North Mason School District

School Board Meeting Agenda

Published on October 23, 2026 at 10:34 AM PDT
Amended on November 10, 2026 at 11:43 AM PST

Date and Time

Monday November 16, 2026 at 6:30 PM PST

Location

North Mason School District Administration Office, 250 E Campus Drive Belfair, WA 98528

District Mission

The Mission of North Mason School District, together with our community, is to educate, empower, inspire and prepare all students to graduate confident in their abilities to meet life's challenges and opportunities.

School Board: Rick Biehl, Nicole González Timmons, Leanna Krotzer, Nicholas Thomas, and Erik Youngberg
Superintendent: Dr. Kristine Michael
Student Board Members: Camrynn Pike, Hayden Thomas, and Addisen Sheridan

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:30 PM**
A.	Call the Meeting to Order			
	Board President Gonzalez Timmons will call the meeting to order.			

Purpose Presenter Time

B. Record Attendance

C. Flag Salute

Board President Gonzalez Timmons will lead the Pledge of Allegiance.

D. Approval of Agenda Vote

The board will move to approve or amend the meeting agenda.

E. Public Comments on Agenda Items

- **Please sign in, state your name, and limit comments to three minutes.** The NMSD Board of Directors values the opinion and input of the community. This is an opportunity for the public to offer comments regarding issues being considered by the board. On matters of the day-to-day operation of the district, such as policy, curriculum, academic standards, etc. the public is invited and encouraged to meet with the Superintendent.

F. Student Board Member Comments

The Student Board Members will have the opportunity to communicate with the full Board, administration, and community about school events and issues.

II. Hawkins Middle School Presentation

III. Consent Items

The consent agenda enables the Board to efficiently deal with matters that have been delegated to the Superintendent, but by law must be approved by the Board. Items on the consent agenda are voted upon as one block and approved with one vote. An item may be removed from the consent agenda only upon approval of a majority of the Board.

The administration recommends that the Board of Directors…

… approve the consent agenda as presented (or as modified at the meeting).

A. Minutes of previous meeting

Minutes from October 26, 2026 School Board Meeting.

B. Accounts Payable

The board will consider approval of General Fund Warrants, Capital Projects Fund Warrants, and Associated Student Body Program Fund Warrants.

Purpose Presenter Time

C. Payroll

The board will consider approval of Payroll and Employee Benefits Warrants.

D. Personnel Report

The board will consider approval of employee hire recommendations.

E. Surplus textbooks/Reading Material/Equipment

The board must approve surplusing of outdated and/or unusable textbooks/reading material and equipment. We are requesting the surplusing of outdated and unused materials as listed below.

F. Donations

The board will consider approval of donations to NMSD.

G. 2026-2027 Budget Update

H. Comprehensive School Improvement Plan (CSIP)

Belfair Elementary, Sand Hill Elementary, and James Taylor High School have been identified for support under the Washington School Improvement Framework (WSIF). OSPI's Office of System and School Improvement (OSSI) requires that each identified school's annual School Improvement Plan be approved by the local school board before it is submitted.
Each building team prepared its plan using OSPI's Integrated Student Supports (ISS) Implementation Template. Each plan includes:

- a review of school data
- root-cause analysis
- SMARTIE goals with evidence-based strategies
- a progress-monitoring calendar
- the required examination of resource inequities

I. Contracts/Agreement

The board will consider agreements and contracts.

IV. Consent Agenda II

At the October Board meeting, the Board approved the District Coaches' Stipends as part of the Consent Agenda. Following the meeting, it was recognized that Director Biehl, who

		Purpose	Presenter	Time

is also employed by the District as a coach, should have recused himself from participation and voting on that item due to a potential conflict of interest.
To ensure compliance with applicable governance and ethics requirements, separate Consent Agendas have been created for both the District Coaches' Stipends and the NMEA Memorandum of Understanding (MOU). The District Coaches' Stipends have been placed on Consent Agenda II to allow Director Biehl to recuse himself from discussion and voting on that item. The NMEA MOU has been placed on Consent Agenda III to allow Director Thomas to recuse himself from discussion and voting due to his spouse's membership in the bargaining unit.
Separating these items into individual consent agendas will allow the Board to consider and take action on each item independently while ensuring compliance with conflict-of-interest requirements. Additionally, structuring the agenda in this manner will provide flexibility should Board member recusals impact the availability of a quorum for voting purposes.

A. Contracts/Agreements

The board will consider agreements and contracts.

V. Consent Agenda III

A. Contracts/Agreements

The board will consider agreements and contracts.

VI. Board Development and Linkage

A.	Superintendent Update	FYI		
B.	Legislative Representative Report			
C.	Washington Interscholastic Activities Association (WIAA) Report			

VII. Five-Minute Recess

A.	President Gonzalez Timmons may call for a motion for a five-minute recess.			

VIII. ASSURANCE OF ORGANIZATIONAL PERFORMANCE AND POLICY REVIEW

A.	Monitoring Reports	Vote		

Purpose Presenter Time

The school board adheres to the principles of Policy Governance ©. The board has written four sets of policies: Ends, Executive Requirements, Board-Superintendent Relationships, and Governance Process. The Ends policies describe the student outcomes the superintendent is charged with achieving. The Executive Requirement policies set the parameters within which the superintendent must operate as he/she leads the district toward the expected Ends. The BoardSuperintendent Relationships policies describe the way in which the board will oversee the superintendent's performance and the superintendent will support the board. The Governance Process policies describe how the board and its individual members shall conduct business, represent the community, and relate to each other.

No less than once per year, the Board receives and considers evidence regarding the level of compliance with the provisions of these four sets of policies, a few at each meeting. The following are those policies to be monitored during this meeting.

B. ER-10 Academic Standards & Practices

A monitoring report is included in this digital board packet. The administration believes that all provisions of this policy have been following and implemented.
The administration recommends that...
... the board find the superintendent's performance to comply with ER-10.
The administration also invites comments regarding the superintendent's performance.

C. Policy Review - Second Reading and Possible adoption of Revisions

As part of the Board's ongoing review of its Policy Governance framework, the Board will conduct a second reading of proposed revisions to Policy ER-1 (Expectations of the Superintendent). The proposed revisions were developed through Board discussion and are intended to improve clarity, reduce redundancy, and modernize policy language while preserving the Board's governance expectations and oversight responsibilities.
The Board will also resume discussion of proposed revisions to **P**olicy ER-3 (Treatment of Parents, Students, Staff, and the Public). Following the October meeting, the Board agreed to table further consideration of ER-3 to ensure all Board members had the opportunity to participate in the review and discussion of the proposed changes.
The Board may consider action on ER-1 and provide further direction regarding ER-3 following discussion.

	Purpose	Presenter	Time

D. Policy Review

This is the Board's opportunity to discuss, propose and/or make revisions to the policies. The Board reviewed these policies for compliance in its previous meeting. This is an opportunity for the board to consider any needed changes to these recently monitored policies.

IX. Closing Items

A. Announcements and Comments: Public

Please sign in, state your name, and limit comments to three minutes.
The NMSD Board of Directors values the opinion and input of the community. This is an opportunity for the public to offer comments whether or not they are on the agenda. On matters of the day-to-day operation of the district, such as personnel, policy, curriculum, academic standards, etc. the public is invited and encouraged to meet with the Superintendent.

B. Good of the Order: Board & Superintendent

This is an opportunity for Board Members and the Superintendent to make any comments or announcements that may or may not be related to agenda items or public comments.

C. Board Self-Assessment of Meeting

Director Gozalez Timmons will process the board's self-assessment of the meeting.

D. Next Board Meeting Date

The next regular school board meeting will be held on December 14, 2026 at 6:30pm at the NMSD Administration Office Boardroom.

E. Adjourn Meeting

President Gonzalez Timmons will adjourn the meeting.

Note: Persons with disabilities needing special accommodations should contact the North Mason School District Office at (360) 277-2300 prior to the date of this meeting.

Coversheet

Public Comments on Agenda Items

Section: I. Opening Items
Item: E. Public Comments on Agenda Items
Purpose: FYI
Submitted by:
Related Material: Board Meeting Guidelines rev 12 31 19.pdf

Whole Child
Whole School
Whole Community
Northmasonschools.org

NORTH MASON SCHOOL DISTRICT
250 East Campus Drive
Belfair WA 98528
O 360.277.2300
F 360.277. 2320

North Mason School District #403
Board of Directors Meeting

Board Meeting Guidelines – How We Conduct our Meetings

Welcome to our meeting! The NMSD Board of Directors values the opinions, suggestions and thoughts of our community. We also appreciate members of our community "keeping an eye on us" by attending and observing our meetings. This notice will help you understand how the board meeting works, the roles of the Board and the superintendent, and how you might share your thoughts with the board during this meeting.

The NMSD Board of Directors and Superintendent adhere to the principles of **Policy Governance©**. The Board runs all meetings according to these principles. Under Policy Governance©, the board has intentionally delegated administrative and management decisions to the superintendent. The Board is prohibited from making management decisions such as setting staffing levels, selecting instructional materials, or initiating school programs or services. While you are invited to provide input on such matters during the meeting, such decisions are the superintendent's to make, and we encourage you to talk directly with the superintendent.

Under Policy Governance©, the Board directs the superintendent through two sets of policies: **Ends** policies and **Executive Requirement** policies. The Ends policies specify the Board's expectations for student learning and student growth. The Executive Requirements policies set very specific parameters for actions the superintendent may take to attain the expected results. The Board closely monitors the attainment of Ends policies and compliance with Executive Requirement policies. The superintendent's evaluation is fully dependent on attainment of expected results and compliance with mandated procedures.

In addition to the Ends and Executive Requirement policies, the Board has also defined the relationship between the Board and Superintendent in a set of Board-Superintendent Relationship (BSR) policies, and the way the Board Members will conduct themselves in a set of Governance Process (GP) policies. We invite you to our web site, where these policies are posted, at www.northmasonschools.org.

Community Participation at Board Meetings

Again, we welcome your comments. It is important that members of the public understand how public participation at board meetings will occur.

1. Board meetings are not community hearings or public forums. They are meetings of the Board, with discussion between board members, the superintendent, and the superintendent's designees. While the meetings are held in public, they are not open to public participation except as described in items 2-4, below.
2. There is an opportunity on the agenda for public input during the meeting to comment on specific items on the board agenda at the beginning of the meeting. For matters not on the agenda please contact the Superintendent or a board member directly.
3. Comments should be limited to THREE MINUTES. This is not an opportunity to make a formal or extended presentation to the board. If the presenter wishes the board to have more information, the presenter is invited to present written comments.
4. The board will not enter into dialogue with community members during the comment period. It is an opportunity for the board to hear from community members, but not to enter into policy or program discussions. On matters of the day to day operation of the district such as policy, curriculum, academic standards, etc. the public is invited and encouraged to meet with the Superintendent.

Welcome, and thank you for coming.

Sincerely,

Nicole Gonzalez Timmons, Board President

Coversheet

Minutes of previous meeting

Section: III. Consent Items
Item: A. Minutes of previous meeting
Purpose:
Submitted by:
Related Material: 2026_10_26_board_meeting_minutes (1).pdf

DRAFT

North Mason School District

Minutes

School Board Meeting Agenda

Date and Time
Monday October 26, 2026 at 6:30 PM

Location
North Mason School District Administration Office, 250 E Campus Drive Belfair, WA 98528

District Mission
The Mission of North Mason School District, together with our community, is to educate, empower, inspire and prepare all students to graduate confident in their abilities to meet life's challenges and opportunities.

School Board: Rick Biehl, Nicole González Timmons, Leanna Krotzer, Nicholas Thomas, and Erik Youngberg
Superintendent: Dr. Kristine Michael
Student Board Members: Camrynn Pike, Hayden Thomas, and Addisen Sheridan

Directors Present
E. Youngberg, L. Krotzer, N. Gonzalez Timmons, R. Biehl

Directors Absent
N. Thomas

Guests Present
A. Sheridan, C. Pike, J. Young, K. Michael

I. Opening Items

A. Call the Meeting to Order

N. Gonzalez Timmons called a meeting of the board of directors of North Mason School District to order on Monday Oct 26, 2026 at 6:30 PM.

B. Record Attendance

C. Flag Salute

Board President Gonzalez Timmons led the Pledge of Allegiance.

D. Approval of Agenda

Director Youngberg moved to approve the agenda as presented.

E. Public Comments on Agenda Items

There were no public comments.

II. Consent Items

A. Minutes of previous meeting

L. Krotzer made a motion to approve the minutes from School Board Meeting Agenda on 09-28-26.
The board **VOTED** to approve the motion.
L. Krotzer made a motion to approve the minutes from School Board Study Session on 10-13-26.
The board **VOTED** to approve the motion.

B. Accounts Payable

General Fund, Capital Projects and Associated Student Body Program Fund Warrants were approved as presented.

C. Payroll

Payroll and Employee Benefits Warrants were approved as presented.

D. Personnel Report

Personnel report was approved as presented.

E. Policy Review

Policies 5510, 5001, 3420, 3205, and 5403 were approved as presented.

F.

Donations

Donations were approved as presented.

G. 2026-2027 Budget Update

2026-2027 Budget Status was approved as presented.

H. Agreements/Contracts

All agreements and contracts were approved as presented.

III. Board Development and Linkage

A. Superintendent Update

Dr. Michael expressed appreciation to Principal Steve Hackett and the staff at Hawkins Middle School for their professionalism, compassion, and dedication in responding to the difficult loss of a staff member. She commended the care and support provided to students, staff, and families during a challenging time for the school community.

Dr. Kristine Michael also shared that the District received a donation of $3,034.00 from Olympia Federal Savings through its September Education Partner Program. The funds were generated through debit card transactions made by customers. Dr. Michael expressed the District's sincere appreciation to Olympia Federal Savings and its customers for their continued support and investment in local education. The donation will help support opportunities and resources that benefit students throughout the District.

B. Teaching and Learning

Chief Academic Officer Cris Turner and building principals presented the Attendance and Academic Report, reviewing attendance and SBA data, progress on 2025-26 goals, and 2026-27 goals. A mid-year progress update will return to the board.

C. Legislative Representative Report

There was no Legislative Report.

D. Washington Interscholastic Activities Association (WIAA) Report

There was no WIAA report.

IV. Five-Minute Recess

A. President Gonzalez Timmons may call for a motion for a five-minute recess.

President Gonzalez Timmons asked for a motion for a five-minute recess; The board did take a five-minute recess with a plan to return at 8:20 pm. Meeting was reconvened at 8:20 pm.

V. ASSURANCE OF ORGANIZATIONAL PERFORMANCE AND POLICY REVIEW

A. Monitoring Reports

B. ER-13 Mandatory Policies

Director Youngberg moved to find that the Superintendent's performance complies with the requirements of ER-13. Motion carried.

C. Policy Review - Second Reading and Possible adoption of Revisions

The Board conducted a second reading of proposed revisions to Executive Requirement Policy ER-5 (Budget Execution) and Executive Requirement Policy ER-8 (Communication with the Board), following the first reading held at the September 28, 2026 Board Meeting. The Board reviewed the recommended revisions, which were intended to improve clarity, simplify language, and eliminate redundancies while maintaining the intent of the policies.

Following discussion, Director Youngberg moved to approve ER-5 (Budget Execution) as amended**.** The Board then conducted further review of ER-8 (Communication with the Board) and proposed additional amendments. Director Biehl moved to approve ER-8 with the amended changes. The motion carried for both.

D. Policy Review

There were no recommendations for changes for ER-6 Facilities or ER-7 Asset Protection.

E. Policy Review - First Reading

As part of the Board's ongoing review of its Policy Governance framework, the Board considered proposed revisions to Executive Requirements Policy ER-1 (Expectations of the Superintendent) and Executive Requirements Policy ER-3 (Treatment of Parents, Students, Staff, and the Public). The revisions were developed following Board study session discussions focused on improving clarity, reducing redundancy, and modernizing policy language while maintaining the Board's governance expectations and oversight responsibilities.

Following discussion, Board President Gonzalez-Timmons moved to advance ER-1 to the November Board Meeting for a second reading**.** The motion carried.

The Board agreed to table further discussion of ER-3 until the November Board Meeting to ensure all Board members have the opportunity to participate in the review and discussion of the proposed revisions. The motion carried.

Both ER-1 and ER-3 will be brought back to the November Board Meeting for further review and consideration.

VI. Closing Items

A. Announcements and Comments: Public

There were no announcements or comments from the public.

B. Good of the Order: Board & Superintendent

Several Board Members offered comments for the Good of Order.

C. Board Self-Assessment of Meeting

Director Krotzer processed the board self-assessment of their performance during this meeting and gave an overall score of satisfactory.

D. Next Board Meeting Date

The next regular school board meeting will be held on November 16, 2026 at 6:30pm at the NMSD Administration Office Boardroom.

E. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:50 PM.

Respectfully Submitted,
N. Gonzalez Timmons

_____
Nicole Gonzalez Timmons, Board of Directors President

_____
Dr. Kristine Michael, Secretary to the Board

Minutes approved at meeting on _____

Documents used during the meeting

- Board Meeting Guidelines rev 12 31 19.pdf

- 2026_10_13_school_board_study_session_minutes.pdf
- 2026_09_28_board_meeting_minutes (1).pdf
- Accounts Payable I.pdf
- Accounts Payable II.pdf
- Payroll Report.pdf
- Payroll Report II.pdf
- Payroll Report III.pdf
- October 2026 Personnel Report.pdf
- 5510 Retirement Programs rev 10 26 26 Markup.pdf
- 5001 Hiring of Retired School Employees rev 10 26 26 Markup.pdf
- 3420 Anaphylaxis Prevention rev 10 26 26 Markup.pdf
- 3205 Sexual harassment of Students Prohibited rev 10 26 26 Markup.pdf
- 5403 Emergency and Discretionary Leaves rev 10 26 26 Markup.pdf
- Donation Report to board .pdf
- Financial Presentation October 2026.pdf
- Budget Financial Report.pdf
- 26.27 OSPI Apportionment Advance Approval Notification.pdf
- WORKING Coaches Stipends 10-14-26 - signed (1).pdf
- 2026-27 Basic Education Certification Letter.pdf
- Board Presentation Atten & Academic 2026.pdf
- ER-13 Mandatory Policies rev June 2012 final.pdf
- ER-13 Mandatory Policies Monitoring Report Oct 2026.pdf
- ER 13 Monitoring Response 10 26 26.pdf
- ER-5 Budget Execution rev 8 14 26.pdf
- ER-08 Communication with the Board rev 8 14 26 Markup.pdf
- ER-6 Facilities Rev 10 9 13 Final.pdf
- ER-7 Asset Protection.pdf
- ER-1 Expectations of Superintendent rev 10 26 26 Markup.pdf
- ER-3 Treatment of Parents, Students, Staff and the Public.pdf
- BOARD SELF ASSESSMENT .pdf

Note: Persons with disabilities needing special accommodations should contact the North Mason School District Office at (360) 277-2300 prior to the date of this meeting.

Coversheet

Accounts Payable

Section: III. Consent Items
Item: B. Accounts Payable
Purpose:
Submitted by:
Related Material: Accounts Payable.pdf

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 November 16, 2026, the board, by a Majority vote, approves payments, totaling $639,529.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, General Fund Accounts Payable:
Warrant Numbers 160074422 through 160074508, totaling $639,529.60

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160074422	AGILE MIND EDUCATIONA	10/30/2026	Spanish Intensified Algebra for HS	54.30	54.30
160074423	AMAZON CAPITAL SERVIC	10/30/2026	HMS Wells classroom supplies, 26/27	171.20	6,700.35
			Open PO for supplies	556.83	
			Open PO for Amazon for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	40.17	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			STEM book purchase for grant money.	145.21	
			1InTheOffice Phone Shoulder Rest for Office Desk Telephones, Ergonomic Hands-Free Comfort, Non-Slip Design, Universal Fit, Black, 1 Pack	19.24	
			OPEN PURCHASE ORDER FOR 26-27 SY	185.00	
			HMS Wells classroom supplies, 26/27	1,010.62	
			OPEN PURCHASE ORDER FOR 26-27 SY	294.03	
			OPEN PO FOR SCH YR 26-27 MAINT SUPPLIES	36.20	
			OPEN PO FOR SCH YR 26-27 MAINT SUPPLIES	159.59	
			Open PO for supplies	407.51	
			OPEN PURCHASE ORDER FOR 26-27 SY	147.21	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			SHANIA BLOOMFIELD PENINSULA CREDIT UNION 2026/2027 GRANT $150. FLEXIBLE SEATING FOR FIRST GRADERS.	131.83	
			NMHS Science Supplies, Brandi Kivi, 26/27	34.20	
			BELFAIR ELEMENTARY PLAYGROUND BALLS, SENSORY TOY PURCHASED FOR 2026/27 SCHOOL YEAR	135.27	
			Open PO for supplies	26.04	
			Open PO for supplies	9.04	
			2026-2027 Open PO for Curriculum related items	0.00	
			NMHS Science Supplies, Brandi Kivi, 26/27	1,531.85	
			Open PO for Amazon for SPED yearly supplies	203.96	
			2026-2027 Open PO for Curriculum related items	77.08	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Amazon Open PO 2026-2027 School Year Supplies	161.69	
			NMHS Amazon- Health room supplies 26-27 SY	117.28	
			NMHS Kivi Lab supplies, 26/27	151.84	
			NMHS Kivi Lab supplies, 26/27	295.18	
			NMHS Ottenbacher shelving, 26/27	205.26	
			NMHS-Amazon-earth and Chem class RParker-26-27SY	88.78	
			NMHS- Amazon Tech projector light bulbs	165.02	
			OPEN PO FOR SCH YR 26-27 MAINT SUPPLIES	169.83	
			OPEN PURCHASE ORDER FOR 26-27 SY	8.63	
			OPEN PO FOR SCH YR 26-27 MAINT SUPPLIES	14.76	
160074424	ARCOM OIL aka AMERICA	10/30/2026	OPEN PURCHASE ORDER FOR USED OIL DISPOSAL 26-27 SY	210.00	210.00
160074425	AssistX Education LLC	10/30/2026	ClassPolicy 10/01/2026 -	9,765.00	9,765.00

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			09/30/2027 Invoice number 20260921-01		
160074426	ATS Automation	10/30/2026	OPEN PO FOR 26-27 SCH YR MAINT DIST WIDE	2,128.56	2,128.56
160074427	BATES TECHNICAL COLLE	10/30/2026	HMS H Kidd CTE Teacher Prep, 26/27	600.00	1,410.00
			HMS Bachelor EDU 107/229, 26/27	810.00	
160074428	Bradley Air Company	10/30/2026	Open PO for Bradley Air for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience Pays L&I prevailing wages	1,450.54	1,450.54
160074429	CAROLINA BIOLOGICAL S	10/30/2026	NMHS Landers, Science Supplies, 26/27	903.33	903.33
160074430	CASCADE FRICTION MATE	10/30/2026	OPEN PURCHASE ORDER FOR BRAKE PARTS 26-27 SY	194.07	297.28
			OPEN PURCHASE ORDER FOR BRAKE PARTS 26-27 SY	103.21	
160074431	CASCADE NATURAL GAS C	10/30/2026	#106 021 0000 9 Grounds Natural Gas Open PO 26/27	30.41	3,968.33

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			SY #245 021 0000 1 Belfair Elem Natural Gas Open PO 26/27 SY	602.96	
			#483 050 1845 8 Admin Building Natural Gas Open PO 26/27 SY	41.43	
			#538 331 5305 8 HMS Natural Gas Open PO 26/27 SY	946.25	
			#595 021 0000 7 Transportation Natural Gas Open PO 26/27 SY	89.19	
			#610 750 6350 5 Boys & Girls Club Natural Gas Open PO 26/27 SY	51.22	
			#695 021 0000 6 Community Gym Natural Gas Open PO 26/27 SY	114.90	
			#708 965 4613 5 NMHS Natural Gas Open PO 26/27 SY	2,046.87	
			#795 021 0000 5 Maintenance Natural Gas Open PO 26/27 SY	45.10	
160074432	CENTURYLINK	10/30/2026	#360-275-2863 229B Phone Lines	114.49	353.71

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Open PO 26/27 SY #360-275-2658 922B NMHS & HMS Elevator Phone Lines Open PO 26/27 SY	239.22	
160074433	CENTURYLINK- BUSINESS	10/30/2026	#77961058 Belfair Elevator 360-275-2863 Long Distance Carrier	13.66	13.66
160074434	CHARLIE'S PRODUCE	10/30/2026	Open PO 25/26 SY Open PO commercial produce	213.00	213.00
160074435	Christian Snow	10/30/2026	Snowmark Design LLC Tech Services Four Hours @ 75.00 Plus Mileage	333.44	333.44
160074436	CI SOLUTIONS	10/30/2026	OPEN PURCHASE ORDER FOR STUDENT ID CARDS FOR 26-27 SY	288.31	288.31
160074437	CINTAS CORP	10/30/2026	OPEN PURCHASE ORDER FOR UNIFORMS FOR 26-27 SY	61.24	244.96
			OPEN PURCHASE ORDER FOR UNIFORMS FOR 26-27 SY	61.24	
			OPEN PURCHASE ORDER FOR	61.24	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			UNIFORMS FOR 26-27 SY		
			OPEN PURCHASE ORDER FOR UNIFORMS FOR 26-27 SY	61.24	
160074438	CLAY ART CENTER INC	10/30/2026	NMHS Ceramics Clay Art Center-Art class 26-27 SY	3,369.89	3,369.89
160074439	COPY THAT REPROGRAPHI	10/30/2026	Printing Services	97.74	97.74
160074440	DAIRY FRESH FARMS INC	10/30/2026	Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	428.75	12,661.54
			Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	219.07	
			Open PO for Dairy Fresh for food items for SY 26/27 These	558.20	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			prices are determined to be reasonable based on: Research, History/experience		
			Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	641.29	
			Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	590.14	
			Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	260.10	
			Open PO for Dairy	417.47	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy	312.12	
			Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy	208.95	
			Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy	502.28	
			Fresh for food items for SY 26/27 These prices are determined to be reasonable based		

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			on: Research, History/experience Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 26/27 These	758.10 781.31 258.80 385.46	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			prices are determined to be reasonable based on: Research, History/experience		
			Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	624.24	
			Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	452.00	
			Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	212.86	
			Open PO for Dairy	528.38	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience		
			Open PO for Dairy	381.63	
			Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience		
			Open PO for Dairy	346.22	
			Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience		
			Open PO for Dairy	294.64	
			Fresh for food items for SY 26/27 These prices are determined to be reasonable based		

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			on: Research, History/experience Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based	505.95	
			on: Research, History/experience Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based	481.75	
			on: Research, History/experience Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based	413.55	
			on: Research, History/experience Open PO for Dairy Fresh for food items for SY 26/27 These	156.93	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			prices are determined to be reasonable based on: Research, History/experience		
			Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	413.15	
			Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	666.92	
			Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	447.12	
			Open PO for Dairy	241.48	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience Open PO for Dairy Fresh for food items for SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	172.68	
160074441	DIERCKS, JACQUELINE K	10/30/2026	OPEN PO FOR CONTRACED SPEECH THEREPY SERVICES 2026/2027 SY. 180 CALEDAY DAYS, 1.0 FTE X $90 = $121,500	10,125.00	10,125.00
160074442	Doctors Clinic	10/30/2026	OPEN PURCHASE ORDER FOR MEDICAL EXAMS 26-27 SY	122.00	122.00
160074443	DRUG FREE BUSINESS	10/30/2026	OPEN PURCHASE ORDER FOR DRUG TESTING 26-27 SY	617.48	617.48
160074444	E3 Diagnostics Inc.	10/30/2026	District Wide Audiometer Calibration and	461.55	461.55

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160074445	ERNN-EMPLOYEE RELATIO	10/30/2026	Travel Fee for 2026-2027 School year Overcoming Learned Helplessness in Labor Relations Registration	745.00	745.00
160074446	ESD #112	10/30/2026	Communication Consortium 2026-2027	1,125.00	1,125.00
160074447	ESPRESSTECHS SERVICE	10/30/2026	Purchase a new Espresso machine for Bulldog Java-Oscar II-Pour Over Black Espresso Machine 110V	1,995.53	1,995.53
160074448	EverDriven Technologi	10/30/2026	Transportation to other schools	134.26	3,714.76
			Transportation to other schools	483.00	
			Transportation to other schools	1,113.00	
			Transportation to other schools	1,018.50	
			Transportation to other schools	966.00	
160074449	EWELL EDUCATIONAL SER	10/30/2026	NMHS Landers AET Annual Subsc. 26/27	390.00	390.00
160074450	FILTERBUY, INC.	10/30/2026	OPEN PO FOR SCH YR 26-27 MAINT	1,217.38	2,196.99

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			DIST WIDE		
			OPEN PO FOR SCH YR 26-27 MAINT	979.61	
			DIST WIDE		
160074451	First Choice Health N	10/30/2026	EAP Work/Life Benefits for Certified & Classified Staff Period 09/01/25 - 08/31/2026	422.76	422.76
160074452	FLINN SCIENTIFIC	10/30/2026	NMHS- Flinn Science -RParker 26-27SY	216.46	216.46
160074453	FOLLETT SOFTWARE, LLC	10/30/2026	Follett Yearly Renewal 09/01/2026 - 08/31/2027 Billed Monthly @ 916.37 Per Quote 93783	916.37	916.37
160074454	GENSCO	10/30/2026	OPEN PO FOR SCH YR 26-27 MAINT	7.17	7.17
			DIST WIDE		
160074455	Gordon Truck Centers,	10/30/2026	OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	79.30	429.63
			OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	79.30	
			OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	424.98	
			OPEN PURCHASE ORDER FOR BUS	-153.95	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160074456	GUARDIAN SECURITY SYS	10/30/2026	PARTS 26-27 SY OPEN PO FOR 26-27 SCH YR MAINT EMERGENCY SERV DIST WIDE	33.56	806.89
			OPEN PO FOR 26-27 SCH YR MAINT EMERGENCY SERV DIST WIDE	586.44	
			OPEN PO FOR 26-27 SCH YR MAINT EMERGENCY SERV DIST WIDE	33.56	
			OPEN PO FOR 26-27 SCH YR MAINT EMERGENCY SERV DIST WIDE	33.56	
			OPEN PO FOR 26-27 SCH YR MAINT EMERGENCY SERV DIST WIDE	119.77	
160074457	Harley Finberg	10/30/2026	NMHS Kivi Micro Reef, 26/27	6,759.26	8,486.00
			NMHS Landers, PNW Customs, 26/27	1,726.74	
160074458	JBK CONSULTANTS LLC	10/30/2026	26/27 Mentorship and Financial Support for NMSD. Monthly Billing for May 15th, 2026 - May 15th, 2027; Contract Total of $18,000,	1,500.00	1,500.00

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			billed @ 1/12 of annual total.		
160074459	Johnson, Chasity Daug	10/30/2026	OPEN PO FOR CONTRACTED PSYCHOLOGIST SERVICES 2026/27 SY.	11,313.75	11,313.75
160074460	LANGUAGE LINK	10/30/2026	Language Link Invoice #343995 for Interpretation Services	444.25	444.25
160074461	MASONWEBTV.COM	10/30/2026	Open PO 9/2026-8/2027 monthly board meeting recordings	150.00	150.00
160074462	North Mason S.D. ACH	10/30/2026	AP ACH REIMBURSEMENTS - GENERAL FUND	615.70	46,914.16
			BMO GENERAL FUND	46,298.46	
160074463	NORTHWEST WATER SYSTE	10/30/2026	OPEN PO FOR 26-27 SCH YR MAINT WATER TESTING @ UPPER CAMPUS	731.23	994.02
			OPEN PO FOR 26-27 SCH YR MAINT WATER TESTING @ SH	262.79	
160074464	NOVUS WINDSHIELD REPA	10/30/2026	OPEN PURCHASE ORDER FOR WINDSHIELD REPAIRS 26-27 SY	448.13	860.67

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			OPEN PURCHASE ORDER FOR WINDSHIELD REPAIRS 26-27 SY	412.54	
160074465	OLYMPIC ESD 114	10/30/2026	OPEN PO CONTRACTED SERVICES AUDIOLOGY, O&M, PHYSICAL THERAPY, TVI 2026/2027 SY	10,000.00	29,637.82
			9/1/2026-8/31/2027 Open PO for Cert Services and Clock hours	214.77	
			WRISC-Combined Fiscal and Student System 9/1/2026-8/31/2027 Billed Monthly @ 9160.43 Invoice 2002601249	8,659.14	
			Olympic ESD 114 School and Security Co-Op Services 9-1-2026 - 8-31-2027 Billed Monthly at 463.91	463.91	
			SY 26/27 Contract between NMSD and OESD114 for Northwater Program to	10,300.00	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			provide special instruction for student L.L. for approximately $10,300.00 a month for a yearly total of $123,600.00		
160074466	OOTOPIA COFFEE ROASTE	10/30/2026	Open PO for Bulldog Java supplies for daily operations for SY 26-27	90.75	90.75
160074467	OSPI	10/30/2026	K-20 Network Co-Pay 7/1/2026-630-2027 Invoice FY27-154	2,000.00	2,000.00
160074468	PACIFIC OFFICE AUTOMA	10/30/2026	7T09741 & 7T09742 Konica Copier Lease 60 Months Jan 2023 - Dec 2027	306.87	6,288.50
			7T09743, 7T09744, 7T09745 Konica Copier Lease 60 Months Jan 2023 - Dec 2027 56/27 SY & Papercut	518.53	
			Open PO for Copier Usage for 26/27 SY	293.82	
			7T09748 & 7T09749 Konica Copier	345.98	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Lease 60 Months Jan 2024 - Dec 2027		
			7TO9750, 7TO9751 Konica Copier lease 60 months January 23- December 2027	345.98	
			7T09752, 7T09754 Konica Copier Lease 60 Months Jan 2023 - Dec 2027	225.93	
			7T09753 Konica Copier Lease 60 Months Jan 2023 - Dec 2027 26/27 SY	78.40	
			7T09755 Konica Copier Lease 60 Months Jan 2023 - Dec 2027	120.83	
			7T12352 Konica Copier Lease Sep 24 thru Aug 29	173.76	
			Open PO for Copier Usage for 26/27 SY	149.53	
			Open PO for Copier Usage for 26/27 SY	685.31	
			Open PO for Copier Usage for 26/27 SY	43.03	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Open PO for Copier Usage for 25.26 SY	660.85	
			7T09743, 7T09744, 7T09745 Konica Copier Lease 60 Months Jan 2023 - Dec 2027 26/27 SY & Papercut	1,031.37	
			Open PO for Copier Usage for 26/27 SY	633.27	
			Open PO for Copier Usage for 26/27 SY	567.45	
			Transportation	86.17	
			Open PO for Copier Usage for 26/27 SY	21.42	
			Open PO for Copier Usage 26/27 SY		
160074469	PACIFICA LAW GROUP LL	10/30/2026	9/2026-8/2027 Open PO for Legal Fees	215.00	887.00
			9/2026-8/2027 Open PO for Legal Fees	224.00	
			9/2026-8/2027 Open PO for Legal Fees	448.00	
160074470	PHILLIPS 66- CONOCO-7	10/30/2026	OPEN PURCHASE ORDER FOR FUEL	86.07	86.07

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			26-27 SY		
160074471	PIERCE COLLEGE	10/30/2026	2026-2027 Open PO for Running start Quarterly invoices	669.95	669.95
160074472	PITNEY BOWES BANK INC	10/30/2026	Postage Open PO 26/27 SY	1,000.00	1,000.00
160074473	Porter Foster Rorick	10/30/2026	9/2026-8/2027 Open PO for Semi Annual Retainer, Negotiations, and other legal fees	440.00	440.00
160074474	Procare Therapy Inc	10/30/2026	OPEN PO CONTRACTED SLP, SLPA, RBT, BCBA SERVICES 2026/2027 SY	7,056.22	50,991.36
			OPEN PO CONTRACTED SLP, SLPA, RBT, BCBA SERVICES 2026/2027 SY	9,507.66	
			OPEN PO CONTRACTED SLP, SLPA, RBT, BCBA SERVICES 2026/2027 SY	9,550.88	
			OPEN PO CONTRACTED SLP, SLPA, RBT, BCBA SERVICES 2026/2027 SY	9,527.68	
			OPEN PO	4,662.77	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			CONTRACTED SLP, SLPA, RBT, BCBA SERVICES 2026/2027 SY OPEN PO	3,036.58	
			CONTRACTED SLP, SLPA, RBT, BCBA SERVICES 2026/2027 SY OPEN PO	7,649.57	
			CONTRACTED SLP, SLPA, RBT, BCBA SERVICES 2026/2027 SY		
160074475	PROJECT LEAD THE WAY,	10/30/2026	HMS PLTW Flynn Registrations, 26/27	750.00	3,675.53
			HMS PLTW Flynn Registrations, 26/27	750.00	
			NMHS PBS Supplies, Renate Parker, 26/27	373.86	
			NMHS Science Materials Varbel, 26/27	1,801.67	
160074476	QuaverEd, Inc	10/30/2026	Music Curriculum PreK-5th Grade	4,561.20	4,561.20
160074477	READ SIDE BY SIDE PUB	10/30/2026	ELLISON FOUNDATIN ACADEMIC ENRICHMENT GRANT, AMY ANDERSON READ SIDE BY SIDE ELA/	6,680.64	6,680.64

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160074478	RED'S ELECTRIC MOTOR	10/30/2026	3RD OPEN PO FOR 26-27-SCH YR MAINT	449.13	449.13
160074479	Renaissance Learning,	10/30/2026	26-27 Open PO K-12 SAEBRS FastBridge Quarterly Payments about $5800 each	5,873.84	9,429.48
			26-27 Open PO Educlimber Quarterly Payments about $3500 each	3,555.64	
160074480	RWC Group	10/30/2026	OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	572.34	5,400.96
			OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	1,292.52	
			OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	184.30	
			OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	2,496.57	
			OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	855.23	
160074481	SCHETKY NORTHWEST SAL	10/30/2026	OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	139.95	387.04

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	247.09	
160074482	Schmidt Education Con	10/30/2026	Literacy Consulting-Not to exceed $35,000	787.40	787.40
160074483	SCOTT MCLENDON'S HARD	10/30/2026	OPEN PO FOR SCH YR 26-27 WAREHOUSE/CUSTODIA L	9.33	383.32
			OPEN PO FOR 26-27 SCH YR MAINT	10.84	
			OPEN PO FOR 26-27 SCH YR MAINT	52.96	
			OPEN PO FOR 26-27 SCH YR MAINT	-31.26	
			OPEN PO FOR SCH YR 26-27 WAREHOUSE/CUSTODIA L	258.41	
			OPEN PO FOR 26-27 SCH YR MAINT	21.71	
			OPEN PO FOR 26-27 SCH YR MAINT	18.45	
			OPEN PO FOR 26-27 SCH YR MAINT	27.14	
			OPEN PO FOR 26-27 SCH YR MAINT	15.74	
160074484	Silke Communications	10/30/2026	Silke Communications District Wide radio airtime July INV-32001829	1,461.55	3,879.42

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			OPEN PURCHASE ORDER FOR BUS RADIOS 26-27 SY	2,417.87	
160074485	STAPLES BUSINESS ADVA	10/30/2026	OPEN PO FOR SCH YR 26-27 WAREHOUSE/CUSTODIAL	2,237.86	2,237.86
160074486	STATE AUDITOR'S OFFIC	10/30/2026	May 2026 NMSD No 403 Audit and Investigation Invoice	6,334.55	6,334.55
160074487	STRYKE SECURITY INC	10/30/2026	Stryke Security (GoGuardian) Yearly Subscription 8/11/2026-8/10/2027 Per Estimate #2720	11,046.00	11,046.00
160074488	SYSCO	10/30/2026	Open PO for Culinary Supplies Shounder/Brase, 26/27	141.35	2,609.63
			Open PO for Culinary Supplies Shounder/Brase, 26/27	27.33	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	1,011.35	
			Open PO for Sysco for SY 26/27 These prices are	1,429.60	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			determined to be reasonable based on: Research, History/experience		
160074489	TACOMA SCREW PRODUCTS	10/30/2026	open purchase order for 26-27 SY bus parts	310.56	406.76
			open purchase order for 26-27 SY bus parts	96.20	
160074490	TACOMA SCHOOL DISTRIC	10/30/2026	Open PO 26/27 SY Estimated costs to serve NMSD students with Disabilities Tacoma will invoice each quarter with a detailed cost breakdown.	9,109.03	14,940.59
			Open PO 26/27 SY Estimated costs to serve NMSD students with Disabilities Tacoma will invoice each quarter with a detailed cost breakdown.	5,831.56	
160074491	The Salish Sea School	10/30/2026	McMorries Science Kits, 26/27	141.57	141.57
160074492	TK Elevator	10/30/2026	OPEN PO FOR SCH	1,920.84	1,920.84

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			YR 26-27 MAINT ANNUAL GOLD CONTRACT FOR ELEVATORS @ HS/BELFAIR		
160074493	UNITED SCHOOLS INSURA	10/30/2026	USIP 26-27 Insurance Premium, effective 9/1/2026	145,208.31	145,550.50
			Liability Insurance for Security Cameras Coverage Period: 09/01/2026 to 09/01/2027 Coverage Number: USIP242535123	342.19	
160074494	US Foods Inc.	10/30/2026	Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	5,098.40	80,680.23
			Open PO for Culinary Supplies Shounder/Brase, 26/27	344.15	
			Open PO for US Foods SY 26/27 These prices are determined to be	2,860.86	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			reasonable based on: Research, History/experience		
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	0.00	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	95.19	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	7,117.03	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	555.12	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based	1,367.86	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			on: Research, History/experience Open PO for US Foods SY 26/27 These prices are determined to be reasonable based	6,924.91	
			on: Research, History/experience Open PO for US Foods SY 26/27 These prices are determined to be reasonable based	7,364.52	
			on: Research, History/experience Open PO for US Foods SY 26/27 These prices are determined to be reasonable based	3,090.59	
			on: Research, History/experience Open PO for US Foods SY 26/27 These prices are determined to be reasonable based	1,424.57	
			on: Research, History/experience Open PO for US Foods SY 26/27 These prices are	1,699.90	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			determined to be reasonable based on: Research, History/experience		
			Open PO for Culinary Supplies Shounder/Brase, 26/27	93.16	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	0.00	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	107.13	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	35.03	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	53.04	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	111.95	
			Open PO for Culinary Supplies	45.17	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Shounder/Brase, 26/27		
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	25.56	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	597.54	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	11,513.43	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	69.65	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research,	65.16	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			History/experience		
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research,	5,397.56	
			History/experience		
			Open PO for Culinary Supplies Shounder/Brase, 26/27	650.88	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research,	0.00	
			History/experience		
			Open PO for Culinary Supplies Shounder/Brase, 26/27	94.55	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	41.67	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research,	2,943.07	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			History/experience		
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	1,678.31	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	491.25	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	411.43	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	35.40	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	8,978.24	
			Open PO for US Foods SY 26/27 These prices are	1,755.02	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			determined to be reasonable based on: Research, History/experience		
			Open PO for Culinary Supplies Shounder/Brase, 26/27	171.48	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	94.55	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	90.68	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	186.35	
			Open PO for US Foods SY 26/27	0.04	
			These prices are determined to be reasonable based on: Research, History/experience		
			Open PO for Culinary Supplies Shounder/Brase, 26/27	33.07	
			Open PO for Culinary Supplies	68.98	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Shounder/Brase, 26/27		
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	6,217.95	
			Open PO for Culinary Supplies Shounder/Brase, 26/27	786.04	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	-15.32	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research, History/experience	-69.65	
			Open PO for US Foods SY 26/27 These prices are determined to be reasonable based on: Research,	-10.51	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			History/experience		
			Open PO for Culinary Supplies Shounder/Brase, 26/27	-10.73	
160074495	Vector Solutions	10/30/2026	Vector Training K-12 Edition Cyber Security 09/01/2026-08/31/2027 INV#149199	1,092.30	1,092.30
160074496	Veritas Medical	10/30/2026	OPEN PO CONTRACTED NURSING SERVICES 2026/2027 SY	32,182.50	32,182.50
160074497	WA APPLIED MATH COUNC	10/30/2026	York WAMC Registration, 26/27	200.00	200.00
160074498	WA TSA	10/30/2026	NMHS Kivi LeaderTech Reg, 26/27	375.00	450.00
			HMS Wells WTSA Registration, 26/27	75.00	
160074499	WALTER E NELSON CO OF	10/30/2026	Open PO for Walter Nelson for SY 25/26 These prices are determined to be reasonable based on: Research, History/experience	976.82	1,019.78
			Open PO for Walter Nelson for	42.96	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			SY 25/26 These prices are determined to be reasonable based on: Research, History/experience		
160074500	WASA	10/30/2026	7/1/2026-6/30/2027	245.52	245.52
			Open PO conferences, membership, & board on track		
160074501	WAXIE SANITARY SUPPLY	10/30/2026	OPEN PO FOR SCH YR 26-27 WAREHOUSE/CUSTODIAL	3,077.83	3,077.83
160074502	WESTBAY AUTO PARTS	10/30/2026	OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	17.86	700.79
			OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	59.64	
			OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	96.83	
			OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	522.27	
			OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	58.49	
			OPEN PURCHASE ORDER FOR BUS PARTS 26-27 SY	-54.30	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160074503	WESTERN EXTERMINATOR	10/30/2026	OPEN PO FOR 26-27 SCH YR MAINT DIST WIDE	154.83	1,084.55
			OPEN PO FOR 26-27 SCH YR MAINT DIST WIDE	140.21	
			OPEN PO FOR 26-27 SCH YR MAINT DIST WIDE	108.60	
			OPEN PO FOR 26-27 SCH YR MAINT DIST WIDE	150.95	
			OPEN PO FOR 26-27 SCH YR MAINT DIST WIDE	150.95	
			OPEN PO FOR 26-27 SCH YR MAINT DIST WIDE	122.72	
			OPEN PO FOR 26-27 SCH YR MAINT DIST WIDE	121.63	
			OPEN PO FOR 26-27 SCH YR MAINT DIST WIDE	134.66	
160074504	WILCOX FLEGEL	10/30/2026	Open PO Diesal Fuel for Sand Hill & Main campus fire pumps and generator HS sch 26-27 yr	2,561.10	44,589.37
			OPEN PURCHASE ORDER FOR FUEL 26-27 SY	19,747.67	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			OPEN PURCHASE ORDER FOR FUEL 26-27 SY	22,280.60	
160074505	WSDOT WASH. STATE FER	10/30/2026	OPEN PURCHASE ORDER FOR FERRY FEES 26-27 SY	149.00	149.00
160074506	WSIPC	10/30/2026	WSIPC Microsoft 365 Licenses 10/1/2026 - 9/30/2027	16,863.27	17,416.75
			WSIPC New Student Online Enrollment 9/1/2026 - 8/31/2027	233.48	
			WSIPC SFTP password up keep 9/1/2026 - 8/31/2027	320.00	
160074507	WSPA	10/30/2026	2026-2027 Membership K.Michael & G.Steele	175.00	990.00
			2026 S-275 Personnel Reporting Workshop for Grace Steele Conference Registration 10/21/26	165.00	
			Registration for Law Conference 10/4/2026	225.00	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Registration for Law Conference 10/4/2026	100.00	
			2026 WSPA School Law Conference/ WSRMP & Clear Risk Members for Grace Steele 10/4/26 - 10/6/26	325.00	
160074508	YouScience, LLC	10/30/2026	YouScience NMHS Subscription, 26/27	2,211.82	3,317.73
			YouScience HMS Subscription, 26/27	1,105.91	
	87	Computer	Check(s) For a Total of		639,529.60

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	87	Computer	Checks For a Total of	639,529.60
Total For	87	Manual, Wire Tran, ACH & Computer Checks		639,529.60
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	639,529.60

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 November 16, 2026, the board, by a Majority vote, approves payments, totaling $381,736.81. The payments are further identified in this document.

Total by Payment Type for Cash Account, TVF Accounts Payable:
Warrant Numbers 160000068 through 160000068, totaling $381,736.81

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160000068	RWC Group	10/30/2026	2 TYPE C FULL SIZE BUSES 1 TYPE C LIFT BUS 26-27 SY	191,635.69	381,736.81
			2 TYPE C FULL SIZE BUSES 1 TYPE C LIFT BUS 26-27 SY	190,101.12	

1 Computer Check(s) For a Total of 381,736.81

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	381,736.81
Total For	1	Manual, Wire Tran, ACH & Computer Checks		381,736.81
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	381,736.81

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 November 16, 2026, the board, by a Majority vote, approves payments, totaling $30,158.49, and voids/cancellations, totaling $3,000.00. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, ASB Accounts Payable:
Warrant Numbers 160022368 through 160022381, totaling $30,158.49
Voids/Cancellations, totaling $3,000.00

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160022368	AMAZON CAPITAL SERVIC	10/30/2026	Baseball L screen	434.39	2,350.39
			Soccer items	567.41	
			ASB-Amazon Tennis balls and Score cards	219.14	
			ASB-Amazon Tennis balls and Score cards	30.40	
			ASB-Amazon-volleyball senior night	68.58	
			Amazon-Fastpitch items	1,030.47	
160022369	BSN SPORTS, LLC	10/30/2026	ASB-BSN Flag	2,431.25	2,431.25

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			football 26-27 SY		
160022370	CMC Neptune LLC	10/30/2026	ASB-CMC NEPTUNE -GAMETIME	3,000.00	3,000.00
160022371	Curtis High School	10/30/2026	ASB-Curtis High School- John Payne XC invite	150.00	150.00
160022372	Final Forms	10/30/2026	ASB- Final forms students-coaches	3,007.60	3,007.60
160022373	HEMLEYS HANDY KANS	10/30/2026	ASB-Hemley's Handy Kans Oct-No service	135.00	135.00
160022374	IRENES PHOTO AND DESI	10/30/2026	ASB-Irenes Senior Night-Volleyball	196.74	196.74
160022375	Kiwanis International	10/30/2026	ASB-Key club- Kiwanis membership	279.00	279.00
160022376	N.MASON SCHOOL DIST O	10/30/2026	Security	76.43	76.43
160022377	North Mason S.D. ACH	10/30/2026	BMO ASB	3,683.08	3,683.08
160022378	OLYMPIC LEAGUE	10/30/2026	ASB-Olympic League 26-27 membership	1,500.00	1,500.00
160022379	PEAK PERFORMANCE TIMI	10/30/2026	Timing services for event	850.00	2,945.00
			ASB-Peak performance timing XC meet 9/23	1,245.00	
			Timing services for event	850.00	
160022380	SOUTH WHIDBEY HIGH SC	10/30/2026	ASB-South whidbey High School- volleyball	200.00	200.00
160022381	WASHINGTON DECA	10/30/2026	ASB-Washington	1,140.00	10,204.00

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			DECA- Affiliation membership dues		
			ASB-Washington DECA FLC registration	9,064.00	
	14 Computer		Check(s) For a Total of		30,158.49

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160022349	GAME TIME	10/29/2026	ASB-Gametime broadcasting-26-27	3,000.00	3,000.00
	1 Void		Check(s) For a Total of		3,000.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	14	Computer	Checks For a Total of	30,158.49
Total For	14	Manual, Wire Tran, ACH & Computer Checks		30,158.49
Less	1	Voided	Checks For a Total of	3,000.00
			Net Amount	27,158.49

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 November 16, 2026, the board, by a Majority vote, approves payments, totaling $78,779.57. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF Accounts Payable:
Warrant Numbers 160003094 through 160003095, totaling $78,779.57

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
160003094	EDNETICS, INC.	10/30/2026	NMSD Belfair Elementary IP Clock/Speaker Solution Rev3 Contract #22-05 Managed Security and Physical Security Solutions	1,017.18	1,017.18
160003095	K.C.D.A.	10/30/2026	SAND HILL ELEMENTARY HEALTHY KIDS FED GRANT PLAYGROUND EQUIPMENT & INSTALLATION. PROJECT #4010	2,323.25	77,762.39

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			SAND HILL ELEMENTARY HEALTHY KIDS FED GRANT PLAYGROUND EQUIPMENT & INSTALLATION. PROJECT #4010	75,439.14	
2	Computer	Check(s) For a Total of			78,779.57

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	78,779.57
Total For	2	Manual, Wire Tran, ACH & Computer Checks		78,779.57
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	78,779.57

Coversheet

Payroll

Section: III. Consent Items
Item: C. Payroll
Purpose:
Submitted by:
Related Material: Payroll report.pdf

As of 11/16/2026 by a majority vote does approve for payment those checks (warrants) included in the list and further described as follows: Payroll Cash Account

Check numbers 160105620-160105647 **$2,684,994.25**

Secretary _____ Board Member_____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

28 CHECKS FOR A TOTAL OF **$2,684,994.25**

CERTIFICATION OF AUDITING OFFICER

I, the undersigned do hereby certify under penalty of perjury, that the materials have been furnished, the services rendered, or the labor performed as described herein, and the claims are just, due and unpaid obligations against North Mason School District No. 403 and that I am authorized to authenticate and certify to said claim. I further certify that the expense reimbursements are just, due and unpaid obligations against the North Mason School District No. 403 and that I am authorized to certify said claim.

Johnson

Auditing Officer

11/30/2026

Date

CTP Payroll Cash Account

PAYEE	DATE ISSUED	WARRANT NUMBER	FND	AMOUNT	MICR NUMBER	DATE REDEEMED	DATE REGISTERED	INTEREST
TOTALS								
Total 403 001 General Fund		579.48						
Total 403		579.48						
Total All Funds		579.48						
Logan Beckett	10/30/2026	160105620	001	50.39	160105620			
Paul Calafiore	10/30/2026	160105621	001	277.14	160105621			
Radly Sumpter	10/30/2026	160105622	001	251.95	160105622			
Sara Gray	10/30/2026	160105623	001	0.00	160105623			
Page Total				579.48				
Subtotal				579.48				
GRAND TOTAL				579.48				

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

CTP Payroll Cash Account

PAYEE	DATE ISSUED	WARRANT NUMBER	FND	AMOUNT	MICR NUMBER	DATE REDEEMED	DATE REGISTERED	INTEREST
FUND TOTALS								
Total 403 001 General Fund				2,684,414.77				
Total 403				2,684,414.77				
Total All Funds				2,684,414.77				
**********								
Citizens For North Mason Schools	10/30/2026	160105624	001	43.00	160105624			
DEPT OF RETIREMENT SYSTEMS	10/30/2026	160105625	001	63,274.70	160105625			
DEPT OF RETIREMENT SYSTEMS	10/30/2026	160105626	001	55,668.70	160105626			
DEPT OF RETIREMENT SYSTEMS	10/30/2026	160105627	001	15,190.26	160105627			
Evan Gray	10/30/2026	160105628	001	12,261.10	160105628			
HCA-SEBB BENEFITS/Agency#600E15	10/30/2026	160105629	001	428,540.00	160105629			
HCA-SEBB FLEX SPEND/Agency#600E15	10/30/2026	160105630	001	3,250.72	160105630			
HCA-SEBB DECAP/AGENCY #600E15	10/30/2026	160105631	001	416.67	160105631			
North Mason Scholarship Foundation	10/30/2026	160105632	001	160.00	160105632			
North Mason S.D. ACH Account	10/30/2026	160105633	001	477,842.69	160105633			
North Mason S.D. ACH - P/R	10/30/2026	160105634	001	1,382,707.88	160105634			
Olympic ESD 114 UNEMPPOOL-PAYROLL	10/30/2026	160105635	001	1,951.84	160105635			
Olympic ESD 114 RW CMP TR - PAYROLL	10/30/2026	160105636	001	32,002.23	160105636			
Omni Group	10/30/2026	160105637	001	11,180.00	160105637			
Paylogix F/B/O N. Mason School Dist #19519	10/30/2026	160105638	001	648.34	160105638			
PUBLIC SCHOOL EMP #909	10/30/2026	160105639	001	4,419.08	160105639			
The Standard Insurance Company	10/30/2026	160105640	001	4,470.15	160105640			
STATE TREASURER	10/30/2026	160105641	001	10,476.44	160105641			
TEACHER RET SYST	10/30/2026	160105642	001	150,917.84	160105642			
UFCW 3000	10/30/2026	160105643	001	1,411.63	160105643			
Veba Trust #Y1253	10/30/2026	160105644	001	12,725.25	160105644			
Carter Vignati	10/30/2026	160105645	001	58.79	160105645			
		Page Total		2,669,617.31				

CTP Payroll Cash Account

PAYEE	DATE ISSUED	WARRANT NUMBER	FND	AMOUNT	MICR NUMBER	DATE REDEEMED	DATE REGISTERED	INTEREST
WASH STATE SCH RETIREES ASSOC.	10/30/2026	160105646	001	49.00	160105646			
WEA Payroll Deductions	10/30/2026	160105647	001	14,748.46	160105647			
	Page Total			14,797.46				
	Subtotal			2,684,414.77				
	GRAND TOTAL			2,684,414.77				

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

Coversheet

Personnel Report

Section: III. Consent Items
Item: D. Personnel Report
Purpose:
Submitted by:
Related Material: Personnel Report November 2026.pdf

North Mason School District #403
HR – Personnel Report
November, 2026

Certificated Personnel

Name	Position	Location	Change	Effective Date
Forman-Winn, Rene	Teacher	HMS	Retirement	6/15/27

Classified Personnel

Name	Position	Location	Change	Effective Date
White, Cherie	Bus Driver	Transportation	Resignation	10/29/26
Tutchtone, Krystal	Food Service Helper	BE	Hire	11/2/26
Clark, Stephanie	Rural Health/Fed. Programs Specialist	District Office	Hire	11/16/26

Coaching Personnel

Name	Position	Location	Change	Effective Date
Olson, Troy	Assistant Girls Soccer	HMS	Hire	11/2/26
Henningsen, Tawnya	Head Bowling Coach	NMHS	Hire	11/9/26

Substitute Personnel

Name	Position	Location	Change	Effective Date
Schaffer, Tabitha	Long-Term Substitute Teacher	SH	Hire	10/28/26
Miller, Kourtni	Substitute Teacher	NMHS	Hire	11/2/26

Contracted Personnel

Name	Position	Location	Change	Effective Date

Coversheet

Surplus textbooks/Reading Material/Equipment

Section: III. Consent Items
Item: E. Surplus textbooks/Reading Material/Equipment
Purpose:
Submitted by:
Related Material: NMHS 11 16 26.pdf
NMHS Milk Cooler 11 16 26.pdf

EQUIPMENT SURPLUS/DISPOSAL

10/15/26
Date

North Mason HS
Building

Board Approved Surplus: 11/16/2026

Date Removed from Inventory: _____

Signature of Business Director: Lori Johnson Date: 10/27/26

List to be typed or printed including all available data. (Use same format to attach additional pages or use reverse side if necessary.)

Inventory Barcode #	Description	Model Number	Serial Number	Condition	Recommend √Surplus	Recommend √Disposal
	Messaging Screens		Samsung	broken		✓
	Messaging Screens		Samsung	broken		✓
	Messaging Screen		Samsung	broken		✓

Return original to Business Office – Copy to stay with surplus equipment until disposed. Incomplete forms will be returned to building.

SUR001

EQUIPMENT SURPLUS/DISPOSAL

11/9/26
Date

NMHS
Building

Board Approved Surplus: 11/16/2026

Date Removed from Inventory: 11/2/26

Signature of Business Director: Lori Johnson Date: 11/10/2026

MMong 11/9/26

List to be typed or printed including all available data. (Use same format to attach additional pages or use reverse side if necessary.)

Inventory Barcode #	Description	Model Number	Serial Number	Condition	Recommend √Surplus	Recommend √Disposal
N/A	Milk Cooler	ST49N-S	1110227S	Dead		✓

Return original to Business Office – Copy to stay with surplus equipment until disposed. Incomplete forms will be returned to building.

SUR001

Coversheet

Donations

Section: III. Consent Items
Item: F. Donations
Purpose:
Submitted by:
Related Material: Donation Report to board .pdf

DONATIONS, GIFTS & TEACHER GRANTS

Board Meeting, November 16, 2026

By	To	For	Donation
Under $250.00			
$250.00 - $999.99			
Jaime Cho LaMew	Belfair Elementary	Student Cothing and Shoes	$600.00
$1,000.00 - $4999.99			
Olympia Federal Savings	NMSD	Students	$3,034.00
$5,000.00 or greater (requires Board acceptance)			
			$3,634.00

11/10/2026

Coversheet

2026-2027 Budget Update

Section: III. Consent Items
Item: G. 2026-2027 Budget Update
Purpose:
Submitted by:
Related Material: 25.26 F196 Financial Statement & Supplemental Reports.pdf
Financial Report Nov 16 2026.pdf
BSR Fund Balance 10.31.26 (1).pdf

REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **F-196 Annual Financial Statements** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **Fiscal Year 2025-2026**

ANNUAL FINANCIAL STATEMENTS

Certification Page

Balance Sheet as of August 31, 2026-All Funds

Statement of Revenues, Expenditures, and Changes in Fund Balance for the Year Ended August 31, 2026-All Funds

Statement of Revenues, Expenditures, Changes in Fund Balance by Sub-Fund for the Year Ended August 31, 2026-All Funds

Budgetary Comparison Schedules-All Funds

Statement of Fiduciary Net Position

Statement of Changes in Fiduciary Net Position

Schedule of Long-Term Liabilities

Report of Revenues and Other Financing Sources-All Funds

Program/Activity/Object Report

NCES Object Expenditure Summary

District Expenditure Summary by Location

SUPPLEMENTAL REPORTS AND SCHEDULES

Program Matrix

Data Requirements for Supplemental Reports

Data Requirements for End of Year Reporting to Apportionment and State Recovery Rate

Data Requirements for Calculating Federal Indirect Cost Rate Including Fixed With Carry-Forward Distorting Items

Data Requirements for Calculating Federal Indirect Cost Rate Including Fixed With Carry-Forward Indirect Expenditures

Schedule for Determining School District Federal Restricted and Unrestricted Indirect Cost Rate Including Fixed With Carry-Forward Calculation

Resource to Program Expenditure Report

Preliminary Special Education Maintenance of Effort

Preliminary Federal Cross-Cutting Maintenance of Effort

Preliminary Vocational Education Maintenance of Effort

Edit/Error Report

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **F-196 ANNUAL FINANCIAL STATEMENTS FOR FISCAL YEAR 2025-2026** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason

The Annual Financial Statements (Report F-196) for North Mason School District of Mason County for the fiscal year ended August 31, 2026, were prepared on the modified accrual basis of accounting in accordance with the appropriate accounting principles as stated in the Accounting Manual for Public School Districts in the State of Washington. School was conducted for 180 days. (If school was operated fewer than 180 days, please include a statement covering the reasons and effort to make up days lost.) The indirect cost rate proposal has been reviewed and the data reflects allowable costs in accordance with federal requirements and 2 CFR 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards: SubpartE.

The school district Annual Financial Statement has been reviewed and submitted to OSPI in accordance with WAC 392-117-035 for the fiscal year September 1, 2025-August 31, 2026

Approved:

School District Superintendent or Authorized Official — Date

Reviewed:

ESD Superintendent or Authorized Official — Date

REPORT F-196 SUMMARY	General Fund	ASB Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund	Permanent Fund	Total
Total Revenues and Other Financing Sources	40,706,171.62	239,091.24	3,652,953.91	283,784.67	290,933.83	0.00	45,172,935.27
Total Expenditures	42,204,324.75	238,618.95	3,336,891.08	344,447.70	164,647.17	0.00	46,288,929.65
Other Financing Uses	334,712.50	0.00	57,001.18	0.00	0.00	0.00	391,713.68
Unusual or Infrequent Items	0.00	0.00	0.00	0.00	0.00		0.00
Net Change in Fund Balance	-1,832,865.63	472.29	259,061.65	-60,663.03	126,286.66	0.00	-1,507,708.06
Beginning Total Fund Balance	2,708,886.59	375,060.69	2,354,112.61	151,663.90	476,346.86	0.00	6,066,070.65
Accounting Changes and Error Corrections	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Ending Total Fund Balance	876,020.96	375,532.98	2,613,174.26	91,000.87	602,633.52	0.00	4,558,362.59

Not Locked

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Balance Sheet - Governmental Funds** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **August 31, 2026**

	General Fund	ASB Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund	Permanent Fund	Total
ASSETS							
Cash and Cash Equivalents	3,113,659.13	21,674.36	357,414.28	2,387.21	3,747.76	0.00	3,498,882.74
Minus Warrants Outstanding	-3,083,383.66	-5,847.28	0.00	-1,947.16	0.00	0.00	-3,091,178.10
Taxes Receivable	80,752.73		1,466,517.37	1,758.25	0.00		1,549,028.35
Due From Other Funds	0.00	0.00	700.00	9,653.52	0.00	0.00	10,353.52
Due From Other Governmental Units	52,078.41	0.00	0.00	0.00	0.00	0.00	52,078.41
Accounts Receivable	8,539.76	0.00	0.00	0.00	0.00	0.00	8,539.76
Leases Receivable	0.00		0.00	0.00	0.00	0.00	0.00
Interfund Loans Receivable	0.00			0.00	0.00		0.00
Accrued Interest Receivable	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Inventory	131,358.77	0.00		0.00			131,358.77
Prepaid Items	0.00	0.00			0.00	0.00	0.00
Investments	775,000.00	362,738.31	2,255,059.98	80,907.30	598,885.76	0.00	4,072,591.35
Investments/Cash With Trustee	0.00		0.00	0.00	0.00	0.00	0.00
Investments-Deferred Compensation	0.00			0.00			0.00
Self-Insurance Security Deposit	0.00						0.00
TOTAL ASSETS	**1,078,005.14**	**378,565.39**	**4,079,691.63**	**92,759.12**	**602,633.52**	**0.00**	**6,231,654.80**
DEFERRED OUTFLOWS OF RESOURCES							
Deferred Outflows of Resources - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DEFERRED OUTFLOWS OF RESOURCES	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	**1,078,005.14**	**378,565.39**	**4,079,691.63**	**92,759.12**	**602,633.52**	**0.00**	**6,231,654.80**
LIABILITIES							
Accounts Payable	110,877.93	3,032.41	0.00	0.00	0.00	0.00	113,910.34
Contracts Payable	0.00	0.00		0.00	0.00	0.00	0.00

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Balance Sheet - Governmental Funds** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **August 31, 2026**

	General Fund	ASB Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund	Permanent Fund	Total
Accrued Interest Payable			0.00				0.00
Accrued Salaries	0.00	0.00		0.00			0.00
Anticipation Notes Payable	0.00		0.00	0.00	0.00		0.00
Payroll Deductions and Taxes Payable	0.00	0.00		0.00			0.00
Leases Payable	0.00		0.00	0.00	0.00	0.00	0.00
Due To Other Governmental Units	0.00	0.00		0.00	0.00	0.00	0.00
Deferred Compensation Payable	0.00			0.00			0.00
Estimated Employee Benefits Payable	0.00						0.00
Due To Other Funds	10,353.52	0.00	0.00	0.00	0.00	0.00	10,353.52
Interfund Loans Payable	0.00		0.00	0.00	0.00		0.00
Deposits	0.00	0.00		0.00			0.00
Unearned Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Matured Bonds Payable			0.00				0.00
Matured Bond Interest Payable			0.00				0.00
Arbitrage Rebate Payable	0.00		0.00	0.00	0.00		0.00
TOTAL LIABILITIES	**121,231.45**	**3,032.41**	**0.00**	**0.00**	**0.00**	**0.00**	**124,263.86**
DEFERRED INFLOWS OF RESOURCES							
Unavailable Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unavailable Revenue - Leases	0.00		0.00	0.00	0.00	0.00	0.00
Unavailable Revenue - Taxes Receivable	80,752.73		1,466,517.37	1,758.25	0.00		1,549,028.35
TOTAL DEFERRED INFLOWS OF RESOURCES	**80,752.73**	**0.00**	**1,466,517.37**	**1,758.25**	**0.00**	**0.00**	**1,549,028.35**
FUND BALANCE							
Nonspendable Fund Balance	131,358.77	500.00	0.00	0.00	0.00	0.00	131,858.77
Restricted Fund Balance	373,582.35	375,032.98	2,613,174.26	0.00	602,633.52	0.00	3,964,423.11

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Balance Sheet - Governmental Funds** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **August 31, 2026**

	General Fund	ASB Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund	Permanent Fund	Total
Committed Fund Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Assigned Fund Balance	0.00	0.00	0.00	91,000.87	0.00	0.00	91,000.87
Unassigned Fund Balance	371,079.84	0.00	0.00	0.00	0.00	0.00	371,079.84
TOTAL FUND BALANCE	**876,020.96**	**375,532.98**	**2,613,174.26**	**91,000.87**	**602,633.52**	**0.00**	**4,558,362.59**
TOTAL LIABILITIES, DEFERRED INFLOW OF RESOURCES, AND FUND BALANCE	**1,078,005.14**	**378,565.39**	**4,079,691.63**	**92,759.12**	**602,633.52**	**0.00**	**6,231,654.80**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	General Fund	ASB Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund	Permanent Fund	Total
REVENUES:							
Local	1,911,109.32	239,091.24	3,298,502.22	3,557.21	11,926.97		5,464,186.96
State	35,471,433.17		19,739.19	280,227.46	276,443.03		36,047,842.85
Federal	3,191,283.85		0.00	0.00	0.00		3,191,283.85
Other	75,344.10			0.00	0.00	0.00	75,344.10
TOTAL REVENUES	**40,649,170.44**	**239,091.24**	**3,318,241.41**	**283,784.67**	**288,370.00**	**0.00**	**44,778,657.76**
EXPENDITURES:							
CURRENT:							
Regular Instruction	19,427,060.69						19,427,060.69
Special Education	5,904,782.38						5,904,782.38
Vocational Education	2,982,669.82						2,982,669.82
Skill Center	0.00						0.00
Compensatory Programs	3,415,768.71						3,415,768.71
Other Instructional Programs	72,692.09						72,692.09
Federal Stimulus COVID-19	0.00						0.00
Community Services	128.74						128.74
Support Services	10,374,668.27						10,374,668.27
Student Activities/Other		238,618.95				0.00	238,618.95
CAPITAL OUTLAY:							
Sites				0.00			0.00
Building				56,733.73			56,733.73
Equipment				49,411.97			49,411.97
Instructional Technology				0.00			0.00
Energy				230,802.00	0.00		230,802.00
Transportation Equipment					164,647.17		164,647.17
Sales and Lease				7,500.00			7,500.00
Other	0.00						0.00
DEBT SERVICE:							
Principal	24,415.87		2,430,000.00	0.00	0.00		2,454,415.87

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	General Fund	ASB Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund	Permanent Fund	Total
Interest and Other Charges	2,138.18		906,891.08	0.00	0.00		909,029.26
Bond/Levy Issuance				0.00	0.00		0.00
TOTAL EXPENDITURES	**42,204,324.75**	**238,618.95**	**3,336,891.08**	**344,447.70**	**164,647.17**	**0.00**	**46,288,929.65**
REVENUES OVER (UNDER) EXPENDITURES	-1,555,154.31	472.29	-18,649.67	-60,663.03	123,722.83	0.00	-1,510,271.89
OTHER FINANCING SOURCES (USES):							
Bond Sales & Refunding Bond Sales	0.00		0.00	0.00	0.00		0.00
Long-Term Financing	0.00			0.00	0.00		0.00
Transfers In	57,001.18		334,712.50	0.00	0.00		391,713.68
Transfers Out	-334,712.50		-57,001.18	0.00	0.00	0.00	-391,713.68
Other Financing Uses	0.00		0.00	0.00	0.00		0.00
Other Financing Sources	0.00		0.00	0.00	2,563.83		2,563.83
TOTAL OTHER FINANCING SOURCES (USES)	**-277,711.32**		**277,711.32**	**0.00**	**2,563.83**	**0.00**	**2,563.83**
UNUSUAL OR INFREQUENT ITEMS							0.00
Unusual or Infrequent Items - Inflows	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**		0.00
Unusual or Infrequent Items - Outflows	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**		0.00
TOTAL UNUSUAL OR INFREQUENT ITEMS	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**		0.00
Net Change in Fund Balance	**-1,832,865.63**	**472.29**	**259,061.65**	**-60,663.03**	**126,286.66**	**0.00**	**-1,507,708.06**
BEGINNING TOTAL FUND BALANCE	**2,708,886.59**	**375,060.69**	**2,354,112.61**	**151,663.90**	**476,346.86**	**0.00**	**6,066,070.65**
Accounting Changes and Error Corrections	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ENDING TOTAL FUND BALANCE	**876,020.96**	**375,532.98**	**2,613,174.26**	**91,000.87**	**602,633.52**	**0.00**	**4,558,362.59**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Statement of Revenues, Expenditures, and Changes in Fund Balance - General Fund, By Sub-Fund** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	Sub-Fund 10	Sub-Fund 11	General Fund
REVENUES:			
Local	5,047.08	1,906,062.24	1,911,109.32
State	35,066,492.96	404,940.21	35,471,433.17
Federal	3,066,114.93	125,168.92	3,191,283.85
Other	3,000.00	72,344.10	75,344.10
TOTAL REVENUES	38,140,654.97	2,508,515.47	40,649,170.44
EXPENDITURES:			
CURRENT: (excluding Object 9)			
Regular Instruction	17,597,611.15	1,829,449.54	19,427,060.69
Special Education	5,904,782.38	0.00	5,904,782.38
Vocational Education	2,982,669.82	0.00	2,982,669.82
Skills Center	0.00	0.00	0.00
Compensatory Programs	3,415,768.71	0.00	3,415,768.71
Other Instructional Programs	72,692.09	0.00	72,692.09
Federal Stimulus COVID-19	0.00	0.00	0.00
Community Services	128.74	0.00	128.74
Support Services	9,944,071.71	430,596.56	10,374,668.27
CAPITAL OUTLAY:			
Other	0.00	0.00	0.00
DEBT SERVICE:			
Principal	24,415.87	0.00	24,415.87
Interest and Other Charges	2,138.18	0.00	2,138.18
TOTAL EXPENDITURES	39,944,278.65	2,260,046.10	42,204,324.75
REVENUES OVER (UNDER) EXPENDITURES:	-1,803,623.68	248,469.37	-1,555,154.31
OTHER FINANCING SOURCES (USES):			
Bond Sales & Refunding Bond Sales		0.00	0.00
Long-Term Financing		0.00	0.00
Transfers In	57,001.18	0.00	57,001.18
Transfers Out (GL 536)	334,712.50	0.00	334,712.50
Other Financing Uses (GL 535)	0.00	0.00	0.00
Other		0.00	0.00

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Statement of Revenues, Expenditures, and Changes in Fund Balance - General Fund, By Sub-Fund** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	Sub-Fund 10	Sub-Fund 11	General Fund
TOTAL OTHER FINANCING SOURCES (USES):	-277,711.32	0.00	-277,711.32
Unusual or Infrequent Items			
Unusual or Infrequent Items - Inflows	0.00	0.00	0.00
Unusual or Infrequent Items - Outflows	0.00	0.00	0.00
TOTAL UNUSUAL OR INFREQUENT ITEMS	0.00	0.00	0.00
Net Change in Fund Balance	-2,081,335.00	248,469.37	-1,832,865.63
BEGINNING TOTAL FUND BALANCE	1,385,287.52	1,323,599.07	2,708,886.59
Accounting Changes and Error Corrections	0.00	0.00	0.00
ENDING TOTAL FUND BALANCE	-696,047.48	1,572,068.44	876,020.96

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REPORT F196 | North Mason School District No. 403 | RUN DATE: 11/13/2026

E.S.D. 114 | Budgetary Comparison Schedule - General Fund | RUN TIME: 8:09:58 AM

COUNTY: 23 Mason | For the Year Ended August 31, 2026

	FINAL BUDGET	ACTUAL	Variance with Final Budget POSITIVE (NEGATIVE)
REVENUES:			
Local	1,952,702.00	1,911,109.32	-41,592.68
State	37,541,872.00	35,471,433.17	-2,070,438.83
Federal	2,897,364.00	3,191,283.85	293,919.85
Other	258,724.00	75,344.10	-183,379.90
TOTAL REVENUES	**42,650,662.00**	**40,649,170.44**	**-2,001,491.56**
EXPENDITURES			
CURRENT:			
Regular Instruction	20,693,552.00	19,427,060.69	1,266,491.31
Special Education	5,365,611.00	5,904,782.38	-539,171.38
Vocational Education	2,938,487.00	2,982,669.82	-44,182.82
Skill Center	0.00	0.00	0.00
Compensatory Programs	2,597,142.00	3,415,768.71	-818,626.71
Other Instructional Programs	18,000.00	72,692.09	-54,692.09
Federal Stimulus COVID-19	0.00	0.00	0.00
Community Services	0.00	128.74	-128.74
Support Services	11,250,660.00	10,374,668.27	875,991.73
Student Activities/Other			
CAPITAL OUTLAY:			
Sites			
Building			
Equipment			
Energy			
Transportation Equipment			
Other	4,200.00	0.00	4,200.00
DEBT SERVICE:			
Principal	0.00	24,415.87	-24,415.87
Interest and Other Charges	0.00	2,138.18	-2,138.18
TOTAL EXPENDITURES	**42,867,652.00**	**42,204,324.75**	**663,327.25**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Budgetary Comparison Schedule - General Fund** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	FINAL BUDGET	ACTUAL	Variance with Final Budget POSITIVE (NEGATIVE)
REVENUES OVER (UNDER) EXPENDITURES	-216,989.00	-1,555,154.31	-1,338,165.31
OTHER FINANCING SOURCES (USES):			
Bond Sales and Refunding Bond Sales	0.00	0.00	0.00
Long-Term Financing	0.00	0.00	0.00
Transfers In	40,000.00	57,001.18	17,001.18
Transfers Out (GL 536)	-294,713.00	-334,712.50	39,999.50
Other Financing Uses (GL 535)	0.00	0.00	0.00
Other	0.00	0.00	0.00
TOTAL OTHER FINANCING SOURCES (USES)	**-254,713.00**	**-277,711.32**	**-22,998.32**
Net Change in Fund Balance	-471,701.00	-1,832,865.63	-1,361,164.63
BEGINNING TOTAL FUND BALANCE	**2,708,887.00**	**2,708,886.59**	**-0.41**
Accounting Changes and Error Corrections		0.00	0.00
ENDING TOTAL FUND BALANCE	**2,237,185.00**	**876,020.96**	**-1,361,164.04**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Budgetary Comparison Schedule - Associated Student Body Fund** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	FINAL BUDGET	ACTUAL	Variance with Final Budget POSITIVE (NEGATIVE)
REVENUES:			
Local	431,589.00	239,091.24	-192,497.76
State			
Federal			
Other			
TOTAL REVENUES	**431,589.00**	**239,091.24**	**-192,497.76**
EXPENDITURES			
CURRENT:			
Regular Instruction			
Special Education			
Vocational Education			
Skill Center			
Compensatory Programs			
Other Instructional Programs			
Community Services			
Support Services			
Student Activities/Other	388,219.00	238,618.95	149,600.05
CAPITAL OUTLAY:			
Sites			
Building			
Equipment			
Energy			
Transportation Equipment			
Other			
DEBT SERVICE:			
Principal			
Interest and Other Charges			
TOTAL EXPENDITURES	**388,219.00**	**238,618.95**	**149,600.05**
REVENUES OVER (UNDER) EXPENDITURES	43,370.00	472.29	-42,897.71

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REPORT F196 | North Mason School District No. 403 | RUN DATE: 11/13/2026

E.S.D. 114 | Budgetary Comparison Schedule - Associated Student Body Fund | RUN TIME: 8:09:58 AM

COUNTY: 23 Mason | For the Year Ended August 31, 2026

	FINAL BUDGET	ACTUAL	Variance with Final Budget POSITIVE (NEGATIVE)
OTHER FINANCING SOURCES(USES):			
Bond Sales and Refunding Bond Sales			
Long-Term Financing			
Transfers In			
Transfers Out (GL 536)			
Other Financing Uses (GL 535)			
Other			
TOTAL OTHER FINANCING SOURCES (USES)			
Net Change in Fund Balance	43,370.00	472.29	-42,897.71
BEGINNING TOTAL FUND BALANCE	**413,891.00**	**375,060.69**	**-38,830.31**
Accounting Changes and Error Corrections		0.00	0.00
ENDING TOTAL FUND BALANCE	**457,261.00**	**375,532.98**	**-81,728.02**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Budgetary Comparison Schedule - Debt Service Fund** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	FINAL BUDGET	ACTUAL	Variance with Final Budget POSITIVE (NEGATIVE)
REVENUES:			
Local	3,041,977.00	3,298,502.22	256,525.22
State	50,000.00	19,739.19	-30,260.81
Federal	0.00	0.00	0.00
Other			
TOTAL REVENUES	**3,091,977.00**	**3,318,241.41**	**226,264.41**
EXPENDITURES			
CURRENT:			
Regular Instruction			
Special Education			
Vocational Education			
Skill Center			
Compensatory Programs			
Other Instructional Programs			
Community Services			
Support Services			
Student Activities/Other			
CAPITAL OUTLAY:			
Sites			
Building			
Equipment			
Energy			
Transportation Equipment			
Other			
DEBT SERVICE:			
Principal	2,430,000.00	2,430,000.00	0.00
Interest and Other Charges	907,191.00	906,891.08	299.92
TOTAL EXPENDITURES	**3,337,191.00**	**3,336,891.08**	**299.92**
REVENUES OVER (UNDER) EXPENDITURES	-245,213.00	-18,649.67	226,563.33

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Budgetary Comparison Schedule - Debt Service Fund** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	FINAL BUDGET	ACTUAL	Variance with Final Budget POSITIVE (NEGATIVE)
OTHER FINANCING SOURCES(USES):			
Bond Sales and Refunding Bond Sales	0.00	0.00	0.00
Long-Term Financing			
Transfers In	294,713.00	334,712.50	39,999.50
Transfers Out (GL 536)	-40,000.00	-57,001.18	17,001.18
Other Financing Uses (GL 535)	0.00	0.00	0.00
Other	0.00	0.00	0.00
TOTAL OTHER FINANCING SOURCES (USES)	**254,713.00**	**277,711.32**	**22,998.32**
Net Change in Fund Balance	9,500.00	259,061.65	249,561.65
BEGINNING TOTAL FUND BALANCE	**2,329,242.00**	**2,354,112.61**	**24,870.61**
Accounting Changes and Error Corrections		0.00	0.00
ENDING TOTAL FUND BALANCE	**2,338,742.00**	**2,613,174.26**	**274,432.26**

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REPORT F196 | North Mason School District No. 403 | RUN DATE: 11/13/2026

E.S.D. 114 | Budgetary Comparison Schedule - Capital Projects Fund | RUN TIME: 8:09:58 AM

COUNTY: 23 Mason | For the Year Ended August 31, 2026

	FINAL BUDGET	ACTUAL	Variance with Final Budget POSITIVE (NEGATIVE)
REVENUES:			
Local	226,000.00	3,557.21	-222,442.79
State	346,094.00	280,227.46	-65,866.54
Federal	0.00	0.00	0.00
Other	0.00	0.00	0.00
TOTAL REVENUES	**572,094.00**	**283,784.67**	**-288,309.33**
EXPENDITURES			
CURRENT:			
Regular Instruction			
Special Education			
Vocational Education			
Skill Center			
Compensatory Programs			
Other Instructional Programs			
Community Services			
Support Services			
Student Activities/Other			
CAPITAL OUTLAY:			
Sites	0.00	0.00	0.00
Building	204,000.00	56,733.73	147,266.27
Equipment	0.00	49,411.97	-49,411.97
Instructional Technology	0.00	0.00	0.00
Energy	346,094.00	230,802.00	115,292.00
Sales and Lease	0.00	7,500.00	-7,500.00
Transportation Equipment			
Other			
DEBT SERVICE:			
Bond/Levy Issuance and/or Election	0.00	0.00	0.00
Principal	0.00	0.00	0.00

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Budgetary Comparison Schedule - Capital Projects Fund** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	FINAL BUDGET	ACTUAL	Variance with Final Budget POSITIVE (NEGATIVE)
Interest and Other Charges	0.00	0.00	0.00
TOTAL EXPENDITURES	**550,094.00**	**344,447.70**	**205,646.30**
REVENUES OVER (UNDER) EXPENDITURES	22,000.00	-60,663.03	-82,663.03
OTHER FINANCING SOURCES(USES):			
Bond Sales and Refunding Bond Sales	0.00	0.00	0.00
Long-Term Financing	0.00	0.00	0.00
Transfers In	0.00	0.00	0.00
Transfers Out (GL 536)	0.00	0.00	0.00
Other Financing Uses (GL 535)	0.00	0.00	0.00
Other	0.00	0.00	0.00
TOTAL OTHER FINANCING SOURCES (USES)	**0.00**	**0.00**	**0.00**
Net Change in Fund Balance	22,000.00	-60,663.03	-82,663.03
BEGINNING TOTAL FUND BALANCE	**178,225.00**	**151,663.90**	**-26,561.10**
Accounting Changes and Error Corrections		0.00	0.00
ENDING TOTAL FUND BALANCE	**200,225.00**	**91,000.87**	**-109,224.13**

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REPORT F196 | North Mason School District No. 403 | RUN DATE: 11/13/2026

E.S.D. 114 | Budgetary Comparison Schedule - Transportation Vehicle Fund | RUN TIME: 8:09:58 AM

COUNTY: 23 Mason | For the Year Ended August 31, 2026

	FINAL BUDGET	ACTUAL	Variance with Final Budget POSITIVE (NEGATIVE)
REVENUES:			
Local	15,000.00	11,926.97	-3,073.03
State	285,220.00	276,443.03	-8,776.97
Federal	0.00	0.00	0.00
Other	0.00	0.00	0.00
TOTAL REVENUES	**300,220.00**	**288,370.00**	**-11,850.00**
EXPENDITURES			
CURRENT:			
Regular Instruction			
Special Education			
Vocational Education			
Skill Center			
Compensatory Programs			
Other Instructional Programs			
Community Services			
Support Services			
Student Activities/Other			
CAPITAL OUTLAY:			
Sites			
Building			
Equipment			
Energy	0.00	0.00	0.00
Transportation Equipment	450,000.00	164,647.17	285,352.83
Other			
DEBT SERVICE:			
Bond/Levy Issuance and/or Election	0.00	0.00	0.00
Principal	0.00	0.00	0.00
Interest and Other Charges	0.00	0.00	0.00
TOTAL EXPENDITURES	**450,000.00**	**164,647.17**	**285,352.83**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Budgetary Comparison Schedule - Transportation Vehicle Fund** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	FINAL BUDGET	ACTUAL	Variance with Final Budget POSITIVE (NEGATIVE)
REVENUES OVER (UNDER) EXPENDITURES	-149,780.00	123,722.83	273,502.83
OTHER FINANCING SOURCES (USES)			
Bond Sales and Refunding Bond Sales	0.00	0.00	0.00
Long-Term Financing	0.00	0.00	0.00
Transfers In	0.00	0.00	0.00
Transfers Out (GL 536)	0.00	0.00	0.00
Other Financing Uses (GL 535)	0.00	0.00	0.00
Other	0.00	2,563.83	2,563.83
TOTAL OTHER FINANCING SOURCES (USES)	**0.00**	**2,563.83**	**2,563.83**
Net Change in Fund Balance	-149,780.00	126,286.66	276,066.66
BEGINNING TOTAL FUND BALANCE	**191,000.00**	**476,346.86**	**285,346.86**
Accounting Changes and Error Corrections		0.00	0.00
ENDING TOTAL FUND BALANCE	**41,220.00**	**602,633.52**	**561,413.52**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Statement of Fiduciary Net Position** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **August 31, 2026**

	Custodial Funds	Private Purpose Trust
ASSETS:		
Imprest Cash	0.00	0.00
Cash On Hand	0.00	0.00
Cash On Deposit with Cty Treas	0.00	0.00
Minus Warrants Outstanding	0.00	0.00
Due From Other Governmental Units	0.00	0.00
Accounts Receivable	0.00	0.00
Accrued Interest Receivable	0.00	0.00
Investments	0.00	0.00
Investments/Cash With Trustee	0.00	0.00
Other Assets	0.00	0.00
Capital Assets, Land	0.00	0.00
Capital Assets, Buildings	0.00	0.00
Capital Assets, Equipment	0.00	0.00
Accum Depreciation, Buildings	0.00	0.00
Accum Depreciation, Equipment	0.00	0.00
TOTAL ASSETS	**0.00**	**0.00**
LIABILITIES:		
Accounts Payable	0.00	0.00
Due To Other Governmental Units	0.00	0.00
TOTAL LIABILITIES	**0.00**	**0.00**
NET POSITION:		
Restricted for:		
Restricted For Intact Trust Principal	0.00	0.00
Restricted for Individuals, Organizations, and Other Governments - CF	0.00	
Restricted for Individuals, Organizations, and Other Governments - PPT		0.00
Restricted For Other Purposes	0.00	0.00
TOTAL NET POSITION	**0.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Statement of Changes in Fiduciary Net Position** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	Custodial Funds	Private Purpose Trust
ADDITIONS:		
Contributions:		
Private Donations	0.00	0.00
Other	0.00	0.00
TOTAL CONTRIBUTIONS	**0.00**	**0.00**
Investment Earnings:		
Net Investment Increase (Decrease) in Fair Value of Investments	0.00	0.00
Interest and Dividends	0.00	0.00
Less Investment Expenses	0.00	0.00
Net Investment Earnings	0.00	0.00
Other Additions:		
Rent or Lease Revenue	0.00	0.00
TOTAL ADDITIONS	**0.00**	**0.00**
DEDUCTIONS:		
Benefits		0.00
Refund of Contributions	0.00	0.00
Administrative Expenses	0.00	0.00
Scholarships	0.00	0.00
Other	0.00	0.00
TOTAL DEDUCTIONS	**0.00**	**0.00**
Net Increase (Decrease)	0.00	0.00
Net Position - Beginning Balance	0.00	0.00
Accounting Changes and Error Corrections	0.00	0.00
NET POSITION--ENDING	**0.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Schedule of Long-Term Liabilities** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Description	Beginning Outstanding Debt September 1, 2025	Amount Issued / Increased	Amount Redeemed / Decreased	Ending Outstanding Debt August 31, 2026	Amount Due Within One Year
Voted Debt					
Voted Bonds	41,585,000.00	0.00	2,160,000.00	39,425,000.00	2,290,000.00
LOCAL Program Proceeds Issued in Lieu of Bonds	0.00	0.00	0.00	0.00	0.00
Non-Voted Debt and Liabilities					
Non-Voted Bonds	2,085,000.00	0.00	270,000.00	1,815,000.00	280,000.00
LOCAL Program Proceeds	0.00	0.00	0.00	0.00	0.00
Leases	57,233.50	0.00	24,415.89	32,817.61	24,584.69
Contracts Payable	0.00	0.00	0.00	0.00	0.00
Claims & Judgements	0.00	0.00	0.00	0.00	0.00
Compensated Absences	5,689,179.00	0.00	415,589.00	5,273,590.00	1,967,234.00
Long-Term Notes	0.00	0.00	0.00	0.00	0.00
Anticipation Notes Payable	0.00	0.00	0.00	0.00	0.00
Lines of Credit	0.00	0.00	0.00	0.00	0.00
Other Non-Voted Debt	0.00	0.00	0.00	0.00	0.00
Other Liabilities					
Non-Voted Notes Not Recorded as Debt	0.00	0.00	0.00	0.00	0.00
Net Pension Liabilities:					
Net Pension Liabilities TRS 1	1,689,527.00	0.00	1,276,617.00	412,910.00	
Net Pension Liabilities TRS 2/3	0.00	0.00	0.00	0.00	
Net Pension Liabilities SERS 2/3	0.00	0.00	0.00	0.00	
Net Pension Liabilities PERS 1	369,430.00	0.00	233,939.00	135,491.00	
Total Long-Term Liabilities	**51,475,369.50**	**0.00**	**4,380,560.89**	**47,094,808.61**	**4,561,818.69**

Other postemployment benefits other than pensions (OPEB) liabilities are not presented in the Schedule of Long Term Liabilities.

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Report of Revenues and Other Financing Sources** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	General Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
LOCAL TAXES				
1100 Local Property Tax	1,669,938.30	3,190,045.66	0.00	0.00
1300 Sale of Tax Title Property	0.00	0.00	0.00	0.00
1400 Local in Lieu of Taxes	50.88	39.76	0.00	0.00
1500 Timber Excise Tax	26,088.63	38,666.84	0.00	0.00
1600 County-Administered Forests	0.00	0.00	0.00	0.00
1900 Other Local Taxes	0.00	0.00	0.00	0.00
1000 TOTAL LOCAL TAXES	**1,696,077.81**	**3,228,752.26**	**0.00**	**0.00**
LOCAL SUPPORT NONTAX				
2100 Tuition and Fees, Unassigned	6,919.01			
2122 Special Ed. - Infants and Toddlers - Tuition and Fees	0.00			
2131 Secondary Vocational Education - Tuition	6,973.00			
2145 Skill Center Tuitions and Fees	0.00			
2171 Traffic Safety Education Fees	0.00			
2173 Summer School Tuitions and Fees	0.00			
2186 Community School Tuitions and Fees	0.00			
2188 Early Learning Tuitions and Fees	0.00			
2200 Sales of Goods, Supplies and Services, Unassigned	70,897.84		0.00	0.00
2231 Secondary Voc. Ed., Sales of Goods, Supplies and Services	1,841.00			
2245 Skill Center, Sales of Goods, Supplies and Services	0.00			
2288 Early Learning Sales of Goods, Supplies, and Services	0.00			
2289 Other Community Services? Sales of Goods, Supplies, and Services	0.00			
2298 School Food Services--Sales of Goods, Supplies, and Services	4,996.20			
2300 Investment Earnings	54,756.91	69,749.96	3,557.21	11,926.97
2400 Interfund Loan Interest Earnings	0.00		0.00	
2450 Other Interest Earnings	0.00	0.00	0.00	0.00
2500 Gifts and Donations	18,863.48		0.00	0.00

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Report of Revenues and Other Financing Sources** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	General Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
LOCAL SUPPORT NONTAX				
2600 Fines and Damages	4,798.74		0.00	0.00
2700 Rentals and Leases	20,131.50	0.00	0.00	0.00
2800 Judgements and Settlements	2,615.02		0.00	0.00
2900 Local Support Nontax, Unassigned	22,238.81	0.00	0.00	0.00
2998 Local School Food Service (only for non NSLP LEA)	0.00			
2000 TOTAL LOCAL SUPPORT NONTAX	**215,031.51**	**69,749.96**	**3,557.21**	**11,926.97**
STATE, GENERAL PURPOSE				
3100 Apportionment	24,174,161.33			
3121 Special Education - General Apportionment	684,152.02			
3300 Local Effort Assistance	0.00			
3600 State Forests	2,077.44	19,739.19	13.49	0.00
3900 Other State General Purpose, Unassigned	0.00	0.00	0.00	
3000 TOTAL STATE, GENERAL PURPOSE	**24,860,390.79**	**19,739.19**	**13.49**	**0.00**
STATE, SPECIAL PURPOSE				
4100 Special Purpose, Unassigned	17,568.00		280,213.97	0.00
4109 Special Purpose - Transition to Kindergarten	402,862.77			
4121 Special Education	4,441,644.92			
4122 Special Education - Infants and Toddlers - State	0.00			
4126 State Institutions, Special Education	0.00			
4130 State Funding Assistance-Paid Direct to District			0.00	
4139 Career Launch	0.00			
4155 Learning Assistance	1,557,961.38			
4156 State Institutions, Centers and Homes, Delinquent	0.00			
4158 Special and Pilot Programs	107,189.60			
4159 Juveniles in Adult Jails	0.00	0.00		

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Report of Revenues and Other Financing Sources** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	General Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
STATE, SPECIAL PURPOSE				
4165 Transitional Bilingual	718,049.04			
4174 Highly Capable	77,636.03			
4188 Early Learning	0.00			
4198 School Food Service	585,721.30			
4199 Transportation - Operations	2,680,174.44			
4230 State Funding Assistance-Paid Direct to Contractor			0.00	
4300 Other State Agencies, Unassigned	0.00		0.00	0.00
4321 Special Education - Other State Agencies	22,234.90			
4322 Special Education - Infants and Toddlers - State	0.00			
4326 State Institutions - Special Education - Other State Agencies	0.00			
4330 State Funding Assistance-Other			0.00	
4356 State Institutions, Centers and Homes, Delinquent - Other State Agencies	0.00			
4358 Special and Pilot Programs - Other State Agencies	0.00			
4365 Transitional Bilingual - Other State Agencies	0.00			
4388 Early Learning - Other State Agencies	0.00			
4398 School Food Service - Other State Agencies	0.00			
4399 Transportation Operations - Other State Agencies	0.00			
4499 Transportation Reimbursement - Depreciation				276,443.03
4000 TOTAL STATE, SPECIAL PURPOSE	**10,611,042.38**		280,213.97	276,443.03
FEDERAL, GENERAL PURPOSE				
5200 General Purpose Direct Federal Grants, Unassigned	0.00	0.00	0.00	0.00
5300 Impact Aid, Maintenance and Operation	123,157.92	0.00	0.00	0.00
5329 Impact Aid, Special Education Funding	2,011.00			
5400 Federal in Lieu of Taxes	0.00	0.00	0.00	0.00
5500 Federal Forests	76,055.31	0.00	0.00	

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Report of Revenues and Other Financing Sources** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	General Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
FEDERAL, GENERAL PURPOSE				
5600 Qualified Bond Interest Credit	0.00	0.00	0.00	0.00
5700 Qualified Energy Investment Tax Credit	0.00	0.00	0.00	0.00
5000 TOTAL FEDERAL, GENERAL PURPOSE	**201,224.23**	**0.00**	**0.00**	**0.00**
FEDERAL, SPECIAL PURPOSE				
6100 Special Purpose, OSPI, Unassigned	4,276.74			0.00
6109 Special Purpose - Transition to Kindergarten	0.00			
6111 Federal Special Purpose-SLRF	0.00		0.00	
6112 Federal Special Purpose-ESSER II	0.00		0.00	
6113 Federal Special Purpose-ESSER III	0.00		0.00	
6114 Federal Special Purpose-ESSER III (Learning Loss)	0.00		0.00	
6118 Federal Special Purpose-Reserved (N/A)	0.00		0.00	
6119 Federal Special Purpose-CARES Act Other	0.00		0.00	
6121 Special Education, Medicaid Reimbursement	0.00			
6122 Special Education - Infants and Toddlers - Medicaid Reimbursements	0.00			
6123 Special Education - ARP, IDEA, Federal	0.00			
6124 Special Education, Supplemental	545,546.40			
6125 Special Education - Infants and Toddlers - Federal	0.00			
6138 Secondary Vocational Education	48,423.41			
6140 Impact Aid-Construction			0.00	
6146 Skill Center	0.00			
6151 ESEA Disadvantaged, Fed	794,737.89			
6152 Other Title, ESEA Fed	149,320.28			
6153 ESEA Migrant, Federal	0.00			
6154 Reading First, Federal	0.00			
6157 Institutions, Neglected and Delinquent	0.00			
6161 Head Start	0.00			

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REPORT F196 | North Mason School District No. 403 | RUN DATE: 11/13/2026

E.S.D. 114 | Report of Revenues and Other Financing Sources | RUN TIME: 8:09:58 AM

COUNTY: 23 Mason | For the Year Ended August 31, 2026

	General Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
FEDERAL, SPECIAL PURPOSE				
6162 Math and Science - Professional Development	0.00			
6164 Limited English Proficiency	59,534.00			
6167 Indian Education, JOM	0.00			
6168 Indian Education, ED	0.00			
6176 Targeted Assistance - ESSER I	0.00			
6178 Youth Training Programs	0.00			
6188 Early Learning	0.00			
6189 Other Community Services	0.00			
6198 School Food Services	1,232,441.30			
6199 Transportation - Operations	0.00			
6200 Direct Special Purpose Grants	19,200.00		0.00	0.00
6210 Federal E-Rate	0.00		0.00	
6211 Federal Special Purpose-SLRF	0.00		0.00	
6212 Federal Special Purpose-ESSER II	0.00		0.00	
6213 Federal Special Purpose-ESSER III	0.00		0.00	
6214 Federal Special Purpose-ESSER III (Learning Loss)	0.00		0.00	
6218 Federal Special Purpose-Reserved (N/A)	0.00		0.00	
6219 Federal Special Purpose-CARES Act Other	0.00		0.00	
6221 Special Education - Medicaid Reimbursement	0.00			
6222 Special Education - Infants and Toddlers - Medicaid Reimbursements	0.00			
6223 Special Education - ARP, IDEA, Federal	0.00			
6224 Special Education - Supplemental	0.00			
6225 Special Education - Infants and Toddlers - Federal	0.00			
6238 Secondary Vocational Education	0.00			
6240 Impact Aid			0.00	
6246 Skill Center	0.00			
6251 ESEA Disadvantaged, Fed	0.00			

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REPORT F196 | North Mason School District No. 403 | RUN DATE: 11/13/2026

E.S.D. 114 | Report of Revenues and Other Financing Sources | RUN TIME: 8:09:58 AM

COUNTY: 23 Mason | For the Year Ended August 31, 2026

	General Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
FEDERAL, SPECIAL PURPOSE				
6252 Other Title, ESEA Fed	0.00			
6253 ESEA Migrant, Federal	0.00			
6254 Reading First, Federal	0.00			
6257 Institutions, Neglected and Delinquent	0.00			
6261 Head Start	0.00			
6262 Math and Science - Professional Development	0.00			
6264 Limited English Proficiency	0.00			
6267 Indian Education - JOM	0.00			
6268 Indian Education - ED	0.00			
6276 Targeted Assistance – ESSER I	0.00			
6278 Youth Training, Direct Grants	0.00			
6288 Early Learning	0.00			
6289 Other Community Services	0.00			
6298 School Food Services	0.00			
6299 Transportation - Operations	0.00			
6300 Federal Grants Through Other Agencies, Unassigned	0.00		0.00	0.00
6311 Federal Special Purpose-SLRF	0.00		0.00	
6312 Federal Special Purpose-ESSER II	0.00		0.00	
6313 Federal Special Purpose-ESSER III	0.00		0.00	
6314 Federal Special Purpose-ESSER III (Learning Loss)	0.00		0.00	
6318 Federal Special Purpose-Reserved (N/A)	0.00		0.00	
6319 Federal Special Purpose-CARES ActOther	0.00		0.00	
6310 Medicaid Administrative Match	0.00			
6321 Special Education - Medicaid Reimbursement	22,234.92			
6322 Special Education - Infants and Toddlers - Medicaid Reimbursements	0.00			
6323 Special Education - ARP, IDEA, Federal	0.00			
6324 Special Education - Supplemental	0.00			

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Report of Revenues and Other Financing Sources** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	General Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
FEDERAL, SPECIAL PURPOSE				
6325 Special Education - Infants and Toddlers - Federal	0.00			
6338 Secondary Vocational Education	0.00			
6340 Impact Aid Construction			0.00	
6346 Skill Center	0.00			
6351 ESEA Disadvantaged, Fed	0.00			
6352 Other Title, ESEA Fed	0.00			
6353 ESEA Migrant, Federal	0.00			
6354 Reading First, Federal	0.00			
6357 Institutions, Neglected and Delinquent	0.00			
6361 Head Start	0.00			
6362 Math and Science - Professional Development	0.00			
6364 Limited English Proficiency	0.00			
6367 Indian Education - JOM	0.00			
6368 Indian Education - ED	0.00			
6376 Targeted Assistance - ESSER I	0.00		0.00	
6378 Youth Training	0.00			
6388 Early Learning	0.00			
6389 Other Community Services	0.00			
6398 School Food Services	0.00			
6399 Transportation - Operations	0.00			
6998 USDA Commodities	114,344.68			
6000 TOTAL FEDERAL, SPECIAL PURPOSE	**2,990,059.62**		0.00	0.00
REVENUES FROM OTHER SCHOOL DISTRICTS				
7100 Program Participation, Unassigned	0.00		0.00	
7121 Special Education	0.00			
7122 Special Education - Infants and Toddlers	0.00			

Powered by BoardOnTrack

REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Report of Revenues and Other Financing Sources** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	General Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
REVENUES FROM OTHER SCHOOL DISTRICTS				
7131 Vocational Education	0.00			
7145 Skill Center	0.00			
7147 Skill Center - Facility Upgrades	0.00			
7189 Other Community Services	0.00			
7197 Support Services	0.00			
7198 School Food Services	0.00			
7199 Transportation	0.00			
7301 Nonhigh Participation	49,044.10		0.00	0.00
7000 TOTAL REVENUES FROM OTHER SCHOOL DISTRICTS	**49,044.10**		0.00	0.00
REVENUES FROM OTHER ENTITIES				
8100 Governmental Entities	3,000.00		0.00	0.00
8101 Governmental Entities (GF local sub-fund)	0.00		0.00	0.00
8188 Early Learning	0.00			
8189 Community Services	0.00			
8198 School Food Services	0.00			
8199 Transportation	0.00			
8200 Private Foundations	23,300.00		0.00	0.00
8500 Nonfederal, ESD	0.00		0.00	0.00
8521 Educational Service Districts - Special Education	0.00			
8522 Educational Service Districts - Special Education - Infants and Toddlers	0.00			
8000 TOTAL REVENUES FROM OTHER ENTITIES	**26,300.00**		0.00	0.00
OTHER FINANCING SOURCES				
9100 Sale of Bonds	0.00	0.00	0.00	0.00
9200 Sale of Real Property	0.00	0.00	0.00	

Powered by BoardOnTrack

REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Report of Revenues and Other Financing Sources** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

	General Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
OTHER FINANCING SOURCES				
9300 Sale of Equipment	0.00			2,563.83
9400 Insurance Recoveries	0.00		0.00	0.00
9500 Long-Term Financing	0.00		0.00	0.00
9600 Sale of Refunding Bonds		0.00		
9900 Transfers - Redirection of Apportionment	57,001.18	334,712.50	0.00	0.00
9901 Transfers - Other Resources	0.00	0.00	0.00	0.00
9902 Transfers - Technology and Maintenance	0.00			
9000 TOTAL OTHER FINANCING SOURCES	**57,001.18**	**334,712.50**	**0.00**	**2,563.83**
TOTAL REVENUES AND OTHER FINANCING SOURCES	**40,706,171.62**	**3,652,953.91**	**283,784.67**	**290,933.83**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Program/Activity/Object Report** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

PROGRAM EXPENDITURE SUMMARY

NO.	PROGRAM TITLE	AMOUNT
01	Basic Education	17,908,902.01
02	ALE	1,139,082.06
03	Basic Education - Dropout Reengagement	0.00
09	Transition to Kindergarten	379,076.62
11	SLRF	0.00
12	ESSER II	0.00
13	ESSER III	0.00
14	ESSER III (Learning Loss)	0.00
18	RSVD N/A	0.00
19	Cares Act - Other	0.00
21	Sp Ed, Sup, St	5,396,033.43
22	Sp Ed, Infants and Toddlers, State	0.00
23	Sp Ed, Sup, IDEA, Fed	0.00
24	Sp Ed, Sup, Fed	508,748.95
25	Sp Ed, Infants and Toddlers, Federal	0.00
26	Sp Ed, Inst, St	0.00
29	Sp Ed, Oth, Fed	0.00
31	Voc, Basic, St	2,194,875.37
34	MidSchCar/Tec	741,549.16
38	Voc, Fed	46,245.29
39	Voc, Other	0.00
45	Skil Cnt, Bas, St	0.00
46	Skill Cntr, Fed	0.00
47	Skil Cnt, Fac Upgrade	0.00
51	ESEA Disadvantaged, Fed	761,654.84
52	Other Title, ESEA, Fed	140,487.44
53	ESEA Migrant, Federal	0.00
54	Read First, Fed	0.00

ACTIVITY EXPENDITURE SUMMARY

NO.	ACTIVITY TITLE	AMOUNT
11	Bd of Dir	320,478.36
12	Supt Off	598,200.17
13	Busns Off	717,915.57
14	HR	446,851.29
15	Pblc Rltn	0.00
21	Supv Inst	1,109,820.39
22	Lrn Resrc	150,000.08
23	Princ Off	2,375,641.14
24	Guid/Coun	1,354,412.46
25	Pupil Mngmt	186,615.74
26	Health	1,723,298.36
27	Teaching	22,665,782.00
28	Extracur	612,812.15
29	Pmt to SD	439,672.72
31	InstProDev	213,643.34
32	Inst Tech	362,220.41
33	Curriculum	132,218.95
34	Pro Learn	304,677.06
35	Pupil Safety	137,024.45
41	Supervisn	146,273.26
42	Food	882,385.30
44	Operation	765,052.65
49	Transfers	-568.15
51	Supervisn	292,261.37
52	Operation	1,997,807.43
53	Maintnce	362,269.79
56	Insurance	80,916.05
58	Rem. Learn OP.	0.00

OBJECT EXPENDITURE SUMMARY

NO.	OBJECT TITLE	AMOUNT
0	Debit Transfer	162,761.93
1	Credit Transfer	-162,761.93
2	Cert. Salaries	18,191,675.68
3	Class. Salaries	7,353,525.56
4	Employee Benefits	8,871,786.41
5	Supplies / Materials	2,470,404.29
7	Purchased Services	5,252,611.51
8	Travel	64,321.30
9	Capital Outlay	0.00
	TOTAL ALL OBJECTS	42,204,324.75

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Program/Activity/Object Report** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

PROGRAM EXPENDITURE SUMMARY

NO.	PROGRAM TITLE	AMOUNT
55	LAP	1,528,996.47
56	St In, Ctr/Hm, D	0.00
57	St In, N/D, Fed	0.00
58	Sp/Plt Pgm, St	125,714.45
59	Inst. JAJ	0.00
61	Head Start, Fed	0.00
62	MS, Pro Dv, Fed	0.00
64	LEP, Fed	108,625.04
65	Tran Biling, St	750,290.47
67	Ind Ed, Fd, JOM	0.00
68	Ind Ed, Fd, ED	0.00
69	Comp, Othr	0.00
71	Traffic Safety	0.00
73	Summer School	0.00
74	Highly Capable	72,692.09
76	Target Asst, Fed	0.00
78	Yth Trg Pm, Fed	0.00
79	Inst Pgm, Othr	0.00
81	Public Radio/TV	0.00
86	Comm Schools	0.00
88	Early Learning	0.00
89	Othr Comm Srv	128.74
97	Distwide Suppt	6,007,237.42
98	Schl Food Serv	1,793,143.06
99	Pupil Transp	2,600,841.84
	TOTAL ALL PROGRAMS	42,204,324.75

ACTIVITY EXPENDITURE SUMMARY

NO.	ACTIVITY TITLE	AMOUNT
59	Transfers	-137,460.11
61	Supv Bldg	128,694.05
62	Grnd Mnt	126,703.14
63	Oper Bldg	1,022,282.26
64	Maintnce	659,110.85
65	Utilities	484,117.04
66	E-Rate - Federal	0.00
67	Bldg Secu	0.00
68	Insurance	733,118.27
69	Dep SubFund FacMaint	0.00
72	Info Sys	768,115.74
73	Printing	0.00
74	Warehouse	40,140.79
75	Mtr Pool	0.00
83	Interest	2,138.18
84	Principal	24,415.87
85	Debt Expn	-24,733.67
91	Publ Actv	0.00
	TOTAL ALL ACTIVITIES	42,204,324.75

OBJECT EXPENDITURE SUMMARY

NO.	OBJECT TITLE	AMOUNT

Powered by BoardOnTrack

REPORT F196 | North Mason School District No. 403 | RUN DATE: 11/13/2026

E.S.D. 114 | NCES Object Expenditure Summary | RUN TIME: 8:09:58 AM

COUNTY: 23 Mason | For the Year Ended August 31, 2026

	Certificated Salaries	Amount
2110	Salaries of Regular Employee	16,509,818.34
2120	Salaries of Temporary EEs & Subs	471,906.70
2130	Non contracted Salaries	141,651.76
2140	Sabbatical Leave	25.85
2150	Supplemental Contracts	859,891.15
2160	Other Salaries	143,453.08
2170	Other Salaries NBCT	64,928.80

	Classified Salaries	Amount
3110	Salaries of Regular Employee	6,436,901.28
3120	Salaries of Temporary EEs & Subs	347,850.85
3130	Extra Time	250,859.95
3140	Sabbatical Leave	0.00
3150	Supplemental Contracts	256,709.99
3160	Other Salaries	61,203.49

	Employee Bene & P/R Taxes	Amount
4212	Group Insurance-Certificate	0.00
4213	Group Insurance-Classified	2,903.16
4222	Federally Mandated Insurance-Certificate	1,356,354.80
4223	Federally Mandated Insurance-Classified	534,571.70
4232	Retirement Contribution - Certificated	1,355,879.96
4233	Retirement Contribution - Classified	474,773.54
4242	On-Behalf Payments - Certificate	0.00
4243	On-Behalf Payments - Classified	0.00
4252	Tuition Reimbursement - Certificated	0.00
4253	Tuition Reimbursement - Classified	0.00
4262	Unemployment Compensation - Certificated	26,723.95
4263	Unemployment Compensation - Classified	14,149.37

Powered by BoardOnTrack

REPORT F196 | North Mason School District No. 403 | RUN DATE: 11/13/2026

E.S.D. 114 | NCES Object Expenditure Summary | RUN TIME: 8:09:58 AM

COUNTY: 23 Mason | For the Year Ended August 31, 2026

	Employee Bene & P/R Taxes	Amount
4272	Worker's Compensation - Certificated	103,879.16
4273	Worker's Compensation - Classified	187,208.97
4282	Health Benefits - Certificated	2,470,531.54
4283	Health Benefits - Classified	2,264,554.16
4292	Other Employee Benefits - Certificated	57,996.25
4293	Other Employee Benefits - Classified	22,259.85

	Supplies, Non-Capital	Amount
5610	General Supplies	898,423.42
5622	Motor Vehicle Fuel - Electricity	0.00
5626	Motor Vehicle Fuel	288,504.38
5630	Food	882,385.30
5640	Books and Periodicals	102,602.46
5650	Supplies - Technology Related	298,488.73

	Purchased Services	Amount
7310	Office and Administrative Services	42,020.00
7311	Election Fees	127,427.53
7320	Professional Educational Services	144,565.80
7321	Contracted Teachers	0.00
7322	Contracted Educational Staff Associates	0.00
7330	Employee Training and Development Services	55,715.93
7340	Other Professional Purchased Services	1,298,174.01
7341	Legal Services for District support	82,133.50
7342	Audit Services	54,354.60
7343	Other Legal Services	0.00
7350	Technical Services	184,042.07
7351	Data Processing and Coding Services	0.00
7352	Other Technical Services	129,720.82

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REPORT F196 | North Mason School District No. 403 | RUN DATE: 11/13/2026

E.S.D. 114 | NCES Object Expenditure Summary | RUN TIME: 8:09:58 AM

COUNTY: 23 Mason | For the Year Ended August 31, 2026

	Purchased Services	Amount
7410	Utility Services	15,240.70
7420	Cleaning Services	62,724.14
7431	Non-Technology-Related Repair and Maintenance	198,107.60
7432	Technology-Related Repair and Maintenance	5,986.52
7441	Rentals of Land and Buildings	0.00
7442	Rentals of Equipment and Vehicles	10,968.04
7443	Rentals of Computers and Related Equipment	0.00
7450	Contractor Services (renovating, remodeling)	0.00
7490	Other Purchased Property Services	0.00
7511	Student Trans Purchased from Another School District or ESD	26,605.29
7512	Student Transportation Purchased from another LEA or SEA Out of State	0.00
7519	Student Transportation Svcs purchased from another source	6,969.89
7520	Insurance (Other Than Employee Benefits) (Property, Liability, Vehicle, etc.)	814,034.32
7530	Communications	121,402.00
7540	Advertising	4,381.56
7550	Printing and Binding	17,945.08
7565	Tuition Paid to Postsecondary Schools (Dual Credit)	700,306.46
7569	Tuition - Other	439,672.72
7570	Food Service Management (FSMC)	0.00
7580	Travel - Registration and Entrance	123,300.12
7591	Services Purchased from another School District or ESD Within the State	128,220.79
7592	Services Purchased from another School District or ESD Outside the State	0.00
7621	Natural Gas	98,312.91
7622	Electricity	281,478.20
7623	Bottled Gas	897.59
7624	Oil	0.00
7625	Coal	0.00
7629	Other Energy	0.00
7810	Dues and Fees	38,549.27

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REPORT F196 | North Mason School District No. 403 | RUN DATE: 11/13/2026

E.S.D. 114 | NCES Object Expenditure Summary | RUN TIME: 8:09:58 AM

COUNTY: 23 Mason | For the Year Ended August 31, 2026

	Purchased Services	Amount
7820	Settlements and Judgements Against the School District	12,800.00
7831	Redemption of Principal	24,415.87
7832	Interest on Long-Term Debt	317.80
7833	Bond Issuance and Other Debt-Related Costs	0.00
7835	Interest on Short-Term Debt	1,820.38
7950	Special Items	0.00
7960	Extraordinary Items	0.00

	Travel	Amount
8580	Travel, Meals and Lodging	64,321.30

	Capital Outlay	Amount
9710	Land and Improvements	0.00
9720	Buildings	0.00
9731	Machinery	0.00
9732	Vehicles	0.00
9733	Furniture and Fixtures	0.00
9734	Technology-Related Hardware	0.00
9735	Technology-Related Software	0.00
9739	Other Equipment	0.00
9950	Special Items - Capital Outlay	0.00
9960	Extraordinary Items - Capital Outlay	0.00

TOTAL ALL NCES OBJECT OF EXPENDITURE 42,204,324.75

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **District Expenditure Summary by Location** | **RUN TIME: 8:09:58 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Instructional Location	Amount
Belfair Elementary	5,710,561.83
Hawkins Middle School	4,627,284.97
James A. Taylor High School	1,033,724.69
Mary E. Theler Early Learning Center	0.00
North Mason Homelink Program	0.00
North Mason Senior High School	6,763,845.79
Sand Hill Elementary	6,662,608.38
TOTAL INSTRUCTIONAL LOCATIONS	24,798,025.66
TOTAL NON-INSTRUCTIONAL LOCATIONS	17,406,299.09
TOTAL DISTRICT EXPENDITURES	**42,204,324.75**

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SUPPLEMENTAL REPORTS AND SCHEDULES

Program Matrix

Data Requirements for Supplemental Reports

Data Requirements for End of Year Reporting to Apportionment and State Recovery Rate

Data Requirements for Calculating Federal Indirect Cost Rate Including Fixed With Carry-Forward Distorting Items

Data Requirements for Calculating Federal Indirect Cost Rate Including Fixed With Carry-Forward Indirect Expenditures

Schedule for Determining School District Federal Restricted and Unrestricted Indirect Cost Rate Including Fixed With Carry-Forward Calculation

Resource to Program Expenditure Report

Preliminary Special Education Maintenance of Effort

Preliminary Federal Cross-Cutting Maintenance of Effort

Preliminary Vocational Education Maintenance of Effort

Edit/Error Report

REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 01 - Basic Education** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	462,955.30	0.00		372,506.06	0.00	90,449.24	0.00	0.00	0.00	0.00
22 Lrn Resrc	150,000.08	0.00		0.00	96,211.69	53,575.47	121.49	0.00	91.43	0.00
23 Princ Off	2,058,864.73	0.00		1,111,364.40	448,846.10	498,414.42	239.81	0.00	0.00	0.00
24 Guid/Coun	686,035.25	0.00		441,723.10	77,367.75	163,479.80	0.00	3,464.60	0.00	0.00
25 Pupil Mngmt	137,842.26	0.00		0.00	68,800.35	58,828.66	290.07	9,923.18	0.00	0.00
26 Health	302,746.37	0.00		0.00	22,080.63	15,442.81	1,319.66	263,903.27	0.00	0.00
27 Teaching	12,836,165.43	25,060.34		8,806,885.14	264,450.85	2,834,154.79	137,414.45	767,987.10	212.76	0.00
28 Extracur	610,327.99	59,445.65		67,986.50	385,130.16	81,891.18	14,532.71	1,341.79	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	47,803.57	0.00		174.71	0.00	0.00	34,753.63	11,221.03	1,654.20	0.00
32 Inst Tech	216,342.16	0.00			0.00	0.00	96,101.11	119,551.94	689.11	0.00
33 Curriculum	76,425.89	0.00		0.00	0.00	0.00	71,860.39	4,565.50	0.00	0.00
34 Pro Learn	218,060.74	0.00		166,698.21		51,362.53	0.00	0.00	0.00	0.00
35 Pupil Safety	105,332.24	0.00		0.00	67,911.15	37,362.04	0.00	0.00	59.05	0.00
01 Total	**17,908,902.01**	**84,505.99**		**10,967,338.12**	**1,430,798.68**	**3,884,960.94**	**356,633.32**	**1,181,958.41**	**2,706.55**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 02 - Alternative Learning Experience** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
23 Princ Off	144,670.64	0.00		52,641.80	54,112.80	37,916.04	0.00	0.00	0.00	0.00
24 Guid/Coun	97,790.08	0.00		70,341.35	0.00	27,174.08	0.00	274.65	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 Health	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
27 Teaching	880,887.60	2,498.75		639,791.75	20,506.87	183,125.73	12,799.30	22,165.20	0.00	0.00
28 Extracur	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	94.68	0.00		0.00	0.00	0.00	0.00	0.00	94.68	0.00
32 Inst Tech	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
33 Curriculum	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
34 Pro Learn	15,639.06	0.00		11,979.44		3,659.62	0.00	0.00	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
02 Total	**1,139,082.06**	**2,498.75**		**774,754.34**	**74,619.67**	**251,875.47**	**12,799.30**	**22,439.85**	**94.68**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 09 - Transition to Kindergarten** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
23 Princ Off	13,361.97	0.00		0.00	8,473.31	4,888.66	0.00	0.00	0.00	0.00
24 Guid/Coun	9,186.01	0.00		7,215.89	0.00	1,970.12	0.00	0.00	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 Health	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
27 Teaching	350,495.25	0.00		184,102.80	61,929.05	102,876.16	1,587.24	0.00	0.00	0.00
28 Extracur	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	1,638.00	0.00		0.00	0.00	0.00	0.00	1,638.00	0.00	0.00
32 Inst Tech	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
33 Curriculum	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
34 Pro Learn	4,395.39	0.00		3,293.15		1,102.24	0.00	0.00	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
62 Grnd Mnt	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
63 Oper Bldg	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
64 Maintnce	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
65 Utilities	0.00	0.00					0.00	0.00	0.00	0.00
67 Bldg Secu	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
09 Total	**379,076.62**	**0.00**		**194,611.84**	**70,402.36**	**110,837.18**	**1,587.24**	**1,638.00**	**0.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 21 - Special Education, Supplemental, State** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	324,936.91	0.00		197,200.70	55,372.80	72,363.41	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
23 Princ Off	88,645.13	0.00		0.00	60,597.51	28,047.62	0.00	0.00	0.00	0.00
24 Guid/Coun	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
25 Pupil Mngmt	43,726.17	0.00		0.00	37,538.44	6,187.73	0.00	0.00	0.00	0.00
26 Health	1,297,074.19	0.00		140,102.86	45,404.73	64,039.56	5,401.12	1,042,125.92	0.00	0.00
27 Teaching	3,164,002.08	1,391.77		1,175,973.22	977,205.15	995,207.67	13,989.79	234.48	0.00	0.00
28 Extracur	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
29 Pmt to SD	439,672.72							439,672.72		
31 InstProDev	4,544.75	0.00		0.00	200.02	30.86	58.87	4,255.00	0.00	0.00
32 Inst Tech	2,627.77	0.00			0.00	0.00	2,627.77	0.00	0.00	0.00
33 Curriculum	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
34 Pro Learn	30,803.71	0.00		22,529.40		8,274.31	0.00	0.00	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 Total	**5,396,033.43**	**1,391.77**		**1,535,806.18**	**1,176,318.65**	**1,174,151.16**	**22,077.55**	**1,486,288.12**	**0.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 24 - Special Education, Supplemental, Federal** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	51,781.72	0.00		41,563.90	0.00	10,217.82	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
24 Guid/Coun	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 Health	123,477.80	0.00		93,343.89	0.00	30,133.91	0.00	0.00	0.00	0.00
27 Teaching	333,489.43	0.00		256,613.84	7,772.47	69,103.12	0.00	0.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
32 Inst Tech	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
33 Curriculum	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
24 Total	**508,748.95**	**0.00**		**391,521.63**	**7,772.47**	**109,454.85**	**0.00**	**0.00**	**0.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 31 - Vocational, Basic, State** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	169,850.60	0.00		86,172.24	43,886.40	39,791.96	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
23 Princ Off	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
24 Guid/Coun	227,554.34	0.00		153,900.89	17,458.11	56,195.34	0.00	0.00	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 Health	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
27 Teaching	1,669,371.48	41,589.56		978,287.18	27,220.38	328,810.39	272,133.81	18,996.38	2,333.78	0.00
28 Extracur	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	43,519.03	0.00		2,705.70	0.00	433.92	0.00	19,925.15	20,454.26	0.00
32 Inst Tech	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
33 Curriculum	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
34 Pro Learn	22,740.63	0.00		16,909.54		5,831.09	0.00	0.00	0.00	0.00
35 Pupil Safety	21,657.54	0.00		0.00	14,009.74	7,647.80	0.00	0.00	0.00	0.00
63 Oper Bldg	0.00				0.00	0.00	0.00	0.00	0.00	0.00
65 Utilities	40,181.75							40,181.75		
31 Total	**2,194,875.37**	**41,589.56**		**1,237,975.55**	**102,574.63**	**438,710.50**	**272,133.81**	**79,103.28**	**22,788.04**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 34 - Middle School Career and Technical Education, State** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	83,990.21	0.00		30,586.95	32,263.86	21,139.40	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
23 Princ Off	70,098.67	0.00		55,683.26	0.00	14,415.41	0.00	0.00	0.00	0.00
24 Guid/Coun	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 Health	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
27 Teaching	494,664.40	0.00		360,024.15	0.00	113,593.42	12,310.83	8,736.00	0.00	0.00
28 Extracur	2,484.16	0.00		1,889.00	0.00	595.16	0.00	0.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	4,511.36	0.00		233.25	0.00	72.11	0.00	4,206.00	0.00	0.00
32 Inst Tech	68,794.33	0.00			0.00	0.00	68,794.33	0.00	0.00	0.00
33 Curriculum	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
34 Pro Learn	6,971.36	0.00		5,261.23		1,710.13	0.00	0.00	0.00	0.00
35 Pupil Safety	10,034.67	0.00		0.00	6,411.35	3,623.32	0.00	0.00	0.00	0.00
63 Oper Bldg	0.00				0.00	0.00	0.00	0.00	0.00	0.00
65 Utilities	0.00							0.00		
34 Total	**741,549.16**	**0.00**		**453,677.84**	**38,675.21**	**155,148.95**	**81,105.16**	**12,942.00**	**0.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 38 - Vocational, Federal** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
24 Guid/Coun	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
27 Teaching	31,821.90	3,203.15		0.00	0.00	0.00	0.00	21,877.75	6,741.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
32 Inst Tech	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
33 Curriculum	14,423.39	0.00		0.00	0.00	0.00	0.00	14,423.39	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
63 Oper Bldg	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
38 Total	**46,245.29**	**3,203.15**		**0.00**	**0.00**	**0.00**	**0.00**	**36,301.14**	**6,741.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 51 - Disadvantaged (formerly Remediation) ESEA Disadvantaged, Federal** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
15 Pblc Rltn	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 Supv Inst	14,655.37	0.00		11,765.67	0.00	2,889.70	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
24 Guid/Coun	121,823.98	0.00		84,852.91	13,187.47	23,783.60	0.00	0.00	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 Health	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
27 Teaching	557,778.34	0.00		431,436.71	0.00	126,341.63	0.00	0.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
32 Inst Tech	67,397.15	0.00			0.00	0.00	67,397.15	0.00	0.00	0.00
33 Curriculum	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
63 Oper Bldg	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
64 Maintnce	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
65 Utilities	0.00	0.00					0.00	0.00		0.00
51 Total	**761,654.84**	**0.00**		**528,055.29**	**13,187.47**	**153,014.93**	**67,397.15**	**0.00**	**0.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 52 - Other Title Grants Under ESEA - Federal** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
15 Pblc Rltn	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 Supv Inst	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
23 Princ Off	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
24 Guid/Coun	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 Health	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
27 Teaching	26,652.43	0.00		20,738.65	0.00	5,913.78	0.00	0.00	0.00	0.00
28 Extracur	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	79,562.76	326.86		800.12	0.00	79.02	0.00	72,210.98	6,145.78	0.00
32 Inst Tech	7,059.00	0.00			0.00	0.00	7,059.00	0.00	0.00	0.00
33 Curriculum	27,213.25	0.00		0.00	0.00	0.00	16,473.13	10,740.12	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
63 Oper Bldg	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
64 Maintnce	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
65 Utilities	0.00	0.00					0.00	0.00		0.00
91 Publ Actv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
52 Total	**140,487.44**	**326.86**	**0.00**	**21,538.77**	**0.00**	**5,992.80**	**23,532.13**	**82,951.10**	**6,145.78**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 55 - Learning Assistance Program (LAP), State** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	1,650.28	0.00		1,322.17	0.00	328.11	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
24 Guid/Coun	103,184.06	0.00		81,536.44	0.00	21,365.48	0.00	0.00	282.14	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 Health	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
27 Teaching	1,423,162.69	0.00		957,059.73	102,444.67	363,658.29	0.00	0.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
32 Inst Tech	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
33 Curriculum	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
34 Pro Learn	999.44	0.00		767.15		232.29	0.00	0.00	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
55 Total	**1,528,996.47**	**0.00**		**1,040,685.49**	**102,444.67**	**385,584.17**	**0.00**	**0.00**	**282.14**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 58 - Special and Pilot Programs, State** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
23 Princ Off	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
24 Guid/Coun	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 Health	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
27 Teaching	93,871.47	0.00		77,385.93	0.00	13,315.18	3,170.36	0.00	0.00	0.00
28 Extracur	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	31,842.98	0.00		16,811.89	0.00	4,081.09	0.00	10,950.00	0.00	0.00
32 Inst Tech	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
33 Curriculum	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
58 Total	**125,714.45**	**0.00**		**94,197.82**	**0.00**	**17,396.27**	**3,170.36**	**10,950.00**	**0.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 64 - Limited English Proficiency, Federal** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
24 Guid/Coun	108,625.04	0.00		0.00	80,303.74	28,321.30	0.00	0.00	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 Health	0.00							0.00		
27 Teaching	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
32 Inst Tech	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
33 Curriculum	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
64 Total	**108,625.04**	**0.00**		**0.00**	**80,303.74**	**28,321.30**	**0.00**	**0.00**	**0.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 65 - Transitional Bilingual, State** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
24 Guid/Coun	213.70	0.00		0.00	0.00	0.00	213.70	0.00	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 Health	0.00							0.00		
27 Teaching	745,010.04	0.00		474,641.09	67,695.21	184,754.74	0.00	17,919.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
32 Inst Tech	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
33 Curriculum	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
34 Pro Learn	5,066.73	0.00		3,924.19		1,142.54	0.00	0.00	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
65 Total	**750,290.47**	**0.00**		**478,565.28**	**67,695.21**	**185,897.28**	**213.70**	**17,919.00**	**0.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 74 - Highly Capable** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
22 Lrn Resrc	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
24 Guid/Coun	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 Health	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
27 Teaching	58,409.46	0.00		36,597.71	0.00	10,452.19	0.00	11,359.56	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	126.21	0.00		0.00	0.00	0.00	31.21	95.00	0.00	0.00
32 Inst Tech	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
33 Curriculum	14,156.42	0.00		0.00	0.00	0.00	14,156.42	0.00	0.00	0.00
34 Pro Learn	0.00	0.00		0.00		0.00	0.00	0.00	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
74 Total	**72,692.09**	**0.00**		**36,597.71**	**0.00**	**10,452.19**	**14,187.63**	**11,454.56**	**0.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 89 - Other Community Services** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
21 Supv Inst	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
27 Teaching	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
28 Extracur	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
31 InstProDev	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
32 Inst Tech	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
33 Curriculum	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
42 Food	0.00	0.00					0.00	0.00		
44 Operation	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
63 Oper Bldg	128.74	0.00			106.68	22.06	0.00	0.00	0.00	0.00
65 Utilities	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
68 Insurance	0.00	0.00						0.00		
75 Mtr Pool	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
91 Publ Actv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
89 Total	**128.74**	**0.00**	**0.00**	**0.00**	**106.68**	**22.06**	**0.00**	**0.00**	**0.00**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 97 - District-wide Support** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
11 Bd of Dir	320,478.36	0.00			0.00	0.00	0.00	315,985.84	4,492.52	0.00
12 Supt Off	598,200.17	2,337.54		259,073.39	99,080.10	86,760.61	8,247.57	133,406.97	9,293.99	0.00
13 Busns Off	717,915.57	1,588.55		177,276.43	324,350.11	147,668.16	15,664.96	50,085.63	1,281.73	0.00
14 HR	446,851.29	0.00		0.00	329,791.61	93,577.12	0.00	23,034.54	448.02	0.00
15 Pblc Rltn	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
61 Supv Bldg	128,694.05	0.00		0.00	100,007.00	28,687.05	0.00	0.00	0.00	0.00
62 Grnd Mnt	126,703.14	0.00			80,201.17	36,948.17	4,057.55	5,496.25	0.00	0.00
63 Oper Bldg	1,022,153.52	0.00			608,414.91	296,191.10	116,788.40	94.05	665.06	0.00
64 Maintnce	659,110.85	20,321.09	0.00		287,135.71	121,911.73	55,007.02	172,362.39	2,372.91	0.00
65 Utilities	443,935.29	0.00	0.00		0.00	0.00	0.00	443,935.29	0.00	0.00
67 Bldg Secu	0.00	0.00			0.00	0.00	0.00	0.00	0.00	0.00
68 Insurance	733,118.27	0.00					0.00	733,118.27		0.00
69 Dep SubFund FacMaint	0.00	0.00			0.00	0.00	0.00	0.00		0.00
72 Info Sys	768,115.74	0.00	0.00	0.00	396,018.56	142,023.19	45,854.69	184,219.30	0.00	0.00
73 Printing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
74 Warehouse	40,140.79	0.00	0.00	0.00	27,794.72	12,346.07	0.00	0.00	0.00	0.00
75 Mtr Pool	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
83 Interest	2,138.18							2,138.18		0.00
84 Principal	24,415.87							24,415.87		0.00
85 Debt Expn	-24,733.67		-24,733.67					0.00		0.00
97 Total	**6,007,237.42**	**24,247.18**	**-24,733.67**	**436,349.82**	**2,252,793.89**	**966,113.20**	**245,620.19**	**2,088,292.58**	**18,554.23**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 98 - School Food Services** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
25 Pupil Mngmt	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
41 Supervisn	146,273.26	0.00		0.00	112,575.42	33,139.60	0.00	0.00	558.24	0.00
42 Food	882,385.30	0.00					882,385.30	0.00		
44 Operation	765,052.65	4,131.55			415,804.01	292,004.00	30,337.49	21,865.79	909.81	0.00
49 Transfers	-568.15		-568.15							
98 Total	**1,793,143.06**	**4,131.55**	**-568.15**	**0.00**	**528,379.43**	**325,143.60**	**912,722.79**	**21,865.79**	**1,468.05**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **PROGRAM 99 - Pupil Transportation** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **For the Year Ended August 31, 2026**

Activity	Total	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
25 Pupil Mngmt	5,047.31	0.00		0.00	2,546.92	1,675.39	0.00	825.00	0.00	0.00
29 Pmt to SD	0.00							0.00		
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00
51 Supervisn	292,261.37	0.00		0.00	221,116.04	65,868.99	4.44	513.60	4,758.30	0.00
52 Operation	1,997,807.43	867.12			1,025,665.09	540,534.89	313,704.77	116,253.03	782.53	0.00
53 Maintnce	362,269.79	0.00			158,124.75	60,630.29	143,514.75	0.00	0.00	0.00
56 Insurance	80,916.05							80,916.05		
58 Rem. Learn OP.	0.00	0.00			0.00	0.00	0.00	0.00		
59 Transfers	-137,460.11		-137,460.11							
99 Total	**2,600,841.84**	**867.12**	**-137,460.11**	**0.00**	**1,407,452.80**	**668,709.56**	**457,223.96**	**198,507.68**	**5,540.83**	**0.00**

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Data Requirements for Supplemental Reports** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **Fiscal Year 2025-2026**

Other Data Requirements and Certifications

A.	Enter the amount of revenue received this year of Growth Management Act impact fees imposed under the authority of RCW 82.02.050 through 82.02.090.	0.00
B.	Enter the amount of revenue received this year of State Environmental Policy Act mitigation fees imposed under the authority of RCW 43.21C.060.	0.00
C.	Under RCW 28A.400.205 the district must certify "that it has spent the funds provided for Inflationary Adjustment Index increases on salaries and salary-related benefits."	Yes
D.	Enter the total amount of Program 55 - Learning Assistance Program Regular Expenditures	1,028,859.78
E.	Enter the total amount of Program 55 - Learning Assistance-High Poverty Expenditures	500,136.69
F.	Enter the total amount of Program 55 - Learning Assistance Program Expenditures	1,528,996.47

REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Data Requirements for End of Year Reporting to Apportionment and State Recovery Rate** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **Fiscal Year 2025-2026**

1. Fire District Payment RCW 52.30.020		
Total expenditures paid to fire protection districts for fire protection services. Eligible school districts received reimbursement in the July apportionment payment (Revenue Account 3100) for fire protection services purchased during the calendar year (see Report 1191, line C.7. for the amount of payment). Fire district reimbursement is provided solely for the purpose of paying for fire protection services. Therefore, any such reimbursement not used to pay for fire protection services must be recovered by OSPI. School districts that did not receive payment are not required to make an entry in this item number.	1,865.75	
2. Indirect Rate for State Revenue Recoveries (b/c) (SYSTEM CALCULATED)	0.1660	
a) Total All Programs (SYSTEM CALCULATED)		42,204,324.75
b) Total Program 97 Districtwide Support (SYSTEM CALCULATED)		6,007,237.42
c) Total All Programs less Program 97 Districtwide Support (a-b) (SYSTEM CALCULATED)		36,197,087.33
3. District Allocation for CTE Carryover		
a) CTE Carryover percentage designated for program 31 the following year	0.218	
b) CTE Carryover percentage designated for program 34 the following year	0.782	
c) CTE Carryover percentage designated for future CTE Capital Projects	0.000	
4. District Allocation for CTE Recovery		
a) CTE Recovery percentage designated for Program 31 the following year	0.218	
b) CTE Recovery percentage designated for Program 34 the following year	0.782	

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REPORT F196 **North Mason School District No. 403** **RUN DATE: 11/13/2026**

E.S.D. 114 **Data Requirements for Calculating Federal Indirect Cost Rate Including Fixed with Carry-Forward** **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason **For the Year Ended August 31, 2026**

DISTORTING ITEMS

1. Flow-through funds for program 01-89, 98, and 99

0.00

2. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Activity 11, Board of Directors.

145,372.61

3. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Activity 12, Superintendents Office.

43,532.00

4. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Activity 13, Business Office.

0.00

5. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Activity 14, Human Resources.

0.00

6. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Program 97, Activity 25, Pupil Management.

0.00

7. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Program 97, Activity 35, Pupil Safety.

0.00

8. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Program 97, Activity 61, Supervision.

0.00

9. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Program 97, Activity 62, Grounds Maintenance.

0.00

10. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Program 97, Activity 63, Operation of Buildings.

0.00

11. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Program 97, Activity 64, Maintenance.

0.00

12. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Program 97, Activity 65, Utilities.

0.00

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REPORT F196 **North Mason School District No. 403** **RUN DATE: 11/13/2026**

E.S.D. 114 **Data Requirements for Calculating Federal Indirect Cost Rate Including Fixed with Carry-Forward** **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason **For the Year Ended August 31, 2026**

DISTORTING ITEMS

13. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Program 97, Activity 67, Buildings and Property Security.

0.00

14. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Program 97, Activity 68, Insurance.

0.00

15. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Activity 72, Information Systems.

0.00

16. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Activity 73, Printing.

0.00

17. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Activity 74, Warehousing.

0.00

18. Flow-through funds or contingencies or election expenses or alterations or renovations or fines and penalties charged in Activity 75, Motor Pool.

0.00

REPORT F196 **North Mason School District No. 403** **RUN DATE: 11/13/2026**

E.S.D. 114 **Data Requirements for Calculating Federal Indirect Cost Rate Including Fixed with Carry-Forward** **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason **For the Year Ended August 31, 2026**

INDIRECT EXPENDITURES

19. Audit costs recorded in Program 97, Activity 11, Board of Directors, and not directly charged to another program.

54,354.60

20. Legal costs, associated with interpretation of laws and regulations, recorded in Program 97, Activity 11, Board of Directors but not specifically associated with the Board of Directors.

82,133.50

21. Costs recorded in Program 97, Activity 12, for the Superintendent, Deputy Superintendent, or Assistant Superintendent, and their secretary whose responsibilities are allocable to indirect cost Activities 13, 14 and 72 thru 75. These positions are required to maintain supporting documentation if a portion of their responsibilities are allocable to these indirect cost activities. Include the salary and benefits, supplies, travel, printing, warehousing, motor pool, and information systems as related to the above mentioned staff if allocable to Activities 13, 14, and 72 thru 75. DO NOT INCLUDE CAPITAL OUTLAY (Object 9).

0.00

22. The cost of Public Relations activities recorded in Program 97, Activity 15, excluding capital outlay (Object 9), and not directly charged to another program for the following: Cost for liaison with the news media and government relations officers as a means of informing the general public on matters of public concern, such as notice of Federal awards, financial matters, etc. DO NOT INCLUDE COSTS DESIGNED SOLEY TO PROMOTE THE GOVERNMENTAL UNIT. *Expenditures in this Activity will not be included in the indirect pool if this manual input item is blank.

0.00

23. Termination Leave costs for federally supported staff which have been charged to a state or local program. Do not include Termination Leave costs for federally supported staff charged to Program 97, Activity 13 or 14, as they are already included in the indirect calculation. These costs should not be charged directly to the federal award, but may be considered an indirect expenditure, and added to the federal unrestricted indirect expenditure pool.

0.00

24. Costs recorded in Program 97, Activity 72, for districtwide Information Systems Activities. Do not include expenditures for any student records, such as student records fees, software, or student records staff. DO NOT INCLUDE CAPITAL OUTLAY (Object 9). *Expenditures in this Activity will not be included in the indirect pool if this manual input item is blank.

46,025.92

25. General administration (organization-wide) expenditures charged in Program 97, Activity 25, Pupil Management & Safety, which is allocable to Activities 13 or 14, if a cost allocation plan supports the allocation. DO NOT INCLUDE CAPITAL OUTLAY (Object 9).

0.00

26. General administration (organization-wide) expenditures charged in Program 97, Activity 35, Pupil Safety, which is allocable to Activities 13 or 14, if a cost allocation plan supports the allocation. DO NOT INCLUDE CAPITAL OUTLAY (Object 9).

0.00

27. Space and occupancy costs for general administration (organization-wide) charged in Program 97, Activity 61, Supervision, which is allocable to Activities 13, 14, and Activity 12 if applicable, if a space plan supports the allocation. DO NOT INCLUDE CAPITAL OUTLAY (Object 9).

0.00

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REPORT F196 **North Mason School District No. 403** **RUN DATE: 11/13/2026**

E.S.D. 114 **Data Requirements for Calculating Federal Indirect Cost Rate Including Fixed with Carry-Forward** **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason **For the Year Ended August 31, 2026**

INDIRECT EXPENDITURES

28. Space and occupancy costs for general administration (organization-wide) charged in Program 97, Activity 62, Grounds Maintenance, which is allocable to Activities 13, 14, and Activity 12 if applicable, if a space plan supports the allocation. DO NOT INCLUDE CAPITAL OUTLAY (Object 9).

0.00

29. Space and occupancy costs for general administration (organization-wide) charged in Program 97, Activity 63, Operation of Buildings, which is allocable to Activities 13, 14, and Activity 12 if applicable, if a space plan supports the allocation. DO NOT INCLUDE CAPITAL OUTLAY (Object 9).

0.00

30. Space and occupancy costs for general administration (organization-wide) charged in Program 97, Activity 64, Maintenance, which is allocable to Activities 13, 14, and Activity 12 if applicable, if a space plan supports the allocation. DO NOT INCLUDE CAPITAL OUTLAY (Object 9).

0.00

31. Space and occupancy costs for general administration (organization-wide) charged in Program 97, Activity 65, Utilities, which is allocable to Activities 13, 14, and Activity 12 if applicable, if a space plan supports the allocation. DO NOT INCLUDE CAPITAL OUTLAY (Object 9).

0.00

32. Space and occupancy costs for general administration (organization-wide) charged in Program 97, Activity 67, Building and Property Security, which is allocable to Activities 13, 14, and Activity 12 if applicable, if a space plan supports the allocation. DO NOT INCLUDE CAPITAL OUTLAY (Object 9).

0.00

33. Space and occupancy costs for general administration (organization-wide) charged in Program 97, Activity 68, Insurance, which is allocable to Activities 13, 14, and Activity 12 if applicable, if a space plan supports the allocation. DO NOT INCLUDE CAPITAL OUTLAY (Object 9).

0.00

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REPORT F196 | North Mason School District No. 403 | RUN DATE: 11/13/2026

E.S.D. 114 | Schedule for Determining School District Federal Restricted Indirect Cost Rate Including Fixed With Carry-Forward Calculation for Fiscal Year 2027-2028 | RUN TIME: 8:09:59 AM

COUNTY: 23 Mason | Fiscal Year 2025-2026

	TOTAL PROGRAM EXPENDITURES	--- EXCLUDED --- CAPITAL OUTLAY	DEBT SERVICE	DISTORTING ITEMS	(ADDED TO BASE) UNALLOWABLE	(POOL) INDIRECT EXPENDITURES	(BASE) DIRECT EXPENDITURES
PROGRAM AND ACTIVITY TITLES							
TOTAL PROGRAMS 01-89, 98, 99	**36,197,087.33**	**0.00**		**882,385.30**			**35,314,702.03**
PROGRAM 97 ACTIVITIES							
11 Board of Directors	320,478.36	0.00		145,372.61	38,617.65	136,488.10	
12 Superintendent's Office	598,200.17	0.00		43,532.00	554,668.17	0.00	
13 Business Office	717,915.57	0.00		0.00		717,915.57	
14 Human Resources	446,851.29	0.00		0.00		446,851.29	
15 Public Relations	0.00	0.00			0.00	0.00	
25 Pupil Management	0.00	0.00		0.00	0.00	0.00	
35 Pupil Safety	0.00	0.00		0.00	0.00	0.00	
61 Supervision	128,694.05	0.00		0.00	128,694.05	0.00	
62 Grounds Maintenance	126,703.14	0.00		0.00	126,703.14	0.00	
63 Operation of Buildings	1,022,153.52	0.00		0.00	1,022,153.52	0.00	
64 Maintenance	659,110.85	0.00		0.00	659,110.85	0.00	
65 Utilities	443,935.29	0.00		0.00	443,935.29	0.00	
67 Building and Property Security	0.00	0.00		0.00	0.00	0.00	
68 Insurance	733,118.27	0.00		0.00	733,118.27	0.00	
69 Depreciation Sub Fund	0.00	0.00		0.00			
72 Information Systems	768,115.74	0.00		0.00	722,089.82	46,025.92	
73 Printing	0.00	0.00		0.00		0.00	
74 Warehousing	40,140.79	0.00		0.00		40,140.79	
75 Motor Pool	0.00	0.00		0.00		0.00	
83 Interest	2,138.18	0.00	2,138.18				
84 Principal	24,415.87	0.00	24,415.87				
85 Debt-Related Expenditures	-24,733.67	0.00	0.00				
Total Program 97	**6,007,237.42**	**0.00**	**26,554.05**	**188,904.61**	**4,429,090.76**	**1,387,421.67**	

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REPORT F196 **North Mason School District No. 403** **RUN DATE: 11/13/2026**

E.S.D. 114 **Schedule for Determining School District Federal Restricted Indirect Cost Rate Including Fixed With Carry-Forward Calculation for Fiscal Year 2027-2028** **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason **Fiscal Year 2025-2026**

	TOTAL PROGRAM EXPENDITURES	--- EXCLUDED --- CAPITAL OUTLAY	DEBT SERVICE	DISTORTING ITEMS	(ADDED TO BASE) UNALLOWABLE	(POOL) INDIRECT EXPENDITURES	(BASE) DIRECT EXPENDITURES
Sub-Total All Programs	42,204,324.75	0.00	26,554.05	1,071,289.91		1,387,421.67	35,314,702.03
Unallowable Costs					-4,429,090.76		4,429,090.76
TOTALS	**42,204,324.75**	**0.00**	**26,554.05**	**1,071,289.91**		**1,387,421.67**	**39,743,792.79**

*** FIXED WITH CARRY-FORWARD RESTRICTED INDIRECT RATE CALCULATION ***

FY 23-24

1. FY 23-24 INDIRECT EXPENDITURES	2,084,598.97
2. FY 23-24 DIRECT EXPENDITURES	40,025,683.77
3. FY 23-24 OVER/UNDER RECOVERY (CALCULATED)	880,556.78
4. FY 23-24 TOTAL POOL (LINE 1 + LINE 3)	2,965,155.75
5. CALCULATED FY 23-24 RESTRICTED INDIRECT RATE TO BE USED IN FY 25-26	0.0741

FY 25-26

6. FY 25-26 INDIRECT EXPENDITURES FROM COLUMN 6	1,387,421.67
7. FY 23-24 OVER/UNDER RECOVERY (LINE 3)	880,556.78
8. FY 25-26 ADJUSTED IND POOL (LINE 6 + LINE 7)	2,267,978.45
9. FY 25-26 DIRECT EXPENDITURES FROM COLUMN 7	39,743,792.79
10. FY 25-26 RESTRICTED INDIRECT RATE (LINE 5)	0.0741
11. FY 25-26 AMOUNT RECOVERED (LINE 9 * LINE 10)	2,945,015.04
12. FY 25-26 OVER/UNDER RECOVER (LINE 8 - LINE 11)	-677,036.58
13. FY 25-26 TOTAL POOL (LINE 6 + LINE 12)	710,385.08
14. CALCULATED FY 25-26 RESTRICTED INDIRECT RATE TO BE USED IN FY 27-28 (LINE 13 / LINE 9)	0.0179

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REPORT F196 | North Mason School District No. 403 | RUN DATE: 11/13/2026

E.S.D. 114 | Schedule for Determining School District Federal Unrestricted Indirect Cost Rate Including Fixed With Carry-Forward Calculation for Fiscal Year 2027-2028 | RUN TIME: 8:09:59 AM

COUNTY: 23 Mason | Fiscal Year 2025-2026

	TOTAL PROGRAM EXPENDITURES	--- EXCLUDED --- CAPITAL OUTLAY	DEBT SERVICE	DISTORTING ITEMS	(ADDED TO BASE) UNALLOWABLE	(POOL) INDIRECT EXPENDITURES	(BASE) DIRECT EXPENDITURES
PROGRAM AND ACTIVITY TITLES							
Total Programs 01-89, 98, 99	**36,197,087.33**	**0.00**		**882,385.30**			**35,314,702.03**
PROGRAM 97 ACTIVITIES							
11 Board of Directors	320,478.36	0.00		145,372.61	38,617.65	136,488.10	
12 Superintendents Office	598,200.17	0.00		43,532.00		554,668.17	
13 Business Office	717,915.57	0.00		0.00		717,915.57	
14 Human Resources	446,851.29	0.00		0.00		446,851.29	
15 Public Relations	0.00	0.00			0.00	0.00	
25 Pupil Management	0.00	0.00		0.00		0.00	
35 Pupil Safety	0.00	0.00		0.00		0.00	
61 Supervision	128,694.05	0.00		0.00		128,694.05	
62 Grounds Maintenance	126,703.14	0.00		0.00		126,703.14	
63 Operation of Buildings	1,022,153.52	0.00		0.00		1,022,153.52	
64 Maintenance	659,110.85	0.00		0.00		659,110.85	
65 Utilities	443,935.29	0.00		0.00		443,935.29	
67 Building and Property Security	0.00	0.00		0.00		0.00	
68 Insurance	733,118.27	0.00		0.00		733,118.27	
69 Depreciation Sub Fund	0.00	0.00		0.00			
72 Information Systems	768,115.74	0.00		0.00		768,115.74	
73 Printing	0.00	0.00		0.00		0.00	
74 Warehousing	40,140.79	0.00		0.00		40,140.79	
75 Motor Pool	0.00	0.00		0.00		0.00	
83 Interest	2,138.18	0.00	2,138.18				
84 Principal	24,415.87	0.00	24,415.87				
85 Debt-Related Expenditures	-24,733.67	0.00	0.00				
Total Program 97	**6,007,237.42**	**0.00**	**26,554.05**	**188,904.61**	**38,617.65**	**5,777,894.78**	

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REPORT F196 **North Mason School District No. 403** **RUN DATE: 11/13/2026**

E.S.D. 114 **Schedule for Determining School District Federal Unrestricted Indirect Cost Rate Including Fixed With Carry-Forward Calculation for Fiscal Year 2027-2028** **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason **Fiscal Year 2025-2026**

	TOTAL PROGRAM EXPENDITURES	--- EXCLUDED --- CAPITAL OUTLAY	DEBT SERVICE	DISTORTING ITEMS	(ADDED TO BASE) UNALLOWABLE	(POOL) INDIRECT EXPENDITURES	(BASE) DIRECT EXPENDITURES
Sub-Total All Programs	42,204,324.75	0.00	26,554.05	1,071,289.91		5,777,894.78	35,314,702.03
Unallowable Costs					-38,617.65		38,617.65
Totals	42,204,324.75	0.00	26,554.05	1,071,289.91		5,777,894.78	35,353,319.68

*** FIXED WITH CARRY-FORWARD UNRESTRICTED INDIRECT RATE CALCULATION ***

FY 23-24

1. FY 23-24 INDIRECT EXPENDITURES	6,271,452.72
2. FY 23-24 DIRECT EXPENDITURES	35,838,830.02
3. FY 23-24 OVER (UNDER) RECOVERY	510,689.04
4. FY 23-24 TOTAL POOL (LINE 1 + LINE 3)	6,782,141.76
5. CALCULATED FY 23-24 UNRESTRICTED INDIRECT RATE TO BE USED IN FY 25-26	0.1892

FY 25-26

6. FY 25-26 INDIRECT EXPENDITURES FROM COLUMN 6	5,777,894.78
7. FY 23-24 OVER (UNDER) RECOVERY (LINE 3)	510,689.04
8. FY 25-26 ADJUSTED INDIRECT POOL (LINE 6 + LINE 7)	6,288,583.82
9. FY 25-26 DIRECT EXPENDITURES FROM COLUMN 7	35,353,319.68
10. FY 25-26 UNRESTRICTED INDIRECT RATE (LINE 5)	0.1892
11. FY 25-26 AMOUNT RECOVERED (LINE 9 * LINE 10)	6,688,848.08
12. FY 25-26 OVER (UNDER) RECOVER (LINE 8 - LINE 11)	-400,264.25
13. FY 25-26 TOTAL POOL (LINE 6 + LINE 12)	5,377,630.52
14. CALCULATED FY 25-26 UNRESTRICTED INDIRECT RATE TO BE USED IN FY 27-28 (LINE 13 / LINE 9)	0.1521

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Resource to Program Expenditure Report - General Fund** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **Fiscal Year 2025-2026**

	Program Expenditures	State Resources	Federal Resources	Other Resources
REGULAR INSTRUCTIONAL PROGRAMS				
01 Basic Education	17,908,902.01	17,418,790.09	0.00	490,111.92
02 Alternative Learning Experience (ALE)	1,139,082.06	1,139,082.06	0.00	0.00
03 Dropout Reengagement	0.00	0.00	0.00	0.00
31 Vocational-Basic, State	2,194,875.37	2,194,875.37	0.00	0.00
34 Middle School Career and Tech. Ed., State	741,549.16	741,549.16	0.00	0.00
45 Skill Center-Basic, State	0.00	0.00	0.00	0.00
97 Districtwide Support	6,007,237.42	5,876,695.38	0.00	130,542.04
09 Transition To Kindergarten	379,076.62	379,076.62	0.00	0.00
TOTAL REGULAR INSTRUCTIONAL PROGRAMS	**28,370,722.64**	**27,750,068.68**	**0.00**	**620,653.96**
OTHER INSTRUCTIONAL PROGRAMS				
11 Federal Stimulus-GEER	0.00	0.00	0.00	0.00
12 Federal Stimulus-ESSER II	0.00	0.00	0.00	0.00
13 Federal Stimulus-ESSER III	0.00	0.00	0.00	0.00
14 Federal Stimulus-ESSER III (Learning Loss)	0.00	0.00	0.00	0.00
18 Federal Stimulus-Reserved	0.00	0.00	0.00	0.00
19 Federal Stimulus-Reserved	0.00	0.00	0.00	0.00
21 Special Education-Supplemental, State	5,396,033.43	4,441,644.92	0.00	954,388.51
22 Special Education - Infants and Toddlers - State	0.00	0.00	0.00	0.00
23 Special Education - ARP, IDEA, Federal	0.00	0.00	0.00	0.00
24 Special Education-Supplemental, Federal	508,748.95	0.00	508,748.95	0.00
25 Special Education - Infants and Toddlers - Federal	0.00	0.00	0.00	0.00
26 Special Education-Institutions, State	0.00	0.00	0.00	0.00
29 Special Education-Other, Federal	0.00	0.00	0.00	0.00
38 Vocational, Federal	46,245.29	0.00	46,245.29	0.00
39 Vocational, Other Categorical	0.00	0.00	0.00	0.00
46 Skill Center, Federal	0.00	0.00	0.00	0.00
47 Skill Center-Facility Upgrades	0.00	0.00	0.00	0.00
51 ESEA Disadvantaged, Federal	761,654.84	0.00	761,654.84	0.00
52 Other Title Grants Under ESEA, Federal	140,487.44	0.00	140,487.44	0.00
53 ESEA Migrant, Federal	0.00	0.00	0.00	0.00

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Resource to Program Expenditure Report - General Fund** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **Fiscal Year 2025-2026**

	Program Expenditures	State Resources	Federal Resources	Other Resources
54 Reading First, Federal	0.00	0.00	0.00	0.00
55 Learning Assistance, State	1,528,996.47	1,528,996.47	0.00	0.00
56 State Inst, Centers and Homes	0.00	0.00	0.00	0.00
57 State Inst, Neglected and Delinquent, Federal	0.00	0.00	0.00	0.00
58 Special and Pilot Programs, State	125,714.45	125,714.45	0.00	0.00
59 Institutions - Juveniles in Adult Jails	0.00	0.00	0.00	0.00
61 Head Start, Federal	0.00	0.00	0.00	0.00
62 Math & Science, Professional Dev., Federal	0.00	0.00	0.00	0.00
64 Limited English Proficiency, Federal	108,625.04	0.00	59,534.00	49,091.04
65 Transitional Bilingual, State	750,290.47	718,049.04	0.00	32,241.43
67 Indian Education, Federal, JOM	0.00	0.00	0.00	0.00
68 Indian Education, Federal, ED	0.00	0.00	0.00	0.00
69 Compensatory, Other	0.00	0.00	0.00	0.00
71 Traffic Safety	0.00	0.00	0.00	0.00
73 Summer School	0.00	0.00	0.00	0.00
74 Highly Capable	72,692.09	72,692.09	0.00	0.00
76 Targeted Assistance, Federal	0.00	0.00	0.00	0.00
78 Youth Training Programs, Federal	0.00	0.00	0.00	0.00
79 Instructional Programs, Other	0.00	0.00	0.00	0.00
TOTAL OTHER INSTRUCTIONAL PROGRAMS	**9,439,488.47**	**6,887,096.97**	**1,516,670.52**	**1,035,720.98**
OTHER PROGRAMS				
81 Public Radio/Television	0.00	0.00	0.00	0.00
86 Community Schools	0.00	0.00	0.00	0.00
88 Early Learning	0.00	0.00	0.00	0.00
89 Other Community Services	128.74	0.00	0.00	128.74
98 School Food Services	1,793,143.06	585,721.30	1,207,421.76	0.00
99 Pupil Transportation	2,600,841.84	2,600,841.84	0.00	0.00
TOTAL OTHER PROGRAMS	**4,394,113.64**	**3,186,563.14**	**1,207,421.76**	**128.74**
TOTALS	**42,204,324.75**	**37,823,728.79**	**2,724,092.28**	**1,656,503.68**

Powered by BoardOnTrack

REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Preliminary Special Education Maintenance of Effort** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **Fiscal Year 2025-2026**

This Special Education MOE test is preliminary and does not incorporate any provisions for reducing local effort pursuant to IDEA regulations. Adjustments may be made to the data below through December following the fiscal year end. Therefore, this may change the results to the final test completed after the December adjustments.

	FY 24 - 25 Actual (A)	FY 25 - 26 Actual (B)
Preliminary FY 2025-2026 to FY 2024-2025 Aggregate Maintenance of Effort Test		
1. Program 21 direct expenditures: Program 21 expenditures must include expenditure amounts related to Revenue Account 4121 and 3121 redirected through the apportionment process to another school district or ESD.	5,111,591.49	5,396,033.43
2. Minus Revenue 7121 Payments From Other Districts.	86,518.82	0.00
3. Minus Revenue 6321 Special Education-Medicaid Reimbursements.	36,401.42	22,234.92
4. Equals aggregate special education expenditures for resident special education students.	4,988,671.25	5,373,798.51
5. Preliminary Aggregate Maintenance of Effort Test (4B minus 4A). (A positive amount means the test was passed and a negative amount indicates non-compliance.)		385,127.26
Preliminary FY 2025-2026 to FY 2024-2025 Per Pupil Maintenance of Effort Test		
6. Resident special education students (updated by OSPI).	349.67	321.78
7. Expenditures per pupil (line 4/line 6).	14,266.79	16,700.23
8. Preliminary Per Pupil Maintenance of Effort Test (7B minus 7A). (A positive amount means the test was passed and a negative amount indicates non-compliance.)		2,433.44
Preliminary Year-End Special Education Maintenance of Effort Test FY 2025-2026 to FY 2024-2025 Aggregate Maintenance of Effort Test		
9. Resource to program expenditure report Other Resources for Program 21 for the current year is compared to Other Resources for Program 21 for the prior year.	161,708.21	954,388.51
10. Preliminary Local Aggregate Maintenance of Effort Test (9B minus 9A). (A positive amount means the test was passed and a negative amount indicates non-compliance.)		792,680.30
11. Expenditures per pupil (line 9/line 6).	462.46	2,965.97
12. Preliminary Local Per Pupil Maintenance of Effort Test (11B minus 11A). (A positive amount means the test was passed and a negative amount indicates non-compliance.)		2,503.51

Notes:

A. Actual revenue and expenditure data are obtained from F-196 data.

B. Redident special education student data as shown on line 6 are obtained from 1220 Reports and include students in agest 3-PreK, and K-21.

C. Based on the information to date, the school district has passed the preliminary year-end Maintenace of Effort Test if *ONE* of the values on line 5, 8, 10, *OR* 12 is a zero or positive.

D. In accordance with WAC 392-172A-06015, districts relying on the local aggregate to pass MOE must look back to the last fiscal year the district relied on the local aggregate test.
If *ALL* values on lines 5, 8, 10 *AND* 12 are negative, the district is non-compliant for the preliminary year-end Maintenance of Effort Test.

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Preliminary Federal Cross-Cutting Maintenance of Effort** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **Fiscal Year 2025-2026**

This is the preliminary Federal Cross-Cutting Maintenance of Effort. Adjustments may be made to the data below through December following the fiscal year end. Therefore, this may change the results to the final test completed after the December adjustments.

Data Items Used in the Federal Cross-Cutting Maintenance of Effort Test

Description	Operation		FY 2025 - 26	FY 2024 - 25
Total Expenditures	+	(plus)	42,204,324.75	43,632,825.70
Public Radio/Television	-	(minus)	0.00	0.00
Community Schools	-	(minus)	0.00	0.00
Early Learning	-	(minus)	0.00	0.00
Other Community Services	-	(minus)	128.74	219.28
School Food Services	-	(minus)	1,793,143.06	1,821,032.23
Debt Service, Interest	-	(minus)	2,138.18	485.16
Debt Service, Principal	-	(minus)	24,415.87	24,224.64
Debt Service, Debt Related Expenditures	-	(minus)	0.00	0.00
Capital Outlay, All Object 9	-	(minus)	0.00	54,086.26
Federal, General Purpose Revenue	-	(minus)	201,224.23	82,412.22
Federal, Special Purpose Revenue	-	(minus)	2,990,059.62	2,982,240.22
Food Service Deficit	+	(plus)	0.00	0.00
Food Services Revenue, Federal	+	(plus)	1,232,441.30	1,184,260.21
Food Services Revenue, Federal	+	(plus)	0.00	0.00
Food Services Revenue, Federal	+	(plus)	0.00	0.00
Food Services Revenue, USDA Commodities	+	(plus)	114,344.68	148,784.92
Capital Outlay, Stim, Title, SLRF	+	(plus)	0.00	0.00
Capital Outlay, Stim, ESSER II	+	(plus)	0.00	0.00
Capital Outlay, Stim, ESSER III	+	(plus)	0.00	0.00
Capital Outlay, Stim, ESSER III (LL)	+	(plus)	0.00	0.00
Capital Outlay, Stim, RSVD	+	(plus)	0.00	0.00

Food Services Deficit Calculation

		FY 2025 - 26	FY 2024 - 25
Total Program 98	+	1,793,143.06	1,821,032.23
Revenue 2298 (Local)	-	4,996.20	6,312.90
Revenue 2998 (Local)	-	0.00	0.00
Revenue 4198 (State)	-	585,721.30	561,481.58
Revenue 4398 (State)	-	0.00	0.00
Revenue 6198 (Fed)	-	1,232,441.30	1,184,260.21
Revenue 6298 (Fed)	-	0.00	0.00
Revenue 6398 (Fed)	-	0.00	0.00
Revenue 6998 (Fed)	-	114,344.68	148,784.92
Revenue 7198 (Other)	-	0.00	0.00
Revenue 8198 (Other)	-	0.00	0.00
TOTAL FOOD SERVICES DEFICIT		-144,360.42	-79,807.38

If Total Food Service Deficit is a positive amount, it is added to the total aggregate expenditures. If Total Food Service Deficit is a negative amount, zero dollars are displayed.

REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Preliminary Federal Cross-Cutting Maintenance of Effort** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **Fiscal Year 2025-2026**

Description	Operation		FY 2025 - 26	FY 2024 - 25
Capital Outlay, Stim, CARES Act - Other	+	(plus)	0.00	0.00
Capital Outlay, Sp Ed ARP-IDEA, Sup, Fed	+	(plus)	0.00	0.00
Capital Outlay, Sp Ed, Sup, Fed	+	(plus)	0.00	0.00
Capital Outlay, Sp Ed, Inst, St	+	(plus)	0.00	0.00
Capital Outlay, Sp Ed, Oth, Fed	+	(plus)	0.00	0.00
Capital Outlay, Voc, Fed	+	(plus)	0.00	0.00
Capital Outlay, Voc, Other	+	(plus)	0.00	0.00
Capital Outlay, Skill Cntr, Fed	+	(plus)	0.00	0.00
Capital Outlay, ESEA Disadvantaged-Federal	+	(plus)	0.00	0.00
Capital Outlay, Other Title Grants Under ESEA-Federal	+	(plus)	0.00	0.00
Capital Outlay, ESEA Migrant-Federal	+	(plus)	0.00	0.00
Capital Outlay, Read First, Fed	+	(plus)	0.00	0.00
Capital Outlay, St In, Ctr/Hm, D	+	(plus)	0.00	0.00
Capital Outlay, St In, N/D, Fed	+	(plus)	0.00	0.00
Capital Outlay, In, Juveniles in Adult Jails	+	(plus)	0.00	0.00
Capital Outlay, Head Start, Fed	+	(plus)	0.00	0.00
Capital Outlay, MS, Pro Dv, Fed	+	(plus)	0.00	0.00
Capital Outlay, LEP, Fed	+	(plus)	0.00	0.00
Capital Outlay, Ind Ed, Fd, JOM	+	(plus)	0.00	0.00
Capital Outlay, Ind Ed, Fd, ED	+	(plus)	0.00	0.00
Capital Outlay, Comp, Othr	+	(plus)	0.00	0.00
Capital Outlay, Target Asst, Fed	+	(plus)	0.00	0.00
Capital Outlay, Yth Trg Pm, Fed	+	(plus)	0.00	0.00
Capital Outlay, Inst Pgm, Othr	+	(plus)	0.00	0.00

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REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Preliminary Federal Cross-Cutting Maintenance of Effort** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **Fiscal Year 2025-2026**

Description	Operation		FY 2025 - 26	FY 2024 - 25
Capital Outlay, Public Radio/TV	+	(plus)	0.00	0.00
Capital Outlay, Comm Schools	+	(plus)	0.00	0.00
Capital Outlay, Early Learning	+	(plus)	0.00	0.00
Capital Outlay, Othr Comm Srv	+	(plus)	0.00	0.00
Capital Outlay, Food Services	+	(plus)	0.00	0.00
Total Expenditures for Preliminary Maintenance of Effort	=	(equals)	38,540,001.03	40,001,170.82
FY 2025 - 26/FY 2024 - 25				0.96

The amount for the current fiscal year should be at least 90 percent of the previous year's amount.

Powered by BoardOnTrack

REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Preliminary Vocational Education Maintenance of Effort** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason | **Fiscal Year 2025-2026**

Description	Operation	FY 2025 - 26	FY 2024 - 25
Program 31, Vocational--Basic State	+ (plus)	2,194,875.37	2,073,806.58
Program 34, Middle School Career and Technical Education-State	+ (plus)	741,549.16	657,703.93
Program 38, Vocational--Federal	+ (plus)	46,245.29	34,718.09
Program 39, Vocational--Other Categorical	+ (plus)	0.00	0.00
Program 45, Skill Center--State	+ (plus)	0.00	0.00
Program 46, Skill Center--Federal	+ (plus)	0.00	0.00
Secondary Vocational Education Revenue	- (minus)	48,423.41	37,280.28
Skill Center Revenue	- (minus)	0.00	0.00
Secondary Vocational Education Revenue	- (minus)	0.00	0.00
Total Expenditures for Preliminary Maintenance of Effort	= equals	2,934,246.41	2,728,948.32
	FY 25-26 / 24-25		1.07

Powered by BoardOnTrack

REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Financial Edit Report Fiscal Year 2025-2026** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason

GENERAL FUND

Type	Number	Message	Amount 1	Amount 2
Warning	1.005	Expenditures Exceed Revenues by 2% or greater	1.03	0.00
Warning	1.005	Unrestricted Fund Balance is below 2% of Revenues	0.00	0.00
Warning	1.005	Unrestricted Fund Balance is below 6% of Revenues	0.00	0.00
Informational	1.516	GF revenue account 1100 is not equal to County Treasurer Cash File F-197 item 20.	1,669,938.30	1,644,082.02
Informational	1.588	Your district has passed the Preliminary Federal Cross-Cutting MOE. Current year aggregate expenditures are greater than the previous year aggregate expenditures. *Good job*	38,395,640.61	0.00
Informational	1.599	On the Data Requirements for Supplemental Reports the impact fees item is blank. Did your district receive impact fees revenue this year?	0.00	0.00
Informational	1.600	On the Data Requirements for Supplemental Reports the mitigation fees item is blank. Did your district receive mitigation fees revenue this year?	0.00	0.00
Informational	1.601	On the Schedule for Determining School District Federal Restricted Indirect Cost Rate, allowable expenditures in Program 97, Activity 15, Public Relations, are not entered. If no entry is made these expenditures will not be included in the Restricted Indirect Expenditure Pool.	0.00	0.00
Informational	1.615	There are no expenditures in Program 03. Your district has been approved by OSPI to operate an Open Doors [1418] program pursuant to WAC Chapter 392-700.	0.00	0.00

ASSOCIATED STUDENT BODY FUND

Associated Student Body Fund: Cleared all edits

DEBT SERVICE FUND

Type	Number	Message	Amount 1	Amount 2
Warning	3.004	The Actual (F-196) Debt Service Fund Ending Balance is less than the Budgeted (F-195) Beginning Fund Balance for the Subsequent Year - this is an indicator of financial concern.	2,617,647.00	2,613,174.26
Informational	3.500	DSF revenue account 1100 is not equal to County Treasurer Cash File F-197 item 20.	3,190,045.66	3,215,901.94

Powered by BoardOnTrack

REPORT F196 | **North Mason School District No. 403** | **RUN DATE: 11/13/2026**

E.S.D. 114 | **Financial Edit Report Fiscal Year 2025-2026** | **RUN TIME: 8:09:59 AM**

COUNTY: 23 Mason

CAPITAL PROJECTS FUND

Capital Projects Fund: Cleared all edits

TRANSPORTATION VEHICLE FUND

Transportation Vehicle Fund: Cleared all edits

PERMANENT FUND

Permanent Fund: Cleared all edits

PRIVATE PURPOSE TRUST/OTHER TRUST FUND

Private Purpose Trust/Other Trust Fund: Cleared all edits

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NORTH MASON SCHOOL DISTRICT 403 · BOARD OF DIRECTORS

Where We Stand

Fund balances, cash flow and enrollment
through October 31, 2026

Board meeting · Monday, November 16, 2026

Business Office Report
Plus: Where is the GAP? Part 2 · Paper Staff vs. Real Staff



FUND BALANCE REPORT · ALL FUNDS · THROUGH OCTOBER 31, 2026

All five funds hold $5.29M on October 31

Fund	Sept 1	Oct 31	Change YTD	Budget Aug 31
General Fund	$876,021	**$836,813**	**–$39,208**	$1,180,404
Capital Projects	$91,001	**$10,832**	**–$80,169**	$80,000
Debt Service	$2,670,175	**$3,819,008**	**+$1,148,833**	$2,892,425
Associated Student Body	$375,533	**$392,821**	**+$17,288**	$403,545
Transportation Vehicle	$602,634	**$231,037**	**–$371,597**	$290,886
All funds	**$4,615,364**	**$5,290,511**	**+$675,147**	**$4,847,260**

2.0%

General Fund balance as a share of budgeted spending
Board policy minimum is 4% ($1.68M). October 31 balance is $837K; the budget projects $1.18M by August 31.

WHAT MOVED IN OCTOBER

General Fund up $148K in October
Revenue of $4.05M outpaced spending of $3.90M. Year to date the fund is still $39K below September 1.

Debt Service up $1.09M
First-half property tax collections arrived in October, ahead of spring bond payments.

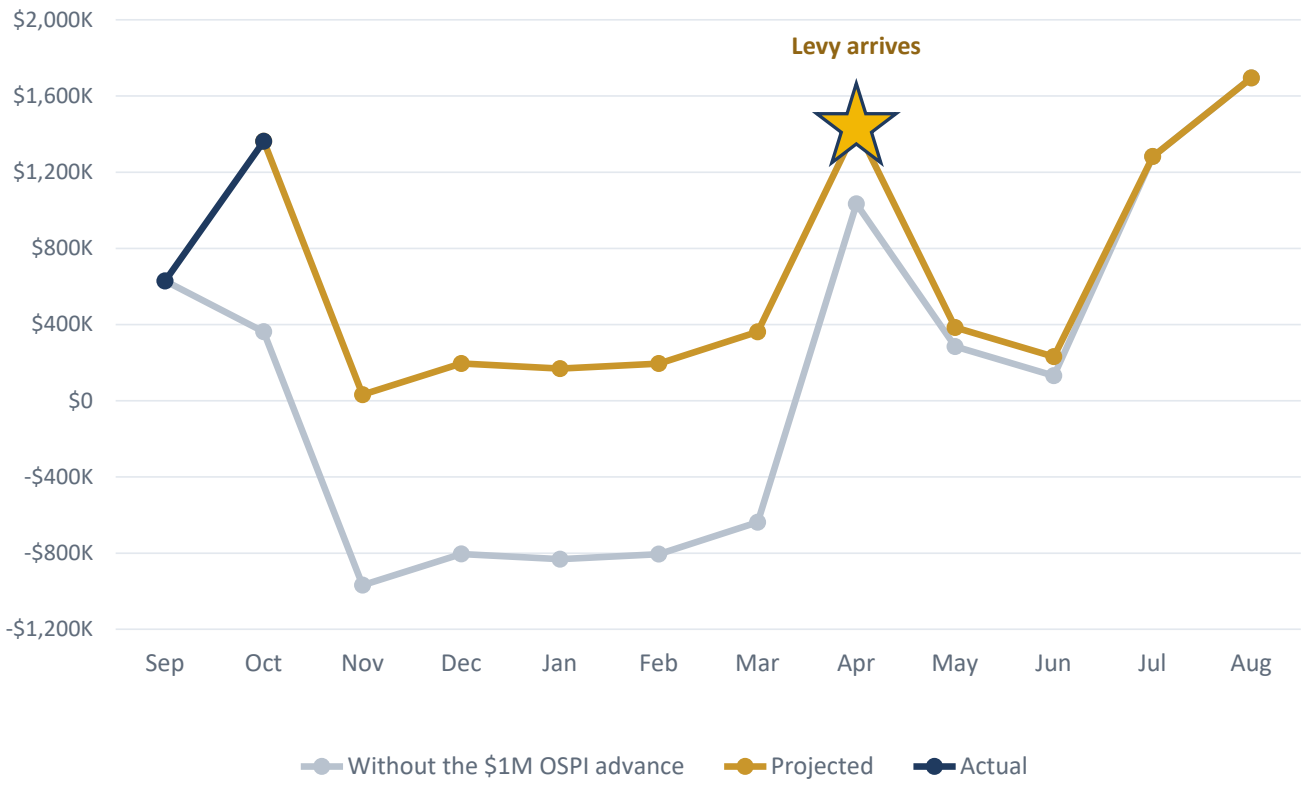
Transportation Vehicle: bus purchase
$382K paid in October, with $192K more encumbered for buses.

Capital Projects: equipment
$161K spent in October; $115K encumbered for the energy project.

ASB steady
Up $17K year to date from student activity, athletics and clubs.

GENERAL FUND · PROJECTED MONTH-END CASH · 2026-27

Cash stays tight until the levy arrives in April



$32K

November 30 low point

Payroll, bills and the $310K bond transfer nearly exhaust cash. The advance keeps us above zero.

$231K

June 30 projected

Cash dips again after $900K in April–May advance repayments, before the July apportionment.

$1.69M

August 31 projected

Levy collections and a $500K Safety Net payment in August rebuild cash by year end.

A MOMENT OF GRATITUDE

Thank you, North Mason voters!

Your support for our levy begins arriving in April 2027. It repays the state advance, rebuilds our cash and keeps every one of our schools running.



ENROLLMENT · YEAR-TO-DATE AVERAGE (SEPT–NOV) VS. BUDGET

On average, Basic Ed is 28.67 FTE below budget

Program	Budget	Nov 2	YTD avg	vs. Budget	Annual impact
Basic Education (BEA)	2,050.36	2,014.09	**2,021.69**	−28.67	**−$332,574**
Special Ed – TK	4	3	**2.67**	−1.33	**−$15,329**
Special Ed – Age 3 to Pre-K	25	28	**28.00**	+3.00	**+$34,490**
Special Ed – School age (K-22)	270	286	**289.33**	+19.33	**+$222,270**
Transition to Kindergarten	26.73	33.18	**32.45**	+5.72	**+$78,547**
Career & Technical Ed	275.10	275.04	**273.81**	−1.29	**−$14,750**
Bilingual (TBIP)	370	345	**338.67**	−31.33	**−$52,986**
Bilingual, exited	14	31	**34.67**	+20.67	**+$20,316**
Running Start	73.00	70.86	**72.93**	−0.07	**−$741**
Net annual state funding impact					**−$60,757**

2,021.69

Basic Ed average FTE, Sept–Nov

2026-27 Enrollment: 2,021.69 FTE vs 2025-26 Enrollment: 2,090.32 FTE. The state funds this average; the Nov 2 count was 2,014.09.

+$241,431

Special ed: 320 vs. 299 budgeted

Average of monthly counts: TK 2.67, age 3 to Pre-K 28, school age 289.33.

−$60,757

Net impact, all programs

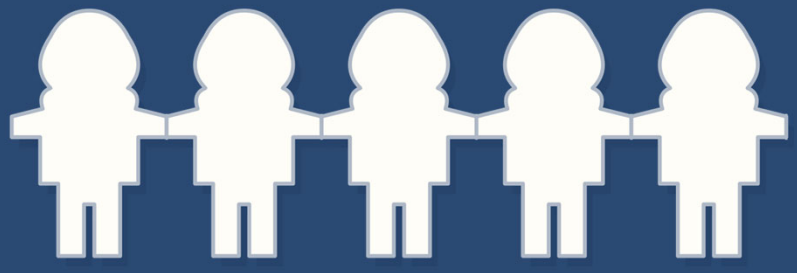
Kindergarten (−29.74 FTE average) drives the Basic Ed shortfall; 12th grade (+28.12) offsets part of it.

5

WHERE IS THE GAP? · PART 2

Paper Staff vs. Real Staff

The state funds model schools. We staff real ones.



PAPER STAFF
What the state funds

vs.



REAL STAFF
Who we employ

6

WHERE IS THE GAP? · PART 2

The state's recipe for a school

Washington's model school formula is the state's statutory method for calculating basic education funding. It assumes a "typical" mix of staff and services for a given enrollment, then applies it to every school.

1 SCOOP



Students

Enrollment by grade, counted every month

\+

1 TYPICAL MIX



Staff

Teachers, aides and support staff for each model school

\+

A DASH OF



Cost assumptions

State salaries, benefits and supplies per student

=

THE STATE SERVES UP

$11,601

per student in basic ed funding for North Mason in 2026-27

Same recipe for every district, no matter what our kitchen actually looks like.

7

WHERE IS THE GAP? · PART 2

The state's model school: what the formula funds



ELEMENTARY

400
students, K–6

25.5 certificated staff (CIS)
22.8 teachers + 2.7 support staff

Class size: 17 in K–3, 27 in 4–6

1.25	principal
0.99	counselor
0.59	nurse
0.66	librarian
2.09	office staff
1.66	custodians



MIDDLE

432
students, 7–8

21.4 certificated staff (CIS)
18.2 teachers + 3.2 support staff

Class size: 28.5

1.35	principal
1.72	counselors
0.89	nurse
0.52	librarian
2.40	office staff
1.94	custodians



HIGH

600
students, 9–12

30.9 certificated staff (CIS)
26.4 teachers + 4.6 support staff

Class size: 28.7, plus lab science

1.88	principal
3.04	counselors
0.82	nurse
0.52	librarian
3.35	office staff
2.97	custodians

WHERE IS THE GAP? · PART 2

Teachers the state funds vs. teachers in our classrooms

	AVG STUDENTS	STATE FUNDS	WE HAVE
 **Elementary** K–6	1,017	58.0	58.2 Belfair 26.6 + Sand Hill 31.6
 **Middle** 7–8	320	14.3	21.8 Hawkins · all programs
 **High** 9–12	684	31.7	36.6 NMHS 33.6 + James Taylor 3.0
 **All grades**	2,022	104.0	116.6

We staff 12.6 more teachers than the model funds. Hawkins runs 7.5 over and the high schools 4.9 over; elementary matches the model.

WHERE IS THE GAP? · PART 2

We pay $15,412 more per certificated position



STATE PAYS

$92,118

per certificated position



WE PAY

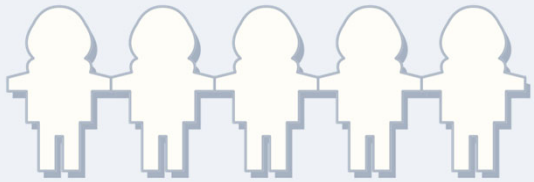
$107,530

average NMEA base contract, 127.4 FTE

+$15,412 per person. That is 17% more than the state provides for each position.

WHERE IS THE GAP? · PART 2

At our cost, the state's money buys 102 staff, not 117



THE STATE FUNDS

117.3

positions at $123,665 each = $14.50M



THAT MONEY BUYS

102.3

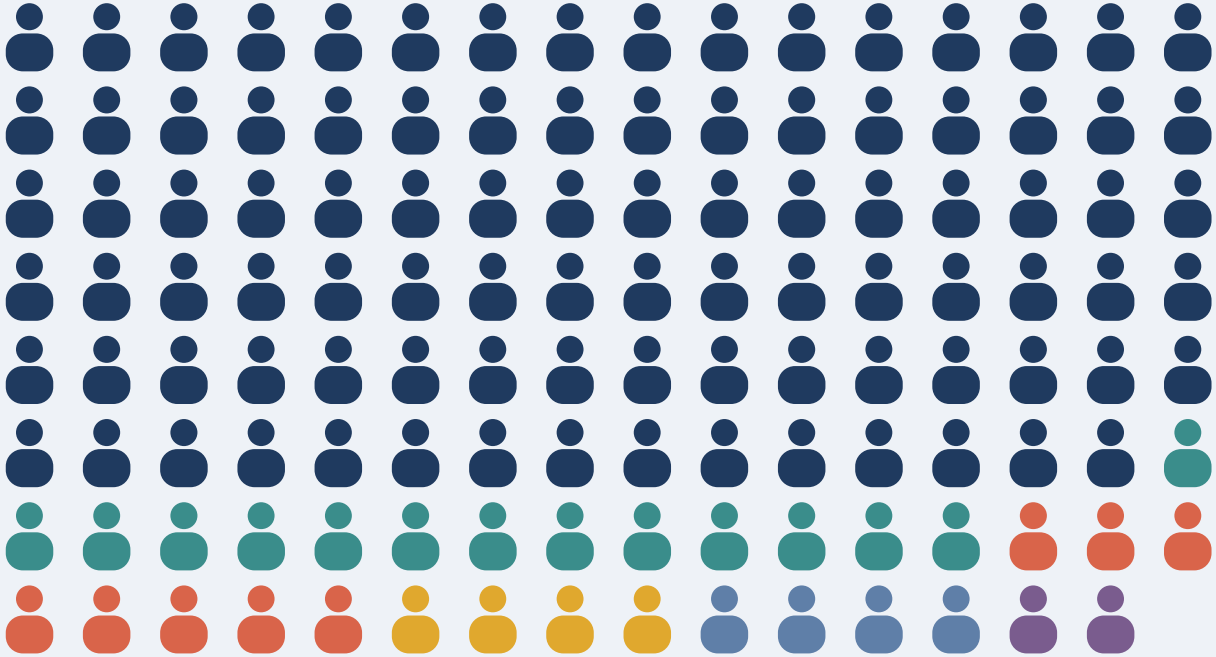
positions at our cost of $141,805 each

15 fewer positions. The state's $92,118 does not buy a $107,530 teacher.

11

WHERE IS THE GAP? · PART 2

It takes a village to pay for our staff



95	**Basic ed & CTE**	state model
14	**Special education**	state
8	**LAP**	state
4	**TBIP**	state
4	**Title I**	federal grant
2	**TK**	state

+ our local levy backs up basic ed

1 in 4 of our certificated staff is paid by a program outside the state model.

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WHERE IS THE GAP? · COMING ATTRACTIONS

What's next for the GAP?

PART 3 · NEXT MONTH

Classified staff: the people who keep our schools running



Paraeducators, office staff, custodians, maintenance and technology. The state funds them per model school. We run five real buildings.

4.4 model schools on paper · **5** real buildings

How many custodians and office staff does it really take?

ON THE HORIZON

Transportation

The state's route formula vs. what buses really cost

Keeping the lights on

Utilities, insurance and technology vs. the supplies allocation

Have a topic for us? Let the Business Office know.

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TYING IT ALL TOGETHER

Thank you for your time

Here is where we stand this month

FUND BALANCE

$837K

General Fund on October 31: 2.0% of spending, below our 4% policy

CASH FLOW

April ★

Cash stays tight until levy collections arrive. Thank you, voters!

ENROLLMENT

−29 FTE

Basic ed average is below budget; special ed and TK growth soften the impact

WHERE IS THE GAP?

+$15,412

What we pay per certificated position above what the state provides

Questions and discussion

North Mason School District 403 · Business Office Report · November 16, 2026

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2026 (September 1, 2026 - August 31, 2027)

For the North Mason School District School District for the Month of October , 2026

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 LOCAL TAXES	2,340,000	2,595.35	4,188.59		2,335,811.41	0.18
2000 LOCAL SUPPORT NONTAX	1,144,321	22,187.13	58,540.34		1,085,780.66	5.12
3000 STATE, GENERAL PURPOSE	24,661,323	2,970,702.16	5,187,742.08		19,473,580.92	21.04
4000 STATE, SPECIAL PURPOSE	10,877,062	815,071.49	1,644,067.60		9,232,994.40	15.11
5000 FEDERAL, GENERAL PURPOSE	37,300	.00	.00		37,300.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	3,339,058	239,057.30	239,057.30		3,100,000.70	7.16
7000 REVENUES FR OTH SCH DIST	50,050	.00	.00		50,050.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	.00		.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	42,449,114	4,049,613.43	7,133,595.91		35,315,518.09	16.81
B. EXPENDITURES						
00 Regular Instruction	19,062,633	1,435,585.60	2,827,000.66	13,682,361.24	2,553,271.10	86.61
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	6,456,861	549,165.61	1,012,733.60	5,462,474.52	18,347.12-	100.28
30 Voc. Ed Instruction	3,105,150	232,021.78	441,936.07	1,940,837.82	722,376.11	76.74
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	3,833,691	221,772.65	458,271.03	2,071,801.62	1,303,618.35	66.00
70 Other Instructional Pgms	76,641	1,418.26	3,231.45	14,234.16	59,175.39	22.79
80 Community Services	0	.00	.00	0.00	.00	0.00
90 Support Services	9,577,676	1,463,598.91	2,431,468.43	6,931,758.95	214,448.62	97.76
Total EXPENDITURES	42,112,652	3,903,562.81	7,174,641.24	30,103,468.31	4,834,542.45	88.52
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. UNUSUAL/INFREQUENT-INFLOWS (GL 968)	0	.00	.00		.00	0.00
F. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)	0	.00	.00		.00	0.00
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	336,462	146,050.62	41,045.33-		377,507.33-	112.20-
H. TOTAL BEGINNING FUND BALANCE	843,942		876,020.96			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	1,180,404		834,975.63			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810	Restricted For Other Items	0	.00
G/L 815	Restric Unequalized Deduct Rev	0	.00
G/L 821	RESTRICTED FOR CARRYOVER	100,000	331,568.08
G/L 823	Restricted for Carryover of Tra	13,000	37,134.27
G/L 825	Restricted for Skills Center	0	.00
G/L 828	Restricted for C/O of FS Rev	0	4,880.00
G/L 830	RESERVE FOR TRANSP EQUIP	0	.00
G/L 835	Restrictd For Arbitrage Rebate	0	.00
G/L 840	Nonspnd FB - Invent/Prepd Itms	240,000	131,358.77
G/L 845	Restricted for Self-Insurance	0	.00
G/L 850	Restricted for Uninsured Risks	0	.00
G/L 870	Committed to Other Purposes	0	.00
G/L 872	COMMITTED TO MIN FUND BAL POLIC	0	.00
G/L 873	Committed to Depreciation Sub-F	0	.00
G/L 875	Assigned Contingencies	0	.00
G/L 884	ASSIGNED TO OTHER CAP PROJ	0	.00
G/L 888	ASSIGNED TO OTHER PURPOSES	0	.00
G/L 890	Unassigned Fund Balance	827,404	41,045.33-
G/L 891	Unassigned Min Fnd Bal Policy	0	371,079.84
	TOTAL	1,180,404	834,975.63

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2026 (September 1, 2026 - August 31, 2027)

For the North Mason School District School District for the Month of October, 2026

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	1,500	234.44	934.23		565.77	62.28
3000 State, General Purpose	50	.00	.00		50.00	0.00
4000 State, Special Purpose	884,638	150,705.50	150,705.50		733,932.50	17.04
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	886,188	150,939.94	151,639.73		734,548.27	17.11
B. EXPENDITURES						
10 Sites	200,000	.00	.00	0.00	200,000.00	0.00
20 Buildings	250,000	.00	.00	0.00	250,000.00	0.00
30 Equipment	321,788	161,102.82	231,808.32	59,359.33	30,620.35	90.48
40 Energy	114,400	.00	.00	115,176.00	776.00-	100.68
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	886,188	161,102.82	231,808.32	174,535.33	479,844.35	45.85
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. UNUSUAL/INFREQUENT-INFLOWS (GL 968)	0	.00	.00		.00	0.00
F. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)	0	.00	.00		.00	0.00
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	0	10,162.88-	80,168.59-		80,168.59-	0.00
H. TOTAL BEGINNING FUND BALANCE	80,000		91,000.87			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	80,000		10,832.28			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 RESERVED FOR DEBT SERVICE	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	250,000-	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	71,788-	71,722.68-
G/L 864 Rsrv Of Fed Proceeds	314,400-	160,085.64-
G/L 865 Restricted from Other Proceeds	250,000-	.00
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 868 Restricted from CTE Carryover R	0	.00
G/L 869 RESERVED FOR UNDISTRIBUTED PROC	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	966,188	242,640.60
G/L 890 Unassigned Fund Balance	0	.00
TOTAL	80,000	10,832.28

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2026 (September 1, 2026 - August 31, 2027)

For the North Mason School District School District for the Month of October, 2026

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES/OTHER FIN. SOURCES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	3,324,906	1,082,187.43	1,130,195.73		2,194,710.27	33.99
2000 Local Support Nontax	50,000	7,070.54	14,133.48		35,866.52	28.27
3000 State, General Purpose	10,000	13.04	4,503.71		5,496.29	45.04
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	336,463	.00	.00		336,463.00	0.00
Total REVENUES/OTHER FIN. SOURCES	3,721,369	1,089,271.01	1,148,832.92		2,572,536.08	30.87
B. EXPENDITURES						
Matured Bond Expenditures	2,570,000	.00	.00	0.00	2,570,000.00	0.00
Interest On Bonds	876,091	.00	.00	0.00	876,091.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	500	.00	.00	0.00	500.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	3,446,591	.00	.00	0.00	3,446,591.00	0.00
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. UNUSUAL/INFREQUENT-INFLOWS (GL 968)	0	.00	.00		.00	0.00
F. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)	0	.00	.00		.00	0.00
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	274,778	1,089,271.01	1,148,832.92		874,054.92	318.09
H. TOTAL BEGINNING FUND BALANCE	2,617,647		2,670,175.44			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	2,892,425		3,819,008.36			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,892,425		3,819,008.36			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	2,892,425		3,819,008.36			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2026 (September 1, 2026 - August 31, 2027)

For the North Mason School District School District for the Month of October, 2026

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	158,820	20,358.39	37,545.38		121,274.62	23.64
2000 Athletics	99,700	8,847.11	21,055.65		78,644.35	21.12
3000 Classes	10,040	1,533.00	1,533.00		8,507.00	15.27
4000 Clubs	79,480	4,135.50	5,373.25		74,106.75	6.76
6000 Private Moneys	3,900	.00	.00		3,900.00	0.00
Total REVENUES	351,940	34,874.00	65,507.28		286,432.72	18.61
B. EXPENDITURES						
1000 General Student Body	96,876	4,473.92	11,003.05	19,512.94	66,360.01	31.50
2000 Athletics	116,565	10,209.20	20,157.44	15,068.52	81,339.04	30.22
3000 Classes	27,235	612.20	887.20	3,730.55	22,617.25	16.96
4000 Clubs	109,204	12,445.19	16,171.86	2,361.49	90,670.65	16.97
6000 Private Moneys	870	.00	.00	0.00	870.00	0.00
Total EXPENDITURES	350,750	27,740.51	48,219.55	40,673.50	261,856.95	25.34
C. EXCESS OF REVENUES OVER(UNDER) EXPENDITURES (A-B)	1,190	7,133.49	17,287.73		16,097.73	> 1000
D. UNUSUAL/INFREQUENT-INFLOWS (GL 968)	0	.00	.00		.00	0.00
E. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)	0	.00	.00		.00	0.00
F. NET CHANGE IN FUND BALANCE (C+D-E)	1,190	7,133.49	17,287.73		16,097.73	> 1000
G. TOTAL BEGINNING FUND BALANCE	402,355		375,532.98			
H. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
I. TOTAL ENDING FUND BALANCE (F+G + OR - H)	403,545		392,820.71			
J. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	403,545		392,320.71			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		500.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	403,545		392,820.71			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2026 (September 1, 2026 - August 31, 2027)

For the North Mason School District School District for the Month of October , 2026

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	10,000	1,831.52	2,833.91		7,166.09	28.34
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	276,443	.00	.00		276,443.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	7,306.24	7,306.24		7,306.24-	0.00
Total REVENUES/OTHER FIN. SOURCES	286,443	9,137.76	10,140.15		276,302.85	3.54
B. EXPENDITURES						
Type 30 Equipment	597,000	381,736.81	381,736.81	191,635.69	23,627.50	96.04
Type 40 Energy	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	597,000	381,736.81	381,736.81	191,635.69	23,627.50	96.04
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. UNUSUAL/INFREQUENT-INFLOWS (GL 968)	0	.00	.00		.00	0.00
F. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)	0	.00	.00		.00	0.00
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	310,557-	372,599.05-	371,596.66-		61,039.66-	19.65
H. TOTAL BEGINNING FUND BALANCE	601,443		602,633.52			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	290,886		231,036.86			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	290,886		231,036.86			
G/L 830 RESERVE FOR DEBT SERVICE	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	290,886		231,036.86			

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

Coversheet

Comprehensive School Improvement Plan (CSIP)

Section: III. Consent Items
Item: H. Comprehensive School Improvement Plan (CSIP)
Purpose:
Submitted by:
Related Material: Sand Hill Elementary CSIP OSSI.pdf
Belfair Elementary CSIP OSSI.pdf
James Taylor CSIP OSSI.pdf
HMS CSIP 26-27 .pdf

Integrated Student Supports Implementation Template School Level

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Jessica Collins – Principal	Principal
Tyler Lunde	.5 Assistant Principal
Allie Stoltz	Counselor, CARE Team

Washington Office of Superintendent of PUBLIC INSTRUCTION

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements BILT operates on a 70/30 model — roughly 70% of meeting time on instructional/data review, 30% on logistics and announcements and PBIS.
Communication protocols Decisions and updates are shared with staff via email and at monthly staff meetings; family-facing updates go out through ParentSquare and BILT presents to our community/family partners board 3 times a year.
Selection process for evidence-based practices and programs Practices are reviewed against OSPI's evidence-based interventions guidance and matched to building priorities identified through the annual data review process.
Data-based decision-making Data is reviewed at set checkpoints throughout the year (August, October, December, February, April, and June) by the BILT, aligned to the school's accountability calendar.

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

☐ Intensive review of our strengths and needs (every 3-5 years)

X Focused review of our strengths and needs (yearly)

What are the demographics in our school?

Total enrollment: ~523 students, K–5 (including Transitional Kindergarten)

Gender:

Race/Ethnicity:

Program and characteristic:

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

☐ Attendance	☐ WaKIDS assessment
☐ Behavior (discipline referrals, etc.)	☐ Academic screening

☐ Student, family, and staff perception data (surveys, etc.)	☐ State summative assessment
☐ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	☐ On track for graduation (if applicable)
☐ Social, emotional, behavioral, and mental health (SEBMH) screening	☐ Support data across tiers (participation, pre/post data, impact data): PBIS Tier 2/3 support participation and progress-monitoring data (e.g., Check-In/Check-Out).
☐ WIDA assessment	☐ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
SBA: ELA scores increased 9 points and Math scores increased 10 points — the strongest single-year gains in roughly a decade. i-Ready Math: school-wide median of 126% of Typical Growth; 97% of students (487/500) improved placement by year's end. ELA High Risk population dropped from 34% to 26% (28 fewer students in the highest-need tier); College Pathway grew from 16% to 25%. Sand Hill's aReading benchmark gain was 2.5x the district rate (+10% vs. +4%). 100% PBIS Tier 1 TFI fidelity; a school-record 11 ML students exited language support.	Grade 3 Math was the lowest-growth grade — 93% of Typical Growth building median, with only 47% of students meeting Typical Growth. Office Discipline Referrals (ODRs) did not meet the building's 25% reduction goal (697 total referrals, a 7.2% reduction). Out-of-school suspensions increased for students with IEPs, raising an equity/disproportionality concern.

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. 25-26 SMARTIE goals were set at an aspirational 100% for ELA and math growth. This motivated strong instructional focus but didn't distinguish placement (where students are) from growth (how fast they're moving) — most students are growing at a typical/aggressive rate, so the remaining gap is more a starting-point problem than an instructional-quality problem.
2. Grade 3 was the lowest-growth grade in math (93% of Typical Growth, only 47% meeting Typical), which surfaced mid-year and prompted additional team planning and curriculum review at that grade level.
3. Behavior and attendance systems are not yet fully consistent across grade levels — particularly aligning PBIS Tier 2/3 supports and our tiered attendance response plan with individual student behavior/IEP goals.

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends

Based on our careful review of school-level data, what are our top priorities?

1. Deepen instructional practice — strengthen PLCs and common formative assessment cycles building-wide, with a targeted math intervention sprint in Grade 3.
2. Protect and grow academic gains — sustain ELA momentum through structured literacy small-group instruction, and continue building on the record ML exit progress.
3. Sustain safety and culture — strengthen PBIS Tier 2 systems and align IEP behavior planning to reduce ODRs and OSS disproportionality for students with IEPs.

Mapping Resources to Address Priorities

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding

Mapping Resources to Address Priorities

Classroom Teachers	Core ELA: ReadyGen (K–5 core), Fountas & Pinnell Classroom, Haggerty PA supplement (Kinder, daily), UFLI Foundations (supplementary phonics), SIPPS as needed	ReadyGen, FPC, Haggerty/SIPPS, and UFLI Foundations program materials	Core curriculum training (ReadyGen, F&P, Haggerty, UFLI)	Basic Education; Title I, Part A
Classroom Teachers	Core Math & universal screening: i-Ready Math, i-Ready Instruction & MyPath, FastBridge Universal Screener (Fall/Winter/Spring), WIN Block (30 min daily)	i-Ready Math materials, i-Ready platform, FastBridge platform	i-Ready Math training, i-Ready platform training, FastBridge data-use training	Basic Education
BILT, PLC teams	PLC-aligned formative assessment cycles; standards-aligned data walls & student goal-setting	Common formative assessment (CFA) data trackers, data wall materials	PLC protocols and data-based decision-making training	Basic Education; Title II, Part A (professional development)
School Counselor, Office/Attendance staff, all Classroom Teachers	PBIS – Cougar PRIDE schoolwide expectations, Second Step SEL curriculum, morning meetings/community circles, counselor open access, attendance monitoring & positive family outreach, ParentSquare, Parent-Teacher conferences, PTSO	Second Step curriculum, ParentSquare platform, PBIS matrix materials	PBIS/Second Step training, CharacterStrong training	Basic Education; Title IV, Part A; PTSO fundraising

Mapping Resources to Address Priorities

	events, translation/interpretation services			

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Classroom Teacher / Intervention Staff	Reading intervention: SIPPS, Haggerty – Bridging the Gap (PA), FastBridge Intervention Activities – matched to FastBridge S2I screening data	SIPPS materials, Haggerty materials, FastBridge platform	SIPPS and Haggerty training; FastBridge data-use training	Title I, Part A; LAP
Classroom Teacher	Math intervention: Math Boot Camp (SH), MyPath (i-Ready) reteach tool, small-group instruction during WIN time	Math Boot Camp materials, i-Ready MyPath	Math Boot Camp training	Title I, Part A; Basic Education
School Counselor	Tier 2 SEL: Check-In/Check-Out (CICO), small-group social skills instruction (CharacterStrong), individual counseling check-ins & Regulation Station access	eduCLIMBER behavior tracking, CharacterStrong materials, Regulation Station	CICO and CharacterStrong training	Basic Education; Title IV, Part A
Attendance Secretary, School Counselor	Tier 2 attendance response: positive family contact, barrier identification, attendance letter #1,	eduCLIMBER Attendance Tracker, attendance letter templates	Attendance protocol / eduCLIMBER training	Basic Education

Mapping Resources to Address Priorities

	student check-in with trusted adult			

Click or tap here to enter text.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Intervention Staff / Specialist	Intensive reading: SIPPS – Intensive Small Group, Haggerty – Intensive PA, FastBridge Intervention Activities – Intensive, Leveled Literacy Intervention (LLI)	SIPPS, Haggerty, and LLI (Fountas & Pinnell) materials	Intensive intervention training (SIPPS, Haggerty, LLI)	Title I, Part A; LAP
Intervention Staff / Specialist	Intensive small-group reading & math instruction (3–6 students); weekly progress monitoring	FastBridge and i-Ready diagnostic & progress-monitoring tools	Progress-monitoring/data-use training	Title I, Part A
School Counselor + Admin + SST Team	Intensive SEL: individual counseling, Functional Behavior Assessment (FBA) consideration, Behavior Intervention Plan (BIP) if appropriate	FBA/BIP protocols, eduCLIMBER	FBA/BIP training	Basic Education; District Student Services
School Counselor + Admin + District Student Services	Trauma-informed & crisis support; community agency referral (ESD 114, BRS, NMSD Student Services); intensive/legal attendance response (BECCA)	Safety plan protocols, agency referral contacts	Trauma-informed care training	District Student Services; Title IV, Part A

Mapping Resources to Address Priorities

Click or tap here to enter text.

What resources still need to be identified and secured to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Additional Grade 3 support – class sizes are increased and in overage building-wide	Grade 3 math intervention capacity, constrained by oversized classes and loss of the math interventionist/coach	Click or tap here to enter text.	Click or tap here to enter text.	Title I/LAP or OSSI Improvement Grant funds to offset levy-loss staffing impact
Restore or fund a literacy interventionist/coach and a math interventionist/coach – neither position has existed at Sand Hill in over 6 years	Consistent Tier 1-3 delivery of SIPPS, Haggerty, UFLI, and Math Boot Camp materials, currently absorbed by classroom teachers without dedicated time	Click or tap here to enter text.	Click or tap here to enter text.	Currently constrained by having no discretionary building budget
Adapted PE training/equipment for the self-contained/life skills classroom	Equitable specialist-area access for students with the most intensive IEPs	Adapted PE equipment	PE teacher training in inclusive/adapted PE strategies	Funding source TBD

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding

Mapping Resources to Address Priorities

Secure interim certificated coverage for the school counselor's leave (ongoing 3 months, no coverage secured)	CICO and small-group SEL, currently under-resourced without dedicated counselor time	Click or tap here to enter text.	Click or tap here to enter text.	OSSI Improvement Grant (Tier 3 Plus eligible)
Restore MTSS behavior support paraeducator role (eliminated 2026-27)	Real-time behavior response and small-group Tier 2 intervention delivery	Click or tap here to enter text.	Click or tap here to enter text.	OSSI Improvement Grant
Restore interpreter services for English Learner/multilingual families (discontinued 2026-27)	Family access to CSIP goals, data, and their child's instructional program for our 25.1% EL population	Click or tap here to enter text.	Click or tap here to enter text.	Title III or OSSI Improvement Grant

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Same counselor gap limits individual counseling and FBA/BIP capacity at Tier 3	FBA/BIP timeliness affected by the lack of interim coverage during the counselor's leave	Click or tap here to enter text.	Click or tap here to enter text.	OSSI Improvement Grant
Administrative oversight of IEP behavior plans, reduced with AP now at .5 FTE (down from full-	Consistency of Tier 3 behavior-plan implementation across classrooms	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Mapping Resources to Address Priorities				
time after the ODR goal was not met)				
1 hour of daily secretarial support and the nurse clerk position, both cut 2026-27	Office/health-office capacity to support intensive-needs students and families	Click or tap here to enter text.	Click or tap here to enter text.	No discretionary building budget currently available

OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Jessica Collins– Principal

Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Kristine Michael- Superintendent Cris Turner- Systems and Supports Cristin Blaskowits- Specials Services

What district policies and procedures do we need to follow for community partnerships?

SH Volunteer Handbook – procedures for community and family volunteers
Parent and Family Engagement Policy, Plan & Procedures (district Title I requirement)
District Student Services referral protocol for community agency partnerships

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
ESD 114 (Educational Service District 114)	Community agency referral for crisis intervention and trauma-informed counseling support	Aligns with Tier 3 SEL support for students with significant behavioral/emotional dysregulation or trauma needs, per our MTSS SEL matrix	Referral-based – confirm formal data sharing agreement status with District Student Services	TBD	Families, School Counselor, District Student Services
Sand Hill PTSO (Parent Teacher Student Organization)	Family partnership and engagement events	Supports our Tier 1 family engagement commitments (family events, partnership) identified in our MTSS matrix	N/A	TBD	Families, School staff
Behavior Rehabilitation Services (BRS)	Community agency referral for intensive behavioral/mental health support	Aligns with Tier 3 trauma-informed and crisis SEL support	TBD – confirm data sharing agreement with District Student Services	TBD	Families, School Counselor, Admin, District Student Services

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
VISION: Sand Hill is a caring community where every student is valued and supported. Together, we inspire hope, resilience, and kindness. By focusing on strengths and setting meaningful goals, we empower all students to become confident and independent learners. MISSION: Sand Hill Elementary is committed to educating the whole child through rigorous and engaging instruction that fosters critical thinking, creativity, and problem-solving skills. We empower students to reach their full potential by cultivating a supportive and inclusive learning environment. Our goal is to inspire lifelong learners who are passionate about making a positive impact on the world. By building strong partnerships with families and the community, we prepare students to become responsible, compassionate, and engaged citizens. Motto: Educate. Empower. Inspire. Prepare.

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1 ELA / Reading: In partnership with all stakeholders, 100% of students will make at least one year of typical growth in aReading, as measured by the Spring FastBridge Screener. Measure: FastBridge aReading.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Tiered reading interventions (SIPPS, Haggerty PA, FastBridge Intervention Activities) matched to FastBridge S2I screening data	FastBridge aReading benchmark risk levels and growth percentiles (Fall/Winter/Spring); FastBridge Group Growth Reports	Ongoing across Fall, Winter, and Spring FastBridge benchmark windows, 2026–27	Classroom teachers, ML staff, Special Education Staff	FastBridge platform, SIPPS materials, Haggerty PA supplement, WIN Block schedule
PLC common formative assessment (CFA) cycles to identify which standards are driving or blocking growth	Grade-level CFA results reviewed at each PLC cycle	Ongoing, reviewed at each PLC meeting	PLC teams, BILT	PLC protocols, CFA data trackers
Funding: List and describe funding source(s) associated with the activities described above. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.				
1. Title I				
2. LAP				



Washington Office of Superintendent of
PUBLIC INSTRUCTION

SMARTIE Goal #2: Math: In partnership with all stakeholders, 100% of students will make at least one year's growth in the i-Ready Diagnostic, as measured by the Spring administration. Measure: i-Ready Diagnostic — Spring.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Differentiated math instruction aligned to i-Ready Diagnostic placement, including Math Boot Camp and MyPath	i-Ready Diagnostic placement and Typical/Stretch Growth (Fall/Winter/Spring); building median % of Typical Growth	Ongoing across Fall, Winter, and Spring i-Ready Diagnostic windows, 2026–27	Classroom teachers, Grade 3 team (priority focus), ILT Math representative	i-Ready platform, Math Boot Camp materials, WIN Block schedule
Grade 3 math sprint – additional team planning and curriculum review targeting the lowest-growth grade	Grade 3 i-Ready Typical Growth % and % Met Typical, monitored each benchmark window	Beginning Fall 2026, intensified if off-track by the Winter checkpoint	Grade 3 team, ILT Math representative	i-Ready diagnostic data, PLC planning time
Funding: List and describe funding source(s) associated with the activities described above. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.				
1. Basic Education				
2. Title I, Part A –				

SMARTIE Goal #3:				
Behavior & Attendance: Office discipline referrals will decrease by 20% and our PBIS TFI score will increase to 96% by Spring 2027. In partnership with all stakeholders, 100% of students will attend at least 90% of the school year. Measures: ODR data (Skyward), TFI score, eduCLIMBER Attendance Tracker.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	**Implementation and Impact Data**	**Timeframe**	**Lead**	**Resources**
PBIS Tier 1 matrix with Cougar PRIDE expectations, reinforced through PAWSitives; Tier 2 CICO for targeted behavior support	ODR data (Skyward/eduCLIMBER), PBIS TFI fidelity score, CICO progress-monitoring data	Reviewed each trimester by the BILT and PBIS Team, 2026–27	PBIS Team, School Counselor, Admin	eduCLIMBER, CharacterStrong curriculum, PBIS TFI self-assessment
Tiered attendance response plan (positive outreach → family contact → conference → BECCA referral) per building attendance protocol	eduCLIMBER Attendance Tracker; chronic absenteeism rate; count of students by attendance tier	Weekly office review; tiered response applied as absences accumulate, 2026–27	Attendance Secretary, Counselor, Admin	eduCLIMBER, ParentSquare, attendance letters #1–#3
Funding: List and describe funding source(s) associated with the activities described above. **Reminder:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.				
1. Basic Education – counselor and admin time for PBIS/attendance systems				

2. Title IV

What supports are available to meet the identified needs of students? *Outline the following for optimal coordination of academic and nonacademic supports.*

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
ReadyGen (K–5 ELA core curriculum) i-Ready Math (K–5 Math core) Fountas & Pinnell Classroom (FPC) i-Ready Instruction & MyPath Haggerty PA supplement (Kinder – daily Tier 1) SIPPS (core decoding support as needed) FastBridge Universal Screener (3x/year: Fall, Winter, Spring) WIN Block – 30 min daily, all grades PLC-aligned formative assessment cycles Standards-aligned data walls & student goal-setting	PBIS – Cougar PRIDE schoolwide expectations Second Step SEL curriculum Morning meetings / community circles School counselor – open access & small groups Attendance monitoring & positive family outreach ParentSquare family communication platform Parent-Teacher conferences (2x/year) PTSO partnership & family events

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communicatio n*

	& Exit Criteria)							
Reading: Decoding, Phonics & Fluency	Entry: FastBridge S2I screener identifies phonics/PA risk Exit: FastBridge benchmark at grade level with peers	SIPPS (Systematic Instruction in Phonological Awareness, Phonics & Sight Words)	5x/week, 20 min sessions	WIN / Intervention Block	Classroom or small group room	Classroom Teacher / Interventio n Staff	FastBridge CBM – progress monitoring 2–4x/month	PLC team review; family notification via ParentSquare
Reading: Phonemic Awareness (PA)	Entry: FastBridge S2I identifies PA risk; <80% of class at benchmark Exit: FastBridge PM shows grade-level PA with peers	Haggerty – Bridging the Gap (PA focus only)	5x/week, 10–15 min small group	WIN / Intervention Block	Classroom or small group room	Classroom Teacher	FastBridge CBM – progress monitoring 2–4x/month	PLC team review; family notification via ParentSquare
Reading: Fluency, Comprehension & Decoding	Entry: FastBridge High Risk or At Risk; S2I recommendatio n Exit: FastBridge	FastBridge Intervention Activities	Per S2I recommendatio n	WIN / Intervention Block	Classroom or small group room	Classroom Teacher / Interventio n Staff	FastBridge CBM & assessments – progress monitoring 2–4x/month	PLC team review; family notification via ParentSquare

	benchmark at grade level							
Math: Fluency & Concepts/Applications	Entry: Tri-Test data below grade level; FastBridge High Risk/At Risk – Automaticity Exit: Approaching grade-level standard	Math Boot Camp (SH)	Small group targeted sessions; treatment integrity check 3x/year	WIN / Intervention Block	Classroom or small group room	Classroom Teacher	FastBridge PM – process assessments for multi-digit computation	PLC team review; family notification via ParentSquare
Reading & Math: Targeted skill deficits	Entry: FastBridge screener, i-Ready Diagnostic, or formative data → Tier 2 need (meets some, not all, grade-level standards) Exit: Meeting grade-level standard	Small Group Instruction during WIN time (3–6 students per group)	Daily, 30 min	WIN Block	Classroom	Classroom Teacher	FastBridge screener & PM; i-Ready Diagnostic & PM; formative standards-based assessments; bi-weekly monitoring	PLC team review; family notification via ParentSquare

Math & Reading: Reteaching core skills	Entry: Not meeting standard on curriculum assessment; FastBridge data aligned to skill Exit: Meeting standard on curriculum assessment	MyPath (i-Ready) – reteach tool only, not pre-teaching of new core	WIN / independent practice; teacher reviews data weekly minimum	WIN / Independent practice	Classroom (device-based)	Classroom Teacher	i-Ready online data; curriculum assessments; teacher-monitored weekly	PLC team review; family update as appropriate
Social-Emotional Regulation & Coping Skills	Entry: Teacher referral; 3+ minor behavior referrals; student self-referral or counselor identification Exit: Reduced referrals; student demonstrates coping strategies independently	Check-In/Check-Out (CICO) – daily structured check-in with a trusted adult	Daily check-in & check-out, 5–10 min each	Arrival & end of day	Counselor office or designated classroom	School Counselor	Behavior tracking form; behavior referral data (eduCLIMBER); bi-weekly counselor review	Counselor–teacher weekly check-in; family notification via ParentSquare

Social Skills & Peer Relationships	Entry: Teacher referral; peer conflict patterns; counselor observation Exit: Improved peer interactions; fewer conflict referrals	Small Group Social Skills Instruction (CharacterStrong extension or counselor-led)	1x/week, 30–45 min group	During WIN block or lunch	Counselor office or small group room	School Counselor	Counselor observation notes; behavior referral data; teacher feedback monthly	Counselor–teacher monthly check-in; family update as appropriate
Anxiety, Worry & Emotional Wellbeing	Entry: Teacher/family referral; student self-report; counselor screening Exit: Student reports improved wellbeing; coping strategies in use	Individual counseling check-ins; Regulation Station access & coaching	As needed, 1–2x/week individual	Flexible – during WIN or as-needed	Counselor office	School Counselor	Counselor session notes; wellbeing check-ins; teacher feedback	Counselor–family communication as needed; teacher loop-in for classroom strategies
Tier 3 (Intensive) - *What do a few students, based on data-informed needs, have access to in Tier 3?*								
Area of focus	*Decision Rules (Entry*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*

	& Exit Criteria)							
Reading: Significant Decoding, Phonics & Fluency Deficits	Entry: FastBridge S2I High Risk in phonics/PA; SIPPS placement criteria met Exit: FastBridge benchmark at grade level	SIPPS – Intensive Small Group	5x/week, 20 min sessions	WIN / Intervention Block	Small group room	Intervention Staff / Specialist	FastBridge CBM – weekly progress monitoring	PLC team + Intervention Coordinator; family notification & conference as needed
Reading: Significant Phonemic Awareness Deficits	Entry: FastBridge S2I High Risk in PA; not responding to Tier 2 Exit: FastBridge PM at grade level with peers	Haggerty – Bridging the Gap (Intensive PA)	5x/week, 10–15 min intensive small group	WIN / Intervention Block	Small group room	Intervention Staff	FastBridge CBM – weekly progress monitoring	PLC team + Intervention Coordinator; family notification & conference as needed
Reading: Intensive Fluency, Comprehension & Decoding	Entry: FastBridge High Risk; not responding to Tier 2 Exit: FastBridge	FastBridge Intervention Activities – Intensive	Per S2I recommendation; increased frequency & intensity vs. Tier 2	WIN / Intervention Block	Small group room	Intervention Staff / Specialist	FastBridge CBM & assessments – weekly progress monitoring	PLC team + Intervention Coordinator; family notification & conference as needed

	benchmark at grade level							
Reading & Math: Intensive skill deficits (does not meet most grade-level standards)	Entry: FastBridge screener, i-Ready Diagnostic, or formative data → Tier 3 need (does not meet most grade-level standards) Exit: Meeting some grade-level standards; may transition to Tier 2	Intensive Small Group Instruction during WIN time (3–6 students per group)	Daily, 30 min	WIN Block	Small group room	Intervention Staff / Specialist	FastBridge screener & PM; i-Ready Diagnostic & PM; weekly progress monitoring	PLC team + Intervention Coordinator; family notification & conference; SST referral considered if no response
Reading: Significant Literacy Achievement Gap	Entry: Fountas & Pinnell below benchmark by 3+ levels Exit: Student reading level within 80% of grade-level benchmark	Leveled Literacy Intervention (LLI) – Fountas & Pinnell curriculum; groups of ≤4 students	Daily, 30–45 min	Intervention Block	Small group room	Tier 2 Intervention Team (identified by Intervention Coordinator + PLC)	Regular running records; F&P benchmark assessments; Intervention Coordinator monitors	Intervention Coordinator + PLC teams; family notification; progress shared at conferences

Significant Behavioral & Emotional Dysregulation	Entry: Frequent major referrals (3+); not responding to Tier 2 SEL supports; safety concerns Exit: Sustained reduction in referrals; demonstrates self-regulation strategies; SST team decision	Intensive individual counseling; Functional Behavior Assessment (FBA) consideration; Behavior Intervention Plan (BIP) if appropriate	2–3x/week individual, 30 min sessions	Flexible – during WIN or pull-out	Counselor office	School Counselor + Admin + SST Team	FBA data; behavior referral tracking; weekly counselor review; SST meeting data	SST team meetings; family conference required; district behavior support referral as needed
Trauma-Informed & Crisis Support	Entry: Crisis event; student disclosure; referral from admin or family; counselor assessment Exit: Student stabilized; outside services connected; ongoing monitoring plan in place	Crisis intervention; trauma-informed counseling; community agency referral (NMSD Student Services, ESD 114, BRS)	As needed – immediate response + ongoing follow-up	Immediate / flexible	Counselor office / safe space	School Counselor + Admin + District Student Services	Counselor documentation; safety plan if applicable; ongoing check-ins	Family contact required; district Student Services notification; agency coordination as needed

Communication	Method(s)	Date Received and/or Approved
School board	Board meeting presentation	Annual SIP/CSIP overview presented at a board meeting
School staff	Staff meetings; email	Reviewed at staff meetings and shared via email
Community partners	Partner agency contacts (e.g., ESD 114, District Student Services)	Shared via partner agency contacts (e.g., ESD 114, District Student Services)
Families	ParentSquare; Parent-Teacher conferences	Shared via ParentSquare and Parent-Teacher conferences

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): Progress and barriers shared via ILT/BILT meeting notes, staff email updates, and monthly staff meetings.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Data reviewed and documented at each FastBridge/i-Ready benchmark window (Fall, Winter, Spring) and at BILT trimester check-ins; decisions logged in ILT meeting notes.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: Tiered intervention plans documented in the MTSS Academic and SEL Matrices (Tier 1/2/3 supports, entry/exit criteria). Provided: Actual supports delivered tracked via eduCLIMBER (behavior/attendance) and FastBridge/i-Ready progress-monitoring logs (academic).
Documentation of materials, training, and coaching to ensure fidelity of implementation: Training and coaching documented through PLC agendas, ILT session notes, and intervention program fidelity checks (e.g., SIPPS, Haggerty treatment integrity checks 3x/year).

Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
August 2026	Review prior year (25-26) i-Ready, FastBridge, SBA, and ODR data; PLC Stage self-assessment	Set 26-27 priorities grounded in actual starting-point data (not aspirational 100% targets); identify Tier 2/3 students for the new year	ILT + full staff retreat	Completed before first day of school	Shared at staff kickoff/retreat

Click or tap here to enter text.	October 2026	Fall FastBridge and i-Ready benchmark windows; ODR data; PBIS TFI self-assessment	Adjust Tier 2/3 groupings; flag PBIS fidelity gaps; confirm Grade 3 math sprint is on track	ILT + PBIS Team	Within 2 weeks of Fall benchmark window closing
Click or tap here to enter text.	December 2026	i-Ready mid-year diagnostic; CFA data; ILT agenda audit	Revise coaching focus; celebrate wins; intensify Tier 2 support for flat-growth students	ILT instructional review	Mid-year checkpoint
Click or tap here to enter text.	February 2027	Student belonging survey; staff culture survey	Design spring response to survey findings; review attendance tier response plan effectiveness	All-staff share-back	By end of February
Click or tap here to enter text.	April 2027	Spring FastBridge window; PBIS ODR trends; PLC fidelity check	Activate Grade 3 math sprint if not on track; PLC calibration	ILT + PBIS Team	Within 2 weeks of Spring benchmark window
Click or tap here to enter text.	June 2027	All year-end data (FastBridge, i-Ready, SBA, ODR, attendance); CSIP	Update 27-28 SMARTIE goals grounded in actual Spring 27 data; celebrate	Full staff + ILT retreat	End of school year

		Section 8 reflection; 3-year plan review	wins; plan summer PD		

OSSI Examining Resource Inequities Tool

Introduction

This document is a support tool created by the Office of System and School Improvement (OSSI) and Office of Superintendent of Public Instruction (OSPI) to help schools evaluate resource inequities. Resource Inequities create inequitable opportunities for students. School Improvement Plans (SIPs) and LEA Consolidated Accountability Plans (L-CAPs) must identify resource inequities, as required by ESEA section 1111(d)(1)(B)(iv) and (2)(C), which may include a review of LEA and school-level budgeting, to be addressed through implementation of the improvement plans.

Resource inequities are found by analyzing key data. This includes looking at spending per student, teacher qualifications, access to special staff, participation in challenging courses and more. The findings should help address and reduce inequity and improve learning opportunities.

It's important to make sure resources align with the goal of giving all students equitable access to education and the supports they need. This tool will help you answer questions in your School Improvement Plan (SIP) through:

- Evaluating how resources, like staff, money, teaching materials, and family involvement, are distributed.
- Comparing your school's data to understand where your school stands in relation to others.
- Thinking about actions to better match resources with your school's improvement goals.

Examining resources is a complex task. Adjusting resources requires technical expertise, adaptive strategies, and careful planning. While this tool helps fulfill a requirement for schools identified under the Every Student Succeeds Act (ESSA) to examine resource inequities, teams need to think about the possible side effects or unintended consequences of making changes.

Keep in mind that addressing assumptions, beliefs, practices, and behaviors of adults within your school and district falls within your sphere of influence. However, you cannot change the backgrounds, histories, or actions of parents and families. Focus on what school and district leaders can do to improve the school.

After looking at the enrollment data, this tool will help you explore how resources are distributed in the following areas:

- Access to high-quality and appropriately licensed educators
- High-quality instructional materials (ELA, Math, and Language Proficiency)
- Distribution of funding
- Family engagement

Each section includes a data table which aligns with questions in the SIP designed to inform your school's planning process.

Note: This Resource Inequity Data Tool is intended for schools identified for WSIF Tiered support as part of their school improvement plans under ESSA but can benefit all schools, regardless of tiered identification status.

SY 2024-2025 Demographics

Awareness of the basic demographics of your student, teacher, and administrator populations will help you examine the data in other sections and identify disparities.

Enter the total number of students, teachers, and administrators in your school during the 2024-25 school year in the fields below. For student enrollment, use the total number of students that were enrolled on the first business day of October.

Total Count

Students	Teachers	Administrators
514	40	1.5

In the fields below, enter in the number of students, teachers, and administrators that identify with the different federal race and ethnicity categories. Use the total numbers from the table above to calculate the percentage of each group in the following way: number of students in a group/total number of students x 100.

	Number of Students	Percent of Total Students (%)	Number of Teachers	Percent of Total Teachers (%)	Number of Administrators	Percent of Total Administrators (%)
American Indian or Alaskan Native	2	0.4%				
Asian	1	0.2%				
Black or African American	6	1.2%				
Hispanic/Latino	178	34.6%	3	7.5%		
Native Hawaiian or Other Pacific Islander	2	0.4%				
Two or More Races	44	8.6%	1	2.5%		
White	281	54.7%	35	87.5%	1.5	100%
Students with Disabilities	89	17.3%				
Economically Disadvantaged	300	58.4%				
English Learners	129	25.1%				

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Access to High-Quality and Appropriately Licensed Educators

Teachers

	School Code	School Percent	District FTE	District Percent
Fully licensed	39	97.5%		
Out-of-field or licensed with stipulations	6	15.0%		
Emergency certification	1	2.5%		
5+ yrs experience in assignment area code				
<5 yrs experience in assignment area code				
Paraeducators	12 total (MTSS behavior support role eliminated 2026-27)			
School Counselors	On leave; no interim coverage secured			
School Librarians	Library tech eliminated 2026-27 (literacy + student tech support)			
School Nurses	0.5 FTE; nurse clerk position eliminated 2026-27			

	School Code	School Percent	District FTE	District Percent
School Psychologists	0.5			
School Social Workers	0			
Speech Language Pathologists	1.0			
Other Specialized Instructional Support Personnel	Literacy interventionist/coach: 0 (no such position for over 6 years)	Math interventionist/coach: 0 (no such position for over 6 years)		

School Level Administrators

	School Code	School Percent	District FTE	District Percent
Total	1.5			
5+ yrs experience	1.0			
<5 yrs experience	0.5			

1. Explain the impacts of per-pupil expenditures from Federal, State, and local sources (Title funding, Learning Assistance Program (LAP) funds, Local funding sources, etc.)

   Sand Hill's per-pupil expenditure was $20,503.47 in 2024-25, about $1,796.61 above the North Mason School District average of $18,706.86 – likely reflecting Title I/LAP funding concentrated at a high-poverty, high-EL building (58.4% low-income, 25.1% English Learners) rather than a funding advantage. Following a double levy failure, Sand Hill has no discretionary building budget for 2026-27, and reductions have landed directly on the systems this Tier 3 Plus school depends on to exit comprehensive support: the assistant principal dropped from full-time to .5 FTE – the same year our ODR/discipline goal was not met, removing oversight capacity exactly when it was needed most; the MTSS behavior support paraeducator position was eliminated; we have had no literacy interventionist/coach or math interventionist/coach for over 6 years – a long-standing structural gap, not a recent cut; one hour of daily secretarial support and our nurse clerk position were both cut; our library technician, who supported both literacy access and student technology, was eliminated; our school counselor has been on leave for three months with no interim coverage secured; and interpreter services for our English Learner and multilingual families were discontinued. Class sizes across every grade level have increased and are now in overage against contractual targets. Together these reductions strip away the intervention infrastructure, oversight capacity, and family-communication access a Tier 3 Plus school needs to exit comprehensive support, at the exact time our data shows we need to intensify – not reduce – support for our highest-need students.

2. How are low-income and minority students impacted by teacher effectiveness (are taught by inexperienced, limited certificate status, or out of field teachers)? What are some conditions or practices that contribute to this?

   We do not yet have licensure and experience data disaggregated by classroom or student group to answer this precisely. This is a data gap we plan to close by requesting an HR pull of teacher licensure/experience by assignment area, cross-referenced with the demographics of the students each teacher serves.

3. Does the school have a high percentage of teachers with less than five years of experience? If so, what are some conditions or practices that may be contributing to this?

   District-reported data shows an average of 10.5 years of teaching experience and 80% of teachers holding a Master's degree or higher, suggesting an experienced staff overall. We do not yet have the percentage specifically with less than 5 years' experience; we will pull this from HR records to confirm.

4. Are teacher demographics proportionately aligned to the student demographics? If not, what are some conditions or practices that may be contributing to this?

   We do not currently have teacher and administrator race/ethnicity data to compare against our student population (54.7% White, 34.6% Hispanic/Latino, 8.6% Two or More Races, and smaller percentages of Black/African American, Asian, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander students). This comparison requires an HR data pull and is a next step.



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High-Quality Instructional Materials

ELA (English Language Arts) INSTRUCTIONAL MATERIALS

Material	Last Updated	Aligned with WA Learning Standards for ELA	Used for Title I and/or Special Ed
ReadyGen (K-5 core)	2018	Yes	Core instruction, all students
Fountas & Pinnell Classroom	2018	Yes	Core instruction, all students
Haggerty Phonemic Awareness (Kindergarten supplement)		Yes	Core + Title I intervention support
SIPPS		Yes	Title I / intervention (Tier 2-3)
Haggerty – Bridging the Gap		Yes	Title I / intervention (Tier 2-3)
UFLI Foundations		Yes	Supplementary phonics, all students

MATHEMATICS INSTRUCTIONAL MATERIALS

Material	Last Updated	Aligned with WA Learning Standards for ELA	Used for Title I and/or Special Ed
i-Ready Math (K-5 core)	2024-25 (2 yrs ago)	Yes	Core instruction, all students
i-Ready MyPath		Yes	Diagnostic + intervention (Tier 2-3)
Math Boot Camp		Yes	Title I / intervention (Tier 2)
FastBridge (universal screener)		Yes	Screening/progress-monitoring, all students

5. What is the overall level of alignment of instructional materials to academic standards in ELA and mathematics? If there is misalignment what are some conditions or practices that may be contributing to any lack of alignment?

   Core ELA (ReadyGen, Fountas & Pinnell, Haggerty phonemic awareness, and UFLI Foundations as a supplementary phonics curriculum) and core Math (i-Ready Math) materials are aligned to WA Learning Standards. FastBridge supplements these with universal screening and progress-monitoring data to guide instruction.

6. Do all students – including those receiving Title I, Special Education, or English language instruction services – have access to grade-level, standards-based instructional materials? If not, what are some conditions or practices that may be contributing to this lack of access?

   Core and intervention materials (SIPPS, Haggerty – Bridging the Gap, Math Boot Camp, i-Ready MyPath, UFLI) remain standards-aligned, but the long-standing absence of both a literacy interventionist/coach and a math interventionist/coach – neither position has existed at Sand Hill in over 6 years – means there has never been dedicated staff to consistently deliver Tier 2/3 intervention using these materials – classroom teachers are absorbing this work without additional time or training. Our self-contained/life-skills classroom also continues to lack adapted PE equipment and dedicated specialist training. For our English Learner and multilingual families (25.1% of students), the elimination of interpreter services removes a critical access point to understanding their child's instructional program and progress.

7. How do school policies and procedures proportionately offer students access to and participation in comprehensive and rigorous coursework?

   As a K-5 building, we do not offer formal advanced/honors coursework; our closest equivalent is Highly Capable programming (5.3% of students) and our piloted departmentalized instructional model. We have not yet examined whether access to these is proportionate across student groups.

8. What are the rates of early learning access to and participation including preschool, transitional kindergarten, and full-day kindergarten programs in your school?

   We do not currently have disaggregated participation data for preschool, transitional kindergarten, or full-day kindergarten enrollment. This is a data gap to close with our student information system.

9. How has your school addressed screening for biased content and integrating culturally sustaining (meaning culture is viewed as a resource for learning, not a barrier) instructional materials?

   We have not yet conducted a formal bias screening of instructional materials or systematically evaluated culturally sustaining practices. This is an area for our team to take up as part of our improvement planning.

10. What are the professional learning opportunities that the school provides to teachers to support their use of instructional materials? How is the impact of professional learning measured?

    Staff receive training on core curriculum tools – ReadyGen, Fountas & Pinnell, Haggerty, Eureka Math, i-Ready, and FastBridge – funded through Basic Education and Title II, Part A. Impact is monitored through the BILT's data review cycle (August, October, December, February, April, June), though we have not yet formally measured professional learning impact separately from student outcome data.

11. Based on per-pupil expenditure and the student demographics in our school, are students receiving supplemental resources at an equitable level? If not, what are some conditions or practices that may be contributing to disparities?

    Class sizes have increased across every grade level and are now in overage against contractual targets building-wide, not isolated to one grade – 3rd grade, the grade our own data flagged as lowest-growth in math, is averaging 23–24 students against a K-3 target of 18. This coincides with a chronic, 6+ year absence of both a literacy and a math interventionist/coach, meaning the students needing the most individualized attention are simultaneously facing larger classes and a support gap that predates this year's budget cuts – a compounding, long-standing equity concern.

FUNDING

	School	District
Per-Pupil Expenditure	$20,503.47 (2024-25) – 60.3% instructional / 39.7% non-instructional	$18,706.86 (2024-25) – 56.5% instructional / 43.5% non-instructional

12. Given the current funding situation, what could be done to counteract the consequences of systemic inequity?

    Sand Hill currently has no discretionary building budget. As a Tier 3 Plus school, we are eligible for OSSI Improvement Grants, and pursuing this funding is now essential rather than supplemental – it is one of the only remaining levers available to restore any of the positions lost this year (literacy/math interventionist-coach roles, MTSS paraeducator, counselor leave coverage, library tech, interpreter services) that directly support our ability to exit comprehensive support status.

Family Engagement

In this section, please use the following definitions:

- **Families engaged:** family members who attended two or more learning-related school events and/or communicated on multiple occasions with school staff in the given year
- **Families who participated in shared decision making:** family members who served on school advisory councils, helped devise school mission and vision, or helped plan and conduct school activities in the given year

	School Number	School Percent	District Number	District Percent
Total Families	523			
Families engaged	520	99.4%		
Families who participated in shared decision making				

FAMILY SURVEYS

	School Number	School Percent	District Number	District Percent
Families asked to participate in a family survey	N/A – no family survey currently conducted			
Families responding to the survey	N/A – no family			

	School Number	School Percent	District Number	District Percent
	survey currently conducted			
Families receiving the results of the survey	N/A – no family survey currently conducted			
Families reported feeling welcomed, honored, and connected to their child's learning	N/A – no family survey currently conducted			
Families reported feeling that their contributions are valued	N/A – no family survey currently conducted			
Families reported receiving information about how their input would be used	N/A – no family survey			

	School Number	School Percent	District Number	District Percent
	currently conducted			

13. How does our school ensure that the families we engage with as partners are representative of all student groups?

    We reach families through ParentSquare (520 of 523 families, where we share data and CSIP goals), family-teacher conferences twice a year, family engagement nights twice a year, monthly PBIS assemblies, and PTSO/community-partner data share-outs three times a year through BILT. This year, interpreter services for our English Learner and multilingual families were eliminated, which we believe directly undermines representative engagement for the 25.1% of our students who are English Learners – families who relied on that support to participate meaningfully are now less able to do so. We do not yet track how many families across these channels are English Learner/multilingual families specifically, which limits our ability to confirm representativeness.

14. How do we consider barriers such as time, understanding, or access, while using multiple forms of data, to ensure their voices are valued and recognized in the continuous improvement planning processes?

    Language access is now our most pressing family-engagement barrier: interpreter services for ML/EL families were eliminated this year, removing a support many families depended on. We do not yet have a systematic process for evaluating time and understanding barriers beyond language, but the loss of interpretation is an immediate, identifiable gap we plan to address as budget allows.

15. Are there other resources that have been considered or need to be?

    This year's cuts, driven by a double levy failure, form a clear and connected picture: assistant principal reduced to .5 FTE (the same year our discipline/ODR goal was missed), MTSS behavior paraeducator eliminated, no literacy or math interventionist/coach for over 6 years, one hour of daily secretarial support cut, nurse clerk position cut, library technician

eliminated, interpreter services for ML families discontinued, no discretionary building budget, and class sizes in overage building-wide. Individually these are staffing lines; together they represent the systematic loss of the Tier 2/3 intervention, oversight, and family-communication infrastructure a Tier 3 Plus school needs to exit comprehensive support. Restoring even a subset of these positions – prioritizing the literacy/math interventionist roles, given their direct tie to our WSIF-identified priorities and their 6+ year absence, and the MTSS paraeducator – should be treated as the building's top resource need.

Integrated Student Supports Implementation Template School Level

Board Approval: October 26, 2026

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.

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Kyle Ehlis	Principal (Team Lead)
Tyler Lunde	Assistant Principal
Linda Wilkins	Special Education Teacher
Savannah Elliot	Multilingual Learner (MLL) Teacher
Jane Adams	School Counselor
Shaylee Gough	Specialist
Jody Ellis	TTK Teacher
Brittany Fournier	Kindergarten Teacher
Christina Shook	1st Grade Teacher
Telia Ford	2nd Grade Teacher
Amy Anderson	3rd Grade Teacher
Christie Swanstrom	4th Grade Teacher
Kellie Cole	4th/5th Grade Teacher

Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements BILT operates under shared team norms: meetings start/end on time; all voices are heard using a round-robin or written-input protocol; decisions are made by using our decision making process including six stages; agendas go out 48 hours in advance; notes are shared with staff within 3 school days of each meeting.
Communication protocols BILT agendas and notes are maintained and shared with staff after each meeting. Family-facing communication runs through ParentSquare, the school newsletter, Back-to-School Night, and trimester data conferences; multilingual families receive translated materials and interpretation support.
Selection process for evidence-based practices and programs New interventions and programs are vetted against OSPI's Evidence-Based Interventions guidance and the state's LAP definition of evidence-based practice, screened for fit with identified student needs, feasibility of fidelity (staffing, time, cost), and cultural/linguistic responsiveness, then approved by the BILT before adoption (e.g., CharacterStrong, Second Step, Imagine Learning were selected using this process).
Data-based decision-making PLCs follow a structured weekly data protocol every Wednesday: (1) review formative assessment data, (2) identify students not yet proficient, (3) determine instructional adjustments, (4) plan extension for students who are proficient. Building-level data (FastBridge, iReady, SBA, SWIS, SAEBRS, Skyward attendance) is reviewed by Administration, PLC teams, the MTSS Team, and the BILT on the cycle described in Step 1 and Step 5 below.

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*



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Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

- ☐ Intensive review of our strengths and needs (every 3-5 years) — Next due per district CNA cycle (not selected for 2026–27)
- ☐ Focused review of our strengths and needs (yearly) — Selected for 2026–27

What are the demographics in our school?

Total enrollment: 420 students

Gender: 51% male / 49% female

Race/Ethnicity: Hispanic: 39%; White: 56.8%; Two or More Races: 11.1%

Program and characteristic: Multilingual: 17.7%; Free/Reduced Meals: 55.7%; Special Education: 21.4%

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

☐ Attendance — Selected (in use)	☐ WaKIDS assessment
☐ Behavior (discipline referrals, etc.) — Selected (in use)	☐ Academic screening — Selected (in use)
☐ Student, family, and staff perception data (surveys, etc.)	☐ State summative assessment — Selected (in use)

☐ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	☐ On track for graduation (if applicable)
☐ Social, emotional, behavioral, and mental health (SEBMH) screening — Selected (in use)	☐ Support data across tiers (participation, pre/post data, impact data): WIN participation, CICO, MTSS tracking — Selected (in use)
☐ WIDA assessment — Selected (in use)	☐ Other: Click or tap here to enter text.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
MLL percent progressing and percent exiting services K-5 FastBridge aReading % above 50th percentile at highest levels since BE started using the assessment Smarter Balanced Achievement above pre-Covid levels for All students	Special Education discipline rates 5x higher than school average MLL and Special Education subgroup achievement in math and reading trails building average Chronic absenteeism and Step 2 attendance interventions remain a barrier to access

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. Intervention alignment across Tier 1–3 is still maturing; core instruction, WIN groups, and specialized SPED/MLL supports are not yet fully synchronized in every grade level.
2. Special Education paraeducator staffing is 14.5% below the state average, limiting the intensity and consistency of Tier 2/3 support delivery.
3. Outdated ELA curriculum with limited professional development opportunities for the entire staff.

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends

Based on our careful review of school-level data, what are our top priorities?

1. Strengthen K–5 literacy achievement and cohort growth (ELA/Reading), with targeted gap-closing for MLL and Special Education students.
2. Accelerate math achievement and cohort growth, with a specific equity lens on access to rigorous Tier 1 instruction for MLL and Special Education students.
3. Strengthen SEL/behavior supports schoolwide and reduce Office Discipline Referrals (ODRs) while eliminating disproportionality for MLL and IEP subgroups.
4. Reduce chronic absenteeism and Step 2 attendance interventions through earlier, tiered family outreach.

Mapping Resources to Address Priorities

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Classroom teachers, Administration	CORE ELA & Math instruction 5 days/week; daily number-sense routines; CharacterStrong & Second Step Tier 1 SEL lessons; NMSD Pillars (Respectful, Responsible,	District-approved ELA & Math curricula; Heggerty & UFLI supplemental materials; FastBridge & iReady universal screeners	PLC training and support; instructional coaching cycles (2x/teacher/year); equity / culturally responsive instruction PD	Basic Education; Title I, Part A; Title II, Part A

Mapping Resources to Address Priorities

	Kind, Safe) embedded schoolwide			
Classroom Teachers	Core ELA: ReadyGen (K–5 core), Fountas & Pinnell Classroom, Heggerty PA supplement (Kinder, daily), SIPPS as needed	ReadyGen, FPC, and Heggerty/SIPPS program materials	Core curriculum training (ReadyGen, F&P, Heggerty)	Basic Education; Title I, Part A
Classroom Teachers	Core Math & universal screening: i-Ready Instruction & MyPath, FastBridge Universal Screener (Fall/Winter/Spring), WIN Block (30 min daily)	, i-Ready platform, FastBridge platform	i-Ready platform training, FastBridge data-use training	Basic Education
BILT, PLC teams	PLC-aligned formative assessment cycles; standards-aligned data walls & student goal-setting	Common formative assessment (CFA) data trackers, data wall materials	PLC protocols and data-based decision-making training	Basic Education; Title II, Part A (professional development)

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Para educators, SPED/MLL staff, Counselor, MTSS Team	WIN (What I Need) Intervention, ELA & Math, CICO for students identified through SAEBRS; early family-outreach after 3 unexcused absences	District-vetted systematic intervention materials; SAEBRS screening tool; Skyward attendance tracking; ParentSquare	WIN model training; SAEBRS administration training; restorative-practices PD	LAP (Learning Assistance Program); School Improvement funds ($30,000 — MTSS paraeducator salary); Title III

Mapping Resources to Address Priorities

Classroom Teacher	MyPath (i-Ready) reteach tool, small-group instruction during WIN time	Math Boot Camp materials, i-Ready MyPath	i-Ready Training Dates	Title I, Part A; Basic Education, Title II
School Counselor	Tier 2 SEL: Check-In/Check-Out (CICO), small-group social skills instruction (CharacterStrong),	eduCLIMBER behavior tracking, CharacterStrong materials,	CICO and CharacterStrong training	Basic Education; Title IV, Part A , Title II
Attendance Secretary, School Counselor	Tier 2 attendance response: positive family contact, barrier identification, attendance letter #1, student check-in with trusted adult	eduCLIMBER Attendance Tracker, attendance letter templates	Attendance protocol / eduCLIMBER training	Basic Education

Click or tap here to enter text.

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
SPED staff, Counselor, MTSS Team, Administration	Individualized attendance plans with wraparound support and family case conferencing; intensive small-group reading/math intervention; individualized behavior	Imagine Learning (MLL Level 1 WIDA students); specialized SPED math/reading intervention materials	IEP-aligned individualized coaching; trauma-informed practice PD (annual, all staff)	Title III; Other Funding Sources (Imagine Learning; Special Education instructional materials)

Mapping Resources to Address Priorities

	plans and trauma-informed support			
School Counselor + Admin + SST Team	Intensive SEL: individual counseling, Functional Behavior Assessment (FBA) consideration, Behavior Intervention Plan (BIP) if appropriate	FBA/BIP protocols, eduCLIMBER	FBA/BIP training- Sound Supports and SPED Director	Basic Education; District Student Services

Click or tap here to enter text.

What resources still need to be identified and secured to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Administration, Certificated Staff	K–5 reading curriculum adoption if levy funding becomes available (current Fountas & Pinnell materials are below quality benchmark); continue supplemental Heggerty/UFLI/Bridge to Writing in the interim.	Fish Tank ELA-District K-5 Pilot Reading Side By Side-Grade Level using grant funding	Fish Tank and Reading Consultant	Basic Ed and Grant Funding (Non Federal or State), Title II

Mapping Resources to Address Priorities

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Additional 0.5 FTE certificated MLL staff (current ratio: 1 MLL teacher to 75+ MLL students).	When Levy Funding become available or possible Grant Funding- Small Group instruction	Imagine Learning	Imagine Learning PD	Levy Funding and Title II
MTSS Paraeducator	OSSI Grant Funding- De-escalation, Reboot, CICO	EduClimber and PBIS Apps supports	Admin EduClimber Training	OSSI Grant

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Additional paraeducator FTEs for Special Education to close the 14.5% below-state-average staffing gap; avoid redirecting Basic Ed paraeducators to SPED roles when possible.	One on one paraeducator support for students, and small group instruction	Everway teaching tools, UFLI, SIPPS	Training by special ed director and teaching staff	2100 Special Education and Title II
Paraeducator and MLL Staff	Imagine Learning Language and Literacy support resources	Imagine Learning	Imagine Learning PD, GLAD Training Supports	Title II and Title III

OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Kyle Ehlis, Principal (primary); Tyler Lunde, Assistant Principal (backup)

Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Cris Turner, North Mason School, Chief Academic Officer

What district policies and procedures do we need to follow for community partnerships?
Parent and Family Engagement Policy, Plan & Procedures (district Title I requirement)
Building community background checks for volunteers
Required training for staff (McKinney-Vento, Mandatory Reporting, etc.)

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
Imagine Learning	Adaptive MLL/reading & math digital intervention	Supports MLL Level 1 WIDA students and SPED math intervention identified in the CNA	Vendor data-use agreement on file	N/A	Staff, MLL families
ESD 114 (Educational Service District)	PD, coaching, and MTSS/behavior technical assistance	Aligns with coaching-cycle and trauma-informed PD strategies	N/A	N/A	Staff
Mason County Public Health	Community health data; SEBMH referral pathway	Aligns with SEBMH screening and community-data needs identified in CNA	Aggregate data only	N/A	Families, community partners

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?

School Vision	We are committed to creating a safe and welcoming a school environment that nurtures the whole child. Our students will transition to their next level of learning prepared for success academically, social-emotionally, behaviorally, and physically.
School Mission	At Belfair Elementary we strive for high levels of learning by using a Multi-tiered System of Supports (MTSS) framework to guide the collaborative analysis of student data to inform strong (Tier 1) instruction, strategic (Tier 2), and intensive (Tier 3) interventions to meet the academic, social-emotional, and behavioral needs of ALL students.
NMSD Pillars — Schoolwide Commitments	We are Respectful • We are Responsible • We are Kind • We are Safe

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1 Increase 5% ELA SBA cohort achievement growth (3rd→4th, 4th→5th). District assessment goal (FastBridge aReading): grow from 61% of students reaching Typical/Aggressive growth in 25/26 to 71% in 26/27. MLL sub-goal: 20% achievement growth on FastBridge aReading. Special Education sub-goal: 20% achievement growth on FastBridge aReading.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Core ELA instruction with fidelity, 5 days/week (grade-level standards, Lesson Language Objectives, formative checks, I Do/We Do/You Do scaffolding)	FastBridge aReading; Grades 3–5 ELA interims (2x/trimester); Grades K–2 UFLI assessments (2x/trimester)	2026–27 school year	Teachers, Administration	District ELA curriculum; Heggerty/UFLI
WIN (What I Need) Intervention, cycles are built and determined by need and grade level teams; Wednesdays reserved for progress monitoring	FastBridge Universal Screeners; PLC-analyzed cycle data used to redesign groups	2026–27 school year	Teachers, Para educators, SPED/MLL staff, Administration	District-vetted systematic intervention materials
Collaborative PLC practice — 4 Questions protocol; MLL/SPED staff join grade-level PLC at least monthly	Common formative assessments aligned to priority standards	Weekly, ongoing	Teachers, MLL/SPED staff, Administrators	PLC time; priority-standards documents

Family engagement in literacy — 2 family literacy nights/year; take-home reading strategies; trimester data conversations; translated materials for MLL families	Family attendance; trimester progress-conversation completion	2x/year + trimester conferences	Teachers, Administration, MLL staff	Translated materials, interpretation support
1. Basic Education — core ELA instruction				
2. Title I, Part A/LAP — WIN intervention time; School Improvement Leadership Team				

SMARTIE Goal #2:

Increase 5% Math SBA cohort achievement growth (3rd→4th, 4th→5th). District assessment goal (iReady Math): grow from 30% of students reaching Stretch Growth in 25/26 to 40% in 26/27. MLL sub-goal: 60% reaching Stretch Growth. Special Education sub-goal: 60% reaching Stretch Growth.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Core Math instruction with fidelity, 5 days/week; Lesson Language Objectives; math-talk discourse; play-based learning in Kindergarten	iReady Math Diagnostic; SBA Interims; common formative assessments	2026–27 school year	Teachers, Administrators	District math curriculum
WIN Math intervention, groups and intervention frequency determined by grade level teams, grouped by iReady-identified skill gaps	iReady progress-monitoring data; PLC regrouping decisions	2026–27 school year	Teachers, Para educators, SPED/MLL staff	District-vetted systematic math materials
PLC Four Questions — math focus; MLL/SPED staff join at least monthly	Common formative assessments for priority math standards	Weekly, ongoing	Teachers, MLL/SPED staff, Administrators	PLC time

Daily number-sense routines K–5 (Number Talks, Choral Counting, Which One Doesn't Belong), 5–10 min/day	Classroom formative checks on number sense/reasoning	Daily, 2026–27	All classroom teachers	Number-sense routine resources
Math equity PD — culturally responsive instruction; audit of tasks for rigor/relevance/access; MLL/SPED receive Tier 1 instruction alongside (not instead of) intervention	PD attendance; task-audit findings	PD Fall 2026; ongoing	Administration, Teachers, MLL/SPED staff	PD materials, audit tool
1. Title I, Part A — School Improvement Leadership Team support				
2. LAP — WIN tiered intervention time for classroom teachers				

SMARTIE Goal #3: Reduce overall Office Discipline Referrals (ODRs) by 15% from the 25/26 total. Disproportionality sub-goal: no disproportionality in ODR risk ratios between MLL and non-MLL students. Special Education sub-goal: no disproportionality in ODR risk ratios between students with IEPs and non-disabled students.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Explicit SEL instruction — CharacterStrong (classroom) and Second Step: Bullying Prevention (counselor); Child Protection Unit lessons; classroom community meetings; NMSD Pillars reinforced schoolwide	SWIS ODR data; classroom community-meeting implementation	2026–27 school year	Tier 2/3 Team, MTSS, Counselor, Administration, Teachers	CharacterStrong & Second Step curricula
MTSS Check-In/Check-Out (CICO) for students identified via SAEBRS screening	SWIS CICO data reviewed regularly by MTSS Team	Ongoing, 2026–27	MTSS Team, Counselor, Administration	SWIS documentation
Restorative practices schoolwide (restorative conversations, problem-solving circles) as primary	Quarterly ODR tracking to adjust practice	PD Fall 2026; ongoing	Administration, Counselor, All Staff	Restorative-practices PD/training

alternative to punitive discipline				
Trauma-informed teaching — annual staff PD on ACEs and trauma-informed practice; early identification of Tier 2/3 SEL needs via SAEBRS	SAEBRS universal screening data (3x/year)	Annually, Fall 2026	Administration, Counselor, All Staff	Trauma-informed PD materials
Family and community partnership for SEL — share expectations/SEL vocabulary at start of year; monthly SEL tips home; family voice in MTSS behavior planning	Family communication logs; MTSS meeting participation	September 2026; monthly	Counselor, Administration, Teachers	ParentSquare, translated materials
1. Basic Education- Counselor, instructional materials				
2. Title II- Professional Development				
3. Title IV- Character Strong, specialist materials				

SMARTIE Goal #4: Increase the full-day attendance rate from 91.7% to 95%. Reduce the number of Step 2 attendance interventions by 15% from the 25/26 count. Best-practice addition: also track and reduce the percentage of students who are chronically absent (missing 10%+ of school days), one of the strongest predictors of academic difficulty.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Early outreach — family contact via ParentSquare/email/phone after 3 unexcused absences; positive re-entry interactions; MTSS paraeducator tracks contacts in Skyward	Skyward attendance/contact log	2026–27 school year	Teachers, Administration, MTSS Para	Skyward, ParentSquare
Monthly attendance celebrations at assemblies; visual classroom/common-area attendance trackers	Monthly attendance rate by grade level	Monthly	Teachers, Administration	Attendance-tracker materials
Communicate attendance expectations at Back-to-School Night and in the newsletter; translated materials for MLL families;	Family engagement/receipt confirmation	Start of year + ongoing	Administration, Teachers	Newsletter, translated materials

ongoing ParentSquare reminders				
Tiered Attendance MTSS — Tier 1 universal messaging/celebration; Tier 2 personalized outreach for 5–9% absence; Tier 3 individualized plan + wraparound for 10%+ absence	Skyward absence-rate tiering, reviewed monthly	Ongoing, 2026–27	Administration, MTSS Team, Counselor	Skyward tiering reports
Root-cause conversations with families of chronically absent students (transportation, illness, climate, work/family obligations); connect to community resources	Root-cause conversation log; referral tracking	As needed, case-by-case	Administration, Counselor, MTSS Team	WA 211 / community-resource referrals
4. Title 1- Family engagement and instructional technology				
5. OSSI- MTSS Paraeducator				

What supports are available to meet the identified needs of students? *Outline the following for optimal coordination of academic and nonacademic supports.*

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
Core ELA & Math instruction 5 days/week aligned to grade-level standards; daily number-sense routines; formative assessment cycles; PLC-driven priority-standards instruction.	CharacterStrong & Second Step Tier 1 SEL lessons; classroom community meetings; NMSD Pillars (Respectful, Responsible, Kind, Safe) reinforced schoolwide and with families.

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
ELA skill gaps (below Typical	Enter: below-benchmark FastBridge/iReady screen;	WIN Intervention, ELA	4 days/wk, 30–35	During WIN block	classroom/intervention rooms	Teachers, Para educators,	FastBridge progress monitoring;	PLC updates; ParentSquare/tri

Growth on FastBridge)	Exit: 2 consecutive cycles at/above target growth		min, 4 cycles/yr			MLL/SPED staff	PLC cycle review	mester conferences
Math skill gaps (below Stretch Growth on iReady)	Enter: below-benchmark iReady diagnostic; Exit: 2 consecutive cycles at/above target growth	WIN Intervention, Math	4 days/wk, 30–35 min, 4 cycles/yr	During WIN block	classroom/intervention rooms	Teachers, Para educators, MLL/SPED staff	iReady progress monitoring; PLC cycle review	PLC updates; ParentSquare/trimester conferences
SEL/behavior support (elevated SAEBRS screening score)	Enter: SAEBRS Tier 2 flag; Exit: sustained CICO point goals met for 4+ weeks	Check-In/Check-Out (CICO)	Daily check-ins, ongoing per cycle	Before/after school & daily check points	counselor office	MTSS Team, Counselor	SWIS CICO data, reviewed regularly by MTSS Team	MTSS Team updates to teachers & families
Tier 3 (Intensive) - *What do a few students, based on data-informed needs, have access to in Tier 3?*								

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
Intensive reading/math need not responding to Tier 2	Enter: no response to 2+ WIN cycles; Exit: sustained on-grade progress for 2 cycles	Individualized/small-group intensive intervention (incl. Imagine Learning for MLL Level 1 WIDA)	Daily, 2026–27 school year	Intervention block	SPED/MLL setting	SPED staff, MLL staff, Counselor	IEP/individualized progress monitoring data	IEP team meetings; family case conferencing
Chronic absenteeism (10%+ absence rate)	Enter: Skyward tiering flags 10%+ absence; Exit: sustained attendance improvement for a full trimester	Individualized attendance plan, wraparound support, family case conferencing	As needed, case-by-case	As needed	Home/school coordination	Administration, MTSS Team, Counselor	Skyward absence-rate tracking	Family case conferences; community-resource referral
Significant behavior need /	Enter: repeated ODRs or Tier	Individualized behavior plan; trauma-	Ongoing, individualized	Counselor office	classroom	Counselor, MTSS Team,	SWIS ODR tracking;	MTSS Team + family communication

high ODR risk	2 non-response; Exit: sustained reduction over a defined monitoring period	informed, restorative support				Administration	individualized behavior data	

Communication	Method(s)	Date Received and/or Approved
School board	CSIP/ISS plan presented for approval; periodic progress updates	October 26, 2026
School staff	BILT agendas and notes shared after each meeting (2x/month); staff meetings; PLC data cycles	Ongoing throughout 26–27
Community partners	Updates shared via district point of contact per partnership agreements (see Step 2)	Bi-Monthly and reviewed at BILT Meetings
Families	ParentSquare, school newsletter, Back-to-School Night, trimester data conferences, translated materials, family literacy nights	Ongoing throughout 26–27

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (*to share implementation progress, barriers, etc.*): BILT agendas and meeting notes (2x/month), shared with staff after each meeting, to communicate implementation progress and barriers.
Documentation of data-based decision-making process (*to ensure timely access to supports*): Weekly PLC data protocol (Wednesdays): review formative data, identify students not yet proficient, adjust instruction, plan extension. MTSS Team and BILT review building-level data on the Step 1/Step 5 cycle (Sept 2026, Jan 2027, June 2027) to ensure timely access to supports.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: WIN group rosters and cycle plans (ELA & Math), CICO caseload, attendance-tier assignments in Skyward. Provided: WIN attendance/participation logs, SWIS CICO data, Skyward contact and outcome logs — all aligned to the SMARTIE goals in Step 3.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Materials, training, and coaching are tracked via BILT agendas, PD sign-in logs, and instructional coaching cycle records; confirm/update with specific fidelity checklists as they are developed.

Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
September 2026	Fall baseline review — FastBridge aReading, iReady Math, SAEBRS, and Skyward attendance data across all 4 goal areas	Confirm WIN groupings, CICO caseload, and attendance tiers reflect current baseline data; adjust staffing/schedules as needed	Administration, MTSS Team, PLC Leads	By end of September 2026	BILT shares baseline summary with staff; families notified of any new support placements
January 2027	Winter mid-year review — WIN cycle data, ODR trend (target: -15%), Step 2	Continue, intensify, or adjust Tier 2/3 supports based on mid-year growth; adjust	Administration, PLC Leads, MTSS Team,	By end of January 2027	BILT progress update to staff and school board;

	attendance intervention count (target: -20%)	coaching-cycle focus for remaining year	Instructional Coach		family conferences share individual progress
June 2027	End-of-year review — SBA cohort growth, iReady/FastBridge year-end growth, final ODR and attendance counts vs. 25/26 baseline	Determine which practices to continue, intensify, or discontinue for 27–28; update CNA and carry forward unmet priorities	BILT, Administration, PLC Leads	By end of June 2027	EOY summary to school board, staff, families, and community partners
Monthly (ongoing)	Monthly BILT SWIS behavior-data review; monthly MTSS attendance case review	Adjust CICO/behavior plans and attendance outreach in real time based on monthly trends	MTSS Team, Counselor, Administration	Monthly, 2026–27	MTSS Team communicates adjustments to teachers and families as needed

Awareness of the basic demographics of your student, teacher, and administrator populations will help you examine the data in other sections and identify disparities.

Enter the total number of students, teachers, and administrators in your school during the 2024-25 school year in the fields below. For student enrollment, use the total number of students that were enrolled on the first business day of October.

Total Count

Students	Teachers	Administrators
458	31	1.5

In the fields below, enter in the number of students, teachers, and administrators that identify with the different federal race and ethnicity categories. Use the total numbers from the table above to calculate the percentage of each group in the following way: number of students in a group/total number of students x 100.

	Number of Students	Percent of Total Students (%)	Number of Teachers	Percent of Total Teachers (%)	Number of Administrators	Percent of Total Administrators (%)
American Indian or Alaskan Native	**0**					
Asian	**8**	**1.7%**				
Black or African American	**3**	**0.7%**				
Hispanic/Latino	**133**	**29.0%**	**3**	**9.7%**		
Native Hawaiian or Other Pacific Islander	**3**	**0.7%**				
Two or More Races	**51**	**11.1%**	**1**	**3.2%**		
White	**260**	**56.8%**	**26**	**83.9%**	**1.5**	**100%**
Students with Disabilities	**98**	**21.4%**				
Economically Disadvantaged	**255**	**55.7%**				

English Learners	**81**	**17.7**				

Access to High-Quality and Appropriately Licensed Educators

Teachers

	School Code	School Percent	District FTE	District Percent
Fully licensed	31	100%		
Out-of-field or licensed with stipulations				
Emergency certification				
5+ yrs experience in assignment area code	23	74.2%		
<5 yrs experience in assignment area code	8	25.8%		
Paraeducators	10 Total			
School Counselors	1			
School Librarians	0			
School Nurses	0.5 FTE; nurse clerk position eliminated 2026-27			

School Psychologists	0.5			
School Social Workers	0			
Speech Language Pathologists	1.0			
Other Specialized Instructional Support Personnel	Literacy interventionist/coach: 0 (no such position for over 6 years)	Math interventionist/coach: 0 (no such position for over 6 years)		

School Level Administrators

	School Code	School Percent	District FTE	District Percent
Total	1.5			
5+ yrs experience	1.0			
<5 yrs experience	0.5			

Resource inequities identified

Belfair Elementary serves a higher-need population than the district as a whole (55% low-income, 17.7% English Learners), yet the staff and services that population depends on have been reduced or never existed. Our per-pupil expenditure ($20,993) is about $2,286 above the district average, but that difference reflects categorical Title I and LAP dollars tied to student need, not a general funding advantage. After a double levy failure, the building has no discretionary budget for 2026–27. We identify four resource inequities:

1. **Intervention and instructional coaching.** Belfair has had no literacy or math interventionist/coach for more than six years. Tier 2/3 intervention falls to classroom teachers without added time or training, so the students furthest behind receive the least specialized support.
2. **Class size.** Every grade level is in overage against contractual targets. Third grade, our lowest-growth grade in math, averages 23–24 students against a K–3 target of 18.
3. **Behavior and student support.** The assistant principal was reduced to .5 FTE and the MTSS behavior paraeducator was reduced to support special education students. This happened in the same year our ODR/discipline goal was not met.
4. **Language access for families.** Interpreter services for English Learner and multilingual families were discontinued, limiting those families' access to their children's instructional program, progress, and school decision making.

How this plan addresses them

- **Pursue OSSI Improvement Grant funding.** As a Tier 3 Plus school, we will use this grant to restore positions in priority order: (1) literacy and math interventionist/coach roles, tied directly to our WSIF-identified priorities; (2) the MTSS behavior paraeducator; (3) library technician, and interpreter services.
- **Direct Title I and LAP to the highest-need students.** Categorical funds remain focused on Tier 2/3 intervention using SIPPS, Heggerty Bridging the Gap, UFLI Foundations, and i-Ready MyPath, with FastBridge screening and progress monitoring to target support.
- **Monitor through the BILT data cycle.** The BILT reviews intervention, discipline, and class-size impact at each data review (August, October, December, February, April, June) and adjusts supports accordingly.
- **Close equity data gaps.** We will request HR data on teacher experience, licensure, and assignment by student group, plus staff demographics; pull disaggregated early learning participation; and begin tracking family engagement by EL/multilingual status.
- **Restore language access.** Interpreter services are included in our grant restoration request so EL and multilingual families can participate fully in conferences, family nights, and improvement planning.

RESOURCES AND EDUCATOR EFFECTIVENESS

1. Explain the impacts of per-pupil expenditures from federal, state, and local sources (Title funding, Learning Assistance Program (LAP) funds, local funding sources, etc.).

Belfair's per-pupil expenditure was $20,993 in 2025–26, about $2,286 above the North Mason School District average of $18,707. This likely reflects Title I and LAP funding concentrated at a high-poverty, high-EL building (55% low-income, 17.7% English Learners) rather than a funding advantage.

Following a double levy failure, Belfair Elementary has no discretionary building budget for 2026–27, and reductions have landed directly on the systems this Tier 3 Plus school depends on to exit comprehensive support:

- Assistant principal reduced from full-time to .5 FTE, the same year our ODR/discipline goal was not met
- No literacy or math interventionist/coach for more than six years (a long-standing structural gap, not a recent cut)
- One hour of daily secretarial support and the nurse clerk position cut
- Library technician, who supported literacy access and student technology, eliminated
- Interpreter services for English Learner and multilingual families discontinued
- Class sizes increased at every grade level and now in overage against contractual targets

Together, these reductions remove the intervention infrastructure, oversight capacity, and family-communication access a Tier 3 Plus school needs to exit comprehensive support, at the exact time our data shows we need to intensify, not reduce, support for our highest-need students.

2. How are low-income and minority students impacted by teacher effectiveness (taught by inexperienced, limited certificate status, or out-of-field teachers)? What are some conditions or practices that contribute to this?

We do not yet have licensure and experience data disaggregated by classroom or student group to answer this precisely. We will close this gap by requesting an HR report of teacher licensure and experience by assignment, cross-referenced with the demographics of the students each teacher serves.

3. Does the school have a high percentage of teachers with less than five years of experience? If so, what are some conditions or practices that may be contributing to this?

District-reported data shows an average of 11.4 years of teaching experience, with 83.9% of teachers holding a master's degree or higher, suggesting an experienced staff overall and 25.8% of staff with less than five years of experience.

4. Are teacher demographics proportionately aligned to the student demographics? If not, what are some conditions or practices that may be contributing to this?

Teacher demographics are not proportionately aligned to student demographics, with 84% of the teaching staff being white, while the student population is 57%. Teaching programs in the area are also showing this disproportionality that needs to be addressed.

HIGH-QUALITY INSTRUCTIONAL MATERIALS

ELA Instructional Materials

Material	Last Updated	Aligned to WA ELA Standards	Used for Title I and/or Special Ed
ReadyGen (K–5 core)	2018	Yes	Core instruction, all students
Fountas & Pinnell Classroom	2018	Yes	Core instruction, all students
Heggerty Phonemic Awareness (K supplement)		Yes	Core + Title I intervention support
SIPPS		Yes	Title I / intervention (Tier 2–3)
Heggerty Bridging the Gap		Yes	Title I / intervention (Tier 2–3)
UFLI Foundations		Yes	Supplementary phonics, all students

Mathematics Instructional Materials

Material	Last Updated	Aligned to WA Math Standards	Used for Title I and/or Special Ed
i-Ready Math (K–5 core)	2024–25	Yes	Core instruction, all students
i-Ready MyPath		Yes	Diagnostic + intervention (Tier 2–3)
FastBridge (universal screener)		Yes	Screening and progress monitoring, all students

5. What is the overall level of alignment of instructional materials to academic standards in ELA and mathematics? If there is misalignment, what are some conditions or practices that may be contributing to any lack of alignment?

Core ELA materials (ReadyGen, Fountas & Pinnell, Heggerty Phonemic Awareness, and UFLI Foundations as supplementary phonics) and core math materials (i-Ready Math) are aligned to Washington State Learning Standards. FastBridge supplements these with universal screening and progress-monitoring data to guide instruction. Fountas and Pinnell lacks foundational skills essential to learning and therefore our building supplements significantly.

6. Do all students, including those receiving Title I, special education, or English language services, have access to grade-level, standards-based instructional materials? If not, what are some conditions or practices that may be contributing to this lack of access?

Core and intervention materials (SIPPS, Heggerty Bridging the Gap, Math Boot Camp, i-Ready MyPath, UFLI) are standards-aligned. However, Belfair has not had a literacy or math interventionist/coach in more than six years, so there has never been dedicated staff to consistently deliver Tier 2/3 intervention with these materials. Classroom teachers absorb this work without additional time or training.

7. How do school policies and procedures proportionately offer students access to and participation in comprehensive and rigorous coursework?

As a TTK–5 building, we do not offer formal advanced or honors coursework. Our closest equivalents are Highly Capable programming (6.3% of students). We have not yet examined whether access to these is proportionate across student groups.

8. What are the rates of early learning access and participation, including preschool, transitional kindergarten, and full-day kindergarten programs, in your school?

We do not currently have disaggregated participation data for preschool, transitional kindergarten, or full-day kindergarten enrollment. We will pull this data from our student information system.

9. How has your school addressed screening for biased content and integrating culturally sustaining (culture viewed as a resource for learning, not a barrier) instructional materials?

We have not yet conducted a formal bias screening of instructional materials or systematically evaluated culturally sustaining practices. Our team will take this up as part of improvement planning.

10. What are the professional learning opportunities the school provides to teachers to support their use of instructional materials? How is the impact of professional learning measured?

Staff receive training on core curriculum tools (ReadyGen, Fountas & Pinnell, Heggerty, i-Ready, and FastBridge), funded through Basic Education and Title II, Part A. Impact is monitored through the BILT data review cycle (August, October, December, February, April, June), though we have not yet measured professional learning impact separately from student outcome data.

11. Based on per-pupil expenditure and the student demographics in our school, are students receiving supplemental resources at an equitable level? If not, what are some conditions or practices that may be contributing to disparities?

No. Class sizes have increased at every grade level and are now in overage against contractual targets building-wide. Third grade, the grade our data flagged as lowest-growth in math, averages 23–24 students against a K–3 target of 18.

This coincides with a six-plus-year absence of both a literacy and a math interventionist/coach. The students who need the most individualized attention face larger classes and a support gap that predates this year's budget cuts, a compounding and long-standing equity concern.

FUNDING

	School	District
Per-Pupil Expenditure	$20,993	$18,707
Instructional / Non-Instructional	61.3% / 38.7%	56.5% / 43.5%

12. Given the current funding situation, what could be done to counteract the consequences of systemic inequity?

Belfair Elementary currently has no discretionary building budget. As a Tier 3 Plus school, we are eligible for OSSI Improvement Grants, and pursuing this funding is now essential rather than supplemental. It is one of the only remaining levers to restore positions lost this year (literacy/math interventionist-coach roles, library technician, and interpreter services) that directly support our ability to exit comprehensive support status.

FAMILY ENGAGEMENT

Definitions used in this section:

- **Families engaged:** family members who attended two or more learning-related school events and/or communicated on multiple occasions with school staff in the given year.
- **Families who participated in shared decision making:** family members who served on school advisory councils, helped devise the school mission and vision, or helped plan and conduct school activities in the given year.

	School #	School %	District #	District %
Total families	436			

	School #	School %	District #	District %
Families engaged	423	97%		
Families who participated in shared decision making				

Family Surveys

Belfair does not currently conduct a family survey; all survey measures below are N/A.

	School #	School %	District #	District %
Families asked to participate in a family survey	N/A	N/A		
Families responding to the survey	N/A	N/A		
Families receiving the results of the survey	N/A	N/A		
Families reporting feeling welcomed, honored, and connected to their child's learning	N/A	N/A		
Families reporting that their contributions are valued	N/A	N/A		

	School #	School %	District #	District %
Families reporting receiving information about how their input would be used	N/A	N/A		

13. How does our school ensure that the families we engage with as partners are representative of all student groups?

We reach families through ParentSquare (423 out of 436, where we share data and CSIP goals), family-teacher conferences twice a year, family engagement nights twice a year, monthly PBIS assemblies, and PTSO/community-partner data share-outs three times a year through BILT.

This year, interpreter services for English Learner and multilingual families were eliminated, which directly undermines representative engagement for the 17.7% of our students who are English Learners. Families who relied on that support are now less able to participate meaningfully. We do not yet track how many families across these channels are EL/multilingual families, which limits our ability to confirm representativeness.

14. How do we consider barriers such as time, understanding, or access, while using multiple forms of data, to ensure family voices are valued and recognized in the continuous improvement planning process?

Language access is now our most pressing family-engagement barrier: interpreter services for ML/EL families were eliminated this year, removing a support many families depended on. We do not yet have a systematic process for evaluating time and understanding barriers beyond language, but the loss of interpretation is an immediate, identifiable gap we plan to address as budget allows.

15. Are there other resources that have been considered or need to be?

This year's cuts, driven by a double levy failure, form a clear and connected picture: assistant principal reduced to .5 FTE (the same year our discipline/ODR goal was missed), MTSS behavior paraeducator eliminated, no literacy or math interventionist/coach for more than six years, one hour of daily secretarial support cut, nurse clerk position cut, library technician eliminated, interpreter services for ML families discontinued, no discretionary building budget, and class sizes in overage building-wide.

Individually these are staffing lines; together they represent the systematic loss of the Tier 2/3 intervention, oversight, and family-communication infrastructure a Tier 3 Plus school needs to exit comprehensive support. Restoring even a subset of these positions should be the building's top resource need, prioritizing the literacy and math interventionist roles.

Integrated Student Supports Implementation Template School Level

Audience & Purpose

This template is intended to be an optional working document to support implementation of school-level activities in each step of the ISS Protocol. The information gathered on this template can be used to coordinate annual state and federal requirements (see Appendix B in the ISS Implementation Guide) and implement the ISS Protocol with fidelity and intentionality. All schools, including schools identified for improvement supports (Tier 3 Plus, Tier 3, Tier 2, Tier 1), may use this template to support annual School Improvement Plan (SIP) requirements.

Getting Started

Implementation Teams

Resources: Implementation Teams Overview, School Team Membership, Creating an Implementation Team, Teaming Inventory

Who are our school implementation team members? List Name and Title/Role.	
Travis Quinn — Principal / Administrator Ashley Lyon — School Counselor Kris York — Teacher	Mehgan McMorries — Teacher

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Team Procedures

Resources: Team Working Agreements, Communication Protocols Worksheet, Example Communication Protocol, Selecting Useable Innovations, Evidence-Based Interventions, Data-Based Decision Making, Data Teaming Tools

What are our team procedures?
Working agreements • Stay focused on the issue in front of us; park unrelated items. • Raise concerns directly and in the room. • Challenge ideas without attacking people. • Listen to understand before responding. • Return to our shared mission when we disagree. • Make decisions, clarify next steps, and follow through.
Communication protocols • Weekly PLC/implementation-team time is used for shared problem solving, progress review, and clear next steps. • Agendas identify the decision or purpose; unrelated issues go to a parking lot. • Concerns are addressed directly with the person/group involved rather than through side conversations. • Decisions, owners, timelines, and follow-up are documented in shared meeting notes. • Families are contacted through ParentSquare, phone/email, and student/family intervention meetings as appropriate.
Selection process for evidence-based practices and programs The team identifies the student need using disaggregated data, then screens practices for: alignment to the JTHS mission/vision; fit with the identified root cause; evidence of effectiveness consistent with OSSI guidance; feasibility in a small alternative high school; equitable access; staffing/funding requirements; and a clear progress-monitoring plan. The implementation team reviews proposed practices and confirms the final selection and implementation plan.

Data-based decision-making

The team reviews attendance, mastery/course progress, credit acquisition, graduation/on-track status, engagement/behavior, screening data, and student/family feedback. Data are disaggregated by student group when possible. The team identifies the problem, checks Tier 1 fidelity, applies agreed entry/exit criteria, selects a support with defined dosage, monitors implementation and student response, and then continues, fades, modifies, or intensifies support based on evidence.

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

Step 1: Assess Strengths and Needs

Resources: Comprehensive Needs Assessment Toolkit, Washington State Report Card, PBIS Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory, Washington 211 Resource Inventory, Finding the Root Cause, NIRN Root Cause Analysis

School-Level Data

Which assessment did we engage in this year?

- ☐ Intensive review of our strengths and needs (every 3-5 years)
- ☐ Focused review of our strengths and needs (yearly)

What are the demographics in our school?

Total enrollment: 68

Gender: Female= 35.3% Male= 64.7%

Race/Ethnicity: White= 44.1%, Hispanic/ Latino= 50%, Two or more races= 2.9%, Black/ African American= 1.5%, American Indian/ Alaskan Native= 1.5%

Program and characteristic: Grades 9–12; smaller relationship-centered model serving students who may be credit deficient or re-engaging in school. ELL= 35.3%, Low Income= 63.2%, Homeless= 23.5%, Students with Disabilities= 11.8%

Which data, disaggregated by student group and program, did we use to identify student strengths and needs in our school?

☐ Attendance	☐ WaKIDS assessment
☐ Behavior (discipline referrals, etc.)	☐ Academic screening
☐ Student, family, and staff perception data (surveys, etc.)	☐ State summative assessment
☐ Community data (i.e., poverty rates, insured rates, chronic health conditions, etc.)	☐ On track for graduation (if applicable)

☐ Social, emotional, behavioral, and mental health (SEBMH) screening	Support data across tiers: Skyward attendance; mastery/course completion; credit acquisition; intervention participation and response; graduation/on-track status; WSLP/HSBP progress.
☐ WIDA assessment	Other: JTHS Tier 1 fidelity data, student work/formative evidence, PLC artifacts, family/student feedback, and locally available engagement data.

What are the main trends in student data, disaggregated by student group and program, in our school?

Strengths	Needs
• The small, relationship-centered model provides weekly 1:1 support, flexible pathways, and multiple ways to demonstrate mastery. • JTHS has established schoolwide expectations, individualized planning, and competency-based/alternative graduation options that can support re-engagement.	• Attendance/chronic absence and inconsistent engagement continue to interfere with academic progress for some students. • Tier 1 instructional practices and progress monitoring need greater consistency, and Tier 2/Tier 3 academic intervention entry rules, dosage, documentation, and review cycles need to be formalized.

What are the root causes for the trends in student data, disaggregated by student group and program, in our school?

1. Students enter JTHS with highly varied academic, credit, attendance, and engagement needs, while our core instructional system has not yet been consistently designed to identify those needs early and provide differentiated responses from the point of entry.
2. Academic and attendance intervention systems have historically relied too heavily on informal, staff-dependent responses rather than a clearly defined schoolwide MTSS process.
3. JTHS has established common expectations and a relationship-centered instructional model, but key Tier 1 practices have not been operationalized and implemented with enough consistency across classrooms.

OSSI Identified Schools: *All schools identified for improvement must review family engagement data and WSIF data accessed through the Washington State Report Card in their comprehensive needs assessment process.*

Priorities Aligned with Data Trends

Based on our careful review of school-level data, what are our top priorities?

1. Improve academic progress, mastery, credit acquisition, and graduation-pathway completion.

2. Improve attendance and engagement through proactive relationship-based Tier 1 supports and targeted Tier 2/Tier 3 interventions.

3. Strengthen consistent schoolwide MTSS implementation: clear Tier 1 instructional practices, common progress monitoring, and defined Tier 2/Tier 3 decision rules.

Mapping Resources to Address Priorities

What resources are available in the school, community and region to address our top priorities?

Tier 1 (Universal)				
Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
5 classroom teachers	Standards-aligned MBLC/PBL core instruction	Skyward; Edmentum; SharePoint/progress tracker	Great Schools Partnership coaching / MBL-PBL design	Basic Education
School counselor	Weekly WSLP/1:1 check-ins; HSBP/pathway planning	WSLP; SchoolLinks/HSBP; credit audit tools	MTSS, attendance, and data-based decision making	Basic Education / OSSI as allowable
Principal/administrator	Schoolwide STOMP expectations; attendance/academic monitoring; family communication	STOMP matrix; attendance/intervention protocols	PLC: learning targets, success criteria, formative assessment	OSSI / School Improvement
Implementation team / district-partner support	Competency-based credit; flexible graduation pathways; restorative/relationship supports	Student work; SAEBRS/other screening; state assessment data	UDL/differentiation; restorative practices	Local/district funds and other eligible sources

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding

Mapping Resources to Address Priorities

Teachers + counselor	Formal Academic Progress Plan; increased check-ins and goal setting	Skyward; course/mastery tracker; WSLP	Targeted academic intervention / DBI basics	Basic Education + OSSI
Teachers	Skill-specific reteaching; small-group/1:1 support; additional mastery attempts	Diagnostic/formative assessments; curriculum resources	Use of evidence to select and adjust intervention	Basic Education / OSSI as allowable
Counselor + administrator	Tier 2 attendance plan; check-in/check-out; family intervention meeting	Attendance dashboard; intervention log; ParentSquare	Attendance intervention protocol; barrier analysis	OSSI supports counselor contract expansion from 0.8 to 1.0
Implementation team	Biweekly review of students not meeting academic/attendance benchmarks	Shared intervention tracker	Data-based decision making and progress monitoring	OSSI / local funds

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Assigned teacher + counselor + administrator	Individualized Academic Intervention Plan; daily/near-daily progress support	Individualized tracker; course/credit audit	Data-Based Individualization / intensive intervention	Basic Education + OSSI
Teacher / specialist as appropriate	Diagnostic skill assessment and intensive 1:1 skill instruction	Diagnostic and progress-monitoring tools	Intensive skill intervention / differentiation	Eligible program funds as applicable
Counselor + administrator	Individualized graduation/credit plan; family/student conference; coordinated barrier reduction	WSLP/HSBP; graduation pathway tools	Cross-system coordination / case management	OSSI / local / other eligible sources
Implementation team + district specialists as appropriate	Frequent review; referrals or specialized supports when warranted	Intervention documentation and referral tools	Fidelity monitoring and problem solving	Based on student eligibility and identified need

What resources still need to be identified and secured to address our top priorities?

Tier 1 (Universal)

Mapping Resources to Address Priorities

Staff	Instruction/Services	Tools/Materials	Professional Learning	Funding
Implementation team	Protected time for common Tier 1 calibration and fidelity review	Common schoolwide academic progress dashboard	Ongoing clarity/formative-assessment coaching	Sustainable OSSI/local support
Teachers	Common formative evidence and student-work review routines	Shared templates for targets/success criteria	PLC facilitation and calibration	OSSI / professional learning
Counselor	More consistent universal pathway/attendance progress visibility	Integrated HSBP/WSLP/attendance views	Data use across academic + attendance indicators	District/local

Tier 2 (Targeted)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Teachers/counselor	Dedicated/scheduled targeted intervention time	Formal Academic Progress Plan + intervention tracker	Academic intervention design and progress monitoring	OSSI / local
Teachers	Targeted intervention materials for foundational gaps	Diagnostic/CBM tools	Skill-gap diagnosis and reteach strategies	To be identified
Implementation team	Consistent entry/exit rules and review cycles	Shared data dashboard / intervention menu	DBI/data-team routines	OSSI

Tier 3 (Intensive)				
Staff	Supports/Services	Tools/Materials	Professional Learning	Funding
Instructional team	Access to intensive individualized academic support/tutoring	Diagnostic + individualized progress-monitoring tools	Intensive intervention/DBI coaching	To be identified
Counselor/admin	Additional case-management/coordination capacity when need exceeds school resources	Referral/resource inventory	Community referral and coordination protocols	OSSI / community / other eligible
District/partner specialists	Specialized academic/nonacademic supports as warranted	Specialized tools/materials	Role-specific training	Based on eligibility and need

OSSI Identified Schools: *Schools identified for improvement must identify, examine, and address resource inequities.*

Step 2: Build Community Partnerships

Resources: Creating Clear Agreements

Identified Resource Inequities and Planned Response

JTHS's needs assessment identified inconsistent access to timely, coordinated academic and nonacademic support. Students entering with credit deficiencies, interrupted attendance, or foundational skill gaps require additional instructional time and individualized planning. However, access to these supports has relied too heavily on informal, staff-dependent responses rather than consistent schoolwide procedures.

Counseling capacity at 0.8 FTE also limits the time available for targeted attendance intervention, family outreach, barrier reduction, and individualized graduation planning. These limitations are particularly consequential for students experiencing homelessness or economic disadvantage and for students requiring additional language or disability-related supports.

JTHS will address these inequities by using OSSI funding to expand counseling capacity from 0.8 to 1.0 FTE; establishing common Tier 2/Tier 3 entry criteria, scheduled supports, and review cycles; and strengthening consistent Tier 1 instruction through PLC work and coaching. The implementation team will review access to interventions, delivery of planned supports, and student outcomes by student group to determine whether these actions reduce gaps.

Who is our point of contact for partnerships at the school level? List Name and Title/Role.
Travis Quinn — Principal / building implementation lead

Who is our point of contact for partnerships at the district level? List Name and Title/Role.
Cris Turner, Chief Academic Officer

What district policies and procedures do we need to follow for community partnerships?
Follow district contracting, purchasing, MOU/interlocal, and school board approval procedures before services begin.
Follow FERPA, student-record privacy, consent, and any required data-sharing agreement procedures before sharing student-level information.
Follow district volunteer/background-check, student safety, supervision, nondiscrimination/accessibility, and risk-management requirements for partners working with students.

What partnerships have been built in our school, in collaboration with our district point of contact, to address our top priorities?					
What is the name of the partner?	*What services do they provide?*	*How do these services align with the results of our strengths and needs assessment process?*	*What data sharing agreement is in place?*	*When did the school board approve the agreement?*	*Who (school staff, community partners, families, students) needs to be informed of this approved partnership?*
Great Schools Partnership	Coaching and professional learning in mastery-based/project-based learning, instructional design, and schoolwide implementation.	Supports the academic-progress priority by strengthening Tier 1 instructional quality, consistency, student ownership, and evidence-based instructional response.	No routine student-level data sharing anticipated; confirm contract/MOU and privacy requirements before sharing any identifiable student data.	Fall 2024	School staff and district administration; families/community informed through normal school communications when relevant.
[ADD APPROVED PARTNER]	[SERVICES]	[ALIGNMENT TO PRIORITY]	[DATA-SHARING AGREEMENT]	[BOARD APPROVAL DATE]	[WHO MUST BE INFORMED]
[ADD APPROVED PARTNER]	[SERVICES]	[ALIGNMENT TO PRIORITY]	[DATA-SHARING AGREEMENT]	[BOARD APPROVAL DATE]	[WHO MUST BE INFORMED]
[ADD APPROVED PARTNER]	[SERVICES]	[ALIGNMENT TO PRIORITY]	[DATA-SHARING AGREEMENT]	[BOARD APPROVAL DATE]	[WHO MUST BE INFORMED]
[ADD APPROVED PARTNER]	[SERVICES]	[ALIGNMENT TO PRIORITY]	[DATA-SHARING AGREEMENT]	[BOARD APPROVAL DATE]	[WHO MUST BE INFORMED]

Step 3: Plan Integrated Student Supports

Resources: Developing SMARTIE Goals, Identifying Evidence-Based Practices and Programs, Evidence-Based Interventions, Planning Training and Coaching, Coordinating State and Federal Funding Sources

What is our vision and mission statement?
Mission: James Taylor High School provides a smaller, relationship-centered approach to education where rigorous learning, flexibility, individualized support, and genuine care empower students to build confidence, think critically, stay curious, understand their world, and succeed alongside others.

What is our vision and mission statement?

Vision: James Taylor High School will be a place where students and staff are excited to learn, grow, and discover what is possible. Students will be engaged, collaborative, resilient, and confident; they will take ownership of their learning, choices, and future and consistently exceed their own expectations. Families and community will know who we are, believe in what we do, and actively partner with us in student success.

Use the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
What evidence-based practice ***(intervention, activity, or strategy)*** *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the extent to which this* ***evidence-based practice (intervention, activity, or strategy)*** *was implemented as intended?* *What short-and long-term* ***data*** *will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur?* *What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the* ***evidence-based practice (intervention, activity, or strategy)?*** *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*

OSSI Identified Schools: *Evidence-based practices, or interventions, are defined in OSSI's guidance and aligned with the definition used for LAP supports and services.*

SMARTIE Goal #1 — Attendance & Engagement: By June 2027, 95% of JTHS students will maintain 90% or higher attendance. Attendance outcomes will be reviewed at least monthly and disaggregated by student group so the team can identify gaps and adjust universal and targeted supports.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Implement an early-warning attendance process with proactive Tier 1 relationship/check-in supports and counselor-led Tier 2/Tier 3 attendance interventions for students below the agreed benchmark. The OSSI-funded counselor expansion from 0.8 to 1.0 FTE addresses limited access to timely attendance intervention, family outreach, and coordinated barrier reduction. Supports will be assigned according to identified student need using common entry criteria.	Implementation: daily attendance entered consistently; weekly/biweekly early-warning review; documented intervention entry, contacts, and review. Impact: attendance rate, chronic absence, re-engagement, and movement back to Tier 1; disaggregate by student group.	Daily attendance; weekly/biweekly student review; formal intervention review at least every 3–4 weeks; monthly schoolwide data review.	Counselor leads targeted attendance supports; principal oversees system; teachers provide Tier 1 check-ins and timely attendance information.	Skyward; attendance intervention protocol; ParentSquare/phone; counselor time; OSSI-funded counselor contract expansion; family meeting time.
Use student/family attendance intervention meetings to identify barriers, create a concrete plan, connect resources, and monitor follow-through.	Meeting logs, identified barriers, action steps, family/student participation, attendance response after intervention, and fidelity to the plan.	As soon as decision rules are met; review within the established intervention cycle and adjust based on response.	Counselor + principal; teachers and family/student participate as appropriate.	Meeting template; resource/referral inventory; transportation/community supports as available.

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. OSSI / School Improvement funding, including support for the counselor contract expansion from 0.8 to 1.0 to implement Tier 2/Tier 3 attendance interventions.

2. Basic Education/local resources for universal attendance monitoring, teacher check-ins, and administrative oversight.



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SMARTIE Goal #2 — Academic Progress & Mastery: By June 2027, all JTHS students will make documented progress toward individualized mastery and credit goals, with the school working toward proficiency or higher on required graduation competencies. Course completion, credit acquisition, and mastery evidence will be reviewed at least biweekly and disaggregated by student group to identify and address gaps.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Strengthen Tier 1 teacher clarity and formative assessment: daily learning targets, observable success criteria, checks that produce real evidence, and a weekly PLC cycle that uses student work to decide next instructional steps This strategy addresses inconsistent access to targeted reteaching and individualized academic support by establishing common entry criteria, scheduled intervention time, and documented delivery and review of supports..	Implementation: walkthrough look-fors, posted/stated daily targets and success criteria, PLC artifacts, common formative evidence, and documented instructional response. Impact: student ability to explain learning/success criteria, mastery progress, course completion, and credit acquisition.	Daily classroom implementation; weekly PLC evidence cycle; walkthrough/implementation review monthly; outcome review at least quarterly.	Classroom teachers implement; principal facilitates PLC/fidelity review; counselor supports pathway/credit monitoring.	Weekly PLC time; walkthrough tool; formative assessment resources; Great Schools Partnership coaching; OSSI professional learning/coaching funds as allowable.
Use a defined Tier 2/Tier 3 academic intervention continuum for students not responding to Tier 1: formal Academic Progress Plan → individualized intensive plan, with clear dosage and progress monitoring.	Implementation: number of students meeting entry rules, intervention plans, dosage/fidelity, review dates, and decisions to continue/fade/intensify. Impact: progress benchmark attainment, course completion, credits earned, mastery attempts, and reduced number of students significantly off pace.	Identify during weekly/biweekly progress review; Tier 2 interventions generally operate in defined short cycles; Tier 3 individualized and reviewed frequently.	Teachers + counselor + principal implementation team.	Skyward; Edmentum; WSLP; shared progress/intervention tracker; diagnostic/formative tools; OSSI resources.
Funding: OSSI/School Improvement - professional learning, coaching, and intervention supports; Basic Education/local - core instruction and progress monitoring.				

SMARTIE Goal #3 — Graduation & Readiness: By June 2027, JTHS will work toward a graduation rate of 90% or higher, including increased completion of appropriate alternative pathways, and 100% of students will leave with an actionable postsecondary plan documented through the HSBP/portfolio process.				
Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Maintain individualized WSLPs/HSBPs, regular credit audits, and flexible/competency-based graduation pathways so each student has a clear route to completion and can explain the next steps in that plan. Additional counseling capacity and regular credit audits address inconsistent access to individualized graduation and postsecondary planning, particularly for students entering with credit deficiencies or interrupted enrollment.	Implementation: current WSLP/HSBP, completed credit audit, documented pathway, student conference/check-in records. Impact: credits earned, on-track status, pathway completion, graduation, and actionable postsecondary plans.	Initial/update at start of year and at enrollment; weekly 1:1 check-ins; monthly credit/on-track review; formal review each term/semester and before graduation.	Counselor coordinates; teachers support WSLP/mastery evidence; principal oversees graduation/pathway system.	WSLP; SchoolLinks/HSBP; Skyward transcripts/credit reports; competency-based credit options; community/work-based learning connections where available.
For students significantly off track, implement individualized Tier 3 academic/credit plans that prioritize essential graduation requirements and reduce competing academic priorities while maintaining rigor and mastery expectations.	Implementation: individualized plan, scheduled supports, fidelity/dosage, family/student conference. Impact: credit acceleration, course/mastery completion, improved on-track status, and graduation/pathway completion.	Initiated when Tier 2 response is insufficient or graduation risk is urgent; reviewed frequently until student returns to an appropriate trajectory.	Counselor + principal + assigned teacher(s); district specialists as appropriate.	Credit audit; individualized tracker; competency-based credit; alternative pathway resources; OSSI/basic education/local support as eligible.

Funding: List and describe funding source(s) associated with the activities described above.

Reminder: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated for their schoolwide model. Programs available to consolidate: Basic Education; Title I, Part A; School Improvement; Title II, Part A; Title III; Title IV, Part A; LAP; Local Funds; Other funding sources.

1. Basic Education and OSSI / School Improvement funds for counseling, progress monitoring, pathway planning, and allowable intervention supports.

2. Other state/federal/local sources as applicable and allowable based on the specific student need or program.



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What supports are available to meet the identified needs of students? *Outline the following for optimal coordination of academic and nonacademic supports.*

- **Area of focus:** identified need (academic skills, nonacademic barriers, etc.)
- **Decision rules:** data-based criteria for entrance and exit to supplemental supports
- **Supports to be provided**: specific supports, academic or nonacademic, to be provided if student meets criteria
- **Duration and frequency:** how long and often supports should be provided
- **Time of day:** when supports occur (before school, during intervention block, after school, weekend, etc.)
- **Location:** where supports occur
- **Staff:** support lead and contact
- **Progress monitoring:** tool used to assess student progress and implementation of supports
- **Communication:** plan to communicate with staff, partners, and families

Tier 1 (Universal) - *What do all students have access to in Tier 1?*

Academic	**Nonacademic**
• Standards-aligned MBLC/PBL instruction with clear daily learning targets and observable success criteria. • Weekly 1:1/WSLP progress check-ins and student ownership of mastery/credit goals. • Multiple ways to demonstrate mastery; competency-based credit and flexible graduation pathways. • Timely feedback, reteaching, and schoolwide progress monitoring using course completion, mastery, credit, and student work evidence.	• Explicitly taught STOMP expectations across settings. • Relationship-centered advisory/soft start/check-ins and restorative practices. • Universal attendance monitoring and early outreach. • SEL/social-skill development, HSBP/career readiness, and regular family communication.

Tier 2 (Targeted) - *What do some students, based on data-informed needs, have access to in Tier 2?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
Academic progress / credit pace	Entry: persistent missed mastery/progress benchmarks across multiple weeks after Tier 1	Formal Academic Progress Plan; assignment/course prioritization; targeted	Defined short cycle (draft: ~3 weeks);	Advisory/soft start/intervention	Classroom/advisory/counselor office	Assigned teacher + counselor	Course completion %, mastery evidence,	Student informed at each check-in; family contacted at entry and review when

	supports. Exit: student sustains agreed progress benchmark through a review cycle.	reteach; additional mastery attempts; increased check-ins.	check-in up to 3x/week based on need.	or scheduled work time			credits earned, weekly target attainment.	appropriate; team documents decision.
Foundational academic skill gap	Entry: repeated failure to demonstrate prerequisite skill after Tier 1 reteaching/differentiation. Exit: student demonstrates target skill and can access current work with typical Tier 1 support.	Diagnostic check; targeted small-group or 1:1 skill instruction; scaffolded practice and reassessment.	Typically 3–6 weeks; 2–3 targeted sessions/week, adjusted to need.	During intervention/work time or embedded in class	Classroom / designated intervention space	Content teacher; other qualified staff as available	Skill-specific formative/diagnostic measure; mastery samples; course response.	Student goal shared; family updated when intervention is formalized or substantially changes programming.
Attendance / engagement	Entry: attendance below 90% or a persistent absence/avoidance pattern interfering with progress. Exit: sustained attendance/engagement at agreed benchmark and progress is recovering.	Attendance Progress Plan; check-in/check-out; barrier identification; family meeting; coordinated supports.	Daily monitoring; targeted check-ins; formal review every 3–4 weeks.	Arrival, advisory/soft start, or other scheduled check-in	Counselor office / advisory / classroom	Counselor lead; teachers + principal support	Daily attendance, weekly rate, engagement/course progress, intervention fidelity.	Direct student communication; family contact/meeting; staff informed of agreed supports.

Tier 3 (Intensive) - *What do a few students, based on data-informed needs, have access to in Tier 3?*

Area of focus	*Decision Rules (Entry & Exit Criteria)*	*Support to be provided*	*Duration & Frequency*	*Time of Day*	*Location*	*Staff*	*Progress Monitoring*	*Communication*
Intensive academic / credit recovery	Entry: documented Tier 2 intervention implemented with adequate fidelity and student response remains insufficient, or graduation risk requires immediate intensive planning. Exit: student returns to a sustainable academic trajectory with lower-intensity support.	Individualized Academic Intervention Plan; narrowed priorities; daily/near-daily 1:1 support; intensive mastery/credit plan; family/student conference.	Individualized; frequent/daily support with formal review every 2–4 weeks.	Scheduled daily support / individualized work block	Classroom, counselor office, or designated support space	Assigned teacher + counselor + principal	Individualized mastery/credit goals; weekly trend data; plan fidelity; on-track status.	Frequent student feedback; scheduled family review; team documents all changes.
Persistent foundational skill deficit	Entry: targeted Tier 2 skill intervention delivered with fidelity and progress remains inadequate. Exit: student demonstrates measurable skill growth and can access grade-/course-level learning	Diagnostic assessment; intensive 1:1 or very small-group instruction; explicit skill sequence; frequent corrective feedback and reassessment.	Individualized; typically multiple sessions/week with frequent progress monitoring.	Scheduled intervention / embedded intensive instruction	Designated instructional space	Qualified teacher / specialist as appropriate	Diagnostic/CBM measure, work samples, mastery trend, course access/performance.	Student/family receive goals and progress updates; implementation team reviews response.

	with less intensive support.							
Chronic attendance / complex barriers	Entry: persistent attendance/engagement barrier despite Tier 2 plan or rapid escalation based on severity. Exit: sustained attendance/engagement improvement and barriers are stabilized with an appropriate support plan.	Individualized attendance intervention; intensive check-in/case management; family/student conference; coordinated district/community referrals; legal attendance process when applicable.	Daily monitoring; individualized frequency; formal review at least every 2–4 weeks.	Arrival and scheduled case-management times	School / family meeting / partner setting as appropriate	Counselor + principal; district/community partners as appropriate	Attendance trend, engagement, course progress, barrier-resolution steps, fidelity.	Frequent family/student communication; partner communication under consent/data-sharing rules; staff receive need-to-know plan.

Communication	Method(s)	Date Received and/or Approved
School board	SIP/OSSI plan and school-improvement updates through established district/board process.	September 28, 2026
School staff	Back-to-school staff launch; weekly PLC/implementation-team meetings; shared notes/protocols.	August 2026 launch; ongoing weekly throughout 2026–27.
Community partners	Direct partner meetings/MOUs, implementation updates, and role-specific communication.	October 19, 2026
Families	ParentSquare, phone/email, WSLP and intervention meetings, school events, and individual progress communication.	Ongoing; at Tier 2/Tier 3 entry/review and other key transition points.

Step 4: Deliver Integrated Student Supports

Resources: Understanding Implementation Fidelity, Monitoring Implementation of Planned Supports, Implementing Evidence-Based Practices with Fidelity

How are we tracking implementation within the school?
Documentation of communication (to share implementation progress, barriers, etc.): Weekly PLC/implementation-team notes capture progress, barriers, decisions, owners, and next steps. Staff communication is maintained through shared documents/Teams/email. Family communication related to individual supports is documented through ParentSquare, phone/email notes, WSLP meetings, and intervention meetings.
Documentation of data-based decision-making process (to ensure timely access to supports): The implementation team uses a shared review cycle: IDENTIFY → INTERVENE → MONITOR → REVIEW → CONTINUE / FADE / INTENSIFY. Skyward attendance, course/mastery progress, credit acquisition, graduation/on-track status, student work, and intervention fidelity are reviewed on the agreed cadence. Entry/exit decisions and rationale are documented in the intervention tracker/plan.
Documentation of planned and implemented supports (tracker, portal, etc.) aligned with evidence-based practices in SMARTIE/strategic goals: Planned: WSLP/Academic Progress Plans, Tier 2/Tier 3 intervention plans, attendance plans, SMARTIE implementation actions, and PLC instructional commitments are documented in shared school tools. Provided: Staff document actual intervention dates/dosage, student response, family contacts, progress-monitoring results, and review decisions in the shared intervention/progress system and applicable Skyward/WSLP records.
Documentation of materials, training, and coaching to ensure fidelity of implementation: Maintain agendas/materials and participation records for Great Schools Partnership coaching; PLC professional learning on daily learning targets, success criteria, formative assessment, and collective response; MTSS/Tier 2–3 intervention design; attendance protocols; STOMP/restorative practices; and any additional OSSI-funded training. Use walkthrough look-fors, PLC artifacts, and intervention fidelity checks to identify coaching needs.

Step 5: Use Data to Drive Continuous Improvement

Resources: Using Improvement Cycles, Data-Based Individualization (DBI) Steps and Resources, SIP EOY Rubric and Feedback Template

Based on the data outlined in Step 3 and gathered in Step 4, what is our data-based action plan?					
Date of Review: *When did the data review take place?*	**Data Review & Evaluation:** *What is the impact, or student response, to provided supports?* *Which factors might have contributed to the student response?* *Was the plan for implementation followed? If not, why?*	**Action Items:** *What adjustments need to be made to improve our impact on student learning? (e.g., changes for students - initiate, continue, intensify, fade, or discontinue supports – and/or changes for adults – training and coaching, scheduling, etc.)*	**Lead:** *Who is responsible for each action item?*	**Timeframe:** *When do these action items need to be completed?*	**Communication:** *What communications need to occur related to these action items? Who, what, how?*
September 2026 — Baseline	Establish baseline for attendance, course/mastery progress, credit accrual, graduation/on-track status, and Tier 1 implementation. Disaggregate available data and identify students needing immediate targeted support.	Finalize baseline targets; confirm Tier 2/Tier 3 entry rules; create initial intervention roster/plans; address immediate Tier 1 fidelity gaps.	Implementation Team	Within 5 school days of review	Share decisions in PLC; contact students/families whose support plans change; report system needs to district as appropriate.
November 2026 — Q1 review	Review early student response and implementation fidelity. Compare attendance/progress trends to baseline and identify patterns by student group.	Continue/fade/intensify supports; adjust schedules/dosage; reteach Tier 1 expectations or instructional routines where fidelity is inconsistent.	Implementation Team	Within 5 school days	PLC notes; individual student/family updates; partner communication as required.

January 2027 — Midyear	Complete midyear review of SMARTIE implementation and impact. Check credit accumulation, course completion, attendance, on-track status, and intervention response. Review whether students meeting intervention criteria received timely access to planned supports, whether scheduled services were delivered, and whether attendance, academic progress, and graduation-readiness gaps are narrowing. Examine results by student group and identify any continuing differences in access to counseling, targeted instruction, or graduation planning.	Reallocate supports/resources; revise intervention menu or decision rules if needed; intensify graduation-risk plans.	Principal + Implementation Team	January 2027	Staff update; targeted family/student conferences; district/OSSI update as required.
March 2027 — Q3 review	Review spring trajectory, including students not responding to Tier 2 and students at graduation risk. Check whether practices were delivered as planned.	Initiate/intensify Tier 3 where indicated; adjust academic priorities and staffing; identify remaining resource gaps.	Implementation Team	Within 5 school days	PLC and staff communication; individual family/student meetings; partner coordination under applicable agreements.
May 2027 — Graduation/readiness review	Review credit completion, graduation pathway status, HSBP/postsecondary plans, attendance, and remaining barriers for seniors and other high-risk students.	Implement final targeted/intensive completion plans; confirm summer/transition supports when needed; ensure actionable postsecondary plans.	Counselor + Principal + Teachers	Before end-of-year deadlines	Direct student/family outreach; staff coordination; partner/district communication as appropriate.
June 2027 — End-of-year evaluation	Evaluate SMARTIE goal progress, implementation fidelity, subgroup outcomes, intervention effectiveness, family/student feedback, and remaining inequities.	Identify practices to sustain, revise, discontinue, or scale; document resource needs and priorities for 2027–28 SIP/OSSI planning.	Principal + Implementation Team	June 2027 / summer planning	Share summary with staff and district; use established process for board/SIP reporting; communicate key outcomes to families/community.

School Improvement Planning 2026-2027

School: Hawkins **Date:** 11/10/26

Board Approval:

Section 1: Building Data

Building Name: Hawkins Middle School	**Principal:** Steve Hackett
Asst. Principal: Scott Davis	**Building Enrollment:** 465
Multilingual Percentage: 18%	**F/R Percentage:** 58%
Special Education Percentage: 13%	**Date Submitted to District:** 11/10/26

Section 2: School Leadership Team Members (BILT)

Please list by (Name, Title/Role)

- Steve Hackett
- Scott Davis
- Kyleigh Walsh
- Amy Johnson
- Rene Winn
- Hannah Kidd
- Paula Grande
- Brittant DeWitt
- Katelin Lacoste
- Matt Frost
- Guadalupe Wark
- Bailey Bachelor

Section 3: Vision and Mission Statement

Vision:

The vision of Hawkins Middle School is for all students to feel safe, valued, and nurtured allowing them to find personal and academic success in an inclusive school community that challenges them to grow into a productive and positive citizen.

Mission:

At Hawkins Middle School, our mission is to provide a safe, positive, and academically challenging environment where every student learns at high levels, grows as a member of our community, and is prepared for success in high school and beyond.

Every day is another step forward. 306 steps to high school.

Section 4: Professional Development

Building Plan For use of 300 Minutes Professional Development / Meeting Time:

Activity / PD / Meeting	Date	Specific Times

PLC work		

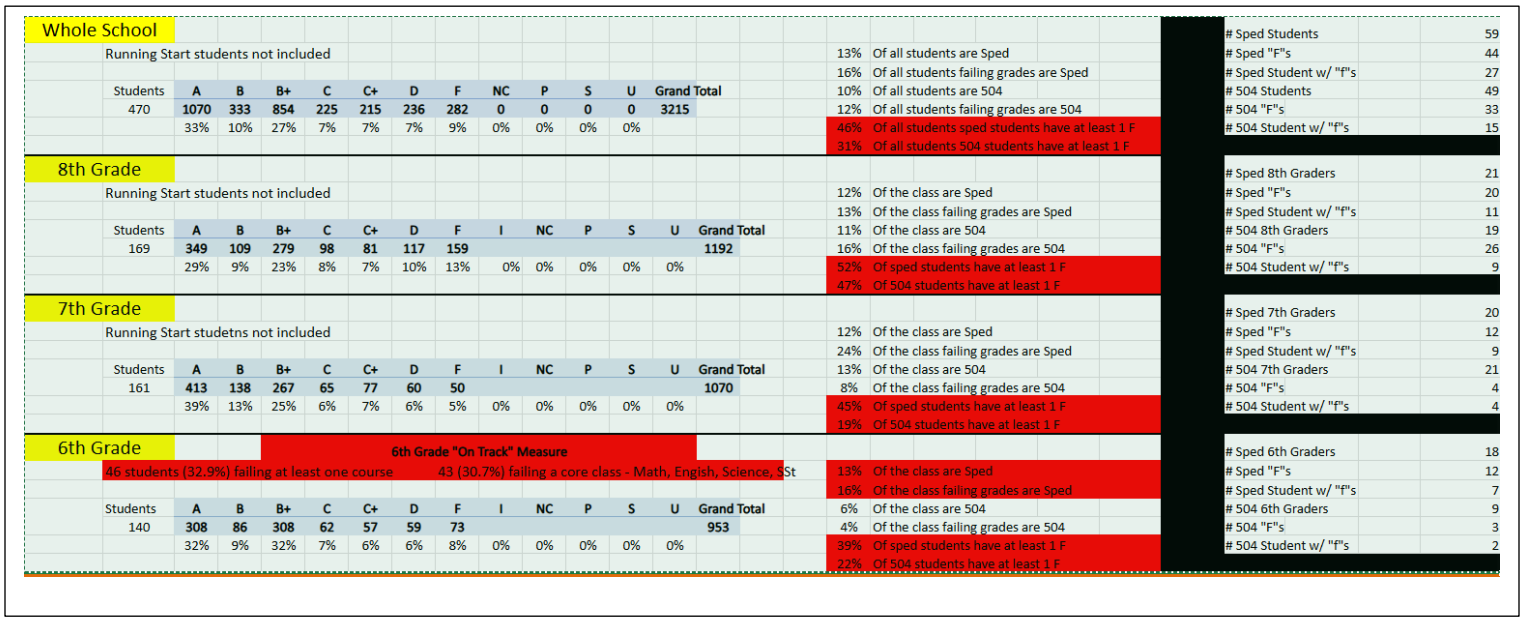
Section 5: Goals

DISTRICT GOAL: *ELA / Reading- Increase 5% ELA SBA Cohort Achievement Growth*

BUILDING GOAL: By Spring 2027, Hawkins Middle School will increase the percentage of students meeting or exceeding standard (Level 3 or 4) on the ELA Smarter Balanced Assessment by at least 5 percentage points for each grade-level cohort compared with their 2025–26 SBA performance.

- **Current 6th Grade Cohort:** Increase from **41% to at least 46%**
- **Current 7th Grade Cohort:** Increase from **27% to at least 32%**
- **Current 8th Grade Cohort:** Increase from **36% to at least 41%**

Monthly data we review:



Whole School

Running Start students not included

Students	A	B	B+	C	C+	D	F	NC	P	S	U	Grand Total
470	1070	333	854	225	215	236	282	0	0	0	0	3215
	33%	10%	27%	7%	7%	7%	9%	0%	0%	0%	0%	

		# Sped Students	59
13%	Of all students are Sped	# Sped "F"s	44
16%	Of all students failing grades are Sped	# Sped Student w/ "f"s	27
10%	Of all students are 504	# 504 Students	49
12%	Of all students failing grades are 504	# 504 "F"s	33
46%	Of all students sped students have at least 1 F	# 504 Student w/ "f"s	15
31%	Of all students 504 students have at least 1 F		

8th Grade

Running Start students not included

Students	A	B	B+	C	C+	D	F	I	NC	P	S	U	Grand Total
169	349	109	279	98	81	117	159						1192
	29%	9%	23%	8%	7%	10%	13%	0%	0%	0%	0%	0%	

		# Sped 8th Graders	21
12%	Of the class are Sped	# Sped "F"s	20
13%	Of the class failing grades are Sped	# Sped Student w/ "f"s	11
11%	Of the class are 504	# 504 8th Graders	19
16%	Of the class failing grades are 504	# 504 "F"s	26
52%	Of sped students have at least 1 F	# 504 Student w/ "f"s	9
47%	Of 504 students have at least 1 F		

7th Grade

Running Start studetns not included

Students	A	B	B+	C	C+	D	F	I	NC	P	S	U	Grand Total
161	413	138	267	65	77	60	50						1070
	39%	13%	25%	6%	7%	6%	5%	0%	0%	0%	0%	0%	

		# Sped 7th Graders	20
12%	Of the class are Sped	# Sped "F"s	12
24%	Of the class failing grades are Sped	# Sped Student w/ "f"s	9
13%	Of the class are 504	# 504 7th Graders	21
8%	Of the class failing grades are 504	# 504 "F"s	4
45%	Of sped students have at least 1 F	# 504 Student w/ "f"s	4
19%	Of 504 students have at least 1 F		

6th Grade

6th Grade "On Track" Measure

46 students (32.9%) failing at least one course — 43 (30.7%) failing a core class - Math, Engish, Science, SSt

Students	A	B	B+	C	C+	D	F	I	NC	P	S	U	Grand Total
140	308	86	308	62	57	59	73						953
	32%	9%	32%	7%	6%	6%	8%	0%	0%	0%	0%	0%	

		# Sped 6th Graders	18
13%	Of the class are Sped	# Sped "F"s	12
16%	Of the class failing grades are Sped	# Sped Student w/ "f"s	7
6%	Of the class are 504	# 504 6th Graders	9
4%	Of the class failing grades are 504	# 504 "F"s	3
39%	Of sped students have at least 1 F	# 504 Student w/ "f"s	2
22%	Of 504 students have at least 1 F		

District Assessment Goal to achieve 5% cohort growth:

SMART GOAL: Enter the type of growth you need to see to achieve the 5% SBA growth.

Multilingual SUB GOAL:

By spring 2027, Hawkins Middle School multilingual learners will increase SBA ELA proficiency by 5 percentage points compared to the previous year's cohort, as measured by the spring 2027 SBA ELA assessment.

Special Education SUB GOAL:

SMART GOAL: By spring 2027, Hawkins Middle School students receiving special education services will increase SBA ELA proficiency by 5 percentage points compared to the previous year's cohort, as measured by the spring 2027 SBA ELA assessment.

Baseline Data (Building, Multilingual, & Special Education):

Example of monthly data reviewed:



		# Sped Students	59
13%	Of all students are Sped	# Sped "F"s	44
16%	Of all students failing grades are Sped	# Sped Student w/ "f"s	27
10%	Of all students are 504	# 504 Students	49
12%	Of all students failing grades are 504	# 504 "F"s	33
46%	Of all students sped students have at least 1 F	# 504 Student w/ "f"s	15
31%	Of all students 504 students have at least 1 F		
		# Sped 8th Graders	21
12%	Of the class are Sped	# Sped "F"s	20
13%	Of the class failing grades are Sped	# Sped Student w/ "f"s	11
11%	Of the class are 504	# 504 8th Graders	19
16%	Of the class failing grades are 504	# 504 "F"s	26
52%	Of sped students have at least 1 F	# 504 Student w/ "f"s	9
47%	Of 504 students have at least 1 F		
		# Sped 7th Graders	20
12%	Of the class are Sped	# Sped "F"s	12
24%	Of the class failing grades are Sped	# Sped Student w/ "f"s	9
13%	Of the class are 504	# 504 7th Graders	21
8%	Of the class failing grades are 504	# 504 "F"s	4
45%	Of sped students have at least 1 F	# 504 Student w/ "f"s	4
19%	Of 504 students have at least 1 F		
		# Sped 6th Graders	18
13%	Of the class are Sped	# Sped "F"s	12
16%	Of the class failing grades are Sped	# Sped Student w/ "f"s	7
6%	Of the class are 504	# 504 6th Graders	9
4%	Of the class failing grades are 504	# 504 "F"s	3
39%	Of sped students have at least 1 F	# 504 Student w/ "f"s	2
22%	Of 504 students have at least 1 F		

Building Smarter Balanced (25/26)

Grade	Level 1	Level 2	Level 3	Level 4
ELA	44%	23%	25%	8%
Math	50%	21%	13%	16%

4

Building FastBridge aReading Growth: Enter data, words or graph

26-27 Data

	8th	7th	6th
September	13%	12%	7%
October	13%	5%	8%
November			
December			
January			
February			
March			
April			
June			

	Fail 1+	Fail Core
September	28%	26%
October	33%	31%
November		
December		
January		
February		
March		
April		
June		

25-26 Data

	8th	7th	6th
September	12%	17%	7%
October	11%	14%	6%
NOV. **TRI 1**	6%	8%	6%
December	13%	15%	18%
January	11%	22%	11%
February	12%	18%	10%
March **TRI 2**	9%	10%	8%
April	17%	22%	13%
June **TRI 3**	11%	14%	8%

	Fail 1+	Fail Core
September	31%	27%
October	27%	23%
Nov. Tri 1	27%	21%
December	63%	62%
January	48%	43%
February	37%	32%
March TRI 2	32%	31%
April	45%	42%
June **TRI 3**	28%	28%

	Teachers Failing 20+%
September	18%
October	14%
NOV. TRI 1	5%
December	32%
January	23%
February	32%
March **TRI 2**	14%
April	41%
June **TRI 3**	18%

	8th	7th	6th
Tri 1	6%	8%	6%
Tri 2	9%	10%	8%
Tri 3	11%	14%	8%

Monitoring Plan (Building, Multilingual, & Special Education):

What data will be used to progress monitor & who will collect it?

What are the dates data will be taken & reviewed?

4

Action Plan:

Specific Strategies / Activities / Intervention / Professional Development to support goals	*Date / Timeframe*	*Person(s) Responsible*
Data-Driven PLCs		Teachers, admin
Mid-Year Assessment Review		Teachers
Targeted ELA Interventions		Admin, counselors, teachers
Progress Monitoring		Teachers

DISTRICT GOAL: *MATH - Increase 5% Math SBA Cohort Achievement Growth*

BUILDING GOAL: By Spring 2027, Hawkins Middle School will increase the percentage of students meeting or exceeding standard (Level 3 or 4) on the Math Smarter Balanced Assessment by at least 5 percentage points for each grade-level cohort compared with their 2025–26 SBA performance.

- **Current 6th Grade Cohort:** Increase from **33% to at least 38%**
- **Current 7th Grade Cohort:** Increase from **27% to at least 32%**
- **Current 8th Grade Cohort:** Increase from **30% to at least 35%**

(Data need to incorporate into goals: K-8, iReady Math Diagnostic; High School, Math grades and passing rates)

District Assessment Goal to achieve 5% cohort growth:

Enter the type of growth you need to see to achieve the 5% SBA growth.

Multilingual SUB GOAL:

SMART GOAL: By spring 2027, Hawkins Middle School multilingual learners will increase SBA Math proficiency by 5 percentage points compared to the previous year's cohort, as measured by the spring 2027 SBA Math assessment.

Special Education SUB GOAL:

SMART GOAL: By spring 2027, Hawkins Middle School students receiving special education services will increase SBA Math proficiency by 5 percentage points compared to the previous year's cohort, as measured by the spring 2027 SBA Math assessment.

Baseline Data (Building, Multilingual, & Special Education):

Building Smarter Balanced (24/25 3rd and 4th Grade)

Grade	Level 1	Level 2	Level 3	Level 4
ELA	44%	23%	25%	8%
Math	50%	21%	13%	16%

Building iReady Math Diagnostic Growth: Enter data, words or graph

Monitoring Plan (Building, Multilingual, & Special Education):

What data will be used to progress monitor & who will collect it?

What are the dates data will be taken & reviewed? See data examples above

Action Plan:

Specific Strategies / Activities / Intervention / Professional Development to support goals	*Date / Timeframe*	*Person(s) Responsible*
Data-Driven PLCs		Teachers – Admin
Mid-Year Assessment Review		Teachers
Targeted Math Interventions		Admin, counselors, teachers
Progress Monitoring		Teachers

GOAL: BEHAVIOR / DISCIPLINE

SMART GOAL: By the end of the 2026–27 school year, Hawkins Middle School will reduce total Office Discipline Referrals (ODRs) by 15%, from the 2024–25 baseline of 1,123 referrals to 955 or fewer referrals.

Fighting & Physical Horseplay

Hawkins Middle School will place an increased emphasis on reducing unsafe physical interactions between students. By the end of the 2026–27 school year, referrals for **fighting and physical horseplay will decrease by 25%** compared to the 2025–26 baseline.

Disproportionality SUB GOAL:

SMART GOAL: By the end of the 2026–27 school year, Hawkins Middle School will reduce Office Discipline Referrals (ODRs) for multilingual learners by 15% compared to the 2025–26 baseline, with an emphasis on reducing fighting, physical horseplay, and repeated behavioral referrals.

Special Education SUB GOAL:

SMART GOAL: By the end of the 2026–27 school year, Hawkins Middle School will reduce Office Discipline Referrals (ODRs) for students receiving special education services by 15% compared to the 2025–26 baseline, with an emphasis on reducing fighting, physical horseplay, and repeated behavioral referrals.

Baseline Data (Building, Multilingual, & Special Education):



Subtract 113 for attendance.

Monitoring Plan (Building, Multilingual, & Special Education):

What data will be used to progress monitor & who will collect it?

What are the dates data will be taken & reviewed?

Action Plan:

Specific Strategies / Activities / Intervention / Professional Development to support goals	*Date / Timeframe*	*Person(s) Responsible*
Consistent Response to Behavior		Admin, teachers
Monthly Discipline Data Review		Admin, BILT
Targeted Small-Group Interventions:		Admin, counselors
Positive Behavior Recognition		Admin, teachers

GOAL: ATTENDANCE

SMART Goal: By the end of the 2026–27 school year, Hawkins Middle School will reduce the number of students who reach Step 2 of the Attendance Intervention process by at least 15%, from a baseline of 135 students in 2025–26 to 115 or fewer students in 2026–27.

Baseline Data:

Hawkins Step 1		
25-26	24-25	23-24
73	80	106
109	136	117
54	60	89
236	276	312
Hawkins Step 2		
25-26	24-25	23-24
31	31	49
61	58	51
43	21	34
135	110	134
Hawkins Step 3		
25-26	24-25	23-24
17	14	33
35	18	24
24	4	4
76	36	61

Monitoring Plan:

What data will be used to progress monitor & who will collect it?

What are the dates data will be taken & reviewed?

Action Plan:

Specific Strategies / Activities / Intervention / Professional Development to support goals	Date / Timeframe	Person(s) Responsible
Positive recognition		Admin
Identifying patterns and intervening early		Secretary and admin
Consistent steps		Secretary and admin

Coversheet

Contracts/Agreement

Section: III. Consent Items
Item: I. Contracts/Agreement
Purpose:
Submitted by:
Related Material:
Project Life Grant Award Letter.pdf
Project LIFE_MEAF License Agreement MEAF Recipient-January 24 Update (7).pdf

November 4, 2026

North Mason School District
250 E. Campus Drive
Belfair, WA 98528

Attn: Cristin Blaskowitz

Dear Cristin and North Mason School District,

We are extremely pleased to inform you that North Mason School District has been chosen to receive the $10,000.00 matching grant funds provided via the Butler Tech and Mitsubishi Electric America Foundations to support your initial Project LIFE program replication. This means that your district is receiving 50% off, and your total cost for your initial Project LIFE replication will be just $10,000.00.

Next steps are as follows:

1) Review and complete your portion of the Project LIFE license agreement.
2) Sign and return the license agreement via email.
3) If applicable, please email a copy of your purchase order for the remaining replication cost of $10,000.00 to Cheryl McCreary, Accounts Receivable at mccrearyc@butlertech.org. Vendor address should read: Butler Tech/Project LIFE, 3605 Hamilton Middletown Road, Hamilton, OH 45011.
    a. A copy of Butler Tech's W-9 is in your shared Google Drive folder in case it is needed to add Butler Tech as a district vendor.
    b. Butler Tech will invoice you for $10,000.00 once the license agreement is signed and your Purchase Order is in place.

When the above process is completed, we will meet to plan for your on-location staff training prior to your program replication start date. If a situation arises that would prohibit in person training we can develop an alternate plan.

We are excited for the opportunity to work with you and your team members. Prepare to witness both staff and student growth while we join as collective thought leaders to prepare your students for an empowered and productive future!

Sincerely,
Shawn Hoff
Project LIFE Replication Coordinator

Butler Tech Career & Development Schools
3605 Hamilton Middletown Road
Fairfield Township, OH 45011

PHONE 937-694-2843
EMAIL hoffs@butlertech.org
WEBSITE **btprojectlife.org**

PROJECT LIFE®
LICENSE AND SERVICES AGREEMENT

THIS LICENSE AND SERVICES AGREEMENT ("**Agreement**"), effective as of the ___ day of _____, 20__ ("**Effective Date**"), by and between the Board of Education of the Butler Technology and Career Development Schools located at 3605 Hamilton-Middletown Road, Hamilton, Ohio 45011 ("**Butler Tech**"), and _____, an (state) _____, (entity) _____

located at _____ ("**Licensee").**

WHEREAS Butler Tech has developed a transition to adulthood program model referred to as the "Project LIFE program," which focuses on preparing students with disabilities for positive post school outcomes;

WHEREAS, in connection with its Project LIFE program, Butler Tech has developed an 8 Unit Curriculum that includes a program-specific Micro-enterprise Implementation Guide, Work Based Learning Weekly Report, Replication Guide, and related implementation materials as further set forth herein;

WHEREAS, Licensee desires to obtain a license to such materials for its own internal, educational use (including its own implementation of the Project LIFE program) and, in connection with such license, obtain certain services from Butler Tech, subject to the terms and conditions of this Agreement; and

WHEREAS, Butler Tech is willing to grant such a license and to provide such services to Licensee as further set forth herein.

NOW, THEREFORE, in consideration of the mutual covenants, terms and conditions set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. Definitions

1.1. "**Licensed Materials**" shall mean Butler Tech's Project LIFE curriculum, which is comprised of, among other things, learning standards, course content, and skills assessments including any updates, revisions or new editions of the same that Butler Tech may make available during the License Term. The "**Licensed Materials**" shall also include any supplementary or ancillary materials that Butler Tech makes available to accompany the Licensed Materials as well as any materials delivered by Butler Tech to Licensee that Butler Tech develops specifically for Licensee during the License Term.

1.2. "**License Fees**" shall mean the Initial License Fees (as defined in Section 8.1(a)) together with any Additional License Fees (defined in 8.1(b)) and any Annual Renewal License Fees (as defined in Section 8.1(c)).

1.3. "**Butler Tech Marks**" the "Project LIFE" mark and any modified or additional trademarks or service marks as may be communicated by Butler Tech in writing to Licensee from time to time.

2. Licensed Materials

2.1. License**.** During the License Term and subject to Licensee's compliance with this Agreement, Butler Tech hereby grants to Licensee a non-exclusive, non transferable license to access, reproduce, distribute and display the Licensed Materials solely for its own internal, educational use in connection with its implementation of the Project LIFE program. Licensee agrees to implement the Project LIFE program in compliance with instructions in the Licensed Materials.

2.2. Scope of License Access and Use. For each Project LIFE program license purchased (each, "**Program License**" and collectively, the "**Program Licenses**"), up to 24 students may be enrolled per year. Additional Program License(s) must be purchased if the Project LIFE program is to be implemented to support more than 24 students, regardless of whether the Program LIFE program is implemented at one or more physical locations.

2.3. Restrictions

(a) Licensee acknowledges and agrees that Butler Tech may, from time to time and at its sole discretion, (i) add new content to the Licensed Materials; and (ii) limit, modify, or discontinue any existing content made available as part of the Licensed Materials. Licensee shall promptly begin using any new or modified components of the Licensed Materials upon receipt of new or modified Licensed Materials from Butler Tech. In addition, Licensee shall promptly cease using discontinued content or upon notice that Butler Tech has discontinued certain content previously made available as part of the Licensed Materials.

(b) Except as permitted herein, the Licensed Materials, and any copies thereof, may not be transferred or taken or otherwise provided by Licensee to another individual, corporation, partnership, governmental authority, unincorporated organization, trust, association, joint venture, institution, or any other entity without the prior written consent of Butler Tech. For the avoidance of doubt, Licensee may not share or disclose any Licensed Materials with potential licensees or other potential third-party implementations of the Project LIFE program or their representatives without prior written consent from Butler Tech. Use of the Licensed Materials to provide distance learning is prohibited.

(c) Licensee shall not modify or amend any Licensed Materials or create any derivative works or improvements thereto (all such modifications, amendments, improvements of derivative works collectively referred to as "**Modifications**") without the prior written consent of Butler Tech. Modifications, whether authorized or unauthorized, will be solely owned by Butler Tech and shall be subject to the limited licenses and restrictions set forth in this Agreement with respect to Licensed Materials. Licensee agrees to execute (and cause its employees and contractors to execute) any additional documents and do all things necessary or appropriate (at Butler Tech's expense) to vest and confirm all rights in the Modifications (including, without limitation, all patents, copyrights, trade secrets and other intellectual property rights therein, whether now existing or hereafter coming into existence) in Butler Tech and to facilitate the obtaining by Butler Tech of any desired legal protection for the same in any countries.

(d) Licensee shall not remove from, and shall cause to be affixed to or otherwise displayed in connection with, any copies of the Licensed Materials made by or on behalf of Licensee all copyright, trademark, and other intellectual property rights notices contained in the Butler Tech Materials as received from Butler Tech.

(e) Licensee may not sell, lend, lease, rent, assign or transfer the Licensed Materials to another party. Licensee is prohibited from posting the Licensed Materials online on a website or in a manner that is accessible by users other than Licensee's authorized personnel and/or students.

(f) Licensee may not participate in research and/or generate a publication with respect to its use of the Licensed Materials without prior written consent of Butler Tech, not to be unreasonably denied.

3. Trademark License; Butler Tech Foundation Grant Recipients

3.1. Trademark License. Butler Tech further grants to Licensee a non-exclusive, non transferable license to use Butler Tech's name and the Butler Tech Marks solely in connection with the Licensed Materials and only for the purpose of implementing the Project LIFE program at in accordance with this Agreement and only in the form and manner and with appropriate legends as prescribed from time to time by Butler Tech. From time-to-time, Butler Tech may approve Licensee's use of Butler Tech's name and/or Butler Tech Marks on Licensee's website, and/or in an article, publication, or video created by Licensee and in such event, Licensee must acknowledge Butler Tech as the Project LIFE program as licensor of materials comprising the Project LIFE program. Licensee agrees to refer interested parties back to Butler Tech for information about the Project LIFE program. Licensee agrees not to use any other trademark or service mark, alone or in combination with the Butler Tech Marks, on the Licensed Materials without Butler Tech's prior written approval, and Licensee will at no time use or apply to register any trademark, trade name, service mark or other designation similar to the Butler Tech Marks. Licensee shall not apply for, or obtain, or assist any person or entity in applying for or obtaining any registration of any of the Butler Tech Marks, or any trademark, service mark, trade name or other indicia confusingly similar to the Butler Tech Marks in any country. Upon Butler Tech's request, Licensee will, from time to time, provide Butler Tech samples of its use of the Butler Tech Marks hereunder. The foregoing trademark license shall cease immediately with respect to a Butler Tech Mark if and when such trademark has been superseded or replaced by a new trademark. Licensee shall acquire no right, title or interest in or to the Butler Tech Marks, and all goodwill derived from the use of the trademark shall inure solely to the benefit of Butler Tech.

3.2. Encumbrances. Neither party shall grant or attempt to grant a security interest in, or otherwise encumber, the other party's marks or record any such security interest or encumbrance against any application or registration regarding the mark in the United States Patent and Trademark Office or elsewhere.

3.3. MEAF Grant Recipients. The parties acknowledge that the Initial License Fees were reduced, in part, by a grant from the Mitsubishi Electric America Foundation (MEAF) through The Butler Tech Foundation. Licensee agrees to acknowledge MEAF's contribution on Licensee's website during the first annual term of the Agreement. Butler Tech will provide Licensee an electronic copy of the MEAF logo, which, unless otherwise agreed by the parties, shall accompany the following language on Licensee's website:

> [Licensee]'s replication of the Project Life program was made possible, in part, by funding received through The Friends of Butler Tech Foundation from the Mitsubishi Electric America Foundation, a non-profit foundation jointly funded by Mitsubishi Electric Corporation of Japan and its US affiliates, working to make changes for the better by empowering youth with disabilities to lead productive lives.

3.4 From time to time, upon Butler Tech's reasonable request, Licensee will provide Butler Tech with (or permit Butler Tech to take) photographs, films, videotapes, or other materials for use by Butler Tech and/or MEAF in their respective reports, newsletters, press releases, or other multimedia materials along with signed copies of any requested photo releases or other permissions documents. Licensee hereby grants a non-exclusive, non-transferable license to Butler Tech for such purposes.

4. Project LIFE Online Portal

4.1. The Licensed Materials will be made available to Licensee in electronic format through an online learning platform (the "**Project LIFE Portal**"). Licensee shall have the right to designate authorized users of the Project LIFE Platform; provided such authorized users shall be Licensee personnel and not parents or students. Butler Tech shall issue access credentials to Licensee's authorized users and shall grant each of Licensee's authorized users a non-exclusive, non-transferable, royalty-free right and license to access and use the Project LIFE Portal including materials made available on and through it solely for internal, educational purposes during the term of this Agreement. This license will at all times be subject to this Agreement. Licensee agrees that it will inform its authorized users that their use of the Project LIFE Portal is subject to these requirements, and that it will use its best efforts to ensure their compliance.

4.2. Butler Tech reserves the right to suspend access to the Project LIFE Portal to any of Licensee's authorized users (i) who upload, post, or submit unauthorized content; (ii) who attempt to "hack" the Project LIFE Portal or otherwise access or use portions of Project LIFE Portal that are not intended to be accessed by such user; (iii) who use log-in credentials of another user without authorization; or (iv) who's actions otherwise violate the terms of this Agreement.

4.3. To the extent that the functionality of the Project LIFE Portal allows Licensee or its authorized users to upload any content or data into Butler Tech's online portal, Licensee represents and warrants that the inclusion of any such content or data will not infringe any patent, copyright, trade secret, or other proprietary or legal right of any other party. Licensee acknowledges and agrees that Butler Tech has no obligation to screen, edit or review any such content or data that Licensee's authorized users may submit on or through the Project LIFE Portal. However, Licensee acknowledges and agrees that Butler Tech may delete, or require Licensee to delete, any such content upon Butler Tech's determination, at its sole discretion, that such content (i) is or may be infringing upon the intellectual property rights of a third party, (ii) is interfering or may interfere in any way with the operation of the Licensed Materials, (iii) is indecent, obscene, libelous, slanderous, illegal, or otherwise inappropriate; (iv) is otherwise in violation of this Agreement.

4.4. The Project LIFE Portal will be hosted by Butler Tech or its designee. Licensee acknowledges that Butler Tech or its designee may take the Project LIFE Portal down from time to time as reasonably necessary to perform maintenance (scheduled and unscheduled) as a matter of course or in response to emergencies or other unforeseen circumstances. Licensee understands that Butler Tech cannot and does not guarantee or warrant that files available for downloading the Project LIFE Portal will be free of viruses or other destructive code however Butler Tech will use reasonable prudence in making files available. Licensee is responsible for implementing sufficient procedures to satisfy Licensee's particular requirements for anti-virus protection.

5. Standard Support and Consulting Services

5.1. Implementation Supports/Training. Butler Tech shall provide program implementation training at Licensee's program location as described in Schedule A-1 & 2 to Exhibit A ("**Description of Services**").

5.2. Standard Support Services. During the License Term, Licensee and its authorized personnel shall have access to Butler Tech's standard support services for the Licensed Materials as described in Schedule A-1 to Exhibit A ("**Standard Support Services**"). Butler Tech may modify what is included in these Standard Support Services including, without limitation, its support hours from time to time in its sole discretion by providing written notice to Licensee.

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5.3. Additional Consulting Services. If additional on-site training, support, or other consulting services (outside of the Start-Up Training, New Program Virtual Supports and Standard Support Services) ("**Additional Consulting Services**") are requested and authorized in writing by Licensee, Butler Tech may provide Additional Consulting Services to Licensee. Fees and payment terms for any such Additional Consulting Services are described in Section 8.3.

6. **Intellectual Property**.

6.1. Subject solely to the express licenses granted by Butler Tech under this Agreement, as between the parties, Butler Tech reserves and retains all right, title, and interest in and to the Licensed Materials, the Butler Tech Marks, and the Project LIFE Portal including all intellectual property rights therein. Licensee agrees that any materials resulting from the services performed by or on behalf of Butler Tech hereunder will be solely owned by Butler Tech, and, if and to the extent those materials are not incorporated by Butler Tech into the Licensed Materials, Butler Tech hereby grants to Licensee a non-exclusive, non-transferable license to use such materials in accordance with the purpose for which they were created during the Term. Any rights not expressly granted by this Agreement shall not be implied and are expressly reserved to Butler Tech and its licensors.

6.2. Further Assurances. Upon Butler Tech's reasonable request, Licensee shall promptly execute and deliver all such further documents and instruments, and take all such further actions, necessary to give full effect to the terms of this Agreement.

7. **Sharing of De-Identified Data.** From time to time upon Butler Tech's written request, Licensee agrees to provide de-identified data to Butler Tech to allow Butler Tech to study and assess the effectiveness of the Licensed Materials. Butler Tech may use such de-identified data to improve the Licensed Materials, for research or for other purposes. De-identified data will have all direct and indirect personal identifiers removed. This includes, but is not limited to, student name, ID numbers, data of birth, demographic information, location information, and school ID. Furthermore, Butler Tech agrees not to attempt to re-identify de-identified data and not to transfer de-identified data to any party unless that party agrees not to attempt re-identification.

8. Fees and Payment

8.1. License Fees.

(a) Initial Program License(s). License Fees for the first annual term for the number of Program Licenses identified in Exhibit A (in each case, the "**Initial License Fees**") are set forth on Exhibit A hereto and shall be due and payable in advance in accordance with Butler Tech's invoice terms.

(b) Additional Program License(s). The license fees for the first annual term of any additional Program Licenses that may be purchased by Licensee are also set forth in Exhibit A (in each case, "**Additional License Fees**"). Additional License Fees that have been authorized in writing by Licensee shall be invoiced in advance and are due within thirty (30) days receipt of the invoice.

(c) License Fees for Renewals. License Fees for any renewal terms are set forth in Exhibit A (the "**Annual Renewal License Fees**"). Such fees shall be invoiced in advance of the renewal date and are due prior to commencement of the renewal term. After the first year of this Agreement, the fees set forth in Exhibit A may be changed from time-to-time upon thirty (30) days prior notice.

8.2. Implementation Supports/Training and Standard Support Services. Fees for Implementation Training and Standard Support Services are included in the License Fees as set forth in Exhibit A.

8.3. Additional Consulting Services. Unless otherwise agreed by the parties, fees for any Additional Consulting Services performed by Butler Tech shall be calculated in accordance with Butler Tech's standard daily or hourly fee rates, which are set forth in Exhibit A Part II of this Agreement. After the first year of this Agreement, the fees set forth in Exhibit A Part II may be changed from time-to-time upon thirty (30) days prior notice. Unless the parties otherwise agree in writing, such fees shall be invoiced monthly in arrears and are payable within thirty (30) days after Licensee's receipt of such invoice, except for any amounts disputed by Licensee in good faith.

8.4. Expenses. Licensee shall reimburse Butler Tech for all direct, documented, out-of-pocket expenses including travel and lodging expenses incurred by Butler Tech in performing services under this Agreement as set forth on Exhibit A, provided that, Licensee shall only be obligated to reimburse Butler Tech for travel approved in advance in writing by Licensee.

8.5. Taxes. All fees and other amounts payable by Licensee under this Agreement are exclusive of taxes and similar assessments. Without limiting the foregoing, Licensee is responsible for all sales, service, use and excise taxes, and any other similar taxes, duties and charges of any kind imposed by any federal, state or local governmental or regulatory authority on any amounts payable by Licensee hereunder, other than any taxes imposed on Butler Tech's income.

9. Term and Termination

9.1. Term. This Agreement will commence on the Effective Date and, unless sooner terminated as provided herein, will continue for an initial license term of one (1) year. Thereafter, either party may terminate this Agreement at the end of the then-current license term by providing written notice to the other party prior to the end of the applicable license term that such party does not want to renew the license. Unless a non-renewal notice is provided by a party, Butler Tech will invoice Licensee for the applicable License Fees for the renewal license term and, upon payment from Licensee, the Agreement will renew for an additional one (1) year license term. If a non-renewal notice is provided by either party, then this Agreement will terminate at the end of the then-current, paid-up license term. The License Fees for each renewal license term shall be at Butler Tech's then-current rates. For purposes of this Agreement the "**License Term**" shall mean the initial and any renewal license terms.

9.2. Termination

(a) Licensee may terminate this Agreement at any time without cause by providing at least thirty (30) days' prior written notice to Butler Tech.

(b) Either party may terminate this Agreement, effective upon written notice to the other party, if the other party:

(i) materially breaches this Agreement, and such breach is incapable of cure or, if capable of cure, fails to cure such breach within 30 days after receiving written notice thereof: or

(ii) commits three (3) or more material breaches of this Agreement twelve (12) month period regardless of whether all or any have been cured.

(c) Either party may terminate this Agreement by written notice to the other party if the other party: (i) becomes insolvent or admits its inability to pay its debts generally as they become due; (ii) becomes subject, voluntarily or involuntarily, to any proceeding under any domestic or foreign bankruptcy or insolvency law, which is not fully stayed within seven (7) business days or is not dismissed or vacated within 45 days after filing; (iii) is dissolved or liquidated or takes any corporate action for such purpose; (iv) makes a general assignment for the benefit of creditors; or (v) has a receiver, trustee, custodian, or similar agent appointed by order of any court of competent jurisdiction to take charge of or sell any material portion of its property or business.

9.3. Effect of Expiration or Termination. Upon expiration or termination of this Agreement, all rights granted hereunder to Licensee shall immediately terminate and Licensee shall immediately discontinue all use of the Licensed Materials, Butler Tech Marks, Modifications, Project LIFE Portal and any other materials provided hereunder and destroy or otherwise cease display of all printed materials bearing any of Butler Tech's copyrights, trademarks or service marks. The provisions set forth in the following Sections, and any other right or obligation of the parties in this Agreement that, by its nature, should survive termination or expiration of this Agreement, will survive any expiration or termination of this Agreement: 6, 9.3, 10, 11, 12, and 13.

10. **Representations and Warranties.** Each party represents and warrants to the other party that:

10.1. it is duly organized, validly existing, and in good standing as a corporation or other entity as represented herein under the laws and regulations of its jurisdiction of incorporation, organization, or chartering;

10.2. it has the full right, power, and authority to enter into this Agreement, to grant the rights and licenses granted hereunder, and to perform its obligations hereunder;

10.3. the execution of this Agreement by its representative whose signature is set forth at the end hereof has been duly authorized by all necessary corporate action of the party; and

10.4. when executed and delivered by such party, this Agreement will constitute the legal, valid, and binding obligation of such party, enforceable against such party in accordance with its terms.

11. **DISCLAIMER OF OTHER WARRANTIES**. BUTLER TECH DOES NOT WARRANT THE ACCURACY OR SUITABILITY OF INFORMATION IN THE LICENSED MATERIALS AND SHALL HAVE NO LIABILITY FOR USE OF THE LICENSED MATERIALS, BUTLER TECH MARKS, OR PROJECT LIFE PORTAL BY LICENSEE OR ANY THIRD PARTY. LICENSOR DOES NOT UNDERTAKE ANY OBLIGATION TO UPDATE OR OTHERWISE MODIFY THE LICENSED MATERIALS. THE SERVICES ARE PROVIDED ON AN "AS IS" AND "AS AVAILABLE" BASIS. EXCEPT FOR THE EXPRESS WARRANTIES IN THIS AGREEMENT, (A) EACH PARTY HEREBY DISCLAIMS ANY WARRANTY, WHETHER EXPRESS, IMPLIED, STATUTORY, OR OTHERWISE, UNDER THIS AGREEMENT; AND (B) BUTLER TECH SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, AND NON-INFRINGEMENT.

12. **LIMITATION ON LIABILITY**. BUTLER TECH AND ITS LICENSORS SHALL NOT BE LIABLE TO LICENSEE FOR ANY LOST PROFITS, LOST FUNDING, LOST SAVINGS OR ANY SPECIAL, EXEMPLARY, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES ARISING FROM THIS AGREEMENT, THE LICENSED MATERIALS, BUTLER TECH MARKS, SUPPORT, SERVICES OR OTHER ITEMS PROVIDED HEREUNDER, OR ARISING FROM OR RELATING TO

THIS AGREEMENT INCLUDING, WITHOUT LIMITATION, THE SERVICES OR THE USE OF OR INABILITY TO USE THE LICENSED MATERIALS OR PROJECT LIFE PORTAL, EVEN IF BUTLER TECH OR ITS LICENSORS HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT, WILL THE LIABILITY OF BUTLER TECH AND ITS LICENSORS FOR ANY CLAIM UNDER THIS AGREEMENT EXCEED THE FEES PAID FOR THE LICENSED MATERIALS OR OTHER ITEM OR SERVICE ON WHICH THE CLAIM IS BASED DURING LICENSEE'S THEN-CURRENT LICENSE TERM.

13. Miscellaneous

13.1. Model Fidelity Audit. An annual model fidelity self-audit questionnaire is strongly suggested and must be completed for each Program License upon request of Butler Tech. If requested by Licensee, Butler Tech may conduct an on-site review and model fidelity audit of Licensee's Project LIFE program as implemented at one or more physical locations; provided that Licensee pays Butler Tech's then-current daily or hourly fees, as applicable, for Additional Consulting Services as well as Butler Tech's out-of-pocket and travel expenses as set forth in Section 8.4.

13.2. Site Tours. Licensee may provide tours of the Project LIFE program as implemented at its location(s) to prospective licensees with Butler Tech's prior written consent, not to be unreasonably withheld. Notwithstanding the foregoing, Licensee may offer tours of the Project LIFE program as implemented at its Sites to prospective licensees without Butler Tech's prior written consent if Licensee has completed a model fidelity audit and received written confirmation from Butler Tech of Licensee's fidelity to the Project LIFE program within three months of such tour.

13.3. Announcement. Butler Tech may include Licensee's name and other indicia in its lists of Butler Tech's current (or former) licensees in promotional and marketing materials including on its website.

13.4. Research. Unless Licensee first obtains Butler Tech's written consent, not to be unreasonably withheld, Licensee may not participate in research and/or generate a publication with respect to its implementation of the Project LIFE program without successful completion of a model fidelity audit, as evidenced in a writing signed by an authorized representative of Butler Tech, completed no more than three months prior to such activities being commenced.

13.5. Relationship of the Parties. The relationship between the parties is that of independent contractors. Nothing contained in this Agreement shall be construed as creating any agency, partnership, franchise, joint venture or other form of joint enterprise, employment or fiduciary relationship between the parties, and neither party shall have authority to contract for or bind the other party in any manner whatsoever. Without limiting the generality of the foregoing, notwithstanding the fees charged by Butler Tech under this Agreement, Butler Tech does not intend to realize profits from this Agreement. Butler Tech intends to use revenues received from Licensee under this Agreement to operate self-sufficiently and to further its educational goals.

13.6. Compliance with Laws. Each party shall at all times comply with all federal, state and local laws, ordinances, regulations, and orders that are applicable to the operation of its organization, and this Agreement and its performance.

13.7. Audit. During the term of the Agreement and no more than once per calendar year, Licensee shall permit Butler Tech, at its own expense and upon reasonable advance notice and during regular business hours, access to Licensee's place of operation (including all Program License locations) and books and records directly related to the Agreement to confirm that the Licensee is performing in compliance with this Agreement.

13.8. Confidential Information.

(a) Each party agrees not to disclose to third parties or employees without a need to know, information received from the other party which has been identified as proprietary or confidential, or which by the nature of the circumstances surrounding disclosure, should in good faith be treated as proprietary or confidential (collectively "**Confidential Information**"). Both parties agree that it shall treat and safeguard the other party's Confidential Information with the same standard of care employed for its own Confidential Information and shall in no event employ less than a reasonable standard of care. The foregoing confidentiality obligations shall not apply when, after and to the extent the Confidential Information: (i) is now, or hereafter becomes, generally available to the public through no fault of the receiving party or its employees, agents, or contractors; (ii) was already in possession of the receiving party without restriction as to confidentiality at the time of disclosure as evidenced by competent written records; (iii) is subsequently received by the receiving party from a third party without restriction and without breaching any confidential obligation between the third party and the disclosing party hereunder; and (iv) is required to be disclosed by applicable law, rule, or court order, in which case receiving party shall promptly notify disclosing party of such required disclosure, take all reasonable steps to limit the scope of such disclosure, and provide disclosing party with an opportunity to comment on such proposed disclosure. To the extent that either party is a public or governmental agency or entity, as those terms are defined by the federal Freedom of Information Act, 5 U.S.C. § 552, or by the laws of any state regarding disclosure of public records by public or governmental agencies or entities, then disclosure pursuant to such laws shall not constitute a violation of this Agreement. All Confidential Information shall remain the property of the disclosing party and disclosure shall not be construed as a grant of any license of the Confidential Information to the receiving party. If either party should breach any of its responsibilities under this Section, or if such a breach appears to be an imminent possibility, the non-breaching party shall be entitled to all legal and equitable remedies, including, without limitation, issuance of injunctive orders restraining the breaching party, its employees, agents or independent contractors, from committing such breach. The foregoing obligations of confidentiality and use shall continue for five (5) years after the termination of this Agreement; provided that, any Confidential Information that constitutes a trade secret under any applicable law will continue until such time, if ever, as such Confidential Information ceases to qualify for trade secret protection under one or more such applicable laws oath and as a result of any act or omission of the receiving party or any of its representatives.

(b) The parties understand and agree that any Confidential Information that constitutes or is comprised of personally identifiable information from a student's education record as defined under the Family Educational Rights and Privacy Act ("FERPA") (which does not include de-identified data disclosed under Section 7 of this Agreement), shall be returned to the Licensee or certified to have been destroyed within six (6) months of the termination of this Agreement.

13.9. Education Records. If Butler Tech is present at Licensee's location, it is possible that Butler Tech may have access to "personally identifiable information" from "education records" of Licensee's students as those terms are defined under Family Educational Rights and Privacy Act (FERPA). If Butler Tech has access to personally identifiable information from education records of any of Licensee's students, then Licensee represents and warrants that it has determined that Butler Tech meets the criteria set forth in the its annual FERPA rights notification for being a "school official" with a "legitimate educational interest" in such education records. Butler Tech is and will remain under the direct control of Licensee with respect

to use and maintenance of education records and will use personally identifiable information from such education records only for the purpose of fulfilling its duties and providing services under the Agreement. Butler Tech will not share or re-disclose personally identifiable information from any of Licensee's education records to any third-party except as may be provided in the Agreement, required by law, or as authorized in writing by the Licensee.

13.10. Notice. Any notice, authorization, consent or other communication required or permitted hereunder will be made in writing and will be sent to the title set forth in the signature blocks below (unless such designee is changed through written notice to the other party).

13.11. Assignment. The rights granted to Licensee hereunder shall not be assigned, sublicensed or otherwise transferred by Licensee without the prior written consent of Butler Tech, and any such attempted transfer without such written consent shall be void and of no effect. This Agreement shall be binding upon the parties hereto and their permitted successors and assigns.

13.12. Waiver; Modifications. Any waiver, modification, or cancellation of any terms or conditions of this Agreement must be in writing, and no waiver by either party, whether express or implied, of any breach or default by the other party shall constitute a continuing waiver of any term or provision of this Agreement.

13.13. Severability. If any term or provision of this Agreement shall for any reason be held invalid, illegal or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other term or provision hereof, and such invalid, illegal or unenforceable term or provision shall be reformed to most nearly effect the intent of the parties without invalidity or illegality.

13.14. Governing Law; Jurisdiction. Unless prohibited by state law imposed on Licensee, this Agreement and all matters arising out of or relating to this Agreement shall be governed by the laws of the State of Ohio (excluding its conflict of law provisions), except that with respect to Licensee, matters concerning or relating to Licensee's obligations as a school district or public entity shall be governed by the laws of the State of where Licensee is situated. Any legal suit, action or proceeding arising out of or in any way related to this Agreement or the licenses granted hereunder commenced by or on behalf of either party shall be instituted exclusively in the federal courts of the United States located in Cincinnati, Ohio or the courts of the State of Ohio located in Butler County, Ohio. Each party irrevocably submits to the exclusive jurisdiction of such courts in any such suit, action or proceeding and each party hereby consents to the personal jurisdiction of such courts and waives any objections to such venue.

13.15. Executed in Multiple Counterparts. This Agreement and any amendments to it may be executed in one or more counterparts, each of which shall be deemed to be an original copy, and all of which, when taken together, shall be deemed to constitute one and the same document. If this Agreement is executed in counterparts, no signatory hereto shall be bound until both the parties have duly executed or caused to be duly executed a counterpart of this Agreement. Signatures to this Agreement and any amendments to it may be transmitted by fax, by electronic mail in "portable document format" (".pdf"), or by any other electronic means intended to preserve the original graphic and pictorial appearance of the Agreement, shall have the same effect as physical delivery of the paper document bearing the original signature.

13.16. Headings. The headings in this Agreement are for reference only and do not affect the interpretation of this Agreement.

13.17. No Third-Party Beneficiaries. This agreement is for the sole benefit of the parties hereto and their respective permitted successors and permitted assigns and nothing herein, express or implied, is

intended to or shall confer on any other Person any legal or equitable right, benefit or remedy of any nature whatsoever under or by reason of this Agreement.

13.18. Entire Agreement. This Agreement including its Exhibits and any statements of work or ordering documents that incorporate this Agreement by reference constitutes the sole and entire agreement of the parties with respect to the subject matter of this Agreement and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, both written and oral, with respect to such subject matter. All counter offers to this Agreement (or amendments to the same proposed by Licensee) are categorically rejected. In no event, shall the provisions of any purchase order or any associated documentation used by Licensee, constitute a binding agreement between the parties or serve to modify the provisions of this Agreement, regardless of any failure of Butler Tech to object to any purchase order or associated documentation.

IN WITNESS WHEREOF, the parties have caused the Agreement to be executed as of the day and year first above written.

Butler Tech	**Licensee**
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

EXHIBIT A

I. FEES

Description	Frequency	List Price	Quantity	Subtotal	Total Fees
Initial License Fees for the number of Program Licenses(s) identified below	One time	$20,000	1	$20,000	$[10,000][1]
Start-Up Training (as described on **Schedule A-1**)	One time	included	1	$0	$0 Included with Initial License Fees
Standard Support Services (as described on **Schedule A-1**) for the number of Program Licenses(s) identified below and for each additional Program License that may be added by written agreement by the parties after the Effective Date	Ongoing	included	1	$0	$0 Standard support services are included with the Initial License Fees or the Annual Renewal License Fees, as applicable.
Annual Renewal License Fees –Covers all Program Licenses after each of their initial one-year terms (i.e., after the Initial License Fee has been paid for the Program Licenses purchased as of the Effective Date) and after Additional License Fees have been paid (for any Program Licenses purchased after the Effective Date))	Annual	$1,500			$1,500[2] .

[1] Out-of-pocket and travel expenses included. One-time fee reduction is made possible by a grant received by the (Friends of Butler Tech from the Mitsubishi Electric America Foundation).

[2] Such fees are applicable each year that Licensee elects to renew the Agreement. No fees are due for the first annual term.

II. OPTIONAL FEES

Description	Frequency	Fees
Additional License Fees (for first year of each additional Program License)[3]	One-time	$[16,000]
Additional on location Consulting Services in State of Ohio	As incurred	$600/day
Additional on location Consulting Services-out of State but within the Continental US	As incurred	$900/day [4]
Additional on location Consulting Services-Out of Continental U.S. (Alaska, Hawaii, Puerto Rico, etc.)	As Incurred (No less than three days)	$1200/day [4]
Additional on location Consulting Services: International Locations	To be negotiated as occurs.	

Schedule A-1
Description of Services

1. Implementation Supports/Training. Initial program development support will be provided via virtual meetings with a Butler Tech Project LIFE representative. Once program implementation dates have been mutually determined, the Project LIFE representative will make one, 3-day visit to Licensee's location to provide initial training with identified replication team members. On-location training will occur during normal business hours on dates to be mutually agreed upon by the parties.

2. New Program Virtual Supports. Additional program support and consultation of up to 24 non-consecutive hours will be provided to Project LIFE licensee staff when needed or requested within the first 18 months of the agreement.

3. Standard Support Services. All active replication teams will have access to ongoing consultative support via email, phone, and/or video conferencing as well as access to any support materials made available in the Project LIFE Portal.

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[3] Does not include Start-Up Training.
[4] Estimated travel expenses exceeding $200 will be added to the daily fee.

Coversheet

Contracts/Agreements

Section: IV. Consent Agenda II
Item: A. Contracts/Agreements
Purpose:
Submitted by:
Related Material: WORKING Coaches Stipends 10-14-26 - signed.pdf

North Mason School District Extracurricular Association Stipend Schedule (26-27) * CORRECTED BASED ON MEETING - 10% RAISE - MS

High School

	Sport	Step 1 0-1 Year	Step 2 2+ Years
Head Coach	Baseball/Fastpitch	$ 6,399	$ 6,955
	Basketball	$ 8,069	$ 8,485
	Bowling	$ 4,591	$ 5,008
	Cheer*	$ 6,614	$ 7,024
	Cross Country	$ 6,122	$ 6,817
	Football	$ 8,293	$ 9,042
	Golf	$ 4,870	$ 5,078
	Soccer	$ 6,260	$ 6,817
	Flag Football**	$ 6,260	$ 6,817
	Tennis	$ 6,122	$ 6,538
	Track	$ 6,817	$ 7,512
	Volleyball	$ 6,260	$ 6,817
	Wrestling	$ 7,651	$ 8,069

	Sport	Step 1 0-1 Year	Step 2 2+ Years
Assistant/JV Coach	Baseball/Fastpitch	$ 5,119	$ 5,564
	Basketball	$ 6,455	$ 6,788
	Bowling	$ 3,673	$ 4,006
	Cheer*	$ 5,291	$ 5,619
	Cross Country	$ 4,898	$ 5,454
	Football	$ 6,634	$ 7,234
	Golf	$ 3,896	$ 4,062
	Soccer	$ 5,008	$ 5,454
	Flag Football**	$ 5,008	$ 5,454
	Tennis	$ 4,898	$ 5,230
	Track	$ 5,454	$ 6,010
	Volleyball	$ 5,008	$ 5,454
	Wrestling	$ 6,121	$ 6,455

Assistants 80% of head coach.

**Flag football same as soccer.

Middle School

	Sport	Step 1 0-1 Year	Step 2 2+ Years
Head Coach	Baseball/Fastpitch	$ 4,051	$ 4,387
	Basketball	$ 4,051	$ 4,387
	Cross Country	$ 4,051	$ 4,387
	Football	$ 4,051	$ 4,387
	Soccer	$ 4,051	$ 4,387
	Track	$ 4,051	$ 4,387
	Volleyball	$ 4,051	$ 4,387
	Wrestling	$ 4,051	$ 4,387

Average Head (Step 1): $6983.875 (58% = **$4051**)

Average Head (Step 2): $7564.25 (58% = **$4387**)

	Sport	Step 1 0-1 Year	Step 2 2+ Years
Assitant/JV Coach	Baseball/Fastpitch	$ 3,241	$ 3,510
	Basketball	$ 3,241	$ 3,510
	Cross Country	$ 3,241	$ 3,510
	Football	$ 3,241	$ 3,510
	Soccer	$ 3,241	$ 3,510
	Track	$ 3,241	$ 3,510
	Volleyball	$ 3,241	$ 3,510
	Wrestling	$ 3,241	$ 3,510

Assistants 80% of head coach.

Signature: John Fullington
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Signature: Paula Grande
Paula Grande (Oct 19, 2026 07:41:04 PDT)
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WORKING Coaches Stipends 10-14-26

Final Audit Report 2026-10-19

Created:	2026-10-16
By:	Kristine Michael (kmichael@northmasonschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAX0qShSKxgQSz_CJF_2_P7uiGGNZaxNsY

"WORKING Coaches Stipends 10-14-26" History

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2026-10-16 - 3:28:01 PM GMT

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2026-10-16 - 4:18:07 PM GMT

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Agreement completed.

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Coversheet

Contracts/Agreements

Section: V. Consent Agenda III
Item: A. Contracts/Agreements
Purpose:
Submitted by:
Related Material: NMEA MOU 11 16 26.pdf

KM CS CS

26-27 July 29, 2026 Pass 3

ALTERNATIVE HIGH SCHOOL MOU

- Replacing: ARTICLE III – EMPLOYEE RESPONSIBILITIES / SECTION H – ALTERNATIVE LEARNING EXPERIENCES (ALE)

SECTION H – ALTERNATIVE HIGH SCOOOL

As the District continues their implementation of a Mastery-Based Learning program at James Taylor High School there will be a continuing need to be reflective on practices and possible additional increases to workload associated with both programming additions to the educational system, and the explicit programming demands on Mastery-Based Leaning. BILT team will review the workload associated with the creation and implementation of multi-content Mastery-Based learning courses in relation to the course creation MBL Stipend annually.

Basic Educational Operation

For courses which cover more than one content area a $500 MBL Stipend will be paid (grant funded) for additional work related to course creation. For single content classes where coursework is at least 50% project-based a $500 PBL Stipend will be paid for the additional work required to prepare, instruct, and grade these courses unique to the programming offered at James Taylor. Courses and course parameters need to be approved by the building principal prior to course creation. All attendance for required (determined by the principal) MBLC meetings outside of contract will be paid at curriculum rate.

Class size for James Taylor courses will be limited to 30 students.

Curriculum

The district will provide a calendar of dates, starting December 2026, to the NMEA to determine James Taylor course development, course offerings for the next school year, and course scheduling by the end of September 2026. These meetings will include the Chief Academic Officer, the JTHS principal, an NMEA representative, and any other district determined relevant staff.

Attendance and Grading

Staff shall not exceed 6 attendance and/or graded courses per day, which includes each subject in co-content courses. Each period of Edmentum or online vendor will be counted as a single course for attendance as well as grading, even when a single period may have students taking different courses through Edmentum. Teachers will receive $1000 per

KM CS

course per semester for workload associated with grading, monitoring progress, and assessment for each course over six (6).

As part of the course creation process staff may turn in yearly the gradebook headings (descriptions) to be included in skyward for each Mastery-Based course. All new courses including syllabus, standards, course title, calendar, rubrics, and board approval form will be due to the building administrator by April 15 or the next working day if the 15th falls on a weekend or a scheduled break.

Kristine Michael — Superintendent, North Mason School District — Sep 23, 2026

Christie Swanstrom
Christie Swanstrom (Sep 24, 2026 08:41:44 PDT) — Belfair Bargaining- NMEA — Sep 24, 2026

Pass 3 MOU July 31, 2026

Final Audit Report 2026-09-24

Created:	2026-09-23
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2026-09-24 - 3:39:38 PM GMT

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2026-09-24 - 3:41:42 PM GMT

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Coversheet

ER-10 Academic Standards & Practices

Section: VIII. ASSURANCE OF ORGANIZATIONAL PERFORMANCE AND POLICY REVIEW
Item: B. ER-10 Academic Standards & Practices
Purpose:
Submitted by:
Related Material:
ER-10 Academic Standards and Practices rev 10 20 16 Final.pdf
ER-10 Academic Standards and Practices Monitoring Report November 2026 final.pdf
ER 10 Monitoring Response 11 16 26.pdf

ACADEMIC STANDARDS AND PRACTICES

The Superintendent shall ensure that the district adopts a standards-based system of instruction with a rigorous, guaranteed and viable curriculum for specific courses of study intended to enable students to meet content standards and achieve the Board's Ends policies.

Accordingly, the Superintendent shall:

1. Develop and implement an academic program that is research-based, that provides access and challenge for all, is complete, is culturally responsive, comprehensively uses resources, encourages innovation, and considers class size and organization, as evidenced by:
    a. Selecting and implementing programs based on thorough analysis of research data.
    b. Providing for appropriate differentiation of instruction within adopted curriculum materials to ensure that all students learn.
    c. Ensuring that all students are provided fair and equitable access to district programs and learning opportunities.
    d. Ensuring a well-rounded and comprehensive academic and co-curricular program;
    e. Appropriately using expert resources, staff and community members to develop the curriculum;
    f. Considering class size and organization as important components of the education program;
2. Ensure that faculty know and teach the adopted curriculum.
3. Ensure the regular monitoring and evaluation of the academic program and make appropriate modifications in practice and content, as evidenced by:
    a. Ensuring/prioritizing adequate and appropriate instructional time for all students in the core content areas.
    b. Increasing instructional time for students whose achievement is below grade level standards in reading, writing, and/or math.
    c. Limiting such elective scheduling options as early dismissal, late arrival, assignment as a teacher's assistant, etc. to students whose achievement is at or above grade level standards in reading, writing, and/or math.
4. Report to the Board (and provide sufficient advance notice to the public on) significant changes, deletions or addition of programs and courses of study;
5. Ensure that the district works with staff, parents, students, appropriate elements of the community, and others to review and revise content standards to ensure maximum and continuing effectiveness;
6. Implement a rigorous, guaranteed and viable curriculum and program of instruction aligned with Federal, state, and the district's adopted content standards to provide students with the educational experiences needed to achieve the standards;

7. Develop assessments that will adequately measure each student's progress toward achieving the content standards;
8. Ensure that parents are kept informed of current student progress toward achieving content standards and how such progress is measured;
9. Ensure that all NMSD secondary students have a high school and beyond plan for their high school experience;

Cross Reference: Policy	2000	Student Learning Goals
	2004	Accountability Goals
	2005	School Improvement Plans
	2020	Curriculum Development and Adoption of Instructional Materials
	2410	High School Graduation Requirements
	4000	Public Information Program
	4050	Community Advisory Committees

Legal Reference: RCW	28A.150.210	Basic Education Act – Goal
	28A.655	Academic Achievement
WAC	180-51	High School Graduation Requirements
	28A.655.010	Washington Commission on Student Learning-Definitions
	28A.320.230	Instructional materials – Instructional materials committee
	28A150.230	Basic Education Act of 1977-District school director's responsibilities
WAC	180-44-010	Responsibilities Related to Instruction
	392-190	Equal educational opportunity-sex discrimination Prohibited

Monitoring Method: Internal Report
Monitoring Frequency: Annually in November
Adoption Date: 01/22/09
Revised: 02/16/12
Revised: 06/21/12

Revised: 10/20/16

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NORTH MASON SCHOOL DISTRICT

ER-10: Academic Standards and Practices

Monitoring Report, November 2026

Board Policy Statement

> *The Superintendent shall ensure that the district adopts a standards-based system of instruction with a rigorous, guaranteed and viable curriculum for specific courses of study intended to enable students to meet content standards and achieve the Board's Ends policies.*

Compliance Determination

Based on the evidence provided in this report, I certify that North Mason School District is in compliance with Executive Requirement ER-10: Academic Standards and Practices, with the following exceptions:

- **Provisions 1(a) and 6, elementary literacy.** Our K-5 reading program does not yet fully meet Washington State requirements for evidence-based foundational literacy instruction grounded in the science of reading. Corrective action is underway and is described under Provision 1.
- **Provisions 1(e) and 5, instructional materials review.** The district's Instructional Materials Committee, required under RCW 28A.320.230 and Policy 2020, has not convened in approximately five years. I am reconvening it during 2026-27.
- **Provision 9, High School and Beyond Plans.** The district is in its first year of implementing SchooLinks for High School and Beyond Plans, and not all secondary students yet have a current plan.

Superintendent Interpretation

I interpret ER-10 to mean the district must maintain a coherent PK-12 academic system in which every school teaches a rigorous, standards-aligned curriculum; programs are selected on the basis of research; instruction is differentiated so that every student has access and challenge; progress is measured, reported, and acted upon and that families, staff, and community have a real voice in reviewing what we teach. Compliance is demonstrated by functioning systems and by evidence that those systems are producing measurable improvement for students, including historically underserved student groups.

My interpretation rests on four anchors: (1) a standards-aligned, guaranteed and viable curriculum in every building; (2) a multi-tiered assessment system that produces actionable, disaggregated data at least three times per year; (3) Building Instructional Leadership Teams (BILTs) and Continuous School Improvement Plans (CSIPs) that turn data into instructional

action; and (4) transparent reporting to staff, families, and the Board. This interpretation is grounded in our Whole Child, Whole School, Whole Community commitment and our Multi-Tiered System of Supports (MTSS).

Context: What Has Changed Since July 2025

This is the annual November report. It presents full-year 2025-26 results, including spring 2026 Smarter Balanced results, and describes how the 2026-27 academic program is being implemented.

- The April 2026 EP&O levy passed after two prior failed attempts. Levy proceeds do not arrive until April 2027, so 2026-27 investments in curriculum, intervention, and data systems are being sequenced deliberately.
- The district office was restructured for 2026-27. The Chief Academic Officer, Cris Turner, now leads curriculum and systems of support in a single role and directly supervises all building principals. While we have no Curriculum Director; this role now carries that responsibility.
- Several academic system changes are occurring at once: the transition to new state English language arts and mathematics standards, a K-5 literacy program change, the move to Google Workspace and Chromebooks, and the transition to Skyward Qmlativ.

1. Research-Based, Accessible, and Comprehensive Academic Program

Policy Language

> *Develop and implement an academic program that is research-based, that provides access and challenge for all, is complete, is culturally responsive, comprehensively uses resources, encourages innovation, and considers class size and organization, as evidenced by:*
>
> *a. Selecting and implementing programs based on thorough analysis of research data.*
>
> *b. Providing for appropriate differentiation of instruction within adopted curriculum materials to ensure that all students learn.*
>
> *c. Ensuring that all students are provided fair and equitable access to district programs and learning opportunities.*
>
> *d. Ensuring a well-rounded and comprehensive academic and co-curricular program;*
>
> *e. Appropriately using expert resources, staff and community members to develop the curriculum;*
>
> *f. Considering class size and organization as important components of the education program;*

Interpretation

I interpret this to mean that adopted materials in every core subject are research-based and selected through a documented review; that MTSS provides access and challenge across Tiers 1, 2, and 3; that programming responds to the linguistic and learning profile of our students (approximately one third of our students are eligible for the Transitional Bilingual Instruction

Program); that students have a full academic, career and technical, and co-curricular program; that curriculum decisions draw on expert, staff, and community input; and that class size and organization are monitored as part of the instructional program.

Evidence

(a) Research-based program selection

Core elementary programs for 2026-27 are i-Ready for mathematics, UFLI Foundations for phonics, and Heggerty for phonemic awareness. Summer 2026 I decided to move forward with a pilot of Fishtank ELA a K-5 core reading program under consideration. The district does not have the financial, time, or support capacity to run multiple pilots well. I extended the Fishtank pilot from December through the full 2026-27 school year. Teachers are encouraged, but not yet required, to teach at least one Fishtank unit this year so that the pilot produces classroom evidence before any adoption decision.

Exception named:

I am transparent with the Board that our K-5 literacy program does not yet fully meet Washington State requirements for evidence-based foundational literacy instruction. The combination of UFLI, Heggerty, Fishtank, and science of reading professional development described in this report is the corrective path, and I will report progress to the Board until the district is fully aligned. The K-2 ELA Curriculum has been Fountas & Pinnell Classroom, which does not meet the requirements from the state for the Science of Reading, nor the ELA revised standards. Anything purchased for ELA is required to meet essential components of comprehensive literacy, be diagnostic and responsive, be evidence-aligned, align with ELA standards, and be consistent with teacher endorsement standards.

(b) Differentiation within adopted materials

- Elementary (Belfair, Sand Hill): i-Ready Math and FastBridge aReading serve as universal screeners and diagnostics three times per year, and results drive small-group instruction and intervention groupings.
- Middle (Hawkins): i-Ready and FastBridge continue through grade 8; Tier 2 and Tier 3 intervention blocks are embedded in the master schedule; Check-In/Check-Out provides Tier 2 support for students with emerging academic or behavioral need.
- High school (North Mason High School, James Taylor High School): credit-bearing courses aligned to state standards, with College in the High School, Career and Technical Education (CTE), and Running Start as accelerated pathways.
- Special education: a district Registered Behavior Technicians (RBTs), with support from a contracted Board Certified Behavior Analyst (BCBA) provide Tier 3 behavior and instructional consultation; IEP-driven specially designed instruction is integrated with Tier 1 instruction. Staff have been trained in de-escalation, trauma informed teaching and social emotional learning to help support behaviors in the classroom.

(c) Fair and equitable access

- Transitional Bilingual Instruction Program services at every building, a district bilingual family engagement liaison, and four part-time building interpreters.
- Belfair Elementary was recognized by Washington State for Growth: English Learner Progress for 2024-25, and 17 students (4.1%) exited multilingual learner services in 2025-26.
- At least one full professional development day each year is dedicated to Cultural Competency, Diversity, Equity and Inclusion or Social Emotional Learning, with follow-up through Professional Learning Communities (PLCs).

Access is not yet producing equitable outcomes. The disaggregated data under Provision 7 show that multilingual learners and students receiving special education services remain far behind their peers in reading, and I address those gaps directly in the Goals section.

(d) Well-rounded academic and co-curricular program

In 2025-26 the district offered CTE coursework across seven program areas, with 2,573 course enrollments, as reported in the July 2026 E-2: Student Success monitoring report. Athletics, clubs, and Career and Technical Student Organization participation by sport and activity were reported in the July 2026 E-2 report and the June 2026 E-4: School Engagement report. Figures carried forward from those reports are subject to any corrections made after publication.

(e) Expert, staff, and community resources in curriculum development

- Literacy consultant Erin Schmidt is supporting K-5 teachers monthly during 2026-27 with professional development in the science of reading, the new ELA standards, UFLI, and Fishtank.
- BILTs at every building review disaggregated data and shape building-level instructional action steps at least three times per year.
- The Olympic Educational Service District 114 provides regional content and assessment support.

Exception named:

The district's Instructional Materials Committee, required under RCW 28A.320.230 and Policy 2020, has not convened in approximately five years. Curriculum decisions in that period were made without that formal structure. I am reconvening a small, focused committee during 2026-27, sized to our current district office capacity, so that the Fishtank pilot and any future adoption go through the review process the law and our policy require.

(f) Class size and organization

Level	Average class size, fall 2026	Range
Grades K-3	*21*	*15-24*
Grades 4-5	*25*	*23-29*

Class size and building organization were considered directly in 2026-27 staffing decisions, which were made under the budget constraints of the levy bridging period.

2. Faculty Know and Teach the Adopted Curriculum

Policy Language

> *Ensure that faculty know and teach the adopted curriculum.*

Interpretation

I interpret this to mean teachers have the current adopted curriculum resources, are trained on them, plan together around priority standards and common assessments, and are observed, coached, and evaluated by leaders who know what adopted practice should look like.

Evidence

- PLCs operate at every building and focus on student learning data, priority standards, and common formative assessments.
- BILTs meet at least three times per year to review disaggregated academic and behavioral data and set building action steps.
- The Chief Academic Officer leads administrative team meetings with principals three weeks of every four, on a rotating agenda that includes professional learning, so that building leaders share a common understanding of adopted curriculum and instructional expectations.
- Principals conduct classroom walkthroughs and formal evaluations aligned to the Washington State teacher evaluation framework. The Chief Academic Officer evaluates principals.
- I conduct student engagement walkthroughs in district schools, including walks in all schools, to see how adopted curriculum is being taught and how engaged students are in the work.
- K-12 teachers are updating their curriculum maps this school year during professional development days and PLC times.
- 2026-27 K-5 professional development focuses on the science of reading, the new ELA standards, UFLI, and Fishtank, supported monthly by our literacy consultant.

3. Monitoring and Evaluation of the Academic Program

Policy Language

> *Ensure the regular monitoring and evaluation of the academic program and make appropriate modifications in practice and content, as evidenced by:*

> a. *Ensuring/prioritizing adequate and appropriate instructional time for all students in the core content areas.*
>
> b. *Increasing instructional time for students whose achievement is below grade level standards in reading, writing, and/or math.*
>
> c. *Limiting such elective scheduling options as early dismissal, late arrival, assignment as a teacher's assistant, etc. to students whose achievement is at or above grade level standards in reading, writing, and/or math.*

Interpretation

I interpret this to mean the district reviews academic results on a regular cycle and changes practice when results call for it; protects core instructional minutes for every student; gives students who are below standard more instructional time, not less; and reserves non-instructional scheduling options for students already meeting standard.

Evidence

Regular monitoring and modification

- Full-year 2025-26 academic results were reviewed in the NMSD School Year Review, which compared results to the district's 2025-26 academic goals and named next steps: Tier 1 focus, master scheduling, materials, professional development, a systematic Tier 2 and Tier 3 process, and curriculum development in 9-12 mathematics and elementary ELA.
- Building CSIPs are reviewed at mid-year with each school's improvement team using a common checklist. I meet in December with the Belfair, Sand Hill, and James Taylor principals (our schools under greater scrutiny from OSPI due to previous performance) to provide feedback on their CSIPs.
- Modifications made as a result of monitoring include the K-5 literacy changes described under Provision 1, and joint Belfair and Sand Hill PLC work on fifth-grade mathematics following the winter 2025-26 data.

(a) Adequate instructional time in the core

The district calendar provides 180 instructional days and meets the state minimum of 1,027 instructional hours for grades 1-12 under RCW 28A.150.220 and WAC 180-16-215. Early release time is a protected, consistent block for PLC and professional development work and does not reduce required instructional hours. The 2026-27 four-day parent-teacher conference waiver preserves conference access while recovering instructional time and was approved by the board and OSPI.

(b) Increased instructional time for students below standard

- Elementary: universal screening results place students below benchmark into Tier 2 small-group and Tier 3 intervention in addition to core instruction.

- Hawkins Middle School: Tier 2 and Tier 3 intervention blocks are built into the master schedule.
- North Mason High School has Intensive Algebra for students who need additional math supports.

(c) Limits on elective scheduling options

At North Mason High School, teacher's assistant assignments, study hall, late arrival, and early dismissal are conditioned on students being at or above grade level in reading, writing, and mathematics. Counselors verify academic eligibility at each schedule change.

4. Reporting Significant Program Changes

Policy Language

> *Report to the Board (and provide sufficient advance notice to the public on) significant changes, deletions or addition of programs and courses of study;*

Interpretation

I interpret this to mean the Board and the public hear about material changes to programs and courses of study before they take effect, including new or discontinued programs, curriculum pilots and adoptions, and organizational changes that change student access.

Evidence

Significant academic program changes for 2026-27:

Change
K-5 literacy: Fishtank ELA pilot (full year), UFLI, Heggerty
District office restructure
2026-27 four-day conference waiver
Began transition to new state ELA and mathematics standards

This November report also serves as formal notice to the Board of the 2026-27 K-5 literacy program changes. Any adoption decision that follows the Fishtank pilot will go through the Instructional Materials Committee and come to the Board for action under Policy 2020 before implementation.

5. Stakeholder Review of Content Standards

Policy Language

> *Ensure that the district works with staff, parents, students, appropriate elements of the community, and others to review and revise content standards to ensure maximum and continuing effectiveness;*

Interpretation

I interpret this to mean the district maintains real, structured ways for staff, families, students, and community members to inform how standards and curriculum are reviewed and revised, and that these structures meet the requirements of state law and Board policy for instructional materials review.

Evidence

- The Multilingual Parent Advisory Group meets regularly to surface barriers and improvement ideas from multilingual families.
- Monthly community meetings, alternating Coffee Chats and Soup Lunches, give families and community members open access to the Superintendent.
- The upcoming North Mason Champions Program and the Budget Advisory Group will bring community members inside district decision-making.
- BILTs, PLCs, staff meetings, and CSIP input cycles give staff a direct role in reviewing instructional practice.
- Teachers participating in the Fishtank pilot are providing classroom feedback that will inform any adoption recommendation.

The missing piece is the formal structure. As named in the Compliance Determination, the Instructional Materials Committee has not met in approximately five years, and it is the body through which staff, parent, and community review of curriculum is supposed to occur. Reconvening it in 2026-27 closes this gap. The community-informed strategic planning process planned for 2026-27, described in the ER-9 report, will add a broader review of district direction.

6. Rigorous, Guaranteed, and Viable Curriculum Aligned to Standards

Policy Language

> *Implement a rigorous, guaranteed and viable curriculum and program of instruction aligned with Federal, state, and the district's adopted content standards to provide students with the educational experiences needed to achieve the standards;*

Interpretation

I interpret this to mean every student in every building is taught the full scope of grade-level standards in each content area, that instruction is not below grade level by default, and that our curriculum is aligned to the Washington State Learning Standards currently in effect.

Evidence

- Core curriculum is aligned to the Washington State Learning Standards in each content area, and the district is transitioning to the new state ELA and mathematics standards.

- Each building, including Sand Hill Elementary, Belfair Elementary, Hawkins Middle School, North Mason High School, and James Taylor High School, has a 2025-26 CSIP documenting alignment, interim measures, and response strategies; CSIPs were submitted to the Office of System and School Improvement and to the Board.
- The district's 100% vision sets the guaranteed outcomes the curriculum must deliver: every student reading at grade level by third grade, every seventh grader at Level 3 or 4 on Smarter Balanced in ELA and math, every ninth grader on track with no core course failures, and a 100% graduation rate with 85% on time.

Alignment of K-5 foundational literacy instruction to state requirements is the exception named in the Compliance Determination and is addressed under Provision 1(a).

7. Assessments That Measure Progress Toward Standards

Policy Language

> *Develop assessments that will adequately measure each student's progress toward achieving the content standards;*

Interpretation

I interpret this to mean the district runs a coherent assessment system that combines state summative assessments, nationally normed screeners, and common formative assessments, and that results are disaggregated, acted on, and visible to staff, families, and the Board.

Evidence

- i-Ready Math Diagnostic (K-8) and FastBridge aReading (K-8), administered fall, winter, and spring.
- Smarter Balanced Assessments in ELA and mathematics (grades 3-8 and 10) and the Washington Comprehensive Assessment of Science (grades 5, 8, and 11).
- Common formative assessments embedded in PLC cycles at every building.

2025-26 District Goals and Results

2025-26 goal	Result	Status
5% cohort achievement gain on Smarter Balanced ELA	4.2% average cohort growth, grades 4-8	Not met
5% cohort achievement gain on Smarter Balanced Math	2.0% average cohort growth, grades 4-8	Not met
40% of students reach Stretch Growth on i-Ready Math (from 30%)	31% of Students met Stretch Goal for 2025-2026. 57% met Typical Growth, and median progress toward Typical Growth was 114%.	Not met

2025-26 goal	Result	Status
	Students at or above grade level went from 13% to 45%, and students three or more grade levels below went from 19% to 13%.	
45% of students reach Aggressive Growth on FastBridge aReading (from 35%)	29% of students made Aggressive Growth.	Not met

Overall achievement rose, but the cohort growth goals were not met. I report that plainly: proficiency is moving in the right direction, but not yet at the pace our students need.

Smarter Balanced, Percent Meeting Standard (Level 3 or 4)

Grade	ELA 2024-25	ELA 2025-26	Math 2024-25	Math 2025-26
3rd	37%	34%	32%	33%
4th	31%	42%	29%	39%
5th	34%	42%	29%	33%
6th	31%	28%	29%	27%
7th	31%	37%	29%	30%
8th	33%	37%	22%	29%
10th	50%	57%	16%	22%
All grades	**35%**	**39%**	**26%**	**30%**

District ELA and mathematics proficiency each rose four points in one year, to the highest levels since before the pandemic. Tenth-grade ELA reached its strongest result since 2017. Fourth grade gained ten or more points in both subjects. Two results need attention: sixth grade declined in both ELA and mathematics, and third-grade ELA declined three points, which matters directly for our goal of every student reading at grade level by third grade. Tenth-grade mathematics, at 22%, remains the lowest result in the district and is why 9-12 mathematics curriculum development is a named priority.

Smarter Balanced by Student Group, North Mason School District

Subject	Student group	Met 2024-25	Met 2025-26	Change (points)	Level 1 2024-25	Level 1 2025-26
ELA	All students	36.2%	39.1%	**+2.9**	40.1%	36.9%
ELA	Multilingual learners	5.4%	6.0%	**+0.6**	80.7%	76.5%
ELA	Special education	9.8%	15.3%	**+5.5**	75.2%	67.9%
Math	All students	26.7%	30.1%	**+3.4**	49.1%	44.8%
Math	Multilingual learners	7.4%	7.4%	**0.0**	74.9%	76.2%

Subject	Student group	Met 2024-25	Met 2025-26	Change (points)	Level 1 2024-25	Level 1 2025-26
Math	Special education	9.7%	13.8%	**+4.1**	76.0%	71.5%

Students receiving special education services made the largest gains of any group, up 5.5 points in ELA and 4.1 points in mathematics, with the share at Level 1 falling in both subjects. Because this group is small, a few students move these rates noticeably, and I will watch whether the gain holds in 2026-27.

Multilingual learners did not share in the district's gains. ELA proficiency rose less than one point, mathematics proficiency was flat at 7.4%, and roughly three of every four multilingual learners scored at Level 1 in both subjects. Because all students gained about three points in each subject, the gap between multilingual learners and their peers widened in 2025-26. This confirms what our diagnostic data show and is why closing the multilingual learner gap is a named goal in this report.

K-8 FastBridge aReading, 2025-26

Group, season	Level 1	Level 2	Level 3	Level 4
All students, fall	37.9%	27.1%	26.2%	8.8%
All students, spring	34.5%	26.3%	28.2%	10.9%
Multilingual learners, fall	78.7%	17.5%	3.4%	0.3%
Multilingual learners, spring	71.5%	22.7%	3.6%	2.2%
Special education, fall	68.7%	17.9%	11.7%	1.7%
Special education, spring	65.9%	15.9%	12.5%	5.7%

K-8 i-Ready Math Diagnostic, 2025-26

Group, season	Level 1	Level 2	Level 3	Level 4
All students, fall	27.9%	34.2%	29.9%	8.1%
All students, spring	25.2%	31.3%	32.6%	11.0%
Multilingual learners, fall	58.9%	31.3%	9.8%	0.0%
Multilingual learners, spring	49.3%	33.0%	15.6%	2.2%
Special education, fall	56.3%	24.7%	16.3%	2.6%
Special education, spring	50.0%	28.7%	16.1%	5.2%

Levels are national percentile bands: Level 1 is the 1st to 20th percentile, Level 2 the 21st to 49th, Level 3 the 50th to 84th, and Level 4 the 85th to 99th.

From fall to spring 2025-26, every student group reduced the share of students at Level 1 in both reading and mathematics. In reading, students at Level 3 or above grew from 35.0% to

39.1% overall. In mathematics, they grew from 38.0% to 43.6% overall, and multilingual learners nearly doubled from 9.8% to 17.8%.

The reading gap for multilingual learners remains the largest equity challenge in our assessment system. In spring 2026, 71.5% of multilingual learners were at Level 1 in reading, compared with 34.5% of all students, and only 5.8% were at Level 3 or above. Students receiving special education services improved but remain far behind, with 65.9% at Level 1 in reading.

8. Keeping Parents Informed of Student Progress

Policy Language

> *Ensure that parents are kept informed of current student progress toward achieving content standards and how such progress is measured;*

Interpretation

I interpret this to mean families receive clear, timely reports on their student's progress, in their home language, along with an explanation of how that progress is measured.

Evidence

- Report cards are issued each grading period, and parent-teacher conferences are held in fall and spring.
- Skyward Family Access gives families real-time grade, attendance, and assignment information; the district is transitioning to Skyward Qmlativ and will keep families informed through that change.
- ParentSquare delivers district and school communication translated into families' home languages, supported by the bilingual family engagement liaison and building interpreters.
- Individual Smarter Balanced, FastBridge, and i-Ready score reports are shared with families. For families who did not attend fall conferences, reports are sent home in the mail.
- A K-5 literacy communications kit for ParentSquare is being developed so families understand the changes in reading instruction and how their child's reading progress is measured.

9. High School and Beyond Plans

Policy Language

> *Ensure that all NMSD secondary students have a high school and beyond plan for their high school experience;*

Interpretation

I interpret this to mean every secondary student has a personalized High School and Beyond Plan that begins in middle school, is reviewed every year with the student and family, and connects coursework and graduation pathways to postsecondary goals.

Evidence

- North Mason is in its first year of implementing SchooLinks as the district platform for High School and Beyond Plans. Every secondary student now has an account where a plan can be built, saved, and reviewed in one place.
- Pathways include four-year college preparation, two-year and technical college, Running Start, College in the High School, CTE program sequences, and apprenticeship and military connections.

Exception named:

Having the platform is not the same as every student having a plan. This is a first-year implementation, and I want to be transparent with the Board that the district has a long way to go before all secondary students have a current, meaningful High School and Beyond Plan in SchooLinks. Plan completion is not yet consistent across grades, and plans are not yet reviewed with every student and family each year. The lack of one-to-one computers to start the year at the high school was a major impediment. This provision is named as an exception in the Compliance Determination.

Goals for Continued Improvement

- **Bring K-5 literacy into full alignment with state requirements.** Complete the full-year Fishtank pilot, implement UFLI and Heggerty with fidelity, and continue monthly science of reading professional development, with a status report by June 2027.
- **Reconvene the Instructional Materials Committee.** Hold the first meeting in 2026-27 and route any K-5 reading adoption recommendation through the committee and to the Board under Policy 2020.
- **Close the multilingual learner reading gap.** Reduce the share of multilingual learners at Level 1 in FastBridge reading from 71.5% in spring 2026, with a target of 50% by spring 2027.
- **Strengthen Tier 1 access for students receiving special education services** through co-teaching and inclusive models. Work with the new Executive Director of Student

Services to revisit our MTSS plans at each building. This work is also necessary for the state's change away from the discrepancy model, often called the "wait to fail" to a full MTSS model for 2028-2029.

- **Address the sixth-grade and third-grade declines.** Examine the grade 5 to grade 6 transition in ELA and mathematics, and use third-grade ELA results as a direct check on K-3 literacy changes.
- **Begin 9-12 mathematics curriculum development,** given tenth-grade mathematics proficiency of 22%.
- **Reach a current High School and Beyond Plan for every secondary student.** Use SchooLinks completion reports by grade to target outreach, with a completion target of 95% by the end of 2026-27.
- **Build a unified academic dashboard** that brings elementary, middle, and high school indicators, including High School and Beyond Plan completion and class size, into one monitoring view.

Constraints Shaping Implementation

I am transparent with the Board that this work is happening under real constraints. Levy proceeds do not arrive until April 2027, the district office was reduced and restructured, and the district has no Communications Director, Human Resources Director, Curriculum Director, and fewer district support positions. Curriculum adoption, intervention staffing, and data systems will require deliberate sequencing and, in some cases, reallocation of existing resources. These are constraints, not excuses, and I will continue to report them alongside the actions we are taking.

Conclusion

Based on the evidence in this report, I certify that North Mason School District is in compliance with Executive Requirement ER-10: Academic Standards and Practices, with three exceptions: K-5 literacy instruction does not yet fully meet state requirements, the Instructional Materials Committee has not convened in approximately five years, and not all secondary students yet have a current High School and Beyond Plan. Each is named, and corrective action is underway on each.

The district operates a standards-aligned PK-12 program, a three-season assessment system producing disaggregated data, MTSS at every building, PLC and BILT structures that turn data into action, and family reporting in multiple languages. In 2025-26, Smarter Balanced proficiency rose four points in both ELA and mathematics to the highest levels since before the pandemic, and every student group reduced the share of students at the lowest level on our K-8 diagnostics. The cohort growth goals were not met, and the gaps for multilingual learners and students receiving special education services remain my highest priority.

Compliance does not mean the work is finished. It means the systems this policy requires are in place and producing evidence of progress, and that where a system is missing, I have named it and am fixing it.

I certify that the information in this monitoring report is accurate to the best of my knowledge and that the interpretations provided represent my reasonable understanding of the Board's intent for this policy.

Respectfully submitted,

Dr. Kristine Michael
Superintendent of Schools
North Mason School District

MONITORING RESPONSE DOCUMENT (EXECUTIVE REQUIREMENTS)

Policy Being Monitored: **ER-10 Academic Standards and Practices**

Date Report Submitted: 11/16/2026

The Board on the date shown above received and reviewed the official internal monitoring report of the above cited policy submitted by the Superintendent. Following its review of the report, the Board concludes:

1. With respect to the provisions of its policy, the North Mason School District Board of Directors concludes that the Superintendent's performance during the previous year has been (check one)

   ❒ In compliance

   ❒ In compliance with the following exceptions:

   ❒ Not in compliance

2. Compliance Exceptions and Additional Remarks

   _____

   _____

   _____

   _____

Signed: _____, Chair Date: _____

Signed: _____, Superintendent Date: _____

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually in February

Adoption Date: 10/17/13

Coversheet

Policy Review - Second Reading and Possible adoption of Revisions

Section:	VIII. ASSURANCE OF ORGANIZATIONAL PERFORMANCE AND POLICY REVIEW
Item:	C. Policy Review - Second Reading and Possible adoption of Revisions
Purpose:	
Submitted by:	
Related Material:	ER-1 Expectations of Superintendent rev 10 26 26 Markup.pdf ER-3 Treatment of Parents, Students, Staff and the Public.pdf

EXPECTATIONS OF SUPERINTENDENT

The Superintendent shall cause or allow only those practices, activities, decisions, conditions, procedures or organizational circumstances which ~~are lawful, ethical\, safe, respectful, prudent, fair, equitable, dignified and~~are in compliance with~~: contract, state and federal law and regulation, Board policy, and collective bargaining agreements.~~

1. Contract,
2. State and federal law and regulation,
3. Board policy,
4. And collective bargaining agreements.

The remaining Executive Requirements establish additional standards by which compliance with this requirement will be evaluated.

Legal References: RCW 28A.400.030 Superintendent's Duties

Monitoring Method: Internal Report
Monitoring Frequency: Annually in August

Adoption Date: **01/22/09**
Revised: 11/16/2026

TREATMENT OF PARENTS, STUDENTS, STAFF, AND THE PUBLIC

With respect to interactions with stakeholders (parents, students, staff, and the public), the Superintendent shall ensure that all are treated with respect and

Accordingly, the Superintendent shall:

1. Use methods of managing that protect confidential information;
2. Provide for effective handling of complaints;
3. Appropriately involve stakeholders in an advisory capacity in important issues which impact them directly; and provide to district advisory groups, such as those formed for curriculum, facilities, and levy/bond matters, a formal charter document advising each such group of its purpose, organization and functions.
4. Take reasonable steps to inform stakeholders of those policies and procedures that impact them.
5. Facilitate orderly and appropriate public access to the Board, and to ensure timely and appropriate follow-up in response to expressed public input.
6. Establish and maintain a working environment for staff that is safe, civil and conducive to teaching and learning;
7. Operate within written personnel policies which;
    a. Clarify personnel rules and procedures for staff;
    b. Provide for effective handling of grievances;
    c. Protect against discrimination, harassment, or other mistreatment;
8. Ensure that all staff is informed of the provisions of this policy.

Further, the Superintendent may not:

1. Prevent employees from grieving to the Board when internal and/or contractual grievance procedures have been exhausted and the employee alleges that Board policy has been violated;

Cross Reference:	Policy 2106	Program Compliance
	Policy 3231	Student Records
	Policy 4000	Public Information Program
	Policy 4050	Citizen Advisory Committees
	Policy 5005	Employment: Disclosures, Certification, Assurance and Approval
	Policy 5630	Volunteers
	Policy 6511	Staff Safety
Legal Reference:	RCW 28A.150.230	Basic Education Act of 1977 – District School Director's Responsibilities

20 U.S.C. § 1232g	Family Education Rights and Privacy Act
CFR 45, Part 99	Family Education Rights and Privacy Act Regulations
RCW 40.24.030	Address Confidentiality Program – Application Certification
WAC 296-24	General Safety and Health Standards

Monitoring Method: Internal Report
Monitoring Frequency: Annually in August

Adoption Date: **01/22/09**
Revised: **06/21/12**
Revised: **09/19/13**

Coversheet

Policy Review

Section: VIII. ASSURANCE OF ORGANIZATIONAL PERFORMANCE AND POLICY REVIEW
Item: D. Policy Review
Purpose:
Submitted by:
Related Material: ER-13 Mandatory Policies rev June 2012 final.pdf

MANDATORY POLICIES

The board understands that certain legislative bodies may require the board to adopt policies that would be considered operational and therefore delegated to the Superintendent, under Policy Governance. In order to satisfy both these regulatory requirements and the board's desire to delegate operational issues to the Superintendent, the board adopts this policy.

Accordingly, the Superintendent shall:

1. Create and implement policies as required by local, state and federal legislation and regulation
2. Present the proposed policy to the board for review and adoption, through the consent agenda, before implementation.

Cross Reference:	Policy	2020	Curriculum Development and Adoption of Instructional Materials
		2104	Federal and/or State Funded Special Instructional Programs
		2255	Alternative Learning Experience Programs
		6895	Pesticide Notification, Posting and Record Keeping
Legal Reference:	RCW	17.21	Washington pesticide application act
		28A.235.120	Meal programs-Establishment and operation-Personnel-Agreements
		28A.235.130	Milk for children at school expense
		28A.300.070	Receipt of federal funds for school purposes-Superintendent of public instruction to administer
		28A.320.010	Corporate powers
		28A.320.040	Bylaws for board and school government
		28A.320.230	Instructional materials-Instructional materials committee
		69.06.010	Food and beverage service worker's permit-Filing, duration-Minimum training requirements
		69.06.020	Permit exclusive and valid throughout state-Fee
		69.06.030	Diseased persons-May not work-Employer may not hire
		69.06.050	Permit to be secured within fourteen days from time of Employment
		69.06.070	Limited duty permit
	20 U.S.C. 1120 A(c)		Required Comparability Report for Title I
	WAC 392-121-182		Alternative learning experience requirements

Monitoring Method: Internal Report
Monitoring Frequency: Annually in October

Adoption Date: **01/22/09**
Revised: **06/21/12**

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Coversheet

Board Self-Assessment of Meeting

Section: IX. Closing Items
Item: C. Board Self-Assessment of Meeting
Purpose:
Submitted by:
Related Material: BOARD SELF ASSESSMENT .pdf

BOARD SELF ASSESSMENT

The Board will use the following instrument to evaluate its performance during meetings.

Date of Meeting 11/16/2026 Gonzalez Timmons Number of Members Present _____

I. General meeting behavior

Rate the Board's meeting behavior as "satisfactory" or "not satisfactory."

Satisfactory	Not Satisfactory	
		The agenda was well planned to focus on the real work of the Board.
		The Board followed its agenda and did not allow itself to get sidetracked
		Board members prepared for and contributed to the meeting
		The meeting proceeded without interruptions or distractions
		The Board's deliberations and decision-making processes were public
		Participation was balanced. All participated; no one dominated
		Members listened attentively, avoiding side conversations
		Work was conducted in an atmosphere of trust and openness
		Meeting participants treated each other with respect and courtesy

Remarks:

II. Governance principles review

Were these principles followed? Mark ☐Yes or ☐No. For any **not** followed, please add remarks.

YES	NO	N/A	
			1. Board actions occur at the policy level rather than at the operational level.
			2. The Board reviews policy about each topic before discussing that issue.
			3. In writing additional policies, the Board starts with a broad statement and becomes more detailed in a logical and disciplined sequence.
			4. The Board minimizes time spent monitoring past performance.
			5. The Board routinely dedicates time to reviewing/improving its own process.
			6. The Board clarifies priorities/values when considering potential outcomes, beneficiaries and costs of outcomes.
			7. The Board follows an annual calendar based on a plan for doing its work.
			8. The Board Chair helps the Board efficiently conduct its meeting.
			9. The Board spends most of its time deliberating issues, defining and clarifying its vision, and linking with its community, as opposed to "fixing things."
			10. The Board supports the Superintendent in any reasonable interpretation of its policies.

Remarks:

II. Overall ☐ Satisfactory ☐ Not Satisfactory

Comments:

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually in July

Adoption Date: **01/22/09**
Revised: **10/21/10**

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