



REGULAR BOARD MEETING

Prosser High School Library, 1203 Prosser Avenue

Wednesday, December 11, 2019 06:00 PM

I. 6:00 p.m. - Call to Order

1. Pledge of Allegiance

II. Oath of Office of Elected Board Members

III. Annual Organizational Meeting: Election of Officers

1. Calls for Nominations for President
2. Election of President (roll call vote)
3. Assumption of Office by New President
4. Calls for Nominations for Vice-President
5. Election of Vice-President (roll call vote)

IV. Resume Regular Board Meeting

1. Approval of Agenda
2. Communications
3. Recognition: Peter Felicijan - Prosser VFW Voice of Democracy Award Winner

V. Information Items:

1. School Improvement Plans/Schoolwide Projects

[SIPSWP \(p. 4\)](#)

VI. Protocol for Addressing Board:

[Welcome to the Board Meeting \(p. 32\)](#)

VII. Hearing of Visitors:

VIII. Reports:

1. Assistant Superintendent's Report - Curriculum and Instruction
2. Assistant Superintendent's Report - Business and Operations
3. Superintendent's Report
4. Board Members' Reports
5. Student Representatives' Reports

IX. Consent Items:

1. Certificated Personnel

Cert - December 11, 2019 (p. 33)

2. Classified Personnel

Class - December 11, 2019 (p. 34)

3. Approval of Minutes

Special Board Meeting - November 21, 2019 (p. 35)

4. Contracts and Personal Service Agreements

Highly Capable Program Plan Approval (p. 40)

Agreement with Center for Teaching for Bilingual (p. 65)

5. Volunteer Coaches

Vol Coaches (p. 68)

6. Vouchers

Payable December 13, 2019 (p. 69)

X. Old Business:

XI. Action Items:

1. Amend Policy No. 3210: Nondiscrimination - SECOND READING

Policy No. 3210 (p. 98)

**2. Amend Policy No. 5010: Nondiscrimination and Affirmative Action -
SECOND READING**

Policy No. 5010 (p. 103)

**3. Amend Policy No. 5011: Sexual Harassment of District Staff Prohibited -
SECOND READING**

Policy No. 5011 (p. 110)

4. Approval of the Japanese Club

Japanese Club (p. 117)

XII. Discussion Items:

1. Safety and Security Update
2. PHS and Elementary Schools Construction Update
3. Roles of the Board and the Superintendent - Climate

Climate (p. 118)

XIII. Future Meetings:

- *Special Board Meeting to Conduct District Business, December 19, 2019, PHS Library, 6:00 p.m.*
- *Regular Board Meeting, January 8, 2020, PHS Library, 6:00 p.m.*
- *SEWASA Annual Board Workshop, January 9, 2020, ESD 123, 6:00 p.m.*
- *Board Retreat, January 11, 2020, Location TBD, 9:00 a.m.*

XIV. Adjournment:

XV. Executive Session - "To receive and evaluate complaints or charges brought against a public officer or employee" - RCW 42.30.110 (1) (f).

BOARD PACKET

TO: Board of Directors
SUBJECT: School Improvement Plans/Schoolwide Projects
AGENDA: Information
DATE: December 11, 2019
PREPARED BY: Deanna Flores, *Assistant Superintendent*

Background:

WAC 180-16-220 requires annual school building approval by the school district Board of Directors as a condition of the District's entitlement to state basic education allocation funds.

All schools in the state write/revise their School Improvement Plan (SIP)/Schoolwide Project (SWP) each year. The plans, which are data driven, promote a positive impact on student learning and includes a continuous improvement process to monitor, adjust and update.

In addition, all schools in our District are Title I Schoolwide Schools. This means that Federal and State Program and basic education dollars (with the exception of State Transitional Bilingual funds and Title I Migrant funds) that flow to these schools may be blended to the benefit of all students at risk of not meeting state standards. These five schools combine their School Improvement Plan with their federally required Title I Schoolwide Plan.

Annually, the site team at each school reviews, revises and updates their School Improvement Plan and Schoolwide Plan. This is an ongoing process of evaluation of data, planning of programs and interventions and assessment of results.

Approval of these plans will come to the Board at the second meeting in December.

PROSSER SCHOOL DISTRICT

School
Improvement/Schoolwide
Plans

2019-20

KEENE RIVERVIEW ELEMENTARY

<p>Goal</p>	<p>70% of students at KRV (K-2nd) will reach their typical Math growth goal from September 2019-May 2020.</p>
<p>Data used to determine goal</p>	<p>May of 2019, (first time given the assessment) 49% of students were performing at grade level on the iReady diagnostic assessment. Sept. of 19, forty –six percent of KRV students were considered Tier 2, which means they were performing overall one grade level below in the diagnostic iReady assessment. In addition 5% were two grade levels/Tier 3 below their grade level band.</p>
<p>Implementation/ Monitoring Plan</p>	<p>KRV will monitor student progress using iReady diagnostic assessment data from January and May. All students will use iReady math intervention 30 minutes a week in the classroom and an additional 30 minutes in the tech lab, while monitoring weekly progress. A fourth of the school, will receive an additional block of Math intervention with our specialists getting focused/targeted instruction.</p>

<p>Goal</p>	<p>70% of KRV students(K-2) will meet their end of year Reading DRA grade level, or be within one level in literature from September 2019-May 2020.</p>
<p>Data used to determine goal</p>	<p>DRA data has been tracked for the past 5 years. In the spring of 2019 51% of all KRV students met their end of year reading level as measured by the DRA 2. Spring of 2018, 64% of students had met their end of year reading grade level mark.</p> <p>This is the first year of taking iReady Reading diagnostic assessment. In the fall of 2019 it showed 68% of all students started the year performing within 1 level of their grade level, or Tier 2. In addition 16% of student are in Tier 3.</p>
<p>Implementation/ Monitoring Plan</p>	<p>This year we have increased our student growth monitoring from 4 to 5 cycles. This allows us to track and target individual student's growth, or lack of to provide specific targeted instruction at their level.</p> <p>In addition, iReady Reading will be administered in January and May so we have a second data point in which to monitor individual students, as well as our school progress towards the goal. Iready reading intervention is used by classroom teachers for 30 minutes a week, lesson and skills our monitored by the classroom teacher.</p>

<p>Goal</p>	<p>AVID/Increased Parent Involvement: 50% of KRV parents will participate in 2 or more school activities outside of conferences.</p>
<p>Data used to determine goal</p>	<p>We have had 90+% participation in conferences. This year 94% participation rate. But part of our Parent Involvement Plan is to provide opportunities for families to be involved within our school community.</p>
<p>Implementation/ Monitoring Plan</p>	<p>We will be monitoring the participation rate of families within the school community. We will follow this up by a spring survey. We track the % after each activity.</p> <ul style="list-style-type: none"> • Kindergarten WA Kids interviews (Aug) 140 Families (92%) • AVID /Communication Folders (Sept.) 39 Families (14%) • Avid Scavenger Hunt (Oct) 192 Families (52%) • Kinder Pumpkin Patch Field Trip (October) 22 Families(14%) • Class Volunteers 16 (4%) • Fall Celebration Party(October) 120 Families(29%) • Health Curriculum Review(Sept.) 5 families (1.2%) • 2nd Grade Winter Program

WHITSTRAN ELEMENTARY

Goal	Mathematics: Seventy percent or more of Whitstran students will increase their typical growth score by at least one year on the iReady Math Diagnostic Benchmark during the 2019-2020 school year.	
Data used to determine goal	<p>iReady Math data for the 2018-2019 school year revealed 9% of students K-5 are well below standard (2 or more grade levels), 43% are below standard (one grade level), and 49% are on or above standard. *Note: The three K-2 Biliteracy classrooms were assessed in iReady Math in English. (Red- two or more grade levels below, Yellow- one grade level below, Green- at grade level)</p> <ul style="list-style-type: none"> All grade levels made tier shifts in math. All domains had positive shift changes. Red went from 29% to 9%, yellow went from 59% to 43% and green increased from 12% to 49%. Strong correlation between iReady scores and SBA scores SBA and iReady data show that are ELL population is struggling 	<p>iReady 2019-2020</p> <ul style="list-style-type: none"> Math Data- red is 27%, yellow is 58% and green is 15% (Very similar starting data to last year) Number and operations are a concern across all grade levels Overall 2nd and 3rd grades have the lowest percentage of students in the green and the highest percentage of students in the red <p>SBA DATA</p> <ul style="list-style-type: none"> 36.7% met math standards in 2016-2017, 34.7% in 2017-2018 and 38.1% in 2018-2019.
Implementation/ Monitoring Plan	<ul style="list-style-type: none"> Students receive an additional hour of math support or extension through iReady during specialist time. Based on iReady data and teacher input, students receive small group and individual support from the math intervention specialist- 120 minutes each week Students review their own progress in math and create goals based on their iReady benchmark data 	<ul style="list-style-type: none"> Teachers monitor online instruction throughout the week Growth assessments are administered one time each month

Goal	ELA: Seventy percent or more of Whitstran students will increase their typical growth score by at least one year on the iReady Reading Diagnostic Benchmark or LAS, overall growth score, assessment during the 2019-2020 school year.	
Data used to determine goal	<p>iReady Reading data for the 2018-2019 school revealed 21% of students K-5 are well below standard (2 or more grade levels), 40% are below standard (one grade level), and 40% are on or above standard. *Note: The three K-2 Biliteracy classrooms were assessed in iReady English Reading. (Red- two or more grade levels below, Yellow- one grade level below, Green- at grade level)</p> <ul style="list-style-type: none"> All grade levels made tier shifts in reading. All domains had positive shift changes. Red went from 34% to 21%, yellow went from 42% to 40%, and green increased from 24% to 40%. Strong correlation between iReady scores and SBA scores SBA and iReady data show that are ELL population is struggling 	<p>iReady 2019-2020</p> <ul style="list-style-type: none"> Reading Data- red is 32%, yellow is 50% and green is 18% (Very similar starting data to last year) Phonics is the main area of concern in the lower grades Vocabulary and Comprehension is the major concern in the upper grades <p>LAS Assessment</p> <ul style="list-style-type: none"> The LAS Links Espanol assessment illustrates that the area of greatest need in Spanish Language Acquisition is writing. The lowest domain scores in K-2 is in writing compared to other domains of speaking, listening, and reading. <p>SBA DATA</p> <ul style="list-style-type: none"> 30.3% percent met ELA standards in 2016-2017, 32.9% in 2017-2018 and 35% in 2018-2019
Implementation / Monitoring Plan	<ul style="list-style-type: none"> We used benchmark and progress monitoring data to develop small group instruction and individual student interventions. Depending on the student's needs and individual data (including DRA, Estrillita and/or Sistema), students were placed with a reading specialist or receive iReady online LLI benchmark assessments and LCs running records are administered every 6 weeks 	<ul style="list-style-type: none"> Data is reviewed every six weeks and adjustments are made as to which students receive interventions. Running records are administered every two weeks for students in the LLI intervention program Students review their benchmark assessment data in reading and create goals based on their iReady data

Goal	PBIS: School-wide office referrals will decrease by 15% in comparison to the 2018-2019 SWIS data.
Data used to determine goal	2018-2019 SWIS Data 2018-2019 CICO DATA Minor Behavior Tracking Forms
Implementation/ Monitoring Plan	SWIS DATA CICO DATA Check-In and Check-Out- Tier II Check and Connect Program- Tier III Beyond Trauma Curriculum First Steps, Next Curriculum PAX Good Behavior Game- Spleem Counts

<p>Goal</p>	<p>AVID Implementation: The AVID Elementary site team will meet at least monthly to develop a site plan that demonstrates actions that are aligned with the shared mission, vision and goals of AVID.</p> <p>Action Items:</p> <ul style="list-style-type: none"> • The AE site team will model one WICOR strategy per month and staff will implement the strategy during that month. • Teachers will embed levels of questioning and provide direct instruction opportunities in the standards map. • Whitstran Elementary will facilitate four or more home/school workshops during the 2019-20 school year. • AVID Elementary teachers will create grade level SMART goals in reading and math. Grade levels will review and refine priorities based on the SMART goals once every trimester. 		
<p>Data used to determine goal</p>	<ul style="list-style-type: none"> • AVID Certification Self-Study • AVID Certification Summary Report • Staff Surveys • AVID Walk-throughs • Bi-Monthly Leadership Meetings 		
<p>Implementation / Monitoring Plan</p>	<ul style="list-style-type: none"> • Review and refine smart goals based on data each trimester • Bi-Monthly Leadership Meeting to look at data • Implement four home/school workshops • Embed levels of questioning on the ELA standards maps 		

HEIGHTS ELEMENTARY

Goal	Goal 1: Increase our learners' success in meeting English Language Arts (ELA) standards through the integration of science and the social sciences, and by actively participating in staff development, professional collaboration and the use of best instructional practices as guided by data.
Data used to determine goal	Spring 2019 reading data included: STAR, i-Ready Reading Assessments, Imagine Learning Data, Fountas & Pinnell Assessments and SBA ELA Assessments. This was then compared to the September 2019 i-Ready Reading and F&P data.
Implementation/ Monitoring Plan	<p>Heights Elementary School will increase the number of students meeting standard in ELA by 5% as measured by district (i-Ready) and state assessments (SBA) by June of 2020. All students will demonstrate reading growth based on i-Ready Fall/Spring data. To monitor we will use the following:</p> <ul style="list-style-type: none"> • <i>Ongoing classroom formative assessments</i> • <i>Intervention assessments data</i> • <i>Summative assessments (i-Ready three times per year and SBA in April/May)</i>

Goal	Goal 2: Increase learner success in meeting Science, Technology, Engineering, Art and Mathematical (STEM) standards by actively participating in staff development, professional collaboration and the use of best instructional practices as guided by data.
Data used to determine goal	Spring 2019 math data included: i-Ready Math Assessments, Math Interim Assessments and SBA Math Assessments. This was then compared to the September 2019 i-Ready Math data.
Implementation/ Monitoring Plan	<p>Heights Elementary School will increase the number of students meeting standard in mathematics by 5% as measured by i-Ready and state assessments (SBA) data by June 2020. To monitor, we use the following:</p> <ul style="list-style-type: none"> • <i>Ongoing classroom formative assessments</i> • <i>End of unit assessments/State Interim Assessments.</i> • <i>Summative assessments (i-Ready three times per year and SBA in April/May)</i>

Goals	Goal 3: Provide learners with effective engagement and communication strategies that will promote equal access to learning and lift the cultural climate of our school.	
Strategies	<p>AVID Domain I: Increase the use of Higher Level Thinking strategies and instructional rigor through integrated content based on the new standards.</p> <p>AVID Domain II: Use a variety of assessment data to monitor student progress, to adjust instruction (interventions and extensions).</p> <p>AVID Domain III & IV: Complete a staff survey regarding equitable practices to promote access for all students to attend college/advanced education options.</p>	<p>Begin the Year 3 Implementation of the Positive Behavior Intervention Support (PBIS) System as a building-wide communication, behavior and tiered intervention support process. The focus for learners is on Respect, Responsibility and Readiness to Learn. Interventions focus on a system of Reflection, Refocus, and Referral.</p>
Data used to determine goal	<p>AVID goals were determined following a review of the My AVID Elementary Site Data and Certification System Rubric.</p>	<p>PBIS Goals were established by the PBIS Leadership Team through a yearlong process of training and data gathered from the full staff.</p>
Implementation/ Monitoring Plan	<p>The combined Leadership Core Team/AVID Team meets monthly, and completes an AVID rubric reflection twice per year.</p>	<p>The PBIS Leadership Team meets regularly throughout the year, and gathers feedback from the full staff at least two times per year.</p>

HOUSEL MIDDLE SCHOOL

<p>Goal</p>	<p>By May 2020, Housel Middle School will increase by 10% the number of students demonstrating mastery of grade level Reading and Writing skills as measured by the Smarter Balanced ELA assessment.</p>
<p>Data used to determine goal</p>	<p>The team at Housel Middle School considered data from the following sources:</p> <ul style="list-style-type: none"> - Smarter Balanced Assessment results from last year: <ul style="list-style-type: none"> -8th : 42%, 7th: 46%, 6th: 38% and 5th: 39% -6th/8th grades demonstrated .5 years growth while 7th grade demonstrated 1.2 years growth. - I-Ready ELA assessment data – fall administration. <ul style="list-style-type: none"> - 11% of 6th, 18% of 7th and 20% of 8th graders at or above grade placement. - 66% of 6th, 61% of 7th and 63% of 8th graders more than two years below grade placement. Strengths in Phonics and relative weaknesses in Vocabulary and Comprehension.
<p>Monitoring Plan</p>	<p>Housel Middle School will monitor student progress through the following processes:</p> <ul style="list-style-type: none"> - Review of I-Ready assessment data three times per year. - Review of Interim Block Assessments as administered. - PLC teams review student data and make recommendations for LLI intervention groups with reading specialist. - Review of student grades twice a quarter. - LLI Benchmark testing and running records taken on an ongoing basis over the trimester. - Ongoing professional development through a reading specialist to support workshop model, conferring, differentiation, and enrichment supports.

<p>Goal</p>	<p>By May 2020, Housel Middle School will increase by 15% the number of students demonstrating mastery of grade level Math skills as measured by the Smarter Balanced Math assessment.</p>
<p>Data used to determine goal</p>	<p>The team at Housel Middle School considered data from the following sources:</p> <ul style="list-style-type: none"> - Smarter Balanced Assessment results from last year: <ul style="list-style-type: none"> -8th : 35%, 7th: 34%, 6th: 27% and 5th: 24% -6th/8th grades demonstrated less than a half of a years growth while 7th grade demonstrated 1.3 years growth. - I-Ready ELA assessment data – fall administration. <ul style="list-style-type: none"> - 19% of 6th, 15% of 7th and 19% of 8th graders are at or above grade placement. - 50% of 6th, 43% of 7th and 48% of 8th graders are more than two years below grade placement.
<p>Monitoring Plan</p>	<p>Housel Middle School has recently adopted the Illustrative Math curriculum. The 2019-2020 school year will be our first implementation year with ongoing professional development.</p> <p>Housel Middle School will monitor student progress through the following processes:</p> <ul style="list-style-type: none"> - Review of I-Ready assessment data three times per year. - Review of Interim Block Assessments as administered. - PLC teams review student data and make recommendations for students to receive support from a Math specialist. - Review of student grades twice a quarter. - Review of common formative and summative assessment results from each unit. - Ongoing professional development through a Math Specialist to fully implement IM curriculum and increase instructional capacity.

Goal	The AVID SITE team will re-establish the vision and mission statements of our school and communicate it to stake holders, including faculty, students, families, and community members by April 2020.
Data used to determine goal	AVID Site Team is required to complete a self-assessment at the beginning of each school year. The AVID team identified several areas of continued need including Schoolwide Culture, Schoolwide Systems, and Schoolwide Leadership. Under the area of Schoolwide Leadership, the school Vision and Mission statement were identified as needing updating. The school mission and vision are the basis for many program decisions and the school planning processes and the team determined an updated Mission and Vision statement is a required activity that would support the work in all other areas.
Monitoring Plan	<p>The HMS/AVID Site team will work to re-establish the vision and mission statements for Housel Middle School by April 2020. Communication of the updated Vision and Mission statement will be communicated to all stakeholders through the end of the school year.</p> <p>Housel Middle School will continue to provide opportunities for professional development in</p> <ul style="list-style-type: none"> - Academic Rigor - WICOR (Writing, Inquiry, Collaboration, Organization and Reading) - Student Engagement - College and Career Readiness

<p>Goal</p>	<p>Housel Middle School will continue to implement the Character Strong curriculum to improve the Social Emotional Learning of all students during the 2019-2020 school year. 6th grade students will receive the 6th grade curriculum, while 7th and 8th grade students will continue to develop their skills through the 7th grade curriculum. Implementation will be monitored through staff surveys and school administration observation. By June 2020, Housel Middle School will decrease the number of referrals for the 2019-2020 school year to 800 or less (8%+ decrease) from a total of 868 in the 2018-2019 school year.</p>
<p>Data used to determine goal</p>	<p>Housel Middle School has recently completed the first year of a new Positive Behavior Intervention and Support program. Discipline results from post-implementation indicate 868 discipline referrals, which is down 61 referrals from 929 the previous year. The number of students receiving discipline referrals for 2018-19 was 195 which is down 95 from the 2017-18 total of 290.</p>
<p>Monitoring Plan</p>	<p>Housel Middle School staff will continue to implement the Character Strong curriculum through the SWAVID class period on a daily basis. Full implementation will be completed at the end of the 2021 school year with the following monitoring:</p> <ul style="list-style-type: none"> - Review Character Strong implementation progress in monthly SITE team meetings. - Administration team review of discipline data monthly and discuss results with SITE team. - Weekly Administration Counselor Team meetings to review recent student behavior concerns. - Ongoing support from Housel Middle School and Comprehensive Mental Health counselors to address Social Emotional Learning. - Review and implementation of Tier II and Tier III school behavior supports. (Check-In – Check-Out Tier Two and Check and Connect Tier Three Positive Behavior Intervention and Supports)

PROSSER HIGH SCHOOL

<p>Goal #1</p>	<p>Graduation Rate/Freshman Failure Rate</p> <p>G1.A: PHS graduation rate will increase by 3%, from 81% to 84%. G1.B: By May of 2020, PHS will increase the percentage of freshman on track to graduate by 10%.</p>
<p>Data used to determine goal</p>	<p>Graduation Rate from previous year and information from OSPI website and EDS Data Portal pertaining to freshman failure rates from School Report Card.</p>
<p>Implementation/ Monitoring Plan</p>	<p>G1.A1. Create a Multi-Tiered System of Intervention G1.A2. Continued support of Credit Recovery G1.A3. Create an "Early Identification System" G1.B1. Create a "Student Success Team" G1.B2. Lunch Academy</p>

<p>Goal #2</p>	<p>Attendance</p> <p>Average Daily Attendance will increase by 1% from the previous year's 92% to 93% in 19-20 school year.</p>
<p>Data used to determine goal</p>	<p>Previous years average daily attendance and attendance information trends from EDS Data Portal.</p>
<p>Implementation/ Monitoring Plan</p>	<p>G2.A1. September Awareness Month G2.A2. Student Recognition for Trimester Perfect Attendance i.e. Newspaper, Honor Card, Graduation Program, School Board Recognition G2.A3. Truancy Board G2.A4. Goal Setting/Monitoring-"Early Identification System" G2.A5. Letters of Concern for Students G2.A6. Creation of "Student Success Team" G2.A7. PBIS for meeting attendance goals</p>

**Goal
#3**

English Language Arts

By Spring of 2018, 80% of students will show growth in comprehension and vocabulary as measured by district assessments.

**Data used to
determine goal**

Smarter Balanced Assessment scores from previous year and trends posted on EDS Data Portal.

**Implementation/
Monitoring Plan**

G3.A1. Administer iReady diagnostic at the end of each Trimester
G3.A2. Create list of high frequency SBAC/Academic Vocabulary Words
G3.A3. Create list of Marzano's Academic Vocabulary to share across-disciplines
G3.A4 Data dives at ELA collaboration meetings using iReady, Vocabulary.com, readtheory.org

<p>Goal #4</p>	<p>Math</p> <p>Most (51%) of all math students enrolled in a math course required for graduation will achieve at least a 70% average in their summative assessment grade category at the end of part B of the course.</p>
<p>Data used to determine goal</p>	<p>Smarter Balanced Assessment scores from previous year and trends posted on EDS Data Portal.</p>
<p>Implementation/ Monitoring Plan</p>	<p>G4.A1. Write and administer common assessments, rubric, and grading practices G4.A2. Allow and encourage retakes G4.A3. Administer iReady diagnostic each Tri for all year-long math courses G4.A4. Administer SBAC test for Sophomores, Juniors, and Seniors G4.A5 Data dives at Math collaboration meetings using iReady and Common Assessment Data</p>

<p>Goal #5</p>	<p>AVID Schoolwide</p> <p>G5.A: Each teacher will implement one (1) or more Focus Notes strategies as measured by WICOR Walk-throughs, self-reporting, and student samples.</p> <p>G.5.B: 80% of PHS students will exhibit regular use (4 or more periods/day) of student agendas, as measured in Mustang Period, at no less than three (3) progress report-marking periods during Trimesters 2 and 3.</p>
<p>Data used to determine goal</p>	<p>Previous years data and review of schoolwide program requirements/rubric</p>
<p>Implementation/ Monitoring Plan</p>	<p>G5.A1. Administer Survey Monkey to assess frequency and variety of notes G5.A2. Staff development on Focus Notes G5.A3. Collection of Evidence G5.A4. WICOR Walkthrough Form G5.B1. Coincide agenda checks with Progress Reports G5.B2. Create grading rubric for teachers</p>

<p>Goal #6</p>	<p>Career Planner</p> <p>100% of PHS students will be actively working in Career Planner by May of 2020.</p>
<p>Data used to determine goal</p>	<p>Evaluation of High School and Beyond Plan and changes to program formatting.</p>
<p>Implementation/ Monitoring Plan</p>	<p>G6.A1 Students will complete "Roadmap of Requirements" G6.A2 New Course Approval Process (4 yr plan) G6.A3 Schedule Mustang Period (long term)</p>

QUESTIONS?

SCHOOL BOARD MEETINGS

Prosser School District No. 116, 1500 Grant Avenue, Prosser, WA 99350

Welcome to a meeting of Prosser School District Board of Directors!

Your views and interest in education are important to us and to your schools. Whether your visit is for the purpose of bringing information to the Board's attention, solving a problem, or simply to see what's going on, we hope you'll feel welcome and comfortable at this meeting. We also hope that you will leave with a better understanding of your school district and its Board of Directors.

How the Board Operates

As the Board meeting progresses, you may notice that there is quick action on some items. This is because the Board generally considers an issue for several meetings before taking action, and also because background materials on the various items are sent to members for their careful study prior to the meeting. Sometimes the Board will approve a motion that encompasses many items. These items, grouped under the "consent" portion of the agenda, are considered routine.

Board members are: Scotty Hunt, President; Jesalyn Cole, Vice-President; Andy Howe, Peggy S. Douglas and Scott Coleman. Student representatives are: Rebekah Bestebreuer, Cacia Roy, Martha Akinbade and Zane Castilleja.

About Board Meetings

Business meetings are held twice each month, on the 2nd and 4th Wednesday. The first meeting of the month is also a time for the various educational programs of the District to provide an educational presentation to the Board. These meetings begin at 6:00 p.m.

The Board encourages input on all issues under discussion at the business meetings.

About Executive Sessions

The Board may occasionally go into executive session, thus excluding the public and the news media from witnessing the discussion. You should know though, that the Board will only discuss issues in executive session. It must, by law, take all actions in an

open meeting. The law also limits what the Board can legally discuss in executive session. These closed discussions may only concern litigation, personnel selection or evaluation, negotiations, complaints against an officer or staff member or real estate transactions where public disclosure would be damaging to individuals or the general welfare of the District. Before going into executive session, the Board president must estimate the time the Board will return to open session.

Study Sessions

Board Study Sessions are held by the Board to address specific issues and to give the Board an opportunity to have staff make presentations regarding specific areas of instruction or operation. Study sessions are open meetings and offer the community an opportunity to hear the issues being discussed. Study sessions follow the same protocols as regular Board meetings for addressing the Board with questions or concerns.

Addressing the Board

You may present a concern to the Board during the time reserved for hearing public comment. If this is the case we ask that you:

- Prior to the start of the meeting, sign in, noting the topic you intend to address to the Board.
- Come to the microphone and state your name.
- Do not reflect adversely on the political or economic view, ethnic background, character or motives of any individual.
- Do keep your comments concise, non-emotional and brief.

The Board is interested in hearing your concerns and your compliments too. It's best to call the Superintendent's office a couple of days before the meeting. If this isn't possible, you can ask the Board president to recognize you during the hearing section.

Board Hearings

The school Board can be compared to a "court of last resort." If a concern cannot be solved by first talking with

the teacher, principal, or appropriate District personnel, it may be forwarded to the Board for hearing. Sometimes this hearing may be conducted in "executive session," meaning the public and the media are not in attendance.

About Your Board

Public schools are especially close to the communities they serve because they are governed by men and women selected from the community. These men and women - your school Board; are volunteers who spend a great deal of time on the many details involved in providing quality education.

Board members serve four-year terms. They are required to file financial disclosure statements with the Washington State Public Disclosure Commission and must be registered voters of the school district.

School Board members attend meetings, keep communications open with other members of the community and represent the needs of the District before local, state and national representatives. They make critical decisions that have a direct impact on what children learn and how they learn it. However, a school Board is a legal body and can only make decisions as a body.

You may notice that many of the decisions the Board must make are not directly related to instruction. School Board members are also responsible for keeping the buildings and grounds in good shape, balancing the budget, protecting the District's legal interests, and providing for long-range planning.

BOARD PACKET

TO: Board of Directors
SUBJECT: Certificated Personnel
AGENDA: Consent
DATE: December 11, 2019
PREPARED BY: Mr. Matthew Ellis, *Superintendent*

Certificated Employees

Kay Deffenbaugh has submitted a letter of retirement from her position as an art teacher at Housel Middle School, effective December 31, 2019.

BOARD PACKET

TO: Board of Directors
SUBJECT: Classified Personnel
AGENDA: Consent
DATE: December 11, 2019
PREPARED BY: Craig Reynolds, *Assistant Superintendent*

CLASSIFIED EMPLOYEES

There are no classified recommendations at this time.

Board Meeting November 21, 2019

SPECIAL BOARD MEETING

CALL TO ORDER

A special meeting of the Prosser School District Board of Directors was called to order at 6:00 p.m. by Mrs. Jesalyn Cole, Vice-President. Other Board members present included Mr. Andy Howe and Mr. Scott Coleman. Also present were Mr. Matt Ellis, Superintendent; Mr. Craig Reynolds, Assistant Superintendent and Mrs. Julie Hyatt, Secretary. Also in attendance were the following District staff members: Mr. Bryan Bailey, PHS Interim Principal; Mr. David Funk, PHS Asst. Principal; Mr. Michael Denny, HMS Principal; Mr. Eric Larez, HMS/PHE Asst. Principal; Mr. Dave Schell, Maintenance Supervisor; Mrs. Kris Moore, KRV Principal and Mr. Pat McCullough, Mr. John Chumley, Mr. Scott Hutson, Mr. Kurt Voegele and Mr. Glen Thompson, security guards for the District. Mrs. Darlene Morrow, Food Service Director was also present. Board members Mr. Scotty Hunt and Mrs. Peggy S. Douglas were excused from the meeting.

Other attendees included Chief David Giles, Prosser Police Department; Lt. Charles Damron and Chief Seth Johnson, West Benton Fire Rescue; Mr. Tyler Platt, Director of Emergency Medical Services, PMH; Cmdr. Jon Law, Benton County Sheriff's Office and Mr. Mel Kimmel, Motorola representative. There were also community members in attendance.

The special meeting was held at the Prosser High School Library, 1203 Prosser Avenue, Prosser, WA. The purposes of the special meeting were as follows:

- 1) To hold a safety and security committee meeting for the Board of Directors to discuss recent security activities as well as potential future decisions for the committee;
- 2) To conduct regular District business, including department reports, approval of minutes, donations and vouchers and payroll;
- 3) To consider the final approval of three policy amendments to comply with civil rights requirements;
- 4) To hear and discuss the progress of the elementary design projects with the construction management team;
- 5) To hold an executive session at the conclusion of the meeting to receive and evaluate complaints and charges brought against a public officer or employee – RCW 42.30.110 (1) (f);
- 6) To hold an exempt session at the conclusion of the executive session for the Board to be updated on negotiations.

Vice-President Cole announced a revision to the order of the agenda, as two Board members in attendance, needed to leave early. The Consent Agenda was moved to the top of the agenda, followed by the safety and security committee meeting. Action items listed on the agenda were postponed until the next regular Board meeting, which will be held on December 11, 2019. Additionally, there would be no executive session or exempt session, due to a lack of quorum.

APPROVAL OF AGENDA

Motion by Andy Howe, seconded by Scott Coleman and motion carried unanimously to approve the revised agenda.

CONSENT ITEMS

Motion by Andy Howe, seconded by Scott Coleman and motion carried unanimously to approve the Consent Items.

Board Meeting November 21, 2019

Certificated Personnel

There were no recommendations.

Classified Personnel

There were no recommendations.

Approval of Minutes

Minutes from the November 13, 2019, regular Board meeting were presented.

Contracts and Personal Service Agreements

None

Vouchers and Payroll

RCW 42.24.080, and those expense reimbursement claims certified, as required by RCW 42.24.090, are approved for payment. In addition, payroll warrants in the amount of \$2,637,464.40 were also approved.

*General Fund Voucher numbers 900340 through 900454 totaling \$277,605.56
Capital Projects Voucher number 200000169 totaling \$2,303,328.59
Associated Student Body Fund Voucher numbers 186574 through 186576 totaling \$1,559.57
Payroll Warrant numbers 234577 through 234621 totaling \$2,637,464.40”.*

Donation

Housel Middle School received a generous donation of \$2,152.03 from Prosser AAU. The donation will be used to purchase weights and benches for the weight room. The funds will be deposited in the General Fund account.

COMMUNICATIONS:

None

SAFETY AND SECURITY

Whitstran Threat Assessment Exercise

Mr. Ellis reported on the recent threat assessment exercise. One recommendation the Sheriff's Office made was that all exterior doors be locked at all times.

Craig Reynolds reported that there will be threat assessments conducted at each school in the District, coordinated by the city police. There will be a report from the Sheriff's Office, offering feedback on the Whitstran assessment.

Cmdr. Law thanked the District for inviting the Sheriff's Office to conduct the assessment and said they will make themselves available in the future to help our District. He also said the Whitstran staff was very open to suggestions.

Board member Coleman thanked the Sheriff's Office for being proactive by conducting the assessment.

Radio Communications – Mel Kimmel, Motorola

Mr. Kimmel addressed the committee members about the idea of going to digital radios. He

Board Meeting November 21, 2019

explained we would have two channels from one repeater. This is the type of radio which most other districts have purchased. Digital radios also provide more privacy.

Mr. Kimmel said the price of each radio varies from \$355.00 to \$590.00. The number of staff who would possess radios would be our decision. Usually principals and security officers have radios that have more capabilities. Our high school currently has at least 10 radios. We would also need them for other offices and buses.

Discussion ensued between the committee and Board, with Mr. Kimmel answering questions. Mr. Kimmel does not think these radios will be obsolete in 5 years, as the firmware can be upgraded to keep the radios current. Typically, communications on these radios are not accessible to the outside public. The repeaters we will need typically cost about \$5,000.

Next Steps

- Each building needs to inventory their radios to see how many are needed
- Plan the next meeting
- Define a budget and find the resources for it
- Some school districts are purchasing radios for their teachers, this might be a discussion item for our long term-plan

Scott Hutson distributed a report on the recent lockdown conducted at HMS. He also distributed the note which had been sent home to parents about the lockdown.

Vice-President Cole called a short recess at 6:24 p.m. to allow the safety and security committee members to leave.

Board member Andy Howe was excused from the remainder of the meeting.

The special Board meeting resumed at 6:30 p.m.

INFORMATION ITEMS

Department Reports

Maintenance

Dave Schell provided an overview of his report which he said was a snapshot of some of their current projects and expenditures.

Food Service

Darlene Morrow reported that the HMS and KRV kitchens were recently inspected by the Benton-Franklin Health Department and both received the highest score available of 100%. Mrs. Morrow also reported that the District received two checks to go toward unpaid lunch balances. One check, for \$100.00 was from a drawing at a nutrition conference and the other check, for \$125.00 was from the Knights of Columbus.

HMS/PHS Drug Testing and Education Program

Bryan Bailey distributed information on the program, providing corrected numbers of the participants. He said the numbers of winter sports students participating in the program is much higher than those for fall sports.

Board Meeting November 21, 2019

There was discussion about a small amount of parents who did not want their randomly selected students drug tested, when Mr. Bailey called them.

PROTOCOL FOR ADDRESSING THE BOARD

Mr. Ellis read the protocol.

HEARING OF VISITORS

Stacey Willard – Concerns about HMS lockdown last week.

REPORTS

Assistant Superintendent – Business and Operations

- November 2019 Student Enrollment
- Year End Financial Reports 2018/2019

Superintendent's Report

- Met with Monica Burnett recently and discussed the possibility of a joint Board meeting with Paterson.
- Ongoing professional development is taking place in the District with Wilma Kozai this week, working with teachers, principals and instructional coaches.
- Negotiations continue with ESPP.

Board Members' Reports

Scott Coleman

- Really proud of our football team and their character as they move up through the finals.
- Mr. Coleman receives lots of community feedback which he passes on to Mr. Ellis.

Jesalyn Cole

- Attended the PHS construction meeting today and found it very interesting.
- Is excited to attend the Turkey Trot next week.
- Bryan Bailey and Michael Denny have joined the next class of Prosser Leadership.

Board member Coleman was excused from the remainder of the meeting.

OLD BUSINESS

None

ACTION ITEMS

Action on the following items was postponed until the December 11, 2019 regular Board meeting:

Amend Policy No. 3210: Nondiscrimination – SECOND READING

Amend Policy No. 5010: Nondiscrimination and Affirmative Action – SECOND READING

Amend Policy No. 5011: Sexual Harassment of District Staff Prohibited – SECOND READING

DISCUSSION ITEMS

Elementary Design Update

Dax Logsdon, from CSG provided a report on both the high school and elementary schools. He said the high school will begin to look very different week by week, as many changes are now taking place which are very noticeable. He also said that Chervenell is doing a great job.

Board Meeting November 21, 2019

Discussion

There was discussion about purchasing or leasing scoreboards for the new high school. Both Jesalyn Cole and Craig Reynolds reported on this upcoming decision. We need to make a decision quickly on whether we want Pepsi to install and maintain them or if we should purchase them ourselves and have the contractors install them.

There was also discussion about the softball field and the cost associated with developing it. Additionally, the netting on the fair/foul poles was discussed as was the color on the infield. The two color options are salmon and red, with salmon being cheaper.

Mr. Logsdon suggested that certain banking institution may match dollar for dollar on a scoreboard up to \$100,000.

Elementary Schools

Mr. Logsdon explained the process up to now for the elementary school design process. His company is currently working on Phase II of Value Engineering. The final VE is scheduled for December 5, 2019. This meeting will proceed similarly as the high school VE meeting several months ago. A big component of this week's work is to determine how to maintain quality while being efficient with students in the buildings while construction is taking place. Mr. Logsdon also explained why each building's construction will likely be bid separately now, instead of being bid all together. This will maximize funding and efficiency. We have to be ready for permits to be issued by June 30, 2020. He also explained that there may be some time "lags" involving the elementary construction projects, which will likely benefit the District.

Dax explained different scenarios regarding housing the elementary students during construction and the order in which the projects will take place. One possibility he mentioned is that some of the portables from KRV may be used at PHE during their construction project, after the KRV construction is completed. He also said that students will have a higher potential of staying on site at Whitstran while their construction is taking place, due to the nature of the project. The redoing of Kinney Way, near KRV, will likely have to start from scratch due to the grade of the current road.

Mr. Logsdon concluded his report by saying we are on a very intense design pace in order to maintain maximum state funding.

FUTURE MEETINGS

- Special Board Meeting, Value Engineering Meeting for Elementary Schools, December 5, 2019, PHS Library, 6:00 p.m.
- Regular Board Meeting, December 11, 2019, PHS Library, 6:00 p.m.

ADJOURNMENT

Vice-President Cole adjourned the special Board meeting at 7:30 p.m.

Clerk to the Board

Board President

Secretary to the Clerk of the Board

BOARD PACKET

TO: Board of Directors
SUBJECT: Highly Capable Program Plan Approval
AGENDA: Consent
DATE: December 11, 2019
PREPARED BY: Deanna Flores, *Assistant Superintendent*

Background

The state Highly Capable program application requires approval by our Board of Directors. Highly Capable supports a small portion (approximately \$35,000) of our Highly Capable Program aka: OPEN DOOR teachers' salaries.

This grant plan is completed electronically and submitted to OSPI upon school board approval. Assurance pages are signed and kept on file at the curriculum office.

District: Prosser School District
Organization Code: 03116
ESD: Educational Service District 123

Directions

All Local Education Agencies (LEAs) must complete this application for the 2019-20 school year.

- **Page 1 must be updated annually:** District indicates if accepting Highly Capable funds, signs and dates assurances to comply with Highly Capable Program requirements.
- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page.

REMINDER: The Highly Capable funding formula is 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

LEAs must also submit for OSPI approval the FY 2019-20 end-of-year report (SY 2018-19), iGrant Form Package 250, before receiving funding for the 2019-20 school year.

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2019-20), click **Print All**, to the right of Save. ([WAC 392.170.025](#)).

Program Monitoring and Review

OSPI staff will review District Highly Capable plans during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as Highly Capable is part of the program of basic education under [RCW 28A.150.220\(3\)\(g\)3](#).

Updated Pages

Updates have been made to the following pages:

- Page 2
- Page 3
- Page 4
- Page 5
- Page 6
- Page 7

Assurances: Comply with State Law and Regulation

NOTE: As part of RCW 28A.150.220(3)(g), the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See RCW 28A.185.020 (1) and (2).

Please check only one box below:

LEA accepts Highly Capable allocation for 2019-20 school year. LEA agrees to the comply with:

- a. RCW 28A.150.220(3)(g)(3)
The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.
- b. RCW 28A.185.020
Highly Capable program requirements provided in state law.
- c. WAC 392-170-012
Highly Capable program requirements provided under OSPI rules. WAC 392-170
- d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*
- e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*
- g. *Follow RCW 28A.185.020 District practices for identifying the most Highly Capable student must prioritize equitable identification of low-income students.*
- h. *Follow RCW 28A.300.770 Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

LEA DOES NOT accept Highly Capable allocation for the 2019-20 school year. LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with RCW 28A.150.220(3)(g). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

- a. *Annually report the students served in the district's Highly Capable program in CEDARS.*
- b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*
- c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- d. *Follow RCW 28A.185.020 District practices for identifying the most Highly Capable student must prioritize equitable identification of low-income students.*
- e. *Follow RCW 28A.300.770 Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

District officials have read, and the district complies with, the laws and regulations above.

Name of Authorized Representative:	Deanna Flores
Position/Title of Authorized Representative:	Assistant Superintendent/Director of State and Federal Programs
Date: (MM/DD/YY)	11/21/2019

Highly Capable Program Coordinator	
Contact Name:	Deanna Flores
Organization:	Prosser School District
Email:	deanna.flores@prosserschools.org
Phone:	509-786-2881
Contact Name:	Tammy Feakin
Organization:	Prosser School District

Highly Capable Program Parent Organization	
Is there a parent organization in your area? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Contact Name:	
Organization:	
Email:	
Phone:	

District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170.035 .036

Instructions

1. Select one check box.
 2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.
- District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.
- District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

District has a statement of purpose for the Highly Capable program.

- Yes No

Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal
RCW 28A-185-030, WACs 392-170 | 042 | 045 | 047 | 055 | 060 | 070 | 075

Instructions

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's Highly Capable students should reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.
2. Write your response where indicated.

A. Annual Notification WAC 392-170-042

Assurances

- Public notification for parents and students before any major identification activity.

Public Notification

- Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.
- Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process WAC 392-170-045 | 055

Assurances

- District uses a specific process to refer students for the Highly Capable program
- Referral process permits referrals from teachers, other staff, parents, students and community members.

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

District must have on file **written or electronic signature permission to assess and start HCP services**. Every item listed below is required by WAC 392-170-047.

Assurances

- District gets permission to assess.
- District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>	Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>
Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>	Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>
Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>	Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>
Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>	Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>

D. Screening Procedures OPTIONAL WAC 392-170-045 | 055 | 060 | 075

Instructions

The referral process could include a method to screen out students who do not qualify for the HCP, based on clear current evidence.

The district uses a screening process. Yes No

If **yes**, click the **NEW** button and complete the tables to document the type of screener by grade level.

If **no**, continue to **Part E**.

Do Not Lose Your Data - Click Save!
Click **Save** at the top of the page after you complete each table.

Screening Procedures

Assurances
Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

District has a clearly defined and documented screening process.

All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*

Instructions

MSC Considers Screening and Assessment Data
Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable
[selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392-170-055, and other data collected in the assessment process."

If you checked the **K12 box**, do NOT check the boxes below individual grades.

Cognitive	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAt 7-Screening Form	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAt 7-Full Battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naglieri Nonverbal Aptitude Test (NNAT2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales (SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Achievement	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MAP for Primary Grades (MPG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures of Academic Progress (MAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Basic Skills (ITBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Educational Development (ITED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Achievement Test Series, 10th Edition (SAT 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJIV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s) WA-Kids for K, DRA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Creativity	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking (TTCT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input type="checkbox"/>												
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

E. Assessment Process WAC 392-170-055 | 060

Assurances

Mark each check box to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

- District has a clearly defined and documented assessment process.
- All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests.*

Instructions

Use **up-to-date assessment tools.** Contact individual publishing companies for more information on each assessment.

Other - Name the other data sources you use.

If K12 is marked, do not check any of the individual grade level boxes for the measure.

ALERT: Districts that screen must use different instruments in the assessment process.

Assessment Measures

Cognitive	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAT 7-Screening Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAT 8-Screening Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAT 7-Full Battery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAT 8-Full Battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naglieri Nonverbal Aptitude Test (NNAT2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales (SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Achievement	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAP for Primary Grades (MPG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures of Academic Progress (MAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Basic Skills (ITBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Educational Development (ITED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Achievement Test Series, 10th Edition (SAT 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJIV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kaufman Test of Educational Achievement (KTEA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Creativity	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Research-Based Rating Scale	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Gifted Rating Scales, 2003 (GRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input checked="" type="checkbox"/>												
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Selection WAC 392-170- 075

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data
 If you screen, make sure your multidisciplinary selection committee reviews all the data you collect – through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable
 Shall be based on a selection system that determines which students are the most Highly

Capable as defined under WAC 392-170-055, and other data collected in the assessment process.”

Assurances

- District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.
- Board Policy and Procedure Number **2190**
- If not, 2190: Board Policy and Procedure Name or Number

G. Multidisciplinary Selection Committee (MSC) WAC 392-170-070 | 075 | 038

Assurances

MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

- The district’s MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.
- Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

HCP Services: Continuum and Variety
RCW 28A-185-030, WAC 392-170-030

A. Program Services Management WAC 392-170-078 | 080

Assurances

- District provides educational opportunities that take into account each student’s needs and capabilities.
- District reviews services for each student periodically to ensure services meet each student’s needs and capabilities.

B. Variety and Continuum of Program Services WAC 392-170-078 | 080

Instructions

CEDARS gifted values identifies **four primary structures** for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services/Programs**, CEDARS Gifted Value 33
- **Acceleration** Services/Programs, CEDARS Gifted Value 34
- **Non-Traditional** Services/Programs, CEDARS Gifted Value 35

For each service delivery option or options you provide identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their Highly Capable students.

ALERT: Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly Capable students remain in the program until their enrollment in your district ends.

Complete the Gifted Value Tables

For each Gifted Value identify:

1. Program options by grade level. If K12 is marked, do not check any of the individual grade level boxes for the measure.
2. Instructional strategies and curricular modifications.

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies and Curricula Modification														
<input checked="" type="checkbox"/> Differentiation							<input type="checkbox"/> Curriculum Compacting							
<input checked="" type="checkbox"/> Flexible grouping							<input checked="" type="checkbox"/> Enrichment							
<input type="checkbox"/> Independent study							<input checked="" type="checkbox"/> Independent projects							

<input type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental pull-out program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification

<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cambridge AICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concurrent or dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit by examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Early entrance middle school, high school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade level advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors/Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subject-based acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification

<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
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<input type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s) False

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplemental summer enrichment or acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental before or after school services and extra-curricular academic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

Program Goals, Monitoring and Evaluation WAC 392-170-030 | RCW 28A.185.050 |
RCW 28A.150.220

A. District Program Goals WAC 392-170-030

Assurance

- District has defined goals for the Highly Capable program and works toward meeting those goals.

ALERT: Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the state Consolidated Program Review cycle and on request.

B. Monitoring: District Records That Demonstrate Compliance WAC 392-170-095 |
RCW 28A.185.050 | RCW 28A.150.220

Instructions

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file:

- School board policy and district procedure that govern the district's Highly Capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for Highly Capable students

Assurance

- District maintains records that evidence compliance with the laws and regulations related to the Highly Capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

ALERT: Do not upload HCP documentation; keep on file at the district.

C1. Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the timeframes for review and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
Program Administration/Operation		
District Policy	<input checked="" type="checkbox"/>	Yearly review by HC committee during Fall HC meeting December.
Program Expenditures	<input checked="" type="checkbox"/>	Reviewed monthly by the State and Federal Programs department staff.
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	Reviewed by State and Federal Program staff with HC committee.
District Procedures	<input checked="" type="checkbox"/>	Yearly review by HC committee during Fall HC meeting in December.
Goals for District Program	<input checked="" type="checkbox"/>	Yearly review by HC committee during Fall HC meeting in December.
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	Reviewed two times yearly during parent conferences in October and April.
Communications	<input type="checkbox"/>	
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	Yearly review by HC committee during Fall HC meeting in December.
Continuum of Services	<input type="checkbox"/>	
Other: Name(s)	<input type="checkbox"/>	

C2. Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your Highly Capable students
3. How well your HCP addressed the needs and capabilities of Highly Capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the grade level, and timeframes for collection/administration and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review

Grades and Tests

AP Tests	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	May	September
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Classroom-based Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
District Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	September, April/May	October, September
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Report Cards	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	November, March, June	November, March, June
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	August/April/May	June, September
Student Growth Percentiles (SGP) comparing academic peers	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Qualitative Data

Staff Anecdotal Observation	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student Reflection	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student Interviews	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

Surveys

Administrator	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Parent	<input checked="" type="checkbox"/> Elementary	November, March	November, March
	<input checked="" type="checkbox"/> Secondary	November, March	November, March
Student	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Teacher	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Other Data Sources

Attendance	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	November, March November, March	November, March November, March
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Program Participation	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

School Board Annual Approval of District Comprehensive Plan: iGrants 217
 WAC 392-170-020 | 025 | 030

A. Estimate of Students Expected to Serve WAC 392-170-030

Instructions

Estimate the number of students your district expects to serve at each grade — across the district’s total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
3	3	6	4	7	9	6	8	6	6	6	7	8	79

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval
WAC 392-170-020 | 025

Instructions

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.
3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval: 11/21/2019

Upload meeting minutes that show **annual board approval of iGrants FP 217**.

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
Files have not been uploaded		

Equitable Identification of Low-Income Students RCW 28A.185.020

Update as needed how you address equitable identification of low-income students as required by law RCW 28A.185.020.

1. Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

Deanna Flores
Tammy Feakin

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2019-20 identification cycle.

Equity is a focus for our district and our state. We review OSPI recommendations to reduce barriers with our admin and our HiCap committee. Last year we added the ELPA results as part of our screening process, as many of our second language students are low income, to help us identify second language students who may qualify. We solicit referrals from parents and staff.

We are also implemented a screener for all kids in 1st grade so that every student has a chance to be considered.

Criteria for Identification RCW 28A.300.770

Explain how you address criteria for identification as required by RCW 28A.300.770.

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2019-20 identification cycle.**

LEAs must have identification procedures for Highly Capable programs that are clearly stated and implemented using the following criteria:

- a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification.**

- b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.
- c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment.** These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.
- d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.
 - a. We are using multiple assessments as the criteria for consideration, including iReady Math, iReady Reading, ELPA 21, DRA and SBA. All are considered in referring a student for testing.
 - b. Our criteria are bench marked for each assessment: iReady scale score established at each grade; ELPA 21 2 of 4 subtests move to intermediate; DRA levels above GL; and 90% or above on final CogAt
 - c. Teacher recommendations and grades are not considered in our process
 - d. We offer screening assessments in native language

Billing Statement For: Vision Coverage

Billing Statement Date: November 24, 2019

District Description	Account Number	Invoice Vendor	Coverage Type	Employee Count
Prosser	000205040	VSP	Vision	370

Current Vision Coverage Invoice				
Month	Prior Billed Amount	Payments Applied	Adjustments Applied	Invoice Number
Dec-19	n/a	n/a	n/a	201912000205040
				Current Amount Due (a)
				\$ 11,396.00
				Enter Amount Paid

Prior Months Vision Coverage Invoices						
Month	Prior Billed Amount	Payments Applied (b)	Adjustments Applied (b) (c)	Remaining Amount Due	Invoice Number	Enter Amount Paid
Nov-19	\$ 11,272.80	\$ (11,211.20)	\$ 92.40	\$ 154.00	201911000205040	
Oct-19	\$ (183.47)	\$ -	\$ 123.20	\$ (60.27)	201910000205040	
Sep-19	\$ (60.27)	\$ -	\$ -	\$ (60.27)	201909000205040	
Aug-19	\$ 92.40	\$ -	\$ -	\$ 92.40	201908000205040	
Jul-19	\$ 92.40	\$ -	\$ -	\$ 92.40	201907000205040	
Jun-19	\$ (92.40)	\$ -	\$ -	\$ (92.40)	201906000205040	
May-19	\$ 61.60	\$ -	\$ -	\$ 61.60	201905000205040	
Apr-19	\$ (92.40)	\$ -	\$ -	\$ (92.40)	201904000205040	
Mar-19	\$ (61.60)	\$ -	\$ -	\$ (61.60)	201903000205040	
Feb-19	\$ 23.41	\$ -	\$ -	\$ 23.41	201902000205040	
Jan-19	\$ 30.80	\$ -	\$ -	\$ 30.80	201901000205040	
Dec-18	\$ (61.60)	\$ -	\$ -	\$ (61.60)	201812000205040	
Nov-18	\$ 30.05	\$ -	\$ -	\$ 30.05	201811000205040	
Total Prior Months	\$ 11,051.72	\$ (11,211.20)	\$ 215.60	\$ 56.12		

Write In Any Additional Prior Months Here				

Total Billing Statement Amount Due (Current and Prior Months)	\$ 11,452.12	Total Amount Paid:
--	---------------------	---------------------------

- (a) Current Amount Due is the total of the "Chargeback Premium" column on the chargeback report for this plan
- (b) Adjustments Applied is the total of the "Chargeback Premium Adjustment" column on the chargeback report filtered for only the months included in this billing statement
- (c) Payments Applied and Adjustments Applied reflect activity since the last billing statement

- Payment is Due by 10th of the Month
- Send Payment to: WEA, P.O. Box 3568, Carol Stream, IL. 60132-3568
 - Make check payable to: WEA Select Plans
 - Note account number shown on this billing statement on check
 - Enter amount paid for each invoice period on this billing statement - these amounts paid should add up to the total of your enclosed payment check
 - Include this billing statement with the payment(s)

Special Notes:
 *Do not include any other correspondence or notations in or on this statement. Only include your check and the updated statement in your envelope.
 *Provide your member-level reconciliations or other notations to your One Point of Contact using the secure File Sharing section of the HR Admin Portal by the 10th of each month.
 *Months for the current plan year beginning in November appear on this statement. For information on prior months, please contact your OPC.

BOARD PACKET

TO: Board of Directors
SUBJECT: Agreement with Center for Teaching for Biliteracy
AGENDA: Consent
DATE: December 11, 2019
PREPARED BY: Deanna Flores, *Assistant Superintendent*
Léonor B. de Maldonado, *Coordinator Federal & State Programs*

Background:

This year Prosser School District added third grade to the Late Exit Bilingual Program, also known as One-Way Dual Language. This program is now in KRV, Whitstran, and Prosser Heights schools. The success of this program and the deep understanding of the standards and concepts is attributed to the professional development that Karen Beeman provides.

Ms. Beeman is the co-founder of Center for Teaching for Biliteracy and is a professional developer who has achieved national recognition through her work with teachers and principals. Ms. Beeman has experienced the challenges that many bilingual students experience as they learn English since she was raised in Mexico and in Chicago. Ms. Beeman has a wealth of expertise in her area of specialty, biliteracy and bilingual education.

Ms. Beeman has taken great interest in helping Prosser School District develop its dual language program. The training that Ms. Beeman has provided has been intensive. Ms. Beeman has agreed to work with the Biliteracy team through a series of monthly virtual meetings commencing November 22nd through May 8th. She has also agreed to do an in-person professional development on language development and writing on March 24th at a fee of \$3,500 (professional fee plus expenses). Ms. Beeman's total consultant fee is \$8,000 which will come out of the Title III/TBIP grants.



Agreement

Center for Teaching for Bilingual Literacy (hereinafter referred to as the Contractor) and Prosser School District (hereinafter referred to as the "District") desire to enter in this Agreement subject to the following terms and conditions:

1. Scope of Services: and 2. Consultant fee and expenses:

Date and Consultant	Activity	Fees
November 22, 2019	Virtual (Video Conference) Meeting with the Bilingual Literacy mapping Committee 8:30-10:00 pm PT	\$750
January 17, 2020	Virtual (Video Conference) Meeting with the Bilingual Literacy mapping Committee 8:30-10:00 a.m. PT	\$750
February 7, 2020	Virtual (Video Conference) Meeting with the Bilingual Literacy mapping Committee 8:30-10:00 a.m. PT	\$750
March 20, 2020	Virtual (Video Conference) Meeting with the Bilingual Literacy mapping Committee 8:30-10:00 a.m. PT	\$750
April 24, 2020	Virtual (Video Conference) Meeting with the Bilingual Literacy mapping Committee 8:30-10:00 a.m. PT	\$750
May 8, 2020	Virtual (Video Conference) Meeting with the Bilingual Literacy mapping Committee 8:30-10:00 a.m. PT	\$750
March 24, 2020	In-person professional development with bilingual teachers on language development and writing.	\$3500 (professional fee plus expenses)
Total		\$8000

3. Independent Contractor.

The Contractor is retained solely for the purposes set forth in this Agreement and shall at all times have the status of an Independent Contractor. The parties agree that the District will not:

- a. Require the contractor to work exclusively for the District; and
- b. Establish a quality standard for the Contractor, or oversee the actual work or instruct the Contractor as to how the work is to be performed, except the Parties agree as stated in Paragraph 1 that the Contractor's services will be consistent with generally accepted industry standards for the Contractor's customary services and products; and
- c. Pay the Contractor only the compensation state in Paragraph 2; and
- d. Terminate the Contractor's current services for particular work the Contractor accepts from the District unless the Contractor violates the terms of this Agreement or fails to produce a result that meets the specifications of this Agreement; and
- e. Provide more than minimal training for the Contractor; and
- f. Provide tools or benefits to the Contractor; and

- g. Combine its business operations in any way with the Contractor's business, but instead both Parties will maintain their own operations as separate and distinct.

4. Intellectual Property. Neither party shall acquire any rights, either expressed or implied, to the intellectual property of the other unless expressly acknowledged in writing as a "Work For Hire" in this Agreement or another written Agreement between the parties.

5. No Construction Against Drafting Party. The parties and their respective counsel have had the opportunity to review this Agreement, and the Agreement will not be construed against any party merely because the Agreement or any provisions thereof were prepared by a particular party.

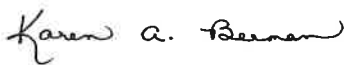
6. Severability. If it is found by a court of competent jurisdiction or by operation of law that a term or provision of this Agreement is invalid or unenforceable, the remainder of the Agreement shall be unimpaired and continue in force and effect, and the invalid or unenforceable term or provision shall be replaced by such valid term or provision as comes closest to the intention underlying the invalid or unenforceable term or provision.

7. Termination of Agreement. Either party may terminate this Contract by giving thirty (30) days' written notice to the other party. Termination of this Contract shall not relieve either party of its obligation to pay amounts due, or to give any credit due, for services rendered prior to the effective date of a breach of contract or termination.

8. Cancellation In the event the District terminates this Agreement without cause more than 30 days before the commencement date, the District shall pay a cancellation fee to Contractor in the sum of \$ 0.

In the event the District terminates this Agreement without cause less than 30 days before the commencement date, the District shall pay an enhanced cancellation fee to Provider in the sum of \$3000.00

Center for Teaching for Biliteracy
An Illinois corporation



By: Karen Beeman date: November 21, 2019

Prosser School District Representative

Signature _____ date _____

BOARD PACKET

TO: Board of Directors
SUBJECT: Volunteer Coaches
AGENDA: Consent
DATE: December 11, 2019
PREPARED BY: Matt Ellis, *Superintendent*

VOLUNTEERS

Richard Lansing and **Santiago Contreras Jr.** have completed paperwork to be volunteer wrestling coaches at Prosser High School.

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 December 11, 2019, the board, by a _____ vote, approves payments, totaling \$334,384.89. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS PAYABLE:
Warrant Numbers 900455 through 900553, totaling \$334,384.89

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

Check Nbr	Vendor Name	Check Date	Check Amount
900455	ADVANCED BUSINESS CAPITAL, LLC	12/13/2019	2,920.00
900456	AMAZON.COM	12/13/2019	194.64
900457	APPELGATE, WENDY S	12/13/2019	274.00
900458	APS INC	12/13/2019	312.61
900459	BANK, U S	12/13/2019	6,103.51
900460	BARB STROTE LLC	12/13/2019	495.00
900461	BEALE, TERRI M	12/13/2019	76.12
900462	BENTON FRANKLIN JUVENILE JUSTI	12/13/2019	1,646.25
900463	BLEYHL FARM SERVICE	12/13/2019	14,817.28
900464	BOYLE, TRACY L	12/13/2019	80.00
900465	CAREERSTAFF UNLIMITED	12/13/2019	10,960.00
900466	CASCADE NATURAL GAS CORP	12/13/2019	17,534.59
900467	CDI COMPUTER DEALERS INC	12/13/2019	324.09
900468	CDW GOVERNMENT INC	12/13/2019	2,252.16
900469	CENTER FOR TEACHER EFFECTIVENE	12/13/2019	239.00
900470	CENTURY LINK	12/13/2019	18.67
900471	CHARTER COMMUNICATIONS	12/13/2019	14.59
900472	CI INFORMATION MANAGEMENT	12/13/2019	576.00
900473	CITY OF PROSSER	12/13/2019	12,789.75
900474	CLASS 5	12/13/2019	1,922.76
900475	COFFMAN, MARCIE R	12/13/2019	95.05
900476	COLUMBIA BASIN COLLEGE	12/13/2019	64,653.43
900477	COMMUNITIES IN SCHOOLS OF BENT	12/13/2019	9,500.00
900478	CONSOLIDATED SCHOOL DISTRICT #	12/13/2019	117.00
900479	DEFFENBAUGH, KAY A	12/13/2019	164.00
900480	ESD #105	12/13/2019	40,294.42
900481	ESD #112	12/13/2019	110.00
900482	ESD #113	12/13/2019	185.00
900483	ESD #123	12/13/2019	38,848.54
900484	FIREFLY COMPUTERS	12/13/2019	22,912.43
900485	FOOD DEPOT	12/13/2019	167.26
900486	FP MAILING SOLUTIONS	12/13/2019	143.35
900487	GARZA, KARISSA N	12/13/2019	52.00

Check Nbr	Vendor Name	Check Date	Check Amount
900488	GILBERTSON, KALI J	12/13/2019	286.47
900489	GIRARD, WILLIAM J	12/13/2019	233.16
900490	GONZALEZ, DINA	12/13/2019	16.59
900491	GREAT WOLF LODGE	12/13/2019	676.45
900492	HACHTEL, CONNIE F	12/13/2019	33.79
900493	COOK'S ACE HARDWARE	12/13/2019	361.13
900494	HOLIDAY INN EXPRESS	12/13/2019	190.28
900495	HOWELL, KIMBERLY J.	12/13/2019	98.02
900496	HURT, TRACY L	12/13/2019	34.72
900497	JAMESTOWN NETWORKS	12/13/2019	5,270.24
900498	JOSTENS	12/13/2019	2,168.32
900499	JUNIOR LIBRARY GUILD	12/13/2019	929.50
900500	JUPITER EDUCATION SERVICES LLC	12/13/2019	2,775.00
900501	JUZELER, SARAH JANE	12/13/2019	417.04
900502	K C D A	12/13/2019	2,919.09
900503	KENDALL HUNT PUBLISHING CO	12/13/2019	1,303.20
900504	KLINGELE, CAMILLE CONE	12/13/2019	110.00
900505	KOZAI CONSULTING	12/13/2019	3,797.42
900506	LANE, CYNTHIA M.	12/13/2019	40.17
900507	LAURICH GENERAL CONSTRUCTION	12/13/2019	5,142.21
900508	LEARNING WITHOUT TEARS	12/13/2019	179.20
900509	LEO'S UPHOLSTERY	12/13/2019	444.54
900510	LINK, CENTURY	12/13/2019	119.50
900511	LIONEL ENNS PHD BCBA-D	12/13/2019	4,125.00
900512	LOWRY, MICHELLE J	12/13/2019	13,225.00
900513	MERCER, MARCY A	12/13/2019	39.47
900514	MONOPRICE, INC	12/13/2019	90.77
900515	MOON SECURITY SERVICES INC	12/13/2019	266.24
900516	MOORE, KRISTINE	12/13/2019	33.25
900517	MOORE, REBECCA L	12/13/2019	52.00
900518	NORTHWEST TECH INC	12/13/2019	6,764.42
900519	OFFICE DEPOT INC	12/13/2019	101.09
900520	PACIFIC OFFICE AUTOMATION	12/13/2019	137.92
900521	PINNACLE INVESTIGATION CORP	12/13/2019	41.50
900522	PRO-ED, INC	12/13/2019	352.00
900523	PROSSER CHAMBER OF COMMERCE	12/13/2019	160.00
900524	PROSSER FOOD SERVICES	12/13/2019	261.60
900525	PROSSER ECONOMIC DEVELOPEMENT	12/13/2019	800.00
900526	PROSSER MINNIE STORAGE	12/13/2019	150.00
900527	PURELAND SUPPLY LLC	12/13/2019	97.50
900528	QUILL CORP	12/13/2019	794.98
900529	READY AND OUT	12/13/2019	3,040.80
900530	RICHARDSON'S GARAGE DOORS, INC	12/13/2019	477.84
900531	RIVERSIDE STORAGE	12/13/2019	537.00
900532	RUELAS, MARIA ELENA	12/13/2019	350.00
900533	SCHOOL DIST #116 REVOLV FUND	12/13/2019	753.32
900534	SIPE, THELMA A	12/13/2019	450.75
900535	SMITH, DEAN DONALD	12/13/2019	36.00
900536	SOCIAL THINKING INC	12/13/2019	238.60
900537	STAPLES BUSINESS ADVANTAGE	12/13/2019	34.85

Check Nbr	Vendor Name	Check Date	Check Amount
900538	STARK, NANETTE L	12/13/2019	129.00
900539	STEMCORE CONSULTING	12/13/2019	2,389.88
900540	TCSOB	12/13/2019	4,260.24
900541	TIME FOR KIDS	12/13/2019	138.60
900542	TLC ENTERPRISES	12/13/2019	4,463.40
900543	TRI CITIES VOLLEYBALL OFFICIAL	12/13/2019	1,164.20
900544	TRI-CITY VOLLEYBALL OFFICIALS	12/13/2019	2,760.80
900545	TRI-CITY SPORTS OFFICIALS ASSO	12/13/2019	4,251.60
900546	ULINE	12/13/2019	172.71
900547	WA STATE DEPT. OF AGRICULTURE	12/13/2019	132.00
900548	WAL-MART COMMUNITY	12/13/2019	1,367.36
900549	WARDS	12/13/2019	616.12
900550	WAX, LARRY D	12/13/2019	80.00
900551	WILLIAM V MACGILL & CO	12/13/2019	569.50
900552	YAKIMA BINDERY	12/13/2019	113.33
900553	ZEDIKER, RUTH A	12/13/2019	24.71
99	Computer	Check(s) For a Total of	334,384.89

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
900455	ADVANCED BUSINESS CAPITAL, LLC	12/13/2019	11304		0	1,200.00	2,920.00
10 E 530 2100 26 7001 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		1,200.00	
			11646		0	1,200.00	
10 E 530 2100 26 7001 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		1,200.00	
			11803		0	520.00	
10 E 530 2100 26 7001 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		520.00	
900456	AMAZON.COM	12/13/2019	457736858389		0	194.64	194.64
10 E 530 9700 12 5005 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		194.64	
900457	APPELGATE, WENDY S	12/13/2019	LEAVENWORTH		0	274.00	274.00
10 E 530 0187 31 8030 1100 0000 0000 0				General Fund/Expenditures/Text Adoption		274.00	
900458	APS INC	12/13/2019	75115	FP Postbase 65 automatic feeder/sealer & scale	7201900004	312.61	312.61
10 E 530 9700 13 7001 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		312.61	
900459	BANK, U S	12/13/2019	NOVEMBER 2019		0	6,103.51	6,103.51
10 E 530 0100 27 5030 1300 0000 0000 0				General Fund/Expenditures/Basic Education		32.57	
10 E 530 6400 27 5070 1200 0000 0000 0				General Fund/Expenditures/Limited English Proficien		477.63	
10 E 530 6400 27 5070 1300 0000 0000 0				General Fund/Expenditures/Limited English Proficien		119.41	
10 E 530 9700 13 8030 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		316.86	
10 E 530 0100 31 8030 0600 0000 0000 0				General Fund/Expenditures/Basic Education		582.35	
10 E 530 5210 31 8030 1300 0000 0000 0				General Fund/Expenditures/Title II TQ - Part A		426.72	
10 E 530 0187 31 8030 0600 0000 0000 0				General Fund/Expenditures/Text Adoption		865.64	
10 E 530 9700 12 5005 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		225.46	
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		259.55	
10 E 530 5101 27 5005 4500 0000 0000 0				General Fund/Expenditures/Title I -Parent Inv.		14.02	
10 E 530 0100 28 7001 4500 0000 0000 0				General Fund/Expenditures/Basic Education		16.28	
10 E 530 9700 12 7001 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,350.00	
10 E 530 9700 13 7001 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		417.02	
900460	BARB STROTE LLC	12/13/2019	2862	EAP Services	7201900006	495.00	495.00
10 E 530 9700 14 7055 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		495.00	
900461	BEALE, TERRI M	12/13/2019	AMAZON		0	76.12	76.12
10 E 530 0100 27 5005 1300 0000 0000 0				General Fund/Expenditures/Basic Education		76.12	
900462	BENTON FRANKLIN JUVENILE JUSTI	12/13/2019	5895		0	1,646.25	1,646.25
10 E 530 9700 12 7001 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,646.25	
900463	BLEYHL FARM SERVICE	12/13/2019	694612 11/30/2019		0	14,817.28	14,817.28
10 E 530 3160 27 5900 4500 0000 0000 0				General Fund/Expenditures/Agriculture		59.89	
10 E 530 7100 27 5900 4500 0000 0000 0				General Fund/Expenditures/Traffic Safety		187.46	
10 E 530 9700 12 5900 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		92.73	
10 E 530 9700 61 5900 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		194.71	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 62 5900 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		373.75	
10 E 530 9700 64 5900 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		357.89	
10 E 530 9700 75 5900 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		330.37	
10 E 530 9800 44 5900 0750 0000 0000 0				General Fund/Expenditures/Food Service		198.86	
10 E 530 9900 51 5900 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		111.61	
10 E 530 9900 52 5900 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		12,910.01	
900464	BOYLE, TRACY L	12/13/2019	FOOTBALL PLAYOFFS		0	80.00	80.00
10 E 530 0100 28 8030 4500 0000 0000 0				General Fund/Expenditures/Basic Education		80.00	
900465	CAREERSTAFF UNLIMITED	12/13/2019	35651-488911		0	4,960.00	10,960.00
10 E 530 2100 26 7001 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		4,960.00	
			35651-489612		0	2,800.00	
10 E 530 2100 26 7001 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		2,800.00	
			35651-490277		0	3,200.00	
10 E 530 2100 26 7001 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		3,200.00	
900466	CASCADE NATURAL GAS CORP	12/13/2019	NOVEMBER 2019		0	17,534.59	17,534.59
10 E 530 9700 65 7135 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		6,046.54	
10 E 530 9700 65 7135 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		554.16	
10 E 530 9700 65 7135 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		723.51	
10 E 530 9700 65 7135 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		16.40	
10 E 530 9700 65 7135 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		27.72	
10 E 530 9700 65 7135 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		4,797.42	
10 E 530 9700 65 7135 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		3,053.21	
10 E 530 9700 65 7135 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,100.30	
10 E 530 9700 65 7135 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		215.33	
900467	CDI COMPUTER DEALERS INC	12/13/2019	768674	Chromebook for SPED	7601900067	300.00	324.09
10 E 530 2100 27 5310 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		325.80	
10 L 601 0000 00 0000 0000 0000 0000				General Fund/Accounts Payable		-25.80	
			776503	EduGear Chromebook Charger	7601900096	24.09	
10 L 601 0000 00 0000 0000 0000 0000				General Fund/Accounts Payable		-2.07	
10 E 530 9700 72 5005 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		26.16	
900468	CDW GOVERNMENT INC	12/13/2019	TRP5613	Replacement Surface for Shawn	7601900043	996.95	2,252.16
10 E 530 9730 72 5310 0760 0000 0000 0				General Fund/Expenditures/Tech Coordinator - Office		996.95	
			VSX8756	Surface for A. Sipe	7601900100	1,255.21	
10 E 530 0100 23 5310 1300 0000 0000 0				General Fund/Expenditures/Basic Education		320.21	
10 E 530 5100 27 5310 1300 0000 0000 0				General Fund/Expenditures/Title I Part A		935.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
900469	CENTER FOR TEACHER EFFECTIVENE	12/13/2019	129949		0	239.00	239.00
10 E 530 0151 31 7001 2400 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		239.00	
900470	CENTURY LINK	12/13/2019	1480072872		0	18.67	18.67
10 E 530 9700 65 7118 0630 0000 0000 0				General Fund/Expenditures/District-Wide Support		4.60	
10 E 530 9700 65 7118 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.94	
10 E 530 9700 65 7118 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.05	
10 E 530 9700 65 7118 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.16	
10 E 530 9700 65 7118 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		1.61	
10 E 530 9700 65 7118 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		2.81	
10 E 530 9700 65 7118 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		6.01	
10 E 530 9700 65 7118 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		2.49	
900471	CHARTER COMMUNICATIONS	12/13/2019	0125117111019	Cable service - 12 months	2401900021	14.59	14.59
10 E 530 0100 23 7001 2400 0000 0000 0				General Fund/Expenditures/Basic Education		14.59	
900472	CI INFORMATION MANAGEMENT	12/13/2019	0087554		0	24.62	576.00
10 E 530 9700 13 7001 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		24.62	
			0087555	Shred Company	4501900017	147.71	
10 E 530 0100 27 7001 4500 0000 0000 0				General Fund/Expenditures/Basic Education		147.71	
			0087558	Shredding service	2401900022	24.62	
10 E 530 0100 27 7001 2400 0000 0000 0				General Fund/Expenditures/Basic Education		24.62	
			0087559	BUILDING:SUPPLIES	1201900022	24.62	
10 E 530 0100 27 5005 1200 0000 0000 0				General Fund/Expenditures/Basic Education		24.62	
			0087560	Shredding Services 19-20 School Year	1301900007	24.62	
10 E 530 0100 27 7001 1300 0000 0000 0				General Fund/Expenditures/Basic Education		24.62	
			0090389	yearly shred service	1101900007	25.37	
10 E 530 0100 27 5005 1100 0000 0000 0				General Fund/Expenditures/Basic Education		25.37	
			0090390	Shredding service	2401900022	50.74	
10 E 530 0100 27 7001 2400 0000 0000 0				General Fund/Expenditures/Basic Education		50.74	
			0090391	BUILDING:SHRED	1201900023	25.37	
10 E 530 0100 27 5005 1200 0000 0000 0				General Fund/Expenditures/Basic Education		25.37	
			0090392	Shredding Services 19-20 School Year	1301900007	76.11	
10 E 530 0100 27 7001 1300 0000 0000 0				General Fund/Expenditures/Basic Education		76.11	
			0090394	Shred Company	4501900017	152.22	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 7001 4500 0000 0000 0				General Fund/Expenditures/Basic Education		152.22	
900473	CITY OF PROSSER	12/13/2019	NOVEMBER 2019		0	12,789.75	12,789.75
10 E 530 9700 65 7140 1000 0000 0000 0				General Fund/Expenditures/District-Wide Support		30.95	
10 E 530 9700 65 7145 1000 0000 0000 0				General Fund/Expenditures/District-Wide Support		201.23	
10 E 530 9700 65 7150 1000 0000 0000 0				General Fund/Expenditures/District-Wide Support		50.21	
10 E 530 9700 65 7155 1000 0000 0000 0				General Fund/Expenditures/District-Wide Support		5.79	
10 E 530 9700 65 7140 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		314.03	
10 E 530 9700 65 7145 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,268.38	
10 E 530 9700 65 7150 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		446.43	
10 E 530 9700 65 7155 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		323.97	
10 E 530 9700 65 7140 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		230.35	
10 E 530 9700 65 7150 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		322.57	
10 E 530 9700 65 7155 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		175.73	
10 E 530 9700 65 7140 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		219.25	
10 E 530 9700 65 7150 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		306.15	
10 E 530 9700 65 7155 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		149.08	
10 E 530 9700 65 7140 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		27.06	
10 E 530 9700 65 7145 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		29.28	
10 E 530 9700 65 7150 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		20.87	
10 E 530 9700 65 7155 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		47.75	
10 E 530 9700 65 7155 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		34.42	
10 E 530 9700 65 7155 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		2.89	
10 E 530 9700 65 7140 0630 0000 0000 0				General Fund/Expenditures/District-Wide Support		31.52	
10 E 530 9700 65 7145 0630 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7150 0630 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7155 0630 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7140 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		377.49	
10 E 530 9700 65 7145 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		703.52	
10 E 530 9700 65 7150 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		540.34	
10 E 530 9700 65 7155 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		915.28	
10 E 530 9700 65 7140 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		55.86	
10 E 530 9700 65 7145 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		205.75	
10 E 530 9700 65 7150 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		99.52	
10 E 530 9700 65 7140 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		133.13	
10 E 530 9700 65 7155 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		269.78	
10 E 530 9700 65 7150 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		170.37	
10 E 530 9700 65 7140 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		934.71	
10 E 530 9700 65 7145 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		837.24	
10 E 530 9700 65 7150 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		797.40	
10 E 530 9700 65 7155 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		33.51	
10 E 530 9700 65 7155 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		10.04	
10 E 530 9700 65 7140 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		48.67	
10 E 530 9700 65 7145 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		299.61	
10 E 530 9700 65 7150 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		88.88	
10 E 530 9700 65 7155 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		165.88	
10 E 530 9700 65 7155 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7155 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7155 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		63.24	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7155 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		3.62	
10 E 530 9700 65 7155 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		2.54	
10 E 530 9700 65 7140 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		291.05	
10 E 530 9700 65 7145 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		440.88	
10 E 530 9700 65 7150 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		412.42	
10 E 530 9700 65 7155 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		136.99	
10 E 530 9700 65 7140 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		80.50	
10 E 530 9700 65 7150 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		135.99	
10 E 530 9700 65 7155 0930 0000 0000 0				General Fund/Expenditures/District-Wide Support		63.20	
10 E 530 9700 65 7155 0930 0000 0000 0				General Fund/Expenditures/District-Wide Support		4.69	
10 E 530 9700 65 7155 0930 0000 0000 0				General Fund/Expenditures/District-Wide Support		11.10	
10 E 530 9700 65 7140 0630 0000 0000 0				General Fund/Expenditures/District-Wide Support		27.06	
10 E 530 9700 65 7145 0630 0000 0000 0				General Fund/Expenditures/District-Wide Support		101.14	
10 E 530 9700 65 7150 0630 0000 0000 0				General Fund/Expenditures/District-Wide Support		44.46	
10 E 530 9700 65 7155 0630 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.70	
10 E 530 9700 65 7155 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		45.28	
900474 CLASS 5		12/13/2019	131906		0	1,922.76	1,922.76
10 E 530 9700 65 7118 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,922.76	
900475 COFFMAN, MARCIE R		12/13/2019	SUPPLIES 11/13/2019		0	95.05	95.05
10 E 530 0112 27 5005 1200 0000 0000 0				General Fund/Expenditures/Specialist		95.05	
900476 COLUMBIA BASIN COLLEGE		12/13/2019	19-NOV		0	64,653.43	64,653.43
10 E 530 0179 27 7001 0720 0000 0000 0				General Fund/Expenditures/Running Start		59,212.54	
10 E 530 3151 27 7065 4500 0000 0000 0				General Fund/Expenditures/Voc Director		5,440.89	
900477 COMMUNITIES IN SCHOOLS OF BENT		12/13/2019	DEC. 2019	Community in Schools of Benton-Franklin 2019-2020 for CIS Site Coordinator Services at HMS & PHS	6001900053	9,500.00	9,500.00
10 E 530 5100 27 7001 2400 0000 0000 0				General Fund/Expenditures/Title I Part A		1,500.00	
10 E 530 0109 27 7001 0710 0000 0000 0				General Fund/Expenditures/Substance Abuse Prevention		2,000.00	
10 E 530 5505 27 7001 4500 0000 0000 0				General Fund/Expenditures/LAP High Poverty		6,000.00	
900478 CONSOLIDATED SCHOOL DISTRICT #		12/13/2019	1094		0	117.00	117.00
10 E 530 3465 27 8030 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		117.00	
900479 DEFFENBAUGH, KAY A		12/13/2019	LEAVENWORTH		0	164.00	164.00
10 E 530 0187 31 8030 2400 0000 0000 0				General Fund/Expenditures/Text Adoption		164.00	
900480 ESD #105		12/13/2019	0000059568		0	10,050.00	40,294.42
10 E 530 2100 27 7001 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		10,050.00	
			0000059871		0	8,883.00	
10 E 530 2100 27 7001 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		8,883.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 2100 27 7001 0630 0000 0000 0			0000059884	General Fund/Expenditures/Spec Ed - State	0	11,760.18	11,760.18
10 E 530 9700 72 7076 0760 0000 0000 0			0000059967	General Fund/Expenditures/District-Wide Support	0	9,601.24	9,601.24
900481 ESD #112		12/13/2019	1000145823	2019 - 2020 Fee for CDL driver tests	7301900007	110.00	110.00
10 E 530 9900 52 7001 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		110.00	
900482 ESD #113		12/13/2019	1002000659	General Fund/Expenditures/Title II TQ - Part A	0	185.00	185.00
10 E 530 5210 31 7001 4500 0000 0000 0						185.00	
900483 ESD #123		12/13/2019	0002029212	General Fund/Expenditures/Spec Ed - State	0	32,977.78	38,848.54
10 E 530 2100 26 7001 0630 0000 0000 0						32,977.78	
10 E 530 0300 27 7001 4500 0000 0000 0			0002029257	General Fund/Expenditures/Dropout Re-engagement	0	4,744.76	4,744.76
10 E 530 9900 52 7185 0730 0000 0000 0			0002029283	2019 - 2020 Drug and Alcohol testing for bus drivers	7301900008	220.00	220.00
10 E 530 0152 31 7001 1300 0000 0000 0			0002029288	GLAD Academy Registration; October 29-30, 2019; Terri Beale and Julia Johnston	1301900022	500.00	500.00
10 E 530 6500 31 7005 0600 0000 0000 0			0002029288-	GLAD ACADEMY TRAINING FOR BRITTNEY STAUDENMAIER	6001900070	250.00	250.00
10 E 530 9700 14 7185 0720 0000 0000 0			0002029322	2019-2020 open PO for finger printing	7201900011	78.00	78.00
10 E 530 9700 14 7185 0720 0000 0000 0			0002029323	2019-2020 open PO for finger printing	7201900011	78.00	78.00
10 E 530 9700 14 7185 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		78.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
900484	FIREFLY COMPUTERS	12/13/2019	1000172001	Chromebook Carts for HMS	7601900094	20,588.39	22,912.43
10 E 530 5500 27 5310 2400 0000 0000 0				General Fund/Expenditures/State Learning Assistance		10,294.20	
10 E 530 5100 27 5310 2400 0000 0000 0				General Fund/Expenditures/Title I Part A		10,294.19	
			1000172209	Chromebooks for PHS	7601900104	2,052.54	
10 E 530 5505 27 5310 4500 0000 0000 0				General Fund/Expenditures/LAP High Poverty		2,052.54	
			1000172239	Chromebooks for PHS	7601900104	271.50	
10 E 530 5505 27 5310 4500 0000 0000 0				General Fund/Expenditures/LAP High Poverty		271.50	
900485	FOOD DEPOT	12/13/2019	197651		1903	20.73	167.26
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		20.73	
			197799		1910	75.40	
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		75.40	
			197851		1908	55.07	
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		55.07	
			197875		1902	16.06	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		16.06	
900486	FP MAILING SOLUTIONS	12/13/2019	RI104279798		0	143.35	143.35
10 E 530 9700 13 7001 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		143.35	
900487	GARZA, KARISSA N	12/13/2019	WASWUG 2019		0	52.00	52.00
10 E 530 9700 13 8030 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		52.00	
900488	GILBERTSON, KALI J	12/13/2019	PUYALLUP		0	286.47	286.47
10 E 530 3151 21 8030 4500 0000 0000 0				General Fund/Expenditures/Voc Director		286.47	
900489	GIRARD, WILLIAM J	12/13/2019	SEPT & OCT 2019		0	233.16	233.16
10 E 530 9700 63 8010 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		233.16	
900490	GONZALEZ, DINA	12/13/2019	NOVEMBER 2019		0	16.59	16.59
10 E 530 0100 23 8010 0720 0000 0000 0				General Fund/Expenditures/Basic Education		16.59	
900491	GREAT WOLF LODGE	12/13/2019	27610957	Hotel Room for Fall FACS Conference Hannah Perkins	4571900002	405.87	676.45
10 E 530 3465 27 8030 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		405.87	
			27659497	Hotel Room for FCS Fall Conference	4561900016	270.58	
10 E 530 3165 27 8030 4500 0000 0000 0				General Fund/Expenditures/Home/Family		270.58	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
900492	HACHTEL, CONNIE F	12/13/2019	TREATS		0	33.79	33.79
10 E 530 0148 31 5005 0600 0000 0000 0				General Fund/Expenditures/Para Certification		33.79	
900493	COOK'S ACE HARDWARE	12/13/2019	A515681	Open PO for CTE Supplies	4561900002	21.69	361.13
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		5.42	
10 E 530 3161 27 5005 4500 0000 0000 0				General Fund/Expenditures/Business		5.42	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		5.42	
10 E 530 3167 27 5005 4500 0000 0000 0				General Fund/Expenditures/Technology Education		5.43	
			A515758	Open PO for CTE Supplies	4561900002	101.95	
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		25.49	
10 E 530 3161 27 5005 4500 0000 0000 0				General Fund/Expenditures/Business		25.49	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		25.49	
10 E 530 3167 27 5005 4500 0000 0000 0				General Fund/Expenditures/Technology Education		25.48	
			A515805	Open PO for CTE Supplies	4561900002	22.74	
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		5.69	
10 E 530 3161 27 5005 4500 0000 0000 0				General Fund/Expenditures/Business		5.69	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		5.69	
10 E 530 3167 27 5005 4500 0000 0000 0				General Fund/Expenditures/Technology Education		5.67	
			A518163	Open PO for CTE Supplies	4561900002	179.43	
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		44.86	
10 E 530 3161 27 5005 4500 0000 0000 0				General Fund/Expenditures/Business		44.86	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		44.86	
10 E 530 3167 27 5005 4500 0000 0000 0				General Fund/Expenditures/Technology Education		44.85	
			B393003	Open PO for CTE Supplies	4561900002	26.65	
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		6.66	
10 E 530 3161 27 5005 4500 0000 0000 0				General Fund/Expenditures/Business		6.66	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		6.66	
10 E 530 3167 27 5005 4500 0000 0000 0				General Fund/Expenditures/Technology Education		6.67	
			B394186	Open PO for CTE Supplies	4561900002	8.67	
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		2.17	
10 E 530 3161 27 5005 4500 0000 0000 0				General Fund/Expenditures/Business		2.17	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		2.17	
10 E 530 3167 27 5005 4500 0000 0000 0				General Fund/Expenditures/Technology Education		2.16	
900494	HOLIDAY INN EXPRESS	12/13/2019	23932		0	190.28	190.28
10 E 530 3167 27 8030 4500 0000 0000 0				General Fund/Expenditures/Technology Education		190.28	
900495	HOWELL, KIMBERLY J.	12/13/2019	OCT 2019 TRAVEL		0	98.02	98.02
10 E 530 2100 21 8010 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		98.02	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
900496	HURT, TRACY L	12/13/2019	SCOREBOOKS		0	34.72	34.72
10 E 530 0100 28 5005 2400 0000 0000 0			General Fund/Expenditures/Basic Education			34.72	
900497	JAMESTOWN NETWORKS	12/13/2019	5692		0	5,270.24	5,270.24
10 E 530 9731 72 7084 0760 0000 0000 0			General Fund/Expenditures/Erate			5,270.24	
900498	JOSTENS	12/13/2019	23681533	2019-2020- Diploma Covers	4501900025	2,168.32	2,168.32
10 E 530 0100 23 5200 4500 0000 0000 0			General Fund/Expenditures/Basic Education			2,168.32	
900499	JUNIOR LIBRARY GUILD	12/13/2019	470771	LIBRARY SUBSCRIPTION	1201900019	929.50	929.50
10 E 530 0100 22 5005 1200 0000 0000 0			General Fund/Expenditures/Basic Education			929.50	
900500	JUPITER EDUCATION SERVICES LLC	12/13/2019	4522		0	150.00	2,775.00
10 E 530 0197 27 7001 4500 0000 0000 0			General Fund/Expenditures/Credit Retrieval			150.00	
			4523		0	2,625.00	
10 E 530 0197 27 7001 4500 0000 0000 0			General Fund/Expenditures/Credit Retrieval			2,625.00	
900501	JUZELER, SARAH JANE	12/13/2019	BOOKS 11/25/2019		0	417.04	417.04
10 E 530 0100 27 5005 1300 0000 0000 0			General Fund/Expenditures/Basic Education			417.04	
900502	K C D A	12/13/2019	300449400	Copy Paper for Office	1301900030	2,694.25	2,919.09
10 E 530 0100 27 5005 1300 0000 0000 0			General Fund/Expenditures/Basic Education			2,694.25	
			300449401	School Supplies	1101900025	224.84	
10 E 530 0100 27 5005 1100 0000 0000 0			General Fund/Expenditures/Basic Education			224.84	
			300450263	School Supplies	1101900025	224.84	
10 E 530 0100 27 5005 1100 0000 0000 0			General Fund/Expenditures/Basic Education			224.84	
			300451764	School Supplies	1101900025	-224.84	
10 E 530 0100 27 5005 1100 0000 0000 0			General Fund/Expenditures/Basic Education			-224.84	
900503	KENDALL HUNT PUBLISHING CO	12/13/2019	12202518	Illustrative Mathematics Middle School - Individual Unit Overviews	6001900078	1,303.20	1,303.20
10 E 530 0187 27 5070 2400 0000 0000 0			General Fund/Expenditures/Text Adoption			1,303.20	
900504	KLINGELE, CAMILLE CONE	12/13/2019	LEAVENWORTH		0	110.00	110.00
10 E 530 0187 31 8030 4500 0000 0000 0			General Fund/Expenditures/Text Adoption			110.00	
900505	KOZAI CONSULTING	12/13/2019	0012		0	3,797.42	3,797.42
10 E 530 5210 31 8030 0600 0000 0000 0			General Fund/Expenditures/Title II TQ - Part A			797.42	
10 E 530 5210 31 7001 0600 0000 0000 0			General Fund/Expenditures/Title II TQ - Part A			1,000.00	
10 E 530 0187 31 7001 2400 0000 0000 0			General Fund/Expenditures/Text Adoption			2,000.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
900506	LANE, CYNTHIA M.	12/13/2019	PIANO MAT		0	40.17	40.17
10 E 530 2100 27 5005 0630 0000 0000 0			General Fund/Expenditures/Spec Ed - State			40.17	
900507	LAURICH GENERAL CONSTRUCTION	12/13/2019	11/20/2019		0	5,142.21	5,142.21
10 E 530 9700 62 7001 2400 0000 0000 0			General Fund/Expenditures/District-Wide Support			5,142.21	
900508	LEARNING WITHOUT TEARS	12/13/2019	INV47985	Student Workbooks - M Verhei	6301900025	179.20	179.20
10 E 530 2100 27 5005 1300 0000 0000 0			General Fund/Expenditures/Spec Ed - State			179.20	
900509	LEO'S UPHOLSTERY	12/13/2019	5032		0	444.54	444.54
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			444.54	
900510	LINK, CENTURY	12/13/2019	313804811	11/11/19	0	119.50	119.50
10 E 530 9700 65 7118 1100 0000 0000 0			General Fund/Expenditures/District-Wide Support			119.50	
900511	LIONEL ENNS PHD BCBA-D	12/13/2019	1352		0	2,525.00	4,125.00
10 E 530 2100 26 7001 0630 0000 0000 0			General Fund/Expenditures/Spec Ed - State			2,525.00	
			1374		0	1,600.00	
10 E 530 2100 26 7001 0630 0000 0000 0			General Fund/Expenditures/Spec Ed - State			1,600.00	
900512	LOWRY, MICHELLE J	12/13/2019	0000034		0	13,225.00	13,225.00
10 E 530 2100 26 7001 0630 0000 0000 0			General Fund/Expenditures/Spec Ed - State			13,225.00	
900513	MERCER, MARCY A	12/13/2019	SNACKS		0	39.47	39.47
10 E 530 0148 31 5005 0600 0000 0000 0			General Fund/Expenditures/Para Certification			39.47	
900514	MONOPRICE, INC	12/13/2019	19476376	Supplies for SPED	7601900098	26.04	90.77
10 E 530 2100 27 5005 0630 0000 0000 0			General Fund/Expenditures/Spec Ed - State			26.04	
			19476386	Supplies for SPED	7601900098	39.07	
10 E 530 2100 27 5005 0630 0000 0000 0			General Fund/Expenditures/Spec Ed - State			39.07	
			19496969	VGA Cable for Newline Board	7601900102	25.66	
10 E 530 9700 72 5005 2400 0000 0000 0			General Fund/Expenditures/District-Wide Support			25.66	
900515	MOON SECURITY SERVICES INC	12/13/2019	1006134	2019/2020 Annual contract for: video and monitoring of PHS facilities	7201900005	266.24	266.24
10 E 530 9700 64 7165 4500 0000 0000 0			General Fund/Expenditures/District-Wide Support			266.24	
900516	MOORE, KRISTINE	12/13/2019	office supplies 2019		0	33.25	33.25
10 E 530 0100 27 5005 1200 0000 0000 0			General Fund/Expenditures/Basic Education			33.25	
900517	MOORE, REBECCA L	12/13/2019	WASWUG 2019		0	52.00	52.00
10 E 530 9700 13 8030 0720 0000 0000 0			General Fund/Expenditures/District-Wide Support			52.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
900518	NORTHWEST TECH INC	12/13/2019	L19043	3-D Printer	4561900021	6,764.42	6,764.42
10 E 530 3167 27 9001 4500 0000 0000 0				General Fund/Expenditures/Technology Education		6,764.42	
900519	OFFICE DEPOT INC	12/13/2019	402506496001	Migrant Supplies	6001900076	68.52	101.09
				Josefina			
				Martin-Smith-			
				Brochure Stand			
				Lisa Huerta-			
10 E 530 5320 24 5005 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		68.52	
			402506497001	Migrant Supplies	6001900076	32.57	
				Josefina			
				Martin-Smith-			
				Brochure Stand			
				Lisa Huerta-			
10 E 530 5320 24 5005 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		32.57	
900520	PACIFIC OFFICE AUTOMATION	12/13/2019	405075		0	137.92	137.92
10 E 530 0100 27 5005 4500 0000 0000 0				General Fund/Expenditures/Basic Education		137.92	
900521	PINNACLE INVESTIGATION CORP	12/13/2019	68658		0	41.50	41.50
10 E 530 9700 14 7001 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		41.50	
900522	PRO-ED, INC	12/13/2019	2805774	Speech Test - Kit	6301900031	352.00	352.00
				& Protocols			
10 L 601 0000 00 0000 0000 0000 0000				General Fund/Accounts Payable		-30.27	
10 E 530 2100 27 5005 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		382.27	
900523	PROSSER CHAMBER OF COMMERCE	12/13/2019	COMUNITY AWARDS		0	160.00	160.00
10 E 530 9700 12 7001 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		160.00	
900524	PROSSER FOOD SERVICES	12/13/2019	377	Refreshments for	2401900043	225.25	261.60
				student led			
				conferences			
10 E 530 5101 27 5005 2400 0000 0000 0				General Fund/Expenditures/Title I -Parent Inv.		225.25	
			385		0	36.35	
10 E 530 9700 12 5005 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		36.35	
900525	PROSSER ECONOMIC DEVELOPEMENT	12/13/2019	2583		0	800.00	800.00
10 E 530 9700 12 7001 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		800.00	
900526	PROSSER MINNIE STORAGE	12/13/2019	DEC. 2019	Mini-storage	7201900001	150.00	150.00
				rental.			
10 E 530 0199 21 7001 0710 0000 0000 0				General Fund/Expenditures/Reserve		150.00	
900527	PURELAND SUPPLY LLC	12/13/2019	715040	Projector Lamp	7601900080	97.50	97.50
				for KRV			
10 L 601 0000 00 0000 0000 0000 0000				General Fund/Accounts Payable		-8.39	
10 E 530 9700 72 5005 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		105.89	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
900528	QUILL CORP	12/13/2019	2309146	Office Supply Order	1301900024	397.50	794.98
10 E 530 0100 23 5005 1300 0000 0000 0				General Fund/Expenditures/Basic Education		397.50	
			2309619	Office Supply Order	1301900024	20.69	
10 E 530 0100 23 5005 1300 0000 0000 0				General Fund/Expenditures/Basic Education		20.69	
			2314536	Office Supply Order	1301900024	24.60	
10 E 530 0100 23 5005 1300 0000 0000 0				General Fund/Expenditures/Basic Education		24.60	
			2318919	Office Supply Order	1301900024	42.78	
10 E 530 0100 23 5005 1300 0000 0000 0				General Fund/Expenditures/Basic Education		42.78	
			2318920	Office Supply Order	1301900024	134.13	
10 E 530 0100 23 5005 1300 0000 0000 0				General Fund/Expenditures/Basic Education		134.13	
			2348002	Office Supply Order	1301900024	175.28	
10 E 530 0100 23 5005 1300 0000 0000 0				General Fund/Expenditures/Basic Education		175.28	
900529	READY AND OUT	12/13/2019	891800		0	3,040.80	3,040.80
10 E 530 5101 27 5005 4500 0000 0000 0				General Fund/Expenditures/Title I -Parent Inv.		3,040.80	
900530	RICHARDSON'S GARAGE DOORS, INC	12/13/2019	35481		0	477.84	477.84
10 E 530 9900 51 7001 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		477.84	
900531	RIVERSIDE STORAGE	12/13/2019	DEC. 2019	2019/2020 Rentals of storage units.	7201900002	537.00	537.00
10 E 530 5320 24 7001 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		55.00	
10 E 530 2100 21 7002 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		134.00	
10 E 530 9700 13 7002 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		112.00	
10 E 530 9700 64 7002 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		79.00	
10 E 530 9700 72 7002 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		157.00	
900532	RUELAS, MARIA ELENA	12/13/2019	DRIVERS ED. REFUND		0	350.00	350.00
10 R 960 7100 21 2171 4500 0000 0000 1				General Fund/Revenues/Traffic Safety Education		350.00	
900533	SCHOOL DIST #116 REVOLV FUND	12/13/2019	4728		0	673.32	753.32
10 E 530 9700 62 7001 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		673.32	
			4733		0	80.00	
10 E 530 9700 12 5005 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		80.00	
900534	SIPE, THELMA A	12/13/2019	BOOKS 11/09/2019		0	150.23	450.75
10 E 530 0100 27 5005 1300 0000 0000 0				General Fund/Expenditures/Basic Education		150.23	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				EARBUDS	0	300.52	
10 E 530 0100 27 5005 1300 0000 0000 0				General Fund/Expenditures/Basic Education		300.52	
900535	SMITH, DEAN DONALD	12/13/2019	clock hours 2019		0	36.00	36.00
10 E 530 0151 31 7001 2400 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		36.00	
900536	SOCIAL THINKING INC	12/13/2019	153878	Zones of Regulation, Teacher Manuals, Heights	6301900039	238.60	238.60
10 E 530 2100 27 5005 1300 0000 0000 0				General Fund/Expenditures/Spec Ed - State		238.60	
900537	STAPLES BUSINESS ADVANTAGE	12/13/2019	8056655737	Counseling Supplies-L. Ledesma	4501900037	34.85	34.85
10 E 530 0100 24 5005 4500 0000 0000 0				General Fund/Expenditures/Basic Education		34.85	
900538	STARK, NANETTE L	12/13/2019	ASCA MEMBER. 2019		0	129.00	129.00
10 E 530 0151 31 7035 4500 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		129.00	
900539	STEMCORE CONSULTING	12/13/2019	003 NOVEMBER		0	2,389.88	2,389.88
10 E 530 9700 12 7001 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,389.88	
900540	TCSOB	12/13/2019	14		0	4,260.24	4,260.24
10 E 530 0100 28 7001 4500 0000 0000 0				General Fund/Expenditures/Basic Education		4,260.24	
900541	TIME FOR KIDS	12/13/2019	4093161570 B0116	Time for Kids Subscriptions for 28 Whitstran Students	6301900009	24.75	138.60
10 E 530 2100 27 5070 1100 0000 0000 0				General Fund/Expenditures/Spec Ed - State		24.75	
			4093161570 B0118	Time for Kids Subscriptions for 28 Whitstran Students	6301900009	74.25	
10 E 530 2100 27 5070 1100 0000 0000 0				General Fund/Expenditures/Spec Ed - State		74.25	
			4093161570 B0119	Time for Kids Subscriptions for 28 Whitstran Students	6301900009	39.60	
10 E 530 2100 27 5070 1100 0000 0000 0				General Fund/Expenditures/Spec Ed - State		39.60	
900542	TLC ENTERPRISES	12/13/2019	342		0	200.00	4,463.40
10 E 530 5250 31 7001 2400 0000 0000 0				General Fund/Expenditures/Titile IV Student Spt & Enric		200.00	
			343		0	2,250.00	
10 E 530 9700 31 7001 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,125.00	
10 E 530 5250 31 7001 0600 0000 0000 0				General Fund/Expenditures/Titile IV Student Spt & Enric		1,125.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			346		0	312.80	
10 E 530 9700 12 7010 0710 0000 0000 0			General Fund/Expenditures/District-Wide Support			312.80	
			347		0	800.00	
10 E 530 9700 31 7001 0710 0000 0000 0			General Fund/Expenditures/District-Wide Support			800.00	
			348		0	587.80	
10 E 530 9700 12 7010 0710 0000 0000 0			General Fund/Expenditures/District-Wide Support			587.80	
			349		0	312.80	
10 E 530 9700 12 7010 0710 0000 0000 0			General Fund/Expenditures/District-Wide Support			312.80	
900543	TRI CITIES VOLLEYBALL OFFICIAL	12/13/2019	19137		0	1,164.20	1,164.20
10 E 530 0100 28 7001 4500 0000 0000 0			General Fund/Expenditures/Basic Education			1,164.20	
900544	TRI-CITY VOLLEYBALL OFFICIALS	12/13/2019	19137		0	2,760.80	2,760.80
10 E 530 0100 28 7001 4500 0000 0000 0			General Fund/Expenditures/Basic Education			2,760.80	
900545	TRI-CITY SPORTS OFFICIALS ASSO	12/13/2019	38 2019/2020		0	4,251.60	4,251.60
10 E 530 0100 28 7001 4500 0000 0000 0			General Fund/Expenditures/Basic Education			4,251.60	
900546	ULINE	12/13/2019	114484801	BUILDING	1201900020	172.71	172.71
10 E 530 0100 27 5005 1200 0000 0000 0			General Fund/Expenditures/Basic Education			172.71	
900547	WA STATE DEPT. OF AGRICULTURE	12/13/2019	2020 RENEW	MARTINEZ Pesticide	7401900006	33.00	132.00
				Licenses for 2020			
				Nathan			
				Kernan Juan			
				Chavez Lionel			
				Martinez-Munoz			
				Ray Ledesma			
10 E 530 9700 62 7001 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			33.00	
			2020 RENEWEL CHAVEZ	Pesticide	7401900006	33.00	
				Licenses for 2020			
				Nathan			
				Kernan Juan			
				Chavez Lionel			
				Martinez-Munoz			
				Ray Ledesma			
10 E 530 9700 62 7001 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			33.00	
			2020 RENEWEL KERNAN	Pesticide	7401900006	33.00	
				Licenses for 2020			
				Nathan			
				Kernan Juan			
				Chavez Lionel			
				Martinez-Munoz			
				Ray Ledesma			
10 E 530 9700 62 7001 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			33.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			2020 RENEWEL LEDESMA	Pesticide Licenses for 2020 Nathan Kernan Juan Chavez Lionel Martinez-Munoz Ray Ledesma	7401900006	33.00	
10 E 530 9700 62 7001 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		33.00	
900548	WAL-MART COMMUNITY	12/13/2019	931200205536		0	90.29	1,367.36
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		90.29	
			931600308827		0	39.26	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		39.26	
			931700842536		0	418.69	
10 E 530 3465 27 5005 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		418.69	
			931700845076		0	120.69	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		120.69	
			9319000026743		0	34.23	
10 E 530 3465 27 5005 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		34.23	
			931900024454		0	173.32	
10 E 530 3465 27 5005 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		173.32	
			932200207729		0	131.54	
10 E 530 3465 27 5005 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		131.54	
			932200402766		0	73.93	
10 E 530 3465 27 5005 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		73.93	
			932300512547		0	28.12	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		28.12	
			932500200613		0	76.86	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		76.86	
			933000248493		0	157.85	
10 E 530 3465 27 5005 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		157.85	
			933000248923		0	22.58	
10 E 530 3465 27 5005 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		22.58	
900549	WARDS	12/13/2019	8088221308	Open PO for CASE Ag Ed Supplies	4561900004	616.12	616.12
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		616.12	
900550	WAX, LARRY D	12/13/2019	FOOTBALL PLAYOFFS		0	80.00	80.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 28 8030 4500 0000 0000 0				General Fund/Expenditures/Basic Education		80.00	
900551	WILLIAM V MACGILL & CO	12/13/2019	IN0699115	Nurse Supplies, Thermometer	6401900008	569.50	569.50
10 L 601 0000 00 0000 0000 0000 0000				General Fund/Accounts Payable		-48.98	
10 E 530 0100 26 5005 0640 0000 0000 0				General Fund/Expenditures/Basic Education		618.48	
900552	YAKIMA BINDERY	12/13/2019	296672-0		0	34.20	113.33
10 E 530 9700 13 5005 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		34.20	
			296757-0		0	35.36	
10 E 530 9700 12 5005 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		35.36	
			296946-0		0	43.77	
10 E 530 9700 13 5005 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		43.77	
900553	ZEDIKER, RUTH A	12/13/2019	BOOKS 11/12/2019		0	18.54	24.71
10 E 530 0100 22 5060 2400 0000 0000 0				General Fund/Expenditures/Basic Education		18.54	
			BOOKS 11/5/2019		0	6.17	
10 E 530 0100 22 5060 2400 0000 0000 0				General Fund/Expenditures/Basic Education		6.17	

99 Computer Check(s) For a Total of 334,384.89

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 December 11, 2019, the board, by a _____ vote, approves payments, totaling \$164,197.66. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP WARRANTS PAYABLE:
Warrant Numbers 200000170 through 200000172, totaling \$164,197.66

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

Check Nbr	Vendor Name	Check Date	Check Amount
200000170	COFFMAN ENGINEERS	12/13/2019	925.00
200000171	ESD #112	12/13/2019	126,298.16
200000172	GEOPROFESSIONAL INNOVATION	12/13/2019	36,974.50

3	Computer	Check(s) For a Total of	164,197.66
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Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
200000170	COFFMAN ENGINEERS	12/13/2019	19103464		0	925.00	925.00
20 E 530 0015 22 7080 1000 0120 0000 0				Capital Projects/Expenditures/KRV Mod/Addition		925.00	
200000171	ESD #112	12/13/2019	1000145570		0	10,665.70	126,298.16
20 E 530 0013 21 7084 1000 0450 0000 0				Capital Projects/Expenditures/PHS NEW CONSTRUCTION		10,665.70	
			1000145571		0	12,672.50	
20 E 530 0014 22 7084 1000 0110 0000 0				Capital Projects/Expenditures/Whitstran Mod/Addition		12,672.50	
			1000145572		0	25,499.00	
20 E 530 0015 22 7084 1000 0120 0000 0				Capital Projects/Expenditures/KRV Mod/Addition		25,499.00	
			1000145573		0	24,855.00	
20 E 530 0016 22 7084 1000 0130 0000 0				Capital Projects/Expenditures/Heights Mod/Addition		24,855.00	
			1000145901		0	27,192.00	
20 E 530 0013 21 7084 1000 0450 0000 0				Capital Projects/Expenditures/PHS NEW CONSTRUCTION		27,192.00	
			1000145902		0	10,022.16	
20 E 530 0016 22 7084 1000 0130 0000 0				Capital Projects/Expenditures/Heights Mod/Addition		10,022.16	
			1000145903		0	10,281.90	
20 E 530 0015 22 7084 1000 0120 0000 0				Capital Projects/Expenditures/KRV Mod/Addition		10,281.90	
			1000145904		0	5,109.90	
20 E 530 0014 22 7084 1000 0110 0000 0				Capital Projects/Expenditures/Whitstran Mod/Addition		5,109.90	
200000172	GEOPROFESSIONAL INNOVATION	12/13/2019	GPI180745		0	3,500.00	36,974.50
20 E 530 0013 21 7083 1000 0450 0000 0				Capital Projects/Expenditures/PHS NEW CONSTRUCTION		3,500.00	
			GPI180980		0	8,150.00	
20 E 530 0016 22 7081 1000 0130 0000 0				Capital Projects/Expenditures/Heights Mod/Addition		8,150.00	
			GPI180981		0	8,400.00	
20 E 530 0015 22 7081 1000 0120 0000 0				Capital Projects/Expenditures/KRV Mod/Addition		8,400.00	
			GPI180982		0	8,400.00	
20 E 530 0014 22 7081 1000 0110 0000 0				Capital Projects/Expenditures/Whitstran Mod/Addition		8,400.00	
			GPI181192		0	8,524.50	
20 E 530 0013 21 7085 1000 0450 0000 0				Capital Projects/Expenditures/PHS NEW CONSTRUCTION		8,524.50	

3 Computer Check(s) For a Total of 164,197.66

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 December 11, 2019, the board, by a _____ vote, approves payments, totaling \$27,649.17. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS PAYABLE:
Warrant Numbers 186577 through 186618, totaling \$27,649.17

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

Check Nbr	Vendor Name	Check Date	Check Amount
186577	AGUAYO, ARTURO B	12/13/2019	71.10
186578	AMAZON.COM	12/13/2019	150.18
186579	ATOMIC SCREEN PRINT EMBROIDERY	12/13/2019	769.37
186580	BACHOFNER, LAURA B	12/13/2019	100.69
186581	BENTON FRANKLIN HEALTH DEPT	12/13/2019	275.00
186582	BEST WESTERN UNIVERSITY INN	12/13/2019	3,719.73
186583	BEST WESTERN PLUS SEATTLE/FEDE	12/13/2019	1,445.44
186584	BSN SPORTS LLC	12/13/2019	1,836.04
186585	CASCADE HIGH SCHOOL	12/13/2019	200.00
186586	CITY OF PROSSER	12/13/2019	2,167.00
186587	COFFMAN, MARCIE R	12/13/2019	50.00
186588	DEER PARK HIGH SCHOOL	12/13/2019	250.00
186589	EG WRESTLING BOOSTER	12/13/2019	395.00
186590	FAMILY, CAREER & COMMUNITY LEA	12/13/2019	340.00
186591	FOOD DEPOT	12/13/2019	83.36
186592	FUTURE BUSINESS LEADERS OF AME	12/13/2019	420.00
186593	GRANGER HIGH SCHOOL	12/13/2019	250.00
186594	HOLIDAY INN EXPRESS & SUITES L	12/13/2019	3,004.50
186595	HOUSEL MIDDLE SCHOOL IMPREST	12/13/2019	30.00
186596	HUDL	12/13/2019	977.40
186597	HURT, TRACY L	12/13/2019	26.10
186598	IMAGE MARKET	12/13/2019	476.59
186599	KEENE-RIVERVIEW IMPREST FUND	12/13/2019	702.64
186600	OFFICE DEPOT INC	12/13/2019	54.70
186601	ORIENTAL TRADING CO	12/13/2019	41.88
186602	PASCO HIGH SCHOOL	12/13/2019	350.00
186603	PEPSI COLA YAKIMA	12/13/2019	602.47
186604	PHE IMPREST FUND	12/13/2019	38.60
186605	PROSSER SCHOOL DISTRICT NO. 11	12/13/2019	1,626.00
186606	PROSSER FOOD SERVICES	12/13/2019	86.51
186607	PROSSER THRIVE COALITION	12/13/2019	230.93
186608	SKEEN, ANGELA P	12/13/2019	373.45
186609	SUHADOLNIK, RYLEE M	12/13/2019	116.00

Check Nbr	Vendor Name	Check Date	Check Amount
186610	TCSRA	12/13/2019	335.72
186611	THE CAPITOL THEATRE	12/13/2019	366.00
186612	TRT PRINTED	12/13/2019	3,136.49
186613	URM CASH & CARRY-KENNEWICK	12/13/2019	128.85
186614	VALLEY LANES	12/13/2019	190.00
186615	VAN WINGERDEN GREENHOUSES	12/13/2019	656.43
186616	WEST VALLEY HIGH SCHOOL-SPOKAN	12/13/2019	400.00
186617	WESTERN SCALE INC	12/13/2019	175.00
186618	WIAA	12/13/2019	1,000.00
42	Computer	Check(s) For a Total of	27,649.17

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
186577	AGUAYO, ARTURO B	12/13/2019	AMAZON ORDER		0	71.10	71.10
40 E 530 1040 01 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			71.10	
186578	AMAZON.COM	12/13/2019	485888766465	Champs - supplies for crafts fundraiser	4521900069	102.42	150.18
40 E 530 4665 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CHAMPS			102.42	
			668387457437	Girls basketball - offense dvd and basketball journal	4521900086	47.76	
40 E 530 2210 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BASKETBALL GI			47.76	
186579	ATOMIC SCREEN PRINT EMBROIDERY	12/13/2019	9287	Choir - choir t shirts	4521900080	253.04	769.37
40 E 530 4380 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CHORUS			253.04	
			POLO SHIRTS	HMS Music Dept. Polo Shirts Will hand carry	2421900016	516.33	
40 E 530 4360 04 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BAND			516.33	
186580	BACHOFNER, LAURA B	12/13/2019	halloween dance 2019		0	100.69	100.69
40 E 530 2270 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/DANCE TEAM			100.69	
186581	BENTON FRANKLIN HEALTH DEPT	12/13/2019	0308-19367 11/01/19		0	100.00	275.00
40 E 530 1200 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CONCESSIONS			100.00	
			0314-10259 11/01/19		0	175.00	
40 E 530 4190 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/SCHOOL STORE			175.00	
186582	BEST WESTERN UNIVERSITY INN	12/13/2019	15586262	Girls Swim - Rooms for District Competition 10 double queens 1 single check in October 31 check out November 2	4521900068	3,719.73	3,719.73
40 E 530 2260 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/SWIM TEAM GIR			3,719.73	
186583	BEST WESTERN PLUS SEATTLE/FEDE	12/13/2019	188 11/16/2019	Girls Swim - Rooms for Mukilteo swim invite Check in 9/27 check out 9/28 6 double queen rooms	4521900053	1,445.44	1,445.44
40 E 530 2260 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/SWIM TEAM GIR			1,445.44	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
186584	BSN SPORTS LLC	12/13/2019	906258435	Girls Swim - swimsuits	4521900043	692.37	1,836.04
40 E 530 2260 05 0000 0000 0000 0				Associated Student Body Fund/Expenditures/SWIM TEAM GIR		692.37	
			906277282	Girls Swim - parkas	4521900044	1,143.67	
40 E 530 2260 05 0000 0000 0000 0				Associated Student Body Fund/Expenditures/SWIM TEAM GIR		1,143.67	
186585	CASCADE HIGH SCHOOL	12/13/2019	BAVARIAN WRESTLING	Boys Wrestling - Entry Fee for Bavarian Wrestling Tourney	4521900125	200.00	200.00
40 E 530 2170 05 0000 0000 0000 0				Associated Student Body Fund/Expenditures/WRESTLING		200.00	
186586	CITY OF PROSSER	12/13/2019	2991		0	2,167.00	2,167.00
40 E 530 2010 05 0000 0000 0000 0				Associated Student Body Fund/Expenditures/CONTEST MGT		2,167.00	
186587	COFFMAN, MARCIE R	12/13/2019	WAHSET REGISTRATION		0	50.00	50.00
40 E 530 4420 05 0000 0000 0000 0				Associated Student Body Fund/Expenditures/EQUESTRIAN TE		50.00	
186588	DEER PARK HIGH SCHOOL	12/13/2019	WRESTLING	Boys Wrestling - Entry Fee for Deer Park Wrestling Tourney	4521900127	250.00	250.00
40 E 530 2170 05 0000 0000 0000 0				Associated Student Body Fund/Expenditures/WRESTLING		250.00	
186589	EG WRESTLING BOOSTER	12/13/2019	WRESTLING	Boys Wrestling - Pacific Coast Entry Fee	4521900122	395.00	395.00
40 E 530 2170 05 0000 0000 0000 0				Associated Student Body Fund/Expenditures/WRESTLING		395.00	
186590	FAMILY, CAREER & COMMUNITY LEA	12/13/2019	82035	FCCLA Membership Dues	2421900021	340.00	340.00
40 E 530 4160 04 0000 0000 0000 0				Associated Student Body Fund/Expenditures/FCCLA		340.00	
186591	FOOD DEPOT	12/13/2019	196580		1718	15.00	83.36
40 E 530 1200 05 0000 0000 0000 0				Associated Student Body Fund/Expenditures/CONCESSIONS		15.00	
			196584		1720	19.52	
40 E 530 1200 05 0000 0000 0000 0				Associated Student Body Fund/Expenditures/CONCESSIONS		19.52	
			196600	CHAMPS - School year kitchen necessities.	4521900085	48.84	
40 E 530 4665 05 0000 0000 0000 0				Associated Student Body Fund/Expenditures/CHAMPS		48.84	
186592	FUTURE BUSINESS LEADERS OF AME	12/13/2019	11/01/2019 2275753	FBLA - local, state and national dues	4521900093	240.00	420.00
40 E 530 4180 05 0000 0000 0000 0				Associated Student Body Fund/Expenditures/FBLA		240.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			2275753 11/1/2019	FBLA - local, state and national dues	4521900093	180.00	
40 E 530 4180 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/FBLA			180.00	
186593	GRANGER HIGH SCHOOL	12/13/2019	WRESTLING	Boys Wrestling - Entry fee for Iron Man tournament	4521900123	250.00	250.00
40 E 530 2170 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/WRESTLING			250.00	
186594	HOLIDAY INN EXPRESS & SUITES L	12/13/2019	94870	State football rooms check in 11/21 check out 11/22 23 double rooms bus drivers will stay an additional night and will be checking out on 11/23 2 single rooms	4521900114	3,004.50	3,004.50
40 E 530 2040 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/ATHLETIC TRAV			3,004.50	
186595	HOUSEL MIDDLE SCHOOL IMPREST	12/13/2019	1771		0	30.00	30.00
40 E 530 6100 04 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/SAUL HAAS			30.00	
186596	HUHL	12/13/2019	INV00724361	Boys basketball Hudl Assistant subscription	4521900102	977.40	977.40
40 E 530 2110 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BASKETBALL BO			977.40	
186597	HURT, TRACY L	12/13/2019	POPCORN		0	26.10	26.10
40 E 530 4190 04 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/SCHOOL STORE			26.10	
186598	IMAGE MARKET	12/13/2019	438229	ASB- freshman officer shirts and extra IX tshirts	4521900070	86.61	476.59
40 E 530 1040 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			86.61	
			439004	Dance Team T-Shirt	2421900015	389.98	
40 E 530 1040 04 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			389.98	
186599	KEENE-RIVERVIEW IMPREST FUND	12/13/2019	1349		0	263.00	702.64
40 E 530 1040 02 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			263.00	
			1351		0	100.00	
40 E 530 1040 02 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			100.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1352			0	15.00
40 E 530 1040 02 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL				15.00
			1353			0	154.32
40 E 530 1040 02 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL				154.32
			1354			0	55.32
40 E 530 1040 02 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL				55.32
			1355			0	100.00
40 E 530 1040 02 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL				100.00
			1357			0	15.00
40 E 530 1040 02 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL				15.00
186600	OFFICE DEPOT INC	12/13/2019	403640348001	Athletic office supplies for game banks	4521900061	8.46	54.70
40 E 530 2004 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/ATHLETIC GENE			8.46	
			403640349001	ASB office supplies for game banks	4521900103	46.24	
40 E 530 2004 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/ATHLETIC GENE			46.24	
186601	ORIENTAL TRADING CO	12/13/2019	699625593-01	ASB	1221900004	41.88	41.88
40 R 960 1040 02 0000 0000 0000 0000 0			Associated Student Body Fund/Revenues/GENERAL			41.88	
186602	PASCO HIGH SCHOOL	12/13/2019	WRESTLING 2019	Boys Wrestling - Entry Fee of Best of the West Tourney	4521900124	350.00	350.00
40 E 530 2170 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/WRESTLING			350.00	
186603	PEPSI COLA YAKIMA	12/13/2019	010610263			0	357.74
40 E 530 4190 04 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/SCHOOL STORE				357.74
			010610283	Concessions - Fall concessions supplies	4521900014	320.59	
40 E 530 1200 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CONCESSIONS			320.59	
			010610349	Concessions - Fall concessions supplies	4521900014	-242.67	
40 E 530 1200 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CONCESSIONS			-242.67	
			010610405	Winter Concession Supplies	4521900120	614.07	
40 E 530 1200 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CONCESSIONS			614.07	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			010610406	Winter Concession Supplies	4521900120	-447.26	
40 E 530 1200 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CONCESSIONS			-447.26	
186604	PHE IMPREST FUND	12/13/2019	1184		0	38.60	38.60
40 E 530 1040 03 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			38.60	
186605	PROSSER SCHOOL DISTRICT NO. 11	12/13/2019	BUS TRIPS	SEPTEMBER & OCTOBER 2019	0	1,626.00	1,626.00
40 E 530 1040 02 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			176.00	
40 E 530 2130 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CROSS COUNTRY			122.00	
40 E 530 3470 03 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/ROOM 7			636.00	
40 E 530 4360 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BAND			692.00	
186606	PROSSER FOOD SERVICES	12/13/2019	383		0	53.08	86.51
40 E 530 1040 01 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			53.08	
			388	Girls Wrestling - Lettuce, Tomatoes, Onions	4521900108	33.43	
40 E 530 2175 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/WRESTLING GIR			33.43	
186607	PROSSER THRIVE COALITION	12/13/2019	1012	Thrive - recruitment and Friday fun night supplies	4521900090	97.02	230.93
40 E 530 4655 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/MUSTANG CIA			97.02	
			1014		0	133.91	
40 E 530 4655 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/MUSTANG CIA			133.91	
186608	SKEEN, ANGELA P	12/13/2019	SUPPLIES 11/18/2019		0	373.45	373.45
40 E 530 4350 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/LEADERSHIP			120.79	
40 E 530 3020 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CLASS OF 2020			252.66	
186609	SUHADOLNIK, RYLEE M	12/13/2019	COOKIES		0	51.98	116.00
40 E 530 4150 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/FFA			51.98	
			TACOS		0	64.02	
40 E 530 4150 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/FFA			64.02	
186610	TCSRA	12/13/2019	2019-185	Boys Soccer Officials	2421900014	335.72	335.72
40 E 530 1040 04 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			335.72	
186611	THE CAPITOL THEATRE	12/13/2019	2010	Drama Club - Student and Adult tickets	4521900112	366.00	366.00
40 E 530 4999 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/DRAMA			366.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
186612	TRT PRINTED	12/13/2019	1407	Football - Black Performance Shirts (Team Shirts)	4521900111	1,093.87	3,136.49
40 E 530 2140 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/FOOTBALL		1,093.87	
			1413		0	1,200.97	
40 E 530 1040 03 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/GENERAL		1,200.97	
			1416	Girls Wrestling - spirit gear	4521900131	841.65	
40 E 530 2175 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/WRESTLING GIR		841.65	
186613	URM CASH & CARRY-KENNEWICK	12/13/2019	3-0-395842	Concessions - Fall concessions supplies	4521900013	128.85	128.85
40 E 530 1200 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/CONCESSIONS		128.85	
186614	VALLEY LANES	12/13/2019	6183	FBLA - bowling at meeting with FFA	4521900094	140.00	190.00
40 E 530 4180 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/FBLA		140.00	
			6183-	FFA - bowling and meeting with FBLA	4521900091	50.00	
40 E 530 4150 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/FFA		50.00	
186615	VAN WINGERDEN GREENHOUSES	12/13/2019	11/13/2019		0	656.43	656.43
40 E 530 2175 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/WRESTLING GIR		656.43	
186616	WEST VALLEY HIGH SCHOOL-SPOKAN	12/13/2019	HOLIDAY CLASSIC	Boys Basketball - Eagle Holiday Classic Game Fee	4521900128	200.00	400.00
40 E 530 2110 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		200.00	
				HOLIDAY CLASSIC GIRL Girls Basketball - Eagle Holiday Classic Game Fee	4521900129	200.00	
40 E 530 2210 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL GI		200.00	
186617	WESTERN SCALE INC	12/13/2019	28189	Wrestling scale calibration	2421900017	175.00	175.00
40 E 530 1040 04 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/GENERAL		175.00	
186618	WIAA	12/13/2019	38107	Membership dues	2421900018	1,000.00	1,000.00
40 E 530 1040 04 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/GENERAL		1,000.00	
			42	Computer	Check(s) For a Total of		27,649.17

Board Packet

To: Board of Directors
Subject: Amend Policy No. 3210: Nondiscrimination –
SECOND READING
Agenda: Action
Date: December 11, 2019
Prepared By: Deanna Flores, *Assistant Superintendent*

Background:

Policy No. 3210: Nondiscrimination was adopted in October 2001 and was amended in February 2014. In order to comply with current civil rights requirements, we are submitting the attached policy amendment, based on WSSDA's recommendations. The current policy is also attached, showing the proposed changes with strikethroughs and highlighting. This was brought to the Board on November 13, 2019 for First Reading and the amendment is being brought back tonight for Second and Final Reading.

Recommendation:

It is recommended that the Board of Directors approve the Second and Final Reading of the amendment to Policy No. 3210: Nondiscrimination, to comply with current civil rights requirements.

Nondiscrimination

The District will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The District will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with disabilities.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the District's course offerings; educational programming or any activity will not be tolerated. When a District employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the District will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The District's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents or employees. The statement will include: 1) notice that the District will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the District's compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the District's Section 504 and Title IX compliance officers.

The District will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of the District's discrimination complaint procedure.

The Superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the District.

The District will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

Cross References: 2020 - Course Design, Selection and Adoption of
 Instructional Materials
 2030 - Service Animals in Schools

2140 - Guidance and Counseling
2150 - Co-Curricular Program
2151 - Interscholastic Activities
3211 - Gender-Inclusive Schools
4217 - Effective Communication
4260 - Use of School Facilities

Legal References:

Chapter 28A.640 RCW Sexual equality
Chapter 28A.642 RCW Discrimination prohibition
Chapter 49.60 RCW Discrimination — Human rights
commission
WAC 392-190-020 Training—Staff responsibilities—Bias
awareness
WAC 392-190-060 Compliance – School district designation
of responsible employee - Notification
WAC 392-400-215 Student rights
20 U.S.C. 7905 Boy Scouts of American Equal Access Act
42 U.S.C. 12101-12213 Americans with Disabilities Act

Management Resources:

2016 - March Issue
2014 - December Issue
2013 - April Issue
2012 - December Issue
2011 - June Issue
Policy News, August 2007 Washington's Law Against
Discrimination

Adoption Date: October 2, 2001
Amended Date: February 18, 2014

NONDISCRIMINATION

The District will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination ~~regard to~~ based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, ~~(including gender expression or identity)~~, marital status, the presence of any sensory, mental or physical disability ~~participation in the Boy Scouts of America~~ or the use of a trained dog guide or service animal by a person with a disability. The District will provide equal access to school facilities to Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with disabilities.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the district's course offerings; educational programming or any activity will not be tolerated. When a District employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The District's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications and other publications made available to all students, parents or employees. The statement will include: 1) notice that the District will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the District's compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the District's Section 504 and Title IX compliance officers.

~~The Superintendent will provide for annual evaluations, periodic surveys, annual notice and complaint procedures as required by law to ensure that there is in fact equal opportunity for all students in the district.~~

The District will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of the district's discrimination complaint procedure.

~~The board~~ Superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the District.

The District will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

Cross References: Policy 2020
Policy 2030
Policy 2140
Policy 2150
Policy 4260

Legal References: RCW 28A.640
RCW 28A.642
RCW 49.60
WAC 392-190

WAC 392-400-215
20 U.S.C. § 7905
42 U.S.C. §§ 12101-12213

Curriculum Development and Adoption
of Instructional Materials
Service Animals in Schools
Guidance and Counseling
Co-Curricular Program
Use of School Facilities

Sexual Equality
Discrimination prohibition
Discrimination – Human Rights Commission
Equal Educational Opportunity – Unlawful
Discrimination Prohibited
Student Rights
Boy Scouts of America Equal Access Act
Americans with Disabilities Act

Management Resources:
Policy News, June 2011
Policy News, August 2007

Washington’s Laws on Discrimination
Washington’s Law Against Discrimination

Adoption Date: October 2, 2001
Amended Date: February 18, 2014

Board Packet

To: Board of Directors
Subject: Amend Policy No. 5010: Nondiscrimination and Affirmative Action – SECOND READING
Agenda: Action
Date: December 11, 2019
Prepared By: Deanna Flores, *Assistant Superintendent*

Background:

Policy No. 5010 was updated and amended in February 2014. Since that time, additional changes have been recommended by WSSDA to comply with current civil rights laws. The proposed policy draft is attached. The current policy is also attached, showing the proposed changes with strikethroughs and highlighting. This was brought to the Board on November 13, 2019 for First Reading and the amendment is being brought back tonight for Second and Final Reading.

Recommendation:

It is recommended that the Board of Directors approve the Second and Final Reading of amendment Policy No. 5010: Nondiscrimination and Affirmative Action, to comply with current civil rights requirements.

NONDISCRIMINATION AND AFFIRMATIVE ACTION

1. Nondiscrimination

The District will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

The Board will designate a staff member to serve as the compliance officer.

2. Affirmative Action

The District, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women and Vietnam veterans, who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action will also include recruitment, selection, training, education and other programs.

The Superintendent will develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups – aged, persons with disabilities, ethnic minorities and women and Vietnam veterans, although under state law, racial minorities and women may not be treated preferentially in public employment.

This policy, as well as the affirmative action plan, regulations and procedures developed according to it, will be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy will be reported annually to the Board.

3. Employment of Persons with Disabilities

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

- A. No qualified person with disabilities, will solely by reason of a disability, be subjected to discrimination, and the District will not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions and includes fringe benefits and other elements of compensation.

- B. The District will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:
1. Making facilities used by staff readily accessible and usable by persons with disabilities; and
 2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions.
- In determining whether or not accommodation would impose an undue hardship on the district, factors to be considered include the nature and cost of the accommodation.
- C. The District will not use of any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related. Also, the District will not use such tests or criteria if alternative tests or criteria (that do not screen out persons with disabilities) are available.
- D. While the District may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.
- E. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

4. Nondiscrimination for Military Service

The District will not discriminate against any person who is a member of, applies to be a member or performs, has performed, applies to perform, or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. The District will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Cross References: Board Policy 2030
Board Policy 5270
Board Policy 5407

Service Animals in Schools
Resolution of Staff Complaints
Military Leave

Legal References: RCW 28A.400.310

Law against discrimination applicable to districts' employment practices

RCW 28A.640.020

Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies

RCW 28A.642

Discrimination prohibition

RCW 49.60	Discrimination - Human Rights Commission
RCW 49.60.030	Freedom from discrimination - Declaration of civil rights
RCW 49.60.180	Unfair practices of employers
RCW 49.60.400	Discrimination, preferential treatment prohibited
RCW 73.16	Employment and Re-employment
WAC 392-190	Equal Education Opportunity – Unlawful Discrimination Prohibited
WAC 392-190-0592	Public school employment – Affirmative Action Program
42 USC 2000e1-2000e10	Title VII of the Civil Rights Act of 1964
20 USC § 1681-1688	Title IX Educational Amendments of 1972
42 USC 12101 - 12213	Americans with Disabilities Act
8 USC 1324	(IRCA) Immigration Reform and Control Act of 1986
38 USC §§ 4301-4333	Uniformed Services Employment and Re-employment Rights Act
29 USC 794	Vocational Rehabilitation Act of 1973
34 CFR § 104	Nondiscrimination on the basis of handicap in programs or activities receiving federal financial assistance

Management Resources:

2018 – May Issue	
2017 – April Issue	
2014 – December Issue	
2013 – June Issue	
2011 – June Issue	
2011- February Issue	
<i>Policy News</i> , August 2007	Washington’s Law Against Discrimination
<i>Policy News</i> , June 2001	State Updates Military Leave Rights

Adoption Date: June 5, 2001

Amended Date: January 9, 2007, March 2, 2010, February 18, 2014

NONDISCRIMINATION AND AFFIRMATIVE ACTION

Nondiscrimination

The District will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

The Board will designate a staff member to serve as the compliance officer.

Affirmative Action

The District, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women and Vietnam veterans, who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action will also include recruitment, selection, training, education and other programs.

The Superintendent will develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups - aged, persons with disabilities, ethnic minorities and women and Vietnam veterans, although under state law, racial minorities, and women may not be treated preferentially in public employment.

This policy, as well as the affirmative action plan, regulations and procedures developed according to it, will be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy will be reported annually to the board.

Employment of Persons with Disabilities

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

- A. No qualified person with disabilities, will solely by reason of a disability, be subjected to discrimination and the District will not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions and includes fringe benefits and other elements of compensation.

B. The District will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:

1. Making facilities used by staff readily accessible and usable by persons with disabilities; and
2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions.

In determining whether or not accommodation would impose an undue hardship on the District, factors to be considered include the nature and cost of the accommodation.

C. The District will not make use of any employment tests or criteria that screens out persons with disabilities unless:

1. The test or criteria is clearly and specifically job-related; and. Also, the District will not use such tests or criteria if alternative tests or criteria (that do not screen out persons with disabilities) are available
2. ~~Alternative tests or criteria that do not screen out persons with disabilities are available.~~

D. While the District may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions; ~~and.~~

E. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

Nondiscrimination for Military Service

The District will not discriminate against any person who is a member of, applies to be a member or performs, has performed, applies to perform, or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. The District will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Cross References:	Board Policy 2030	Service Animals in Schools
	Board Policy 5270	Resolution of Staff Complaints
	Board Policy 5407	Military Leave

Legal References:	RCW 28A.400.310	Law against discrimination applicable to districts' employment practices
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RCW 28A.640.020	Regulations, guidelines to eliminate discrimination - Scope - Sexual harassment policies
RCW 28A.642	Discrimination prohibition
RCW 49.60	Discrimination - Human Rights Commission
RCW 49.60.030	Freedom from discrimination - Declaration of civil rights
RCW 49.60.180	Unfair practices of employers
RCW 49.60.400	Discrimination, preferential treatment prohibited
RCW 73.16	Employment and Re-employment
WAC 392-190	Equal Education Opportunity - Unlawful Discrimination Prohibited
WAC 392-190-0592	Public school employment - Affirmative Action Program
42 USC 2000e1-2000e1 0	Title VII of the Civil Rights Act of 1964
20 USC§ 1681-1688	Title IX Educational Amendments of 1972
42 USC 12101 - 12213	Americans with Disabilities Act
8 USC 1324	(IRCA) Immigration Reform and Control Act of 1986
38 USC§§ 4301-4333	Uniformed Services Employment and Re-employment Rights Act
29 USC 794	Vocational Rehabilitation Act of 1973
34 CFR § 104	Nondiscrimination on the basis of handicap in programs or activities receiving federal financial assistance

Management Resources:

<i>Policy News</i> , June 2011	Laws Against Discrimination Address Equal Education Opportunities
<i>Policy News</i> , February 2011	Nondiscrimination
<i>Policy News</i> , August 2007	Washington's Law Against Discrimination
<i>Policy News</i> , June 2001	State Updates Military Leave Rights

Adoption Date: June 5, 2001

Amended Date: January 9, 2007, March 2, 2010, February 18, 2014

Board Packet

To: Board of Directors
Subject: Amend Policy No. 5011: Sexual Harassment of District Staff Prohibited – SECOND READING
Agenda: Action
Date: December 11, 2019
Prepared By: Deanna Flores, *Assistant Superintendent*

Background:

Policy No. 5011: Sexual Harassment was adopted in February 2014. Since that time, additional changes have been recommended by WSSDA to comply with current civil rights laws. The proposed policy draft is attached. The current policy is also attached, showing the proposed changes with strikethroughs and highlighting. This was brought to the Board on November 13, 2019 for First Reading and the amendment is being brought back tonight for Second and Final Reading.

Recommendation:

It is recommended that the Board of Directors approve the Second and Final Reading of the amendment to Policy No. 5011: Sexual Harassment of District Staff Prohibited, to comply with current civil rights requirements.

Sexual Harassment of District Staff Prohibited

This District is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The District prohibits sexual harassment of District employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied obtaining work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

Investigation and Response

If the District knows, or reasonably should know, that sexual harassment has created a hostile environment, the District will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the District will take prompt and effective steps reasonably calculated to end sexual harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. The District will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the District, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether

the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an on-going criminal investigation. A criminal investigation does not relieve the District of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The District will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline

Staff Responsibilities

The Superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the District's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the District's Section 504 Coordinator.

Notice and Training

The Superintendent will develop procedures to provide information and education to District staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each District building in a place available to staff, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduce in each staff, volunteer and parent

handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The Superintendent will make an annual report to the Board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The Superintendent is encouraged to involve staff, volunteers and parents in the review process.

Cross References: 3205 - Sexual Harassment of Students Prohibited
 3207 - Prohibition of Harassment, Intimidation, and Bullying
 3210 - Nondiscrimination
 3211 - Gender-Inclusive Schools
 3421 - Child Abuse, Neglect, and Exploitation Prevention
 5010 - Nondiscrimination and Affirmative Action

Legal References: RCW 28A.640.020 Regulations, guidelines to eliminate
 discrimination — Scope — Sexual harassment policies
 WAC 392-190-058 Sexual harassment
 20 U.S.C. 1681-1688

Management Resources: 2015 - July Policy Alert
 2014 - December Issue
 2010 - October Issue

Adoption Date: February 18, 2014

Sexual Harassment

This District is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. ~~The District prohibits sexual harassment of students, employees and others involved in school district activities.~~ This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The District prohibits sexual harassment of District employees by other students, employees or third parties involved in school district activities.

Sexual harassment occurs when:

- A. ~~Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;~~
- B. ~~Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or~~
- C. ~~Unwelcome sexual or gender directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.~~

~~Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.~~

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied obtaining work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

~~The District will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Persons found to have been subjected to sexual harassment will have appropriate~~

~~school district services made reasonably available to them and adverse consequences of the harassment will be reviewed and remedied, as appropriate.~~

Investigation and Response

If the District knows, or reasonably should know, that sexual harassment has created a hostile environment, the District will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the District will take prompt and effective steps reasonably calculated to end sexual harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. the district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an on-going criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors or third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The District will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The Superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

~~All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution.~~

Any school employee who witnesses sexual harassment or receives report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The Superintendent will develop procedures to provide age-appropriate information and education to District staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each District building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The Superintendent will make an annual report to the Board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The Superintendent is encouraged to involve staff, students, and volunteers and parents in the review process.

Cross References:	Model Policy 3207 Model Policy 3210 Model Policy 3240 3421 Model Policy 5010 Model Policy 5281	Prohibition of Harrassment, Intimidation and Bullying Nondiscrimination Student Conduct Child Abuse, Neglect and Exploitation Prevention Nondiscrimination and Affirmative Action Disciplinary Action and Discharge
Legal References:	RCW 28A.640.020 WAC 392-190-056-058	Regulations, guidelines to eliminate discrimination — Scope—Sexual harrassement policies Sexual harassment
Management Resources:	<i>Policy News</i> , October 2011	Policy Manual Revisions

Adoption Date: February 18, 2014

BOARD PACKET

TO: Board of Directors
SUBJECT: Approval of the Japanese Club
AGENDA: Action
DATE: December 11, 2019
PREPARED BY: Bryan Bailey, *Interim PHS Principal*

Background

The Japanese Club would like to become an established club at Prosser High School. The club participants would be learning how to speak Japanese. Their constitution has already been approved by the General ASB and they are now seeking Board approval.

Recommendation

It is recommended that the Prosser School District Board of Directors approve the establishment of the Japanese Club at Prosser High School.

Roles of the Board and the Superintendent in Climate

Board	Superintendent
<p>1. Fosters a culture supporting the belief that all children can learn at higher levels by:</p> <ul style="list-style-type: none"> • Employing and supporting a superintendent who shares that philosophy, and, • Developing and revising policies to reflect that philosophy. 	<p>1a. Develops a plan for recruiting and retaining qualified staff. 1b. Ensures employment of qualified staff. 1c. Ensures a staff evaluation process that supports student achievement goals. 1d. Recommends assistance for staff not meeting evaluation criteria, followed by dismissal recommendations, if necessary. 1e. Develops and revises policies to meet student achievement goals and to ensure recruitment and retentions of qualified staff.</p>
<p>2. Approves and monitors programs designed to meet special instructional needs of students who are not meeting achievement goals and standards.</p>	<p>2a. Recommends instructional programs or approaches for new instructional needs based on data and best practices. 2b. Provides updates to the board on these special programs. 2c. Institutes process for evaluating these programs and recommends needed changes to board.</p>
<p>3. Provides adequate resources to meet student achievement goals through budgeting process and monitors the budget regularly.</p>	<p>3a. Communicates with the board about resources needed to meet student achievement goals before developing the budget. 3b. Develops the budget based on student achievement goals and discussion with staff and key community groups. 3c. Recommends the budget to the board. 3d. Report monthly on budget implementation and allocation of resources.</p>
<p>4. Recognizes and rewards staff and</p>	<p>4a. Develops and recommends to the board a plan for regular recognition of students and staff.</p>

<p>students for high academic achievement and high levels of improvements.</p>	<p>4b. Carries out recognition program.</p>
<p>5. Conducts all board meetings with student achievement as a clear focus.</p>	<p>5a. Works with board chairman to develop agenda with a focus on student achievement. 5b. Coordinates staff presentations for board meetings.</p>
<p>6. Models respect, professional behavior, and a commitment to continuous learning:</p> <ul style="list-style-type: none"> • With fellow board members, • With superintendent and staff • With parents and students, and • With the community. 	<p>Models respect, professional behavior and a commitment to continuous learning:</p> <ul style="list-style-type: none"> • With board members, • With staff, • With parents and students, and • With the community.
<p>7. Serves as advocates for high student achievement in the community and at state and federal levels.</p>	<p>7a. Serves as an advocate for high student achievement with the staff and the community. 7b. Works with the board to provide information needed for understanding and communicating student achievement goals to the community. 7c. Serves as an advocate for higher student achievement with state and federal officials.</p>
<p>8. Provides orientation for board candidates and the new board members on expectation for student achievement.</p>	<p>8a. Works with board to develop an orientation model for board candidates and new board members.</p>
<p>9. Ensures periodic assessment of school climate</p>	<p>9a. Identifies and implements surveys or other means of assessing the school climate for high student achievement.</p>

<p>throughout the district using:</p> <ul style="list-style-type: none"> • Attendance data, • Discipline data, • Surveys of students, staff, and parents, • Enrollment in higher-level classes, • Staff turnover, and • Student enrollment trends. 	<p>9b. Collects, compiles and analyzes data related to school climate.</p> <p>9c. Reports periodically to the board on the results of school climate assessment and the data trends and recommends change.</p> <p>9d. Ensures that appropriate changes are made.</p> <p>9e. Recommends additional policies or policy revisions.</p>
<p>10. Ensures a safe and orderly learning environment in all schools.</p>	<p>10a. Works with the board to develop appropriate policies and them revise them as needed.</p> <p>10b. Ensures that actions are taken to implement board policies.</p> <p>10c. Report periodically to the board on issues related to school safety.</p> <p>10d. Makes changes as necessary.</p> <p>10e. Makes recommendations for board action as indicated by need.</p> <p>10f. Collaborate with other community officials, organizations, and groups to review and update district safety and emergency management plans.</p> <p>10g. Ensures staff training or appropriate safety and emergency measures at each building.</p>
<p>11. Builds public support for higher student achievement and increases public trust of the district through formal and informal communications and through openness.</p>	<p>11a. Works with board, staff and community in an open, positive manner.</p> <p>11b. Implements a district communications plan that ensures accurate information, regular channels of community involvement and input, and attention to customer service throughout the district.</p> <p>11c. Ensures openness by district staff in relations with stakeholders.</p>