

Mission Statement

Rangely School District RE-4's mission is to create a learning community dedicated to high achievement and safety for all.

Vision Statement

Rangely School District RE-4's vision is to be a district of innovation that inspires students to become life-long learners and positive difference-makers in society.

BOARD MEMBERS

President- Sam Tolley
Vice Pres- Jason Cox
Secretary- Sarah Nielsen
Director- Todd Low
Director – Casey Ducey

Board of Education Tuesday, September 15, 2020 EARLY EDUCATION CENTER 6:15pm AGENDA

(This agenda is tentative until approved by the board)

BOARD'S CORE VALUES

Respect
Focus
Transparency
Achievement

NOTES

Your insights are needed and welcomed and the board encourages you to meet with the most appropriate person among the district's many leaders.

Public participation is an opportunity to present brief comments or questions to the board for consideration or follow-up. Each person is asked to focus comments to five minutes and sign in on the sheet on the podium.

The consent agenda is based around "need for action" decisions which are highly routine or backed by prior information and discussion.

If you are interested in helping the district's efforts, please speak with any member of the district or call the district office at 675-2207. Opportunities abound and your participation is highly desired.

1. MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

2. CALL TO ORDER

3. ROLL CALL

4. APPROVAL OF AGENDA

Recommended Motion: I move to approve the Agenda as presented

5. APPROVAL OF CONSENT AGENDA

The Consent agenda allows the Board of Education to act on several items in one motion. If you would like to comment on any of these items, please notify the board by registering on the sign-in sheet.

5.1 Approval of board meeting minutes for August 18, 2020

5.2 Approval of financial information for the month of August 2020

5.3 Personnel Addendum

Recommended Motion: I move to approve the Consent Agenda as presented

6. REPORTS FROM SUPERINTENDENT, ADMINISTRATORS AND COMMITTEES

6.1 Jr/Sr. High School – Crandal Mergelman

6.2 Parkview Elementary – Carlene Cantrell

6.3 BOCES – BOCES board member

6.4 Superintendent – Matt Scoggins

7. OLD BUSINESS

7.1 Final Review of the emergency policies passed at previous meeting

JH – Student Absences and Excuses

KI – Visitors

JLCC – Communicable/Infectious Diseases

GBGA – Staff Health

IC/ICA – School Year/School Calendar/Instruction Time

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8. NEW BUSINESS

- 8.1 Initial reading of:**
Title IX policies
Sick Leave policy

9. DISCUSSIONS

- 9.1 BOCES Operating Agreement**

10. ADJOURNMENT

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Board of Education

Tuesday, August 18, 2020

EARLY EDUCATION CENTER 6:15pm

MINUTES

(This agenda is tentative until approved by the board)

1. MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

2. CALL TO ORDER

The meeting was called to order at 6:15pm by President Tolley

3. ROLL CALL

All present

4. APPROVAL OF AGENDA

Recommended Motion: I move to approve the Agenda as presented

MOTION: Cox

SECOND: Low

ROLL CALL: All Ayes

5. APPROVAL OF CONSENT AGENDA

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5.1 Approval of board meeting minutes for July 21, 2020

5.2 Approval of financial information for the month of July 2020

5.3 Personnel Addendum

Recommended Motion: I move to approve the Consent Agenda as presented

MOTION: Nielsen

SECOND: Ducey

ROLL CALL: All Ayes

6. REQUESTS TO ADDRESS THE BOARD

Jennifer Hill and Deedra Halcomb addressed the board as parents with concerns of the students at the JSHS level required to wear masks. They both stated they felt the masks are more harmful than good and the students won't be as compliant as we would like and how will the school handle those situations. They also asked if the board is pushing back, and since it is mandated if the

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school will please be lenient and give time for the students to take a break from the masks. The board stated they are pushing back and yes the school will allow for break times for the students. The administration will do what they need to do & will be thoughtful in handling situations the best they can.

7. REPORTS FROM SUPERINTENDENT, ADMINISTRATORS AND COMMITTEES

- 7.1 Jr/Sr. High School – Crandal Mergelman
- 7.2 Parkview Elementary – Carlene Cantrell
- 7.3 BOCES – BOCES board member
- 7.4 Superintendent – Matt Scoggins

All reports are available in the District Office

8. OLD BUSINESS

- 8.1 Review of the emergency policies passed at previous meeting
 - JH – Student Absences and Excuses
 - KI – Visitors
 - JLCC – Communicable/Infectious Diseases
 - GBGA – Staff Health
 - IC/ICA – School Year/School Calendar/Instruction Time

9. DISCUSSIONS

9.1 Reopening of schools for 2020-2021

Matt shared handouts with the board regarding the "Daily Self-Screening & Acceptance" form that all staff and students will be required to sign. He also explained the "Hug-N-Go" handout and how they will need to drop off and pick up their children each day. Todd asked about the busses which was stated that we will have route busses for out of town and La Mesa. Matt explained the criteria for building closures for COVID 19 and how we are working with county health. The county received a grant for tests for each school where the results will be back in 15 minutes. We will do the best we can do to keep our students and staff safe.

10. ADJOURNMENT

The meeting was adjourned at 8:30pm

PERSONNEL ADDENDUM
September 15, 2020

NEW HIRE:

Marie Neubert – High School Special Ed Teacher

Alisa Granger – Special Ed paraprofessional

Alexandra Peterson - High School study hall paraprofessional

Rebekah Kerkseick – Food Service casual

Cloey Campbell- Fill-in/Sub custodian

Board Report Sept 2020

Enrollment

Jr. High – 134

High School – 112

I will be unable to attend the board meeting because I will be at my daughter's Softball game. If you have any questions, please feel free to reach out to me and I will do my best to answer your questions.

- We are in our 3rd week of school, and I feel very lucky to have the great staff and students that we have. I have not had any students fighting or arguing the mask rule. This is a true tribute to what great kids we have in our building.
 - We have had a number of teachers that have opted to take their classes outside to allow kids the opportunity to remove their masks and get some fresh air for a few minutes. It has been a lot of fun to go out and watch the 6th grade with their Social Studies projects outside.
- RJSHS is in the middle of MAPS testing for grades 6-10. We will be wrapping up on Thursday, September 17th.
- We had our 10 kids out from quarantine. The online learning from the teachers worked pretty darned good. We had some teachers that did asynchronous learning where the kids logged onto the Google classroom to get their instruction, we had some others that recorded their instructions and uploaded them into Google Classroom, and then we had some that simply uploaded the information onto Google Classroom and the students were able to access their work. We do have some students that have been absent and they have made the choice to NOT log in and complete their work, and the teachers are communicating with them about the expectations.
- The teachers that are using CDLS for the classroom curriculum have gotten up and going. I would like to thank Kyle for helping take the lead in getting rosters uploaded and setting up some Zoom trainings for our teachers. This is a learning curve for our students and staff, but we are moving forward with the CDLS material. I think that this will be very easy for students that miss class to keep up with. They simply log in and get the material and complete the work.
- Students that are opting to utilize the home based CDLS program are registered and running. I would like to thank Mary Lansing and Dixie Fielder for their work and time that it has taken to get kids going. This program is allowing our students to work from home because their family has a health concern with coming to school.

Athletics

- Our HS Cross-country is going very well so far. Coach Scoggins said that almost everyone PR'ed in Vernal on Sept 9th. Right now there are a few individuals that appear should qualify for state, and then our Boys team is sitting 2nd in the region right now as a team. The top 4 teams will qualify for State.
- Jr. High cross country has started. Coach Wilkie and Doolin are really excited for the kids and are trying to make it as much fun as they can. We will be hosting a meet here on October 2nd.

- We do have 3 young ladies that have made the choice to travel to Meeker to participate in HS Softball. The season is going well, and they will have to see how the last 4 league games go as to whether or not they will break into the top 16 in RPI to qualify for state.

September 2020 - Parkview Elementary Board Report

- Enrollment Preschool - 5th Grade: 246
- August Firedrill was held August 31, 2020 at 10:00 am.
- Hug n Go is dropoff and pickup at both the EEC and Parkview is going more smoothly and quickly each day. We are under 15 minutes at both buildings to get all students picked up from school grounds.
- Two elementary students have opted for online instruction this semester through CDLS. The remaining students are attending school for face to face learning.
- MAPS and DIBELS testing has been completed for all kindergarten through fifth grade students.
- Casey Moran will be starting synchronous online learning with absent students starting September 14, 2020. Each grade level is assigned a daily time to check in with her through Google Meet to get instruction or help with online assignments. This is offered to any students quarantined, home with symptoms, or not feeling well. Letters were sent home to parents September 11. Information can also be found on the school website and on the district Facebook page.

Respectfully submitted,

Carlene Cantrell
Parkview Principal

**Rio Blanco BOCES
Operating Agreement
Concerning
Special Education Programs and Processes**

THIS OPERATING AGREEMENT ("Agreement") is entered into with an effective date of August __, 2020, by and between the Rio Blanco Board of Cooperative Educational Services (BOCES) and each of the BOCES member school districts including the undersigned.

IN CONSIDERATION OF the mutual covenants and agreements set forth herein the parties agree as follows:

A. Introduction and Parties

1. The following school districts are members of the BOCES: Meeker RE – 1 and Rangely RE – 4. The listed member school districts are collectively designated herein as the "Districts" and the provisions hereof apply to both equally.
2. For the geographical area served by the Districts, the BOCES is designated as the administrative unit responsible for implementation and enforcement of the Individuals with Disabilities Education Act ("IDEA"), and the Colorado Exceptional Children's Education Act ("ECEA"), and the BOCES Special Education Director is legally responsible for, and has legal authority for, the special education functions within the Districts.
3. The BOCES and the Districts are required by the Colorado Department of Education ("CDE") to enter into agreements describing the financial commitments of the Districts and agreements concerning special education programs and services.
4. The Districts will employ the special education teachers (also called "resource teachers") and paraprofessionals who work exclusively in the

schools of each District. The BOCES will continue to be responsible for the delivery of special education and related services, but part of that responsibility will be carried out using the District employees as resource teachers and paraprofessionals. The BOCES will continue to employ the itinerant special service personnel as set forth in section D.4. below for both Districts, and those itinerant service providers will be BOCES employees.

B. District Responsibilities

1. For students in the Districts who are eligible for special education under the IDEA, each of the Districts will provide special education without using BOCES staff or resources except as herein expressly provided.
2. The Districts will comply with all BOCES Policies and Regulations, including Special Education procedures, the BOCES Comprehensive Plan, and the requirements of federal and state law and regulations concerning the education of children with disabilities. To help ensure compliance each of the Districts will do the following:
 - a. Ensure that IEP meetings are conducted at times that BOCES personnel can attend, or that the BOCES has authorized an IEP meeting to proceed without a BOCES staff member present.
 - b. If an IEP meeting is conducted with no BOCES staff member present, ensure that the BOCES is provided true, complete, and up-to-date originals of each Individual Education Program ("IEP") pertaining to each eligible student enrolled in the respective Districts. The IEPs are BOCES property and will be housed in the BOCES office to only be released by the BOCES office staff.
 - c. Provide to the BOCES any information and documentation upon request that may pertain to any student with an IEP in the District.
 - d. Use the BOCES IEP forms and system exclusively, and to use other forms and procedures as instructed by the BOCES Director of Special Education or designee appointed by the Director.

- e. Provide access to all programs for purposes of providing services and support to special education students or students referred to special education and staff.
3. It is acknowledged that, in addition to services provided pursuant to IDEA, students who have physical or psychological impairments that substantially limit learning may be entitled to special accommodations under Section 504 of the Rehabilitation Act of 1973 (504) and/or the Americans with Disabilities Act (ADA). The Districts are responsible for such accommodations and for all compliance with 504 and ADA, including but not limited to the development and implementation of a formal 504 Plan for any student who needs such a plan, and the BOCES shall have no direct responsibility therefore, but may provide information, advice, and assistance in ADA and 504 matters upon request. Additionally, it is acknowledged that when the Office of Civil Rights (OCR) investigates allegations of 504 and/or ADA violations concerning students who are also eligible under IDEA, the BOCES will be named as a party in OCR investigations and proceedings.

C. The BOCES' Responsibilities and Authority

The BOCES is the administrative unit responsible for ensuring that the requirements of federal and state special education law and regulations are met in the Districts. Accordingly, the Director of Special Education for the BOCES will do the following:

1. Review staff credentials and training;
2. Provide forms, documents, and procedures to be used for special education services and compliance;
3. Monitor referral processes, evaluations, reevaluations, eligibility determinations, placement decisions, and development and implementation of IEPs for students with disabilities in the Districts;
4. Ensure that all federal and state reporting requirements are met;

5. Provide specialized professional development and training programs for special education teachers and paraeducators working in the Districts;
6. Hire, schedule, train and supervise specialists;
7. Support and educate the parents of students with disabilities;
8. Identify any compliance problems and assist the Districts in taking corrective action as needed. In the event of a disagreement concerning compliance or as to the correct interpretation of a particular statute or regulation concerning the education of students with disabilities, representatives of the BOCES and the Districts will meet to come to agreement. If the disagreement persists, the BOCES interpretation will control.

D. Continuum of Special Education Services

It is recognized that it is not feasible to offer the full “continuum of services” in each of the Districts, or to expect each of the Districts will serve students in every disability category and across a wide spectrum of severity ratings, from mild/moderate to severe/profound. The following provisions describe the manner in which the full continuum of services will be provided within the BOCES:

1. Each District is responsible for providing sufficient and appropriately licensed and endorsed special education resource teachers and paraprofessionals to provide appropriate services for all children who have been determined to have a disability in each of its buildings. Each District shall ensure that each member of the special education instructional staff employed by the District understands that he/she is subject to the directives and authority of the BOCES Special Education Director or designee appointed by the Director in respect to all matters concerning compliance with IDEA and ECEA, and that the special education staff cooperates fully with the BOCES staff in all such matters, provided, however, that notwithstanding the BOCES’ authority in regard to special education matters, each District shall be solely responsible for

all compensation and fringe benefits to such employees, and for compliance with all applicable laws pertaining to payroll taxes, worker's compensation insurance coverage, unemployment benefits, and any and all other incidents of employment. The parties acknowledge and agree that each District is the "primary employer" of such special education instructional staff members and paraeducators as defined by the Family and Medical Leave Act, as amended and any similar state or local law regarding family or medical leave ("FMLA"), and therefore each respective District, and not the BOCES, shall be responsible for notifying each such employee of his/her rights and obligations if any under FMLA and for providing each such employee with the applicable FMLA leave if mandated by applicable law. In such event, or in the event such employee is otherwise absent or discontinues working for the respective District, such District, and not the BOCES, shall provide a qualified replacement to provide necessary services. Special education resource teachers and resource paraprofessionals who work as employees within each respective District will be subject to the same terms and conditions of employment that apply to all other employees of such District who hold the same licensure or classification. Licensed personnel will be subject to evaluation and reevaluation as part of an annual evaluation process by each respective District.

2. All special education staff records will be accessible to BOCES administrative staff at all times.
3. The BOCES is responsible for providing the following "itinerant" services/staff to students in the Districts in accordance with their needs as identified on each student's IEP:
 - a. Speech/Language Pathologist
 - b. Vision Specialist
 - c. Occupational Therapist
 - d. Deaf/Hard of Hearing Specialist
 - e. Physical Therapist

- f. School Psychologist
- g. Transition Support Services
- h. Audiologist
- i. Child Find Coordinator
- ~~j. Early Childhood Special Education Teacher~~
- k. SWAP Coordinator
- ~~l. Outreach Services~~
- m. Gifted and Talented Coordinators
- n. Sign Language Interpreters
- ~~o. School Social Worker~~
- p. Specialized Teachers

Additionally, the BOCES will provide outside consultation services in special situations.

4. It is recognized that the Districts and BOCES may from time to time encounter students who cannot receive an appropriate education in a public school setting of any kind. Examples include students with severe mental or emotional disorders, students such as deaf – and – blind students who may require highly specialized services not provided by any of the Districts or the BOCES, or students who are dangerous or exceptionally disruptive in the school setting. For such students, outside placements such as day treatment centers and other specialized facilities may be appropriate, and the BOCES will provide consultation and assistance in accessing such services. The costs of any out – of – district placement will be borne by the individual District of residence of such student.
5. For students who qualify for Extended School Year services, each District will be responsible for providing such services; and each district will be responsible for any costs incurred based upon the services required.

E. Cost Reimbursement

Each District shall be responsible for its share of the costs of special education provided by the BOCES in accordance with the BOCES Financial Policies, as the same may be adopted and amended from time to time. As constituted on the date hereof, such Financial Policies require the following:

- The BOCES shall receive all special education federal and state funding for eligible students within the Districts.
- The administrative costs of the BOCES shall be shared proportionately based upon the December 1 student count ~~equally between the member districts.~~
- Special program costs shall be allocated to Districts on a “subscriber” basis as determined by the BOCES Board of Directors.
- Any overtime costs related to additional administrative duties due to lack of compliance with deadlines for submission of information of paperwork to the BOCES office by district employees will be reimbursed to the BOCES by the District where the costs were incurred.
- Costs arising from defense in a due process hearing or state-level federal complaint will be assessed to Districts separately as the need arises in the manner described in Section F.

F. Responsibility for Defense

In the event of a due process hearing or a state complaint, or an OCR investigation in which the BOCES is a named party, the BOCES, under the overall direction and control of the BOCES Board, will handle the defense of such claim. The costs of such defense and the payment of any claims, awards, or damages, including parents’ attorneys’ fees, resulting from a finding of violation of any applicable law or regulation pertaining to the education of students with disabilities who are enrolled in a District, shall be allocated as follows:

1. If the BOCES determines that the defense costs and any award or damages resulted from a decision made by the BOCES or the act or

directive of a BOCES employee, then the BOCES will assess member Districts to pay the full amount of such cost; and

2. If the BOCES determines that the award or damages resulted from a decision made by the particular District of the act or directive of a District employee, then the District will pay the full amount of such cost; and
3. If the BOCES determines that the award or damages resulted from actions of both BOCES and District employees, then the BOCES and the District will share the cost evenly. The BOCES shall assess member Districts to pay the full amount of the BOCES share of such costs. Notwithstanding the forgoing, in the event that the BOCES maintains any policy of insurance that would provide a defense or otherwise cover any special education – related claims against the BOCES or such District, then the BOCES shall do all acts and things necessary to access such coverage for the benefit of the BOCES or such District, including but not limited to participating in the defense of such claim to the extent required by such policy.
4. Any amounts assessed to Districts under Section F. 1. or F. 3. above shall be allocated proportionately ~~to~~ based upon special education pupil counts for each District using the most recent December 1 Special Education Pupil Count.

In the event of such legal proceeding, the district involved shall give its full cooperation to and follow the advice and instructions of the BOCES and assigned defense counsel in the course of the proceeding.

SIGNED BY THE PARTIES on the date above written.

Meeker School District RE – 1

By: _____
School Board President

By: _____
School Board Secretary

By: _____
Superintendent

Rangely School District RE – 4

By: _____
School Board President

By: _____
School Board Secretary

By: _____
Superintendent

Rio Blanco BOCES

By: _____
Board President

By: _____
Board Secretary

By: _____
Executive Director

Administrative Unit Process for Special Education Staffing and District Billing for Costs

Costs for District members of the Special Education Administrative Unit are determined through the annual budgeting process which involves the BOCES Administration, Superintendents' Advisory Council, and the Board of Directors as described below.

The Special Education budget includes BOCES staff and shared costs for the program requirements and compliance including: employment of the Director; special service providers; contracted services; secretarial and support staff for reporting and records management; financial officer; expenses for staff travel, training, supplies and materials.

Key considerations used in Staffing include:

- Adequate staffing of positions with highly qualified educators is required to maintain compliance with federal and state special education laws and associated regulations.
- Staffing patterns are based on student needs as indicated on IEPs
- Staff assignments are formulated with consideration for:
 - Continuity of service providers
 - Equal access to highly qualified staff
 - Minimizing travel time insofar as possible
- Case loads are compared with national standards, district enrollment/special education enrollment and special needs of students,
- If vacancies exist, BOCES adjusts staffing patterns and/or considers contracted staff.

The BOCES Administrative Unit receives all state and federal special education funds. These funds are applied to the approved special education budget. IDEA and ECEA funds are divided between the districts based upon the previous December 1 count. IDEA and ECEA costs are divided ~~evenly~~ between the districts in accordance with the BOCES Financial Policies, as the same may be adopted and amended from time to time. The costs of special education services that exceed BOCES revenues are billed to each member district based upon the cost of the services and staff the BOCES provides.

Annual Process

Dec./Jan.	Special Education Director reviews December 1 Count report (numbers/service patterns/staffing at district and BOCES) and additional (new) students with: <ul style="list-style-type: none">• Service providers• Superintendents (if desired or deemed necessary for compliance)
March	Review of IEPs with service providers Draft staffing patterns/assignments developed Estimated revenue/costs of BOCES staffing compiled for preliminary budget; including billing estimate (if applicable) Staff surveyed regarding intent to return
Mar. Board Mtg.	Presentation to the BOCES Board: <ul style="list-style-type: none">• Preliminary budget, including estimates of billing (if applicable)• Additional positions required• Overview of current staff

May Board Mtg.	<p>Recommendations presented to BOCES Board for approval:</p> <ul style="list-style-type: none"> • Preliminary<u>final</u> budget, including estimates of billing (if applicable) • Rehire of staff • Additional positions required
May/June	Salary increases and adjustments prepared based on District increases.
June/July	Staffing patterns reviewed/adjusted if needed
August	<p>Notice of state and federal allocations</p> <p>Staffing patterns confirmed with districts and staff</p>
August/September	Budget reflecting allocations presented to the BOCES Board for approval, including estimates of billing (if applicable).
January	Final adjustments provided to the BOCES Board for approval.

Funding is confirmed with a compliance contract. Funds are distributed only through reimbursement to the district with appropriate documentation.