need for a manifestation determination will be discussed by the special services director and school principal. If a manifestation determination is needed the case manager will schedule and send an invitation, and the school psychologist will conduct the meeting. The Special Services Department receives all suspension and expulsion letters. The department secretary keeps track of the number of days a special education student has been excluded from school. Each school administrator should also have a system for tracking the number of days a special education student has been excluded from school.

D. Manifestation Determination

Within ten school days after the date on which the district makes a decision to change the placement the district will schedule a "manifestation determination" of the relationship between the student's disability and the behavior subject to the disciplinary action.

The review of the relationship between a student's disability and the behavior subject to the disciplinary action shall be done in a meeting by the parent and relevant members of the IEP team who are selected by the parent and the district. The building principal or designee is responsible for contacting the parent in order to determine relevant IEP team members and for providing notice of the meeting. The team shall review all relevant information in the student's file, including the IEP, teacher observations and information provided by the parent to determine:

1. If the conduct was caused by or had a direct and substantial relationship to the child's disability; or

2. If the conduct in question was the direct result of the district's failure to implement the student's IEP.

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability.

The district will take immediate action to remedy the deficiencies, and will:

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan if one is not already in place; or
2. Review the existing behavioral intervention plan and modify it to address the behavior; and
3. Return the child to the placement from which he or she was removed from unless the parents and the district agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons or serious bodily injury.

E. Special Circumstances

School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a student without disabilities would be subject to discipline, but for not more than 45 school days, if a special education student:

1. Possesses a "dangerous weapon" or carries such a weapon to school or to a school function; or
2. Knowingly possesses or uses "illegal drugs" while at school or a school function; or
3. Sells or solicits the sale of a "controlled substance" while at school or a school function.
4. Inflicts serious bodily injury upon another person while at school or a school function. Serious bodily injury means a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Any interim alternative educational setting in which the student is placed is determined by the student's IEP team and will:

1. Be selected so as to enable the student to participate in the general curriculum, although in another setting and to progress toward meeting the goals set out in the student's IEP; and
2. Include services and modifications designed to address the behavior or to prevent the behavior from recurring.

The district may ask an administrative law judge, or seek injunctive relief through a court having jurisdiction of the parties, to order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days or seek injunctive relief through a court having jurisdiction of the parties when:

1. The district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. If the student's IEP team believes that the student may not be maintained in his or her current placement, the IEP team should work with the district's special services director.

Unless the parent and the district agree otherwise, if a parent requests a hearing to challenge either the manifestation determination or the interim alternative educational setting, the student

must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45 day period, whichever occurs first.

F. Basis of Knowledge

A student who has not been determined eligible for special education services may assert the protections if the district had knowledge that the student was a eligible for special education before the behavior that precipitated disciplinary action occurred.

The district is deemed to have knowledge if:

1. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability the prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
2. The parent requested that the student be evaluated for special education services; or
3. The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

If instituting disciplinary action that would exceed ten days and the principal believes that one or more of these events applies to the student, the principal will notify the special education department to determine the appropriate disciplinary procedures.

The district is not deemed to have knowledge if, as a result of receiving the information described above, the district either:

1. Conducted a special education evaluation of the student and determined that the student was not eligible for services; or
2. The parent of the student has not allowed an evaluation of the child or has refused services.

If the district is not deemed to have knowledge that a student is a student eligible for special education, the student may be disciplined as a student without disabilities who engages in comparable behaviors. The district shall conduct an evaluation, which is requested during the time period such a student is subjected to disciplinary measures, in an expedited manner. Until the evaluation is completed, such a student shall remain in the educational placement determined by the district, which **depending upon the behavior** can include suspension or expulsion ~~without educational services~~.

Notwithstanding the foregoing, the district may report a crime committed by a student eligible for special education services student to appropriate authorities. In the event of such a report, the district shall ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the crime is reported, to the extent transmission of the records is permitted by the Family Educational Rights and Privacy Act (FERPA).

Staff Qualifications

All employees of the district funded in whole or part with state or federal excess special education funds will meet the standards established by the **Professional Educator Standards Board (PESB)** State Board of Education (SBE) and defined in WAC 392-172-A-02090.

All employees will hold such credentials, certificates or permits as are now or hereafter required by the PESB SBE for the particular position of employment and shall meet such supplemental standards established by the district.

Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraeducators may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certificated staff, deaf education with American Sign Language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.

~~All special education teachers providing, designing, supervising, evaluating or monitoring the provision of special education shall possess "substantial professional training." This shall be shown by the issuance of an appropriate special education endorsement on an individual teaching certificate issued by the superintendent of public instruction.~~

In the event a special education teacher does not have a certificate endorsed in special education, or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet PESB SBE criteria outlined in WAC 181-82-110.

If the district must temporarily assign a classroom teacher without a special education endorsement (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement) to a special education position, the district human resources director will document in writing that:

1. The district is unable to recruit a teacher with the proper endorsement who was qualified for the position; and/or
2. The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; and/or
3. The reassignment of another teacher within the district would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed ~~six-semester hours or nine-quarter hours of course work which are applicable to the special education endorsement~~ two hundred forty clock hours (or the equivalent of 24 quarter or 16 semester credits) applicable to one or more Washington state special education teaching certificates (early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

Classified staff will present evidence of skills and knowledge necessary to meet the needs of students with disabilities. The district will provide training to classified staff to meet the state recommended core competencies.

Personnel Development

In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed:

1. Educational concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates and para-educators;
2. All personnel who use restraint, restraint devices and/or isolation must be certified and annually trained in the use of such restraint, restraint devices and/or isolation;
3. Whenever possible, professional development will be provided in an ongoing, job-embedded fashion providing direct feedback to staff. Training will be developed based upon the results of the district assessment and in support of needs identified; and
4. Training activities will be conducted for regular general and special education staff and private school staff providing services for special education student.
5. Training for classified staff in the state recommended core competencies will occur through the school district of the Educational Service District 113.

Public Participation

Any application and any required policies, procedures, evaluations, plans and reports are readily available to parents and other members of the public through the district's special education office and the office of the superintendent. A notice regarding the availability of such documents will be placed on the district's ~~W~~website.



*Our Children,
Our Schools,
Our Future*

TO: Dr. Jeffrey Thake, Superintendent
 FROM: Elyssa Louderback, Interim Executive Director of Business & Operations
 SUBJECT: Monthly Budget Report for September, 2023
 DATE: October 17, 2023

GENERAL FUND SUMMARY:

Revenue--Receipts were \$ 3,670,172.30.

Expenditures-- Expenditures totaled \$ 5,543,347.37. Expenditures for staff salary and benefits account for 76.4% of all expenditures for the month and year to date total expenditures.

Fund Balance— Current month ending fund balance is \$ 1,322,388.61. We had a negative cash flow of \$ 1,873,175.07 for the month. We will be watching the cash flow for this year very closely. Cash flow is currently impacted due to OSPI systems & reports pending for approvals. We anticipate that they will be approved later this month, but not in time to collect revenues for this month.

Additional General Fund Information

Revenue by Major Category:

<u>Revenue Source</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>% Actual</u>	<u>Largely Comprised of:</u>
Local Taxes	\$ 5,129,067	\$ 82,367	1.61%	Prop taxes - received Oct/Nov and April/May
Local Nontax	\$ 674,160	\$ 35,347	5.24%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 31,992,402	\$ 2,658,454	8.31%	Apportionment and LEA
State, Special	\$ 12,539,386	\$ 831,133	6.63%	Spec Ed, Detention, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 25,000	\$ -	0.00%	Federal Forest; deducted from apportionment
Federal, Special	\$ 11,922,725	\$ 62,870	0.53%	Food Service, Fed Grants (Title I, Title 2, ESSER, etc)
Other Districts	\$ 202,200	\$ -	0.00%	Non high payments from Cosmopolis SD
Other Agencies	\$ 28,750	\$ -	0.00%	Private Foundations, ESD 113
Other Fin Sources	\$ -	\$ -		
Totals	\$ 62,513,690	\$ 3,670,172	5.87%	
			8.33%	% of fiscal year elapsed

General Fund Expenditures by Activity: (The budget is an estimate and actual expenditures may be less or more than the estimates. Line item expenditures may exceed the estimated budget as long as total expenditures do not exceed the overall budget.)

<u>Activity</u>	<u>Rev Budget</u>	<u>Actual YTD</u>	<u>Actual %</u>	<u>District payroll and/or:</u>
Board of Directors	\$ 104,500	\$ -	0.00%	Dues, audits, elections, legal svcs, travel, etc
Superintendent's Office	\$ 447,575	\$ 38,490	8.60%	General Admin/ Supt Office
Business Office	\$ 589,589	\$ 45,883	7.78%	Fiscal operations
Human Resources	\$ 497,908	\$ 32,528	6.53%	Personnel & recruitment, labor relations
Public Relations	\$ 40,000	\$ 6,937	17.34%	Educational/admin info to public
Supervision of Instruction	\$ 1,193,960	\$ 111,498	9.34%	includes secretarial support
Learning Resources	\$ 359,562	\$ 30,910	8.60%	Library resources & staffing
Principal's Office	\$ 3,441,279	\$ 262,478	7.63%	includes Secretarial support
Guidance/Counseling	\$ 2,050,081	\$ 158,523	7.73%	Counselors/support services
Pupil Management	\$ 11,978	\$ 4,461	100.00%	Bus & playground aides, etc
Health Services	\$ 2,154,300	\$ 149,366	6.93%	Health including: nursing, OT/PT/SLP, etc
Teaching	\$ 36,357,616	\$ 2,557,952	7.04%	classroom teachers/para support
Extra-curricular	\$ 1,384,918	\$ 100,346	7.25%	Coaching, advising, ASB supervision
Payments to other districts	\$ -	\$ 4,101	0.00%	CTE/Skills Center fees/tuition to other schools
Instructional Prof Dev	\$ 1,431,979	\$ 340,822	23.80%	Prof development; instructional staff
Instructional Technology	\$ 580,755	\$ 150,039	25.84%	classroom technology
Curriculum	\$ 1,027,138	\$ 233,438	22.73%	District materials adoptions/purchases; staff
Food Services	\$ 2,740,894	\$ 192,117	7.01%	Mgmt of food service for district
Transportation	\$ 1,531,849	\$ 121,342	7.92%	Co-op payments, fuel, insurance
Maint & Operations	\$ 4,302,455	\$ 368,557	8.57%	cust/maint/grounds, warehouse, security
Other Services	\$ 2,323,482	\$ 638,493	27.48%	Insurance, utilities, tech, print, motor pool
Transfers	\$ (203,500)	\$ (4,933)	2.42%	in district use of buses, vehicles, food service
Interfund Transfers	\$ 295,000	\$ -	0.00%	Transfers (to Cap Proj/ Debt Service)
Totals	\$ 62,368,319	\$ 5,543,347	8.89%	

CAPITAL PROJECTS FUND SUMMARY:

Revenue--Total receipts were \$ 3,539.21 and consist of interest payments and rental fees.

Expenditures— There were no expenditures for the month.

Fund Balance—Current monthly ending fund balance is \$ 481,371.51.

DEBT SERVICE FUND SUMMARY:

Revenue--Total receipts were \$ 58,821.41 and consists of tax payments and transfers.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 2,676,239.32. Funds in this account are held for bond principal and interest payments.

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue—There was \$ 48,119.12 for the month.

Expenditures-- Expenditures total 2.42% of the budgeted expenditures for this fiscal year.

Fund Balance—Current month ending fund balance is \$ 320,274.29.

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue--Total receipts were \$ 2,418.47 and consisted state depreciation funds and interest.

Expenditures— There were no expenditures for the month.

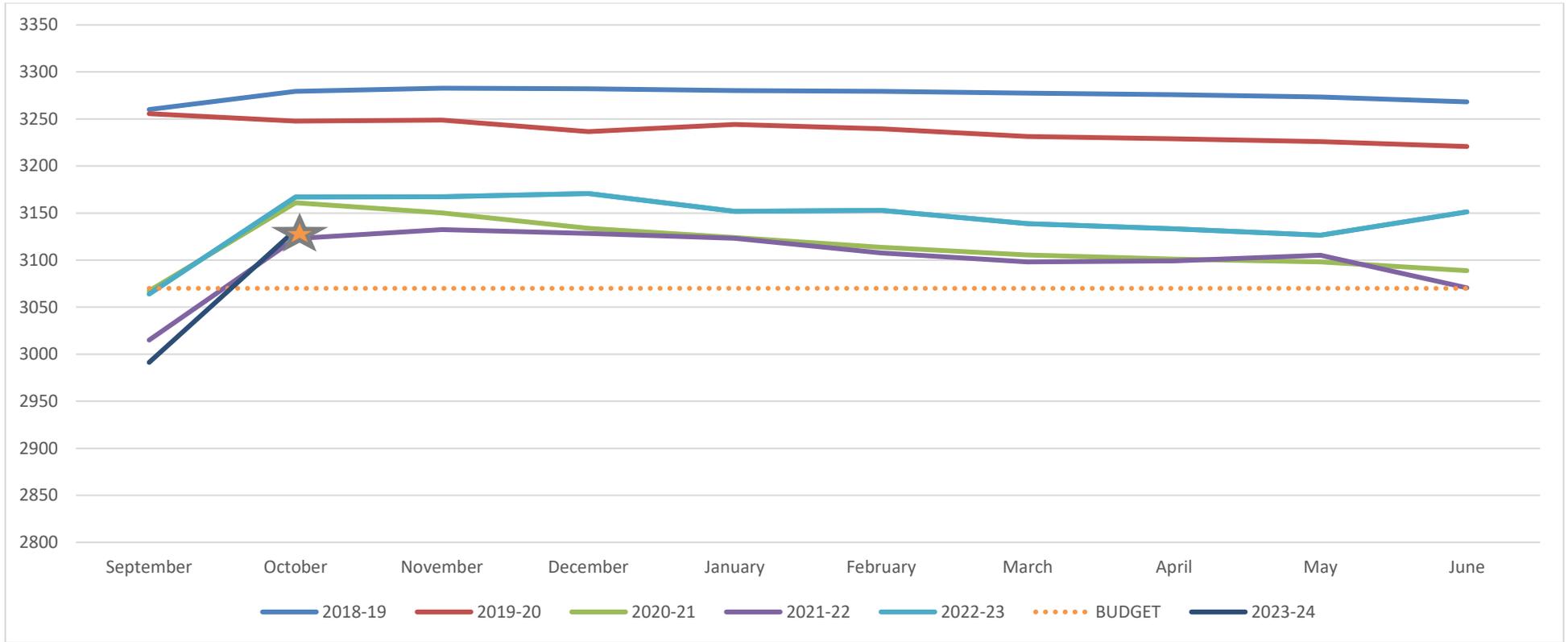
Fund Balance—Current month ending fund balance is \$ 573,328.38.

SUMMARY OF BUDGET EXPENDITURE CAPACITY

Budget Capacity as of September, 2023:

Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 62,368,331	\$ 5,543,347	\$ 56,824,984	8.89%	91.11%
Capital Projects	\$ 450,000	\$ -	\$ 450,000	0.00%	100.00%
Debt Service	\$ 3,256,985	\$ -	\$ 3,256,985	0.00%	100.00%
ASB	\$ 370,474	\$ 8,956	\$ 361,518	2.42%	97.58%
Trans Vehicle	\$ 400,000	\$ -	\$ 400,000	0.00%	100.00%

ENROLLMENT TRENDS as of October, 2023



AAFTE	Grades K – 5	Gr. 6 – 8	HS	Subtotal	Run Start/ Open Door	+/- (Budget) **
2023-24 Budget	1,233	709	995	2,945	125	(+61.96) 3,070
2023-24 Actual	1,267.42	717.90	990.76	2,969.63	155.89	3,131.96
2022-23 Actual	1,292.06	759.62	982.59	3,034.27	127.93	3,162.20
2021-22 Actual	1,299.38	775.67	963.66	3,038.71	75.13	+ 13.84 (3,100)
2020-21 Actual	1,287.98	777.52	943.61	3,015.97	85.44	+ 1.41 (3,100)
2019-20 Actual	1,445.35	805.48	980.66	3,231.49	98.98	+ 40.47 (3,290)
2018-19 Actual	1,778.50	496.06	993.69	3,268.24	82.30	+ 60.54 (3,290)

** New to the 2018-19 school year, RS/Open Doors are being included in the Budget enrollment data. They had not been included in budget projections as the funds “pass through” to other entities.

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of September, 2023

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	5,129,067	82,367.27	82,367.27		5,046,699.73	1.61
2000 LOCAL SUPPORT NONTAX	674,160	35,347.07	35,347.07		638,812.93	5.24
3000 STATE, GENERAL PURPOSE	31,992,402	2,658,454.27	2,658,454.27		29,333,947.73	8.31
4000 STATE, SPECIAL PURPOSE	12,539,386	831,133.28	831,133.28		11,708,252.72	6.63
5000 FEDERAL, GENERAL PURPOSE	25,000	.00	.00		25,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	11,922,725	62,870.41	62,870.41		11,859,854.59	0.53
7000 REVENUES FR OTH SCH DIST	202,200	.00	.00		202,200.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	28,750	.00	.00		28,750.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>62,513,690</u>	<u>3,670,172.30</u>	<u>3,670,172.30</u>		<u>58,843,517.70</u>	<u>5.87</u>
<u>B. EXPENDITURES</u>						
00 Regular Instruction	24,702,237	2,137,296.62	2,137,296.62	92,029.49	22,472,910.89	9.02
10 Federal Stimulus	4,561,856	244,985.49	244,985.49	37,905.92	4,278,964.59	6.20
20 Special Ed Instruction	8,297,633	637,675.44	637,675.44	14,480.01	7,645,477.55	7.86
30 Voc. Ed Instruction	3,044,444	262,711.02	262,711.02	28,039.42	2,753,693.56	9.55
40 Skills Center Instruction	340,488	33,373.80	33,373.80	0.00	307,114.20	9.80
50+60 Compensatory Ed Instruct.	6,684,530	625,018.73	625,018.73	92,124.24	5,967,387.03	10.73
70 Other Instructional Pgms	794,317	23,570.44	23,570.44	10,927.63	759,818.93	4.34
80 Community Services	2,318,069	141,166.52	141,166.52	703.34-	2,177,605.82	6.06
90 Support Services	11,624,757	1,437,549.31	1,437,549.31	43,425.53	10,143,782.16	12.74
<u>Total EXPENDITURES</u>	<u>62,368,331</u>	<u>5,543,347.37</u>	<u>5,543,347.37</u>	<u>318,228.90</u>	<u>56,506,754.73</u>	<u>9.40</u>
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>295,000</u>	<u>.00</u>	<u>.00</u>			
<u>D. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	<u>149,641-</u>	<u>1,873,175.07-</u>	<u>1,873,175.07-</u>		<u>1,723,534.07-</u>	<u>> 1000</u>
<u>F. TOTAL BEGINNING FUND BALANCE</u>	<u>3,963,078</u>		<u>3,195,563.68</u>			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	<u>XXXXXXXXXX</u>		<u>.00</u>			
<u>H. TOTAL ENDING FUND BALANCE</u>	<u>3,813,437</u>		<u>1,322,388.61</u>			
<u>(E+F + OR - G)</u>						

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 Restrictd for Carryover	527,610	939,097.59
G/L 823 Restricted for Carryover of Tra	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 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	250,000	113,869.64
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	14,070	14,070.00
G/L 872 Committed to Econmc Stabilizatn	0	.00
G/L 873 Committed to Depreciation Sub-F	0	.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	107,285-	1,145,457.83-
G/L 891 Unassigned Min Fnd Bal Policy	3,129,042	1,400,809.21
G/L 896 Change in Accounting Principles	0	.00
G/L 897 Change to or within the Financi	0	.00
<u>TOTAL</u>	3,813,437	1,322,388.61

20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of September, 2023

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	19,500	3,539.21	3,539.21		15,960.79	18.15
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	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	19,500	3,539.21	3,539.21		15,960.79	18.15
B. EXPENDITURES						
10 Sites	0	.00	.00	0.00	.00	0.00
20 Buildings	350,000	.00	.00	0.00	350,000.00	0.00
30 Equipment	100,000	.00	.00	0.00	100,000.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	450,000	.00	.00	0.00	450,000.00	0.00
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES						
OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)	430,500-	3,539.21	3,539.21		434,039.21	100.82-
F. TOTAL BEGINNING FUND BALANCE	462,753		477,832.30			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE	32,253		481,371.51			
(E+F + OR - G)						

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 840 Nonspnd FB - Invent/Prepd Itms	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	1,598,294.80-
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from 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	32,253	2,079,666.31
G/L 890 Unassigned Fund Balance	0	.00
G/L 896 Change in Accounting Principles	0	.00
G/L 897 Change to or within the Financi	0	.00
<u>TOTAL</u>	32,253	481,371.51

30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of September, 2023

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES/OTHER FIN. SOURCES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	1,140,788	47,245.47	47,245.47		1,093,542.53	4.14
2000 Local Support Nontax	1,500	11,575.94	11,575.94		10,075.94-	771.73
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	295,000	.00	.00		295,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>1,437,288</u>	<u>58,821.41</u>	<u>58,821.41</u>		<u>1,378,466.59</u>	<u>4.09</u>
B. EXPENDITURES						
Matured Bond Expenditures	3,175,000	.00	.00	0.00	3,175,000.00	0.00
Interest On Bonds	81,085	.00	.00	0.00	81,085.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	900	.00	.00	0.00	900.00	0.00
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>	<u>3,256,985</u>	<u>.00</u>	<u>.00</u>	<u>0.00</u>	<u>3,256,985.00</u>	<u>0.00</u>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> <u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	1,819,697-	58,821.41	58,821.41		1,878,518.41	103.23-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	2,529,890		2,617,417.91			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	710,193		2,676,239.32			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	710,193		2,676,239.32			
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			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
<u>TOTAL</u>	<u>710,193</u>		<u>2,676,239.32</u>			

40--Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of September, 2023

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	63,844	6,822.09	6,822.09		57,021.91	10.69
2000 Athletics	112,670	39,883.55	39,883.55		72,786.45	35.40
3000 Classes	2,500	.00	.00		2,500.00	0.00
4000 Clubs	168,475	1,113.48	1,113.48		167,361.52	0.66
6000 Private Moneys	80,200	300.00	300.00		79,900.00	0.37
<u>Total REVENUES</u>	427,689	48,119.12	48,119.12		379,569.88	11.25
<u>B. EXPENDITURES</u>						
1000 General Student Body	34,235	6,833.38	6,833.38	0.00	27,401.62	19.96
2000 Athletics	156,351	1,842.43	1,842.43	322.07	154,186.50	1.38
3000 Classes	2,500	.00	.00	0.00	2,500.00	0.00
4000 Clubs	162,282	.00	.00	3,500.00	158,782.00	2.16
6000 Private Moneys	80,200	280.00	280.00	0.00	79,920.00	0.35
<u>Total EXPENDITURES</u>	435,568	8,955.81	8,955.81	3,822.07	422,790.12	2.93
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	7,879-	39,163.31	39,163.31		47,042.31	597.06-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	378,353		281,110.98			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	370,474		320,274.29			
<u>C+D + OR - E)</u>						
<u>G. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	362,974		312,774.29			
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			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
<u>TOTAL</u>	370,474		320,274.29			

90--Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of September, 2023

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	5,150	2,418.47	2,418.47		2,731.53	46.96
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	368,914	.00	.00		368,914.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	30,000	.00	.00		30,000.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)	404,064	2,418.47	2,418.47		401,645.53	0.60
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. Total REV./OTHER FIN. SOURCES	404,064	2,418.47	2,418.47		401,645.53	0.60
D. EXPENDITURES						
Type 30 Equipment	400,000	.00	.00	0.00	400,000.00	0.00
Type 40 Energy	0	.00	.00	0.00	.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
Total EXPENDITURES	400,000	.00	.00	0.00	400,000.00	0.00
E. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
F. OTHER FINANCING USES (GL 535)	0	.00	.00			
G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)	4,064	2,418.47	2,418.47		1,645.53-	40.49-
H. TOTAL BEGINNING FUND BALANCE	194,705		570,909.91			
I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	198,769		573,328.38			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	198,769		573,328.38			
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 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
TOTAL	198,769		573,328.38			

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

**A CONTRACTUAL AGREEMENT FOR PARTICIPATION
AND OPERATION OF A
PUPIL TRANSPORTATION COOPERATIVE**

This agreement, by and between Hoquiam School District (hereinafter referred to as “Operator”) and Aberdeen School District, both of Grays Harbor County, Washington, (each hereinafter referred to as “Cooperative Districts”) provides for the establishment and implementation of a cooperative transportation program. Be it further provided, other local school districts (hereinafter referred to as “participating districts”) shall have access to the Cooperative for the purpose of contracting for transportation maintenance services with such districts. Specifically, this agreement provides the mechanism by which the Cooperative will furnish transportation services to both districts. Such transportation services shall include the following:

- Driver training
- Central purchasing
- Vehicle maintenance and repair
- Transportation Supervision

It is agreed by and between the cooperative parties hereto as follows:

1. **Establishment:** A Cooperative Transportation Program is established to provide safe, economical transportation of all public school pupils residing within the boundaries of each cooperative district and to facilitate improved services while avoiding unnecessary duplication of supervisory and technical staff. It is further desired to provide flexibility in operation, which will facilitate rapid program adjustments and meet emergency or special needs as they arise.
2. **Term:** The term of this agreement shall begin September 1, 2023, and be on a fiscal year basis beginning each September 1, to be renewed annually subject to the provisions for withdrawal herein contained. Parties may mutually agree to modify this agreement with 30 days notice.
3. **Location:** The Transportation Program will be conducted at the site currently staged. This facility is located at 3030 Bay Avenue, Hoquiam, Washington.
4. **Administration:** It is agreed that the administration of the program shall be vested in the district housing the cooperative districts party hereto. The building facilities shall be under the supervision of and be maintained by the Hoquiam School District.
5. **Council:** It is agreed that a Council will be comprised of the Business Manager from each district and the Transportation Director. The Council will meet on or before June 1 and upon completion of the reconciliation. Any decisions made by the council will be on simple majority. The following items will be discussed:
 - Quality of services provided
 - Budget
 - Costs for participating districts
 - The addition or deletion of services
 - Review of expenditures
 - Reconciliation
 - Any other matters pertaining to the cooperative that may arise
6. **Budget:** The cooperative districts shall prepare a preliminary budget covering revenues and expenditures that need to be built into the operator district (Hoquiam’s) budget priorities by June 30 of each school year. The operator district (Hoquiam) shall prepare their budget covering the proposed operation and financing by August 1 of each school year. The budget shall show details of estimated expenditures and revenues and shall show an estimate of the net cost to each cooperative district.
7. **Utilization:** Utilization of the transportation facilities shall be on a joint participation basis and shall be based upon a fair and equitable program as determined by the Council.
8. **Equipment and Capital Improvements:** Participating districts may, upon approval by the Council, provide approved equipment for the Transportation Program and be credited for that value to offset purchase services. Thereafter, and as it becomes necessary, equipment or capital improvements may be purchased to

replace, supplement or add to the facilities after such expenditure is approved by the Council. Such purchase will be on a prorated cost basis as provided in Paragraph 10 of this agreement and shall become the property of the Transportation Program, managed by the Operator. No equipment will be removed from the transportation facilities without the consent of both cooperative districts. It is further agreed that from time to time participating districts may loan or lease equipment to the program upon such terms and conditions as may be mutually agreed upon.

9. **Mediation:** It is mutually agreed hereby that whenever an issue arises between cooperative districts concerning the operation of the Transportation Program, it shall be resolved in accord with the following procedure:

The matter shall first be discussed with the Transportation Director, the administrator in charge of Transportation for cooperating districts and the administrator in charge of Transportation from the Hoquiam School District. In the event of failure to agree at that level the matter will then be forwarded to the Council. If the issue is not resolved, the matter shall be submitted to the Boards of Directors of both school districts party to this agreement. In the event that there is still no agreement at this level, a conference committee shall be established to resolve the issue. This conference committee shall consist of one member appointed by each of the cooperative Boards and a member appointed by the Office of Superintendent of Public Instruction. The recommendations of this committee shall be binding upon both cooperative districts.

10. **Proration of Cost & Payment by Cooperative Districts:**

- A. Bus Driver wages and benefits, vehicle collision and liability insurance, L&I Insurance for bus drivers, and unemployment insurance for bus drivers are the sole responsibility of each Cooperative District.
- B. Fuel, mechanic labor and parts are directly charged to the Cooperative District benefiting directly by the purchase whenever possible.
- C. All costs of the Transportation Program shall be prorated among the cooperative districts in the following manner:

Category	Hoquiam	%	Aberdeen	%	Factor	Hoquiam	Aberdeen
Routes and Runs	24	29.3%	58	70.7%	X1	29.27	70.73
# Students Transported	871	36.1%	1540	63.9%	X2	72.25	127.75
# Drivers - Regular	9	34.6%	17	65.4%	X2	69.23	130.77
5 year State Mileage Reports	628,939	36.8%	1,080,703	63.2%	X3	110.36	189.64
Total						281.11	518.89
Total Percentage						35.14%	64.86%

- 1. Cost of Operations is defined to mean all direct and other costs of the Cooperative Transportation Program consistent with the budget approved those expenses that are directly charged to a cooperative or participating District. Included are expenditures related to supervision of the Cooperative Transportation Program, garage operation expenses (including parts not directly charged out to districts), utilities, mechanic labor (shop time) not directly charged out to districts, custodial, facility insurance, equipment purchases under \$5,000 per item, and billing costs. Shared costs of facility maintenance will be mutually agreed upon by the Council. Cost of Operations is further adjusted to reflect additional income derived from participating districts and other organizations in excess of actual costs in order to arrive at the amount to be prorated among cooperative districts at year-end reconciliation.
 - 2. Allocation amounts shall be recalculated annually prior to November 15. Resulting percentage will be retroactive to September 1.
- D. The Operator District shall bill Cooperative Districts on a monthly basis. Monthly billings will include the directly charged items identified in B above as well as the prorated share of Costs of Operations as

spelled out in the allocation chart above. Monthly billings shall be in a format approved by the administration of each district.

- E. Invoices received by Cooperative Districts before the 10th of the month shall be paid during that month.
 - F. A year-end reconciliation shall occur on or before November 30, unless mutually agreed to by both parties to extend this date to no later than December 31, that adjusts billed expenses to actual expenses. Additional income derived from Participating Districts or other organizations in excess of actual costs will be part of the reconciliation.
 - G. The Operator District shall maintain detailed backup on all revenues, purchases and other expenses for the number of years required by statute.
11. **Cost for Participating Districts:** Procedures for computing the rate charge for each participating district shall be adopted by the Council on an annual basis before November 1 of each school year.
 12. **Withdrawal:** In the event that a participating district desires to withdraw from the Cooperative the district desiring withdrawal shall give notice in writing to the Hoquiam School District no later than September 1 of the fiscal year preceding withdrawal. The withdrawal shall become effective on September 1 of the next succeeding fiscal year.

Reimbursements for withdrawal after 10 years will be based upon the rate in the chart above for all unopened supplies remaining in inventory at the date of dissolution. These reimbursements will be paid at the time of the final reconciliation. Land improvements and equipment purchased for the Transportation Program shall remain the property of the program and costs of such improvements and equipment shall not be included in the computation of reimbursements to a withdrawing district.
 13. **Gifts:** The Transportation Program may receive gifts of cash, equipment, or services from any source whatsoever as long as the donation falls under the Operator District Policy & Procedures.
 14. **Termination:** This agreement can be terminated with 30 days notice if either party fails to comply with the terms of the agreement and cannot resolve the issue discussed in the Mediation section of this agreement. If the agreement is terminated, the costs will be prorated according to section 10.C.1 of this agreement, minus costs required to continue based upon any agreements entered into for the remainder of the fiscal year or until the agreement expires, whichever comes sooner.
 15. **Amendment:** This agreement may be amended by mutual agreement of the Council.

IN WITNESS WHEREOF, the parties have hereunto set their hands.

HOQUIAM SCHOOL DISTRICT NO. 28
of Grays Harbor County

ABERDEEN SCHOOL DISTRICT NO. 5
of Grays Harbor County

Mike Villarreal
Superintendent

Jeffrey Thake
Superintendent

President, Board of Directors

President, Board of Directors

Date

Date

Alternative Routes Block Grant (“ARBG”) Addendum to the Alternative Routes Memorandum of Agreement (“Addendum”) between Grays Harbor College (hereinafter referred to as “TPP”) and Aberdeen School District(s)

Bachelor of Applied Science in Teacher Education Program (hereinafter referred to as “Program”)

March 1, 2024 – June 30, 2026

This Addendum outlines the ARBG partnership agreement between the TPP, an approved Washington State institution offering teacher certification programming through its education department and Aberdeen School District(s), jointly referred to as the “Partnership.” This Addendum is supplementary to the Program’s alternative routes MOA. The purpose of this partnership is for teacher preparation programs and single or multiple district partners to address district workforce and candidate needs, with an emphasis on grow your own teacher strategies through implementation of the ARBG.

The Program will be carried out in accordance with Washington preparation program standards and requirements, Revised Code of Washington (RCW) 28A.660 and Washington Administrative Code (WAC) 181-80 regarding alternative routes to teacher certification, and RCW 28B.102 regarding educator conditional loan scholarships.

The parties agree to the following:

- A. The Program agrees to implement the ARBG Program with candidate recruitment beginning March 1, 2024.
- B. The Program will offer a residency certification program with Elementary Education and ELL endorsement(s) courses. The Program will offer Route(s) 1-3.
 - a. Route 1 candidates participating in the block grant will each receive funding for two years.
 - b. Routes 2 and 3 candidates participating in the block grant will each receive funding for one year.

The partnership will meet program implementation, budget, and reporting requirements as outlined in the [ARBG application information packet 2022-24](#).

In addition to the terms, conditions, and activities outlined in the partnership’s alternative routes MOA, specific responsibilities of each of the parties for the purpose of ARBG implementation are as follows:

TPP will

- 1. Identify key faculty member(s) who will work directly with the District(s) for the Program.
- 2. Provide District(s) with promotional information and presentations to assist with Program recruitment.
- 3. Schedule Program courses.

4. Provide key faculty member(s) to implement the Program.
5. Provide supervision and facilitate learning activities such as peer observation and feedback.
6. Distribute grant funding to partner school district(s), with exception of candidate conditional loan scholarships.

Advise candidates who are school district employees in earning credit for their relevant work experience.

District(s) will

1. Identify a key staff member(s) who will serve as the District liaison to TPP.
2. Provide a description of how the district intends for the Program to support its workforce development plan.^{1*}
3. Work with the TPP to recruit candidates to the Program whom the District employs (Routes 1, 2).
4. Design candidate work plans to provide compensation for clinic and field experience hours wherever possible.
5. Recruit a minimum number of 1 candidate[†] to participate in the Program.

Key roles, responsibilities, and timelines

Activities	Start date	End date	Responsible party Indicate if it is a preparation program, district, partner, mentor, student, and indicate the name, organization, and title.
Candidate recruitment*	03/01/24	04/22/24	TPP and District
Candidate screening*	04/22/24	06/28/24	TPP
Candidate selection*	04/01/24	06/28/24	TPP
Testing support	07/01/24	06/24/26	TPP
Additional field placement*	08/23/24	06/30/25	TPP and District
540 hours student teaching*	08/22/25	06/26/26	TPP and District
Mentor selection*	07/01/25	08/22/25	TPP and District
Mentor training*	07/01/25	08/22/25	TPP

Financial arrangements

TPP will act as the Program’s fiscal coordinator to distribute all funding, with exception of the candidate conditional loan scholarships. TPP will ensure funds are claimed and distributed appropriately to partner school districts by August 30, 2024.

Activities	Start date	End date	Responsible party
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^{1*} Required in accordance with WAC 181-80-010.

[†] If partnering with more than one district, the following agreement might be beneficial: District(s) with less than their agreed participating number of candidates identified and approved by the deadline date may result in the district forfeiting their grant spots for candidates.

[†] We strongly encourage TPPs and District(s) to create a contingency plan for expending remaining program grant funds before the end of each fiscal year of the award biennium.

			Name of the preparation program, district, partner, etc.
Disburse mentor teacher stipend	12/04/24	06/26/26	School District
Hard cash contribution(s)			None
In-kind contribution(s)	03/01/24	06/26/26	TPP & District Quarterly Meetings

Cost to candidates

The accepted cost for tuition and non-tuition expenses is \$9930.14, which will be funded as outlined in the tables titled “Annual tuition cost for alternative routes program per year” and “Annual non-tuition costs for alternative routes program.” Student participant tuition and other expenses are estimated as follows and will be supplemented through the grant or other resources from the TPP, District(s), or other partners as listed:

Annual tuition cost for alternative routes program	
TPP discount	\$0
Additional grant funds applied	\$0
Other funding applied, from _____	\$0
Candidate conditional loan scholarship applied	\$8,000.00
Candidate out-of-pocket tuition cost	\$0
Candidate out-of-pocket fees cost	\$76.14
Total	\$8,076.14

Annual non-tuition costs for alternative route program per year		
Item	Estimated cost	Paid by (e.g., TPP, District, candidate, etc.)
First time registration fee (\$____)	\$__0__	NA
Application fee	\$__0__ if application and fee are submitted by ____ \$__0__ if application and fee are submitted after ____	NA
Course textbooks	\$1,195.00 (estimated)	Candidate
WEST/NES fees	\$300 (estimated)	Candidate
Endorsement fee	\$81 (current fee per endorsement)	Candidate
ACTFL Foreign Language Exam	\$73 (estimated – only for qualified individuals)	Candidate
Performance assessment fee	\$0 (estimated)	NA
Credit for prior learning/experience fee	180.00 (estimated - \$45/Class)	Candidate
Liability Insurance	\$25.00	Candidate
Total costs	\$__1,854.00__ Out of pocket for candidate	

	\$ <u> 0 </u> District (specify uses of grant and non-grant funds)
	\$ <u> 0 </u> TPP (specify uses of grant and non-grant funds)

Implementation of agreement

The following shall be the contact person for all communications regarding the performance of this Addendum.

	Teacher preparation program	District	
Name	Paige Pierog		
Title	Director of BAS, Teacher Education		
Email	paige.pierog@ghc.edu		
Telephone number	360-538-4181		
Mailing address	1620 Edward P. Smith Dr. Aberdeen, WA 98520		

Effective dates

The effective dates of this Addendum are March 1, 2024 through June 30, 2026. Parties may amend this Addendum by a written amendment signed by all parties and with acceptance by PESB. The authorizing signatories for this Addendum are as follows:

Authorized signatures

Teacher preparation program representative

Name: Paige Pierog	Signature:
Title: Director of BAS, Teacher Education	Date: 09/29/2023

District representative

Name:	Signature:
Title:	Date:

PESB ONLY ADDENDUM APPROVAL	
MOA on file? () Yes () No	Date
Representative	Signature



CONTRACTED EMPLOYEE

This is made part of the Account Services Contract entered by and between Aberdeen School District and the Account identified below.

PROVIDER PLACEMENT DETAILS:

Provider Name: Soliant Health LLC **Term:** October 9, 2023 – June 15, 2024

Services Provided: Occupational Therapist **Hours:** up to 40 hours per week

RATE & PAYMENT DETAILS:

Contracted Employee: Sheri Proffitt **Position:** Occupational Therapist - Virtual
(Example: OT, PT, PTA, SLP)

Bill Rate: \$ 90/hour

Payment: Invoices submitted by the 5th of the month, paid after the 2nd Board meeting of the month

ADDITONAL INFORMATION:

Comments:

VENDOR:

ABERDEEN SCHOOL DISTRICT

By: _____

By: _____
Superintendent or Designee

Date: _____

Date: _____

CERTIFICATED

HIRE: We recommend the Board approve the following certificated hire:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Dan Sundstrom	Central Park Elementary	PE Teacher .5 FTE - CYO	10/10/23

SUPPLEMENTAL: We recommend the Board approve the following supplemental contract:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jennifer Clark	District	National Board Certification stipend	2023-24

LEAVE OF ABSENCE: We recommend the Board approve the following certificated leave of absence:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Kimberly (Ivy) Lyles	McDermoth Elementary	Teacher	11/29/23-01/02/24

Certificated Substitute Hires:

Aprill Calica
Paul Conroy
Payton Kersker
Nicole McDowell
Ben Nelson
Angelique Rosche'
Ashlyn Yakovich

Certificated Substitute Resignation:

Hunter Birdsall, effective October 2, 2023

CLASSIFIED

HIRES: We recommend the Board approve the following classified hires:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Courtney Sandstrom	Administration	Fiscal Administrative Assistant	10/18/23
Emma Laier	Twin Harbors Skills Ctr.	Tutor: Professional Medical Careers	10/09/23
Bridget Onasch	Stevens Elementary	21 st Century Paraeducator	10/11/23
Cassie Simpson	Stevens Elementary	21 st Century Paraeducator	10/11/23

EXTRA-CURRICULAR HIRES: We recommend the Board approve the following extra-curricular hires:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jason Garman	Miller Junior High	Assistant Boys' Wrestling Coach	10/19/23
Michelle Caskey	Stevens Elementary	Head 5 th Grade Girls' Basketball Coach	10/02/23
Samantha Duegan-Leverett	Robert Gray Elementary	Head 5 th Grade Girls' Basketball Coach	10/02/23
Rebel Jordan	AJ West Elementary	Head 5 th Grade Girls' Basketball Coach	10/02/23
Sam Schneider	Central Park Elementary	Head 5 th Grade Girls' Basketball Coach	10/02/23
Amy Thelin	McDermoth Elementary	Head 5 th Grade Girls' Basketball Coach	10/02/23

EXTRA-CURRICULAR RESIGNATION: We recommend the Board approve the following extra-curricular resignation:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Macoy Gronseth	Aberdeen High School	Assistant Boys' Basketball Coach	09/29/23

Classified Substitute Hires:

Olivia Arellano
Kaylie Lawson