



# Enumclaw School District

## Regular Board Meeting

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### Date and Time

Tuesday January 20, 2026 at 6:30 PM PST

### Location

District Office, Nancy A. Merrill Boardroom

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### Agenda

Purpose

#### I. Opening Items

A. Call the Meeting to Order

B. Roll Call

C. Pledge of Allegiance to the Flag

D. Land Acknowledgement

E. Approve Minutes

Approve  
Minutes

Approve minutes for Executive Session on November 24, 2025

F. Approve Minutes

Approve  
Minutes

Approve minutes for Regular Board Meeting on December 15, 2025

	Purpose
<p><b>G.</b> Approve Minutes</p> <p>Approve minutes for Executive Session on December 15, 2025</p>	<p>Approve Minutes</p>
<p><b>H.</b> Approve Minutes</p> <p>Approve minutes for Board Work Study on January 5, 2026</p>	<p>Approve Minutes</p>
<p><b>I.</b> Approve Minutes</p> <p>Approve minutes for Executive Session on January 5, 2026</p>	<p>Approve Minutes</p>
<p><b>J.</b> Approve Minutes</p> <p>Approve minutes for Board Special Meeting on January 12, 2026</p>	<p>Approve Minutes</p>
<p><b>II. COMMUNICATIONS</b></p>	
<b>A.</b> Superintendent Oath of Office	Vote
<b>B.</b> Good News of the District	FYI
<b>C.</b> Board of Directors Appreciation	FYI
<b>D.</b> Presentation - Southwood Elementary	FYI
<b>E.</b> Presentation - Consortus: Progressive Design Build	FYI
<ul style="list-style-type: none"> <li>• Memo to the Board - Consortus: Progressive Design Build (PBD)</li> </ul>	
<p><b>III. HEARING OF PERSONS DESIRING TO ADDRESS THE BOARD AS A WHOLE</b></p>	
<p><b>IV. ADMINISTRATION/BUSINESS</b></p>	
<b>A.</b> Resolution 1153: Authorized District Personnel	Vote
<b>B.</b> Resolution 1154: Authorization to Use Progressive Design Build Delivery and Intent to Construct and Comply with Requirements of RCW 39.10	Vote
<b>C.</b> Resolution 1155: Resolution Recommending Award-Validation Phase Services (Progressive Design Build)	Vote

Purpose

- Progressive Design Build Contract-Enumclaw SD and Korsmo TTE

**D.** Resolution 1156: Appointment of District Claims Agent Vote

**E.** Resolution 1157: Authorization of Facsimile Signature

**F.** Resolution 1158: Authorization of Warrant Signature Vote

**G.** Resolution 1159: Authorization to Invest Funds Vote

**H.** Resolution 1160: Designation of District Agent Vote

**I.** Resolution 1161: Designation of Auditing Officers Vote

**J.** Resolution 1162: Certified Signatures of District Personnel Authorized to Sign School Construction Project Documents Vote

**K.** School Improvement Plans Vote

**L.** Policies - First Reading FYI

- Memo to the Board - First Reading: Policy Updates
- Policy #1111 - Oath of Office
- Policy #1820 - Board Self-Assessment
- NEW Policy #1821 - Standards for School Directors
- RETIRE Policy #1810 - Annual Goals and Objectives (Board)

**M.** Policies - Second Reading Vote

- Memo to the Board - Second Readings for Policy Updates
- Policy #2170 - Career and Technical Education
- Policy #2420 - Grading and Progress Reports

**N.** Financial Report FYI

**O.** Payroll and Vouchers Vote

**V. CONSENT AGENDA**

**A.** Personnel Report

**B.** Field Trip Requests

Purpose

- Field Trip Request-Model United Nations Club, Madrid, Spain

**C. Memos to the Board**

- Memo to the Board - Highly Capable Plan Approval Request
  - Highly Capable Plan 2025-26
- Memos to the Board and Notices of Completion for the Following Projects
  - EHS LED Upgrade-Phase 1
  - EHS Auditorium Light Upgrade
  - EHS Tennis Court Resurfacing
  - EMS and TMMS Portable Cabling Project

**D. Donations**

- Monetary Donation Agreement-Enumclaw Schools Foundation
- Monetary Donation Agreement-Southwood Elementary PTO

**E. School Calendars**

- 2026-27 School Year Calendar
- 2027-28 School Year Calendar

**F. Vote on Consent Agenda Items**

Vote

**VI. BOARD PROCESS DEBRIEF**

**VII. EXECUTIVE SESSION**

**VIII. Closing Items**

**A. Adjourn Meeting**

Vote

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** E. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Executive Session on November 24, 2025

**DRAFT**



## Enumclaw School District

# Minutes

## Executive Session

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### Date and Time

Monday November 24, 2025 at 8:00 PM

### Location

District Office - Nancy A. Merrill Boardroom

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### Directors Present

Ben Stouffer, Julianne DeShayes, Paul Fisher, Scott Mason, Tyson Gamblin

### Directors Absent

*None*

### Guests Present

Shaun Carey, Stacey Whitten

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## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

Julianne DeShayes called a meeting of Enumclaw School District to order on Monday Nov 24, 2025 at 8:23 PM.

### C. Discuss a Public Employee

The Board of Directors discussed a public employee.

## II. Closing Items

### A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:23 PM.

Respectfully Submitted,  
Stacey Whitten

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** F. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on December 15, 2025

**DRAFT**



## Enumclaw School District

# Minutes

## Regular Board Meeting

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### Date and Time

Monday December 15, 2025 at 6:30 PM

### Location

District Office, Nancy A. Merrill Boardroom

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### Directors Present

Ben Stouffer, Julianne DeShayes, Paul Fisher, Scott Mason, Tyson Gamblin

### Directors Absent

*None*

### Guests Present

Elliott Cheney, Makhya Walls, Shaun Carey, Stacey Whitten

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## I. Opening Items

### A. Call the Meeting to Order

Julianne DeShayes called a meeting of the board of directors of Enumclaw School District to order on Monday Dec 15, 2025 at 6:30 PM.

### B. Roll Call

### C. Pledge of Allegiance to the Flag

Board President DeShayes led the Pledge of Allegiance to the Flag.

Board President DeShayes led the Pledge of Allegiance to the Flag.

**D. Land Acknowledgement**

Board President DeShayes read the following statement, *We acknowledge we are gathered upon the ancestral lands of the Seattle area's Federally Recognized Indian Tribe, the Muckleshoot Indian Tribe, who historically lived throughout the areas between the Cascade Mountains and the Puget Sounds, what is also known as the Salish Sea.*

**E. Approve Minutes**

Tyson Gamblin made a motion to approve the minutes from Regular Board Meeting on 11-24-25.

Scott Mason seconded the motion.

The board **VOTED** to approve the motion.

**F. Approve Minutes**

Tyson Gamblin made a motion to approve the minutes from Board Work Study on 12-01-25.

Scott Mason seconded the motion.

The board **VOTED** to approve the motion.

**II. COMMUNICATIONS**

**A. Recognition of Outgoing Board Members/Welcome Newly Elected Board Members**

Superintendent Dr. Shaun Carey recognized Director DeShayes for her four years of service on the Board of Directors and thanked her for her service to the community.

**B. Oath of Office**

Superintendent Dr. Shaun Carey led newly elected Board Director Tara Cochran in the oath of office for the Enumclaw School District Board of Directors.

Superintendent Dr. Shaun Carey led re-elected Board Director Paul Fisher in the oath of office for the Enumclaw School District Board of Directors.

**C. Reorganization of the Board of Directors**

Director Vice President Ben Stouffer asked the Board of Directors if there were any nominations for the position of Board President.

Paul Fisher made a motion to nominate Director Tyson Gamblin as Board President.

Scott Mason seconded the motion.

The Board of Directors voted by roll call.

The board **VOTED** unanimously to approve the motion.

Newly elected Board President Tyson Gamblin asked if there were any nominations for the position of Board Vice President.

Scott Mason made a motion to nominate Director Paul Fisher as Board Vice President. Tara Cochran seconded the motion. The Board of Directors voted by roll call.

The board **VOTED** unanimously to approve the motion.

Board President Tyson Gamblin asked if there were any nominations for the position of the Board's WIAA Representative.

Paul Fisher made a motion to nominate Director Ben Stouffer as the Board WIAA Representative.

Scott Mason seconded the motion.

The Board of Directors voted by roll call.

The board **VOTED** unanimously to approve the motion.

#### **D. Good News of the District**

The Board of Directors shared the following good news of the district:

- Student representative Makhya Walls shared that the theater department just closed out their performance of the musical, White Christmas, with almost every performance selling out.
- Student representative Elliott Cheney shared that EHS is having their spirit week and will have a great Winter Wishes assembly this week with games. The winners of the game "Goose Chase" will be announced at the assembly.
- White Christmas was the winter play at the high school and instead of hosting a winter concert, the theater and choir departments teamed up to produce a play that included choir members dancing and singing. Over 80 students participated in this production.
- The girls flag football team is in their first season with over 40 girls playing.
- Appreciation was shared to staff members, community members and first responders for dealing with the floods and helping neighbors who have been impacted.

#### **E. Superintendent Report**

Superintendent Dr. Shaun Carey shared the following in the [Superintendent's Report](#):

- The Theory of Action, Mission and Five Commitments are shared at the start of each meeting as a reminder of the district's why.
- Photos of the impacts of the rain storm were shared with a thank you to the district's operations teams and to showcase the weather situations being dealt with in trying to keep schools open and students safe.
- Teaching and Learning Director Lindsey Marquardt was invited to share with the Board regarding the variety of Professional Development opportunities that have been offered with educators participating in 15 different offerings in the month of December.

- The Five Commitments presentations have been shared throughout the community with the final, scheduled presentation held last week at the EHS Media Center.
- The White Christmas production at EHS was a huge success. Other performances across the district will be held this week including one at Enumclaw Middle School. The Thunder Mountain performances last week were excellent showcasing many talented students. There were recent concerns about band and orchestras not thriving in the district, but there is a lot of participation at the middle school level with student numbers increasing.
- The district's bands performed and marched in Enumclaw Santa Parade last week.
- A lot of the schools are holding spirit weeks, jingle bell runs, and other festive school events that make learning fun for students.
- Sunrise Elementary leadership students volunteered at Plateau Kids Network's Holiday Helping Hands Toy Drive. Students are understanding how important it is to give back and are making a positive impact in the community.
- Communications Director Jessica McCartney was invited to share the story of the company, Crocs, providing a free pair of Crocs to all of the fifth graders in Ms. Strand's class after their Thanksgiving balloon float activity gained media attention. This is the fourth year she's created these floats with her students. A video was shared of the parade they created and a thank you video of the students dancing in their new crocs.
- Replacement levies will be running on February 10, 2026. Information is being shared with the community to provide details on what these levies support.

#### **F. Presentation - Enumclaw Youth Empowered Coalition Grant**

Director of Student Support Services Carlyne Zieske introduced herself to the Board and shared that the district received the coalition grant from the Washington State Health Care Authority and King County in 2021. The purpose of the grant is to provide education and supports for students and families to prevent substance abuse in the community.

Community Coalition Coordinator, LouAnn Saywer, shared that she is passionate about the work they are doing in the district schools. Ms. Sawyer informed the Board of Directors that the grant was provided after examination of data from a 2018 Healthy Youth Survey revealed that student mental health concerns and substance abuse were higher in the district than the state average.

One of the requirements of the grant is for the Enumclaw Youth Empowered coalition to be in partnership with 12 sectors. Ms. Sawyer shared the list of district partners and stated that they meet monthly. She shared the work they do is evidence based and data driven as they review underlying causes for student struggles with school performance, mental health, underage drinking, and other concerns. Together they work to align strategies with risk factors, run parenting workshops, promote positive peer networks, and increase risk awareness in the community.

A part of the Coalition is the establishment of the Thrive Club; a high school student led club that focuses on student health, wellness, and drug prevention through mentoring younger students and sharing positive message campaigns at district schools and in the community. There are 188 students in the Thrive Club.

Students from the Thrive Club introduced themselves to the Board and shared a variety of projects they are engaged in throughout the district. These projects include peer mentoring, creating a self-care fair, presenting on different topics at the middle schools, establishing positive messaging and themes at the schools, and attending and participating in other community events. Some students in the Thrive Club attended a conference in Washington DC where they were able to meet senators and share ideas and experiences with other students from around the country.

Ms. Sawyer shared other program offerings such as providing substance education classes for students, Healing of the Canoe, the parenting workshop, Guiding Good Choices, along with guest speakers on a variety of topics. She shared that recent surveys show a downward trend amongst tenth graders for mental depression and substance abuse, but that the district averages are still higher than the state averages. Looking forward the coalition is committed to expanding peer to peer mentoring at the elementary level, strengthening middle and elementary engagement, increasing parent connections and growing community involvement in prevention.

The Board of Directors asked clarifying questions and shared gratitude to Ms. Sawyer and the students for their excellent presentation.

### **III. HEARING OF PERSONS DESIRING TO ADDRESS THE BOARD AS A WHOLE**

#### **A. Persons Desiring to Address the Board as a Whole**

Jen Wallin introduced herself to the Board and shared that she usually comes to share about something she is super passionate about. She stated that she came to tonight's meeting to share her gratitude for Director Julianne DeShayes. She noticed that at every board meeting Director DeShayes always shared during the good news of the district because she was in attendance at so many events. She knows she does have students at events, but believes she would have attended regardless. Her constant ability to bridge the gap between her and the community without bias but sharing facts should be continued as board members. She thanked her for her work and hopes that the work continues. She stated that Julianne spent time scouring for grants and she was still reading policies and coming to every meeting during a very difficult time for her family. Her commitment was deeply important. She stated that the community is grateful for her service.

### **IV. CONSENT AGENDA**

#### **A.**

## Personnel Report

[Personnel Report - December 2025](#)

### B. Field Trip Requests

### C. Memos to the Board

### D. Donations

### E. Vote on Consent Agenda Items

Ben Stouffer made a motion to approve consent agenda.

Paul Fisher seconded the motion.

The board **VOTED** to approve the motion.

## V. ADMINISTRATION/BUSINESS

### A. Policies - First Reading

The Board of Directors acknowledged the first reading review of policies #2170-Career and Technical Education and #2420-Grading and Progress Reports. These policies will be brought forward for a second reading in January.

### B. Financial Report

Director of Business Kyle Fletcher submitted the Financial Report to the Board of Directors in advance of the meeting and links provided on the district website for anyone to view this report.

### C. Payroll and Vouchers

Ben Stouffer made a motion to approve.

Scott Mason seconded the motion.

The board **VOTED** to approve the motion.

## VI. BOARD PROCESS DEBRIEF

### A. Board Debrief

Board President Gamblin thanked Julianne DeShayes for her service on the Board of Directors.

## VII. EXECUTIVE SESSION

### A. Executive Session

Board President Gamblin stated the Executive Session was to discuss a public employee. He stated they would need 30 minutes and adjourned the regular session at

7:30 p.m. and would start the Executive Session at 7:35 p.m. Board President Gamblin stated at 8:00 p.m. that the Board would need an additional 20 minutes.

The regular board meeting was called back into session at 8:20 PM.

## **VIII. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:21 PM.

Respectfully Submitted,  
Stacey Whitten

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** G. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Executive Session on December 15, 2025

**DRAFT**



## Enumclaw School District

# Minutes

## Executive Session

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### **Date and Time**

Monday December 15, 2025 at 8:00 PM

### **Location**

District Office - Nancy A. Merrill Boardroom

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### **Directors Present**

Ben Stouffer, Paul Fisher, Scott Mason, Tara Cochran, Tyson Gamblin

### **Directors Absent**

*None*

### **Guests Present**

Shaun Carey, Stacey Whitten

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## **I. Opening Items**

### **A. Record Attendance**

### **B. Call the Meeting to Order**

Tyson Gamblin called a meeting of Enumclaw School District to order on Monday Dec 15, 2025 at 7:35 PM.

## **II. Discuss a Public Employee**

### **A.**

## **Discussion**

The Board discussed a public employee.

## **III. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:19 PM.

Respectfully Submitted,  
Stacey Whitten

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** H. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Work Study on January 5, 2026

DRAFT



## Enumclaw School District

# Minutes

## Board Work Study

District Office - Nancy A. Merrill Boardroom

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### Date and Time

Monday January 5, 2026 at 6:30 PM

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### Directors Present

Ben Stouffer, Paul Fisher, Scott Mason, Tara Cochran, Tyson Gamblin

### Directors Absent

*None*

### Guests Present

Shaun Carey, Stacey Whitten

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## I. Opening Items

### A. Call the Meeting to Order

Tyson Gamblin called a meeting of the board of directors of Enumclaw School District to order on Monday Jan 5, 2026 at 6:30 PM.

### B. Roll Call

## II. WORK STUDY SESSION

### A.

## School Presentation - Enumclaw High School

Enumclaw High School Principal Dr. Rod Merrell introduced himself to the Board of Directors. Dr. Merrell shared that he would be presenting a "deeper dive" into the EHS School Improvement Plan that was submitted to the Board in December. He shared a EHS revised vision statement, *We empower every student to learn, grow, and thrive through meaningful relationships, rigorous learning, and purposeful pathways - so that they graduate with confidence, connection, and a clear plan for their future.*

Dr. Merrell stated that staff is focusing on three main priorities at the high school this year: (1) improve student attendance, (2) close the on time graduation gap rate for students receiving special education services, and (3) all students graduating on time with a plan and a pathway.

Dr. Merrell shared action steps for improving student attendance included strengthening tiered attendance monitoring and intervention systems, building a positive attendance culture, and addressing student barriers to attendance. Dr. Merrell shared attendance data with the board and steps being taken to follow up with students of concern. Some of these steps include the leadership team developing a model for attendance meetings with families and holding attendance focus group meetings with students of concern.

He shared action steps for closing the on time graduation rate opportunity gap for students receiving SPED services include improving the implementation and monitoring of IEPs, improving EHS staff members understanding of Special Education Law and staff responsibilities to support students receiving services, and redesigning the Independent Learning Classroom (ILC) program.

Action steps for students graduating with a diploma and a plan include developing and holding the first "Beyond the Hive" event, developing senior exit interviews, and fully implementing "School Links" on the High School and Beyond platform. For the "Beyond the Hive" event, parents were provided support for completing the FAFSA and WASFA, support on how to go through the college application process, introduced to "School Links", and information on earning college credit in the high school. Dinner and child care was provided for the families.

Dr. Merrell shared some of the EHS celebrations for the year with the Board of Directors. They included AVID summer institute training for 28 staff, the soft start for 9th graders, the AVID site team leading professional development (staff teaching staff), updated cell phone policy, implementation of the digital hall pass through Securly, the work of the Makerspace team, drama/music department collaboration, and school culture improvements. He stated that the building leadership team is functioning at a high level through distributed leadership.

Challenges faced at the high school include student attendance, staffing changes, student vaping, lack of access to alternative education settings for students, the Skyward to Qmlativ transition, student mental health issues such as depression and anxiety, students using social media with negative intent, and staff morale. He stated the demands on teachers can be overwhelming at times especially with student social and emotional needs being high.

Dr. Merrell thanked the Board of Directors for their time. The Board of Directors asked clarifying questions.

## **B. EHS Makerspace Update**

EHS Principal Dr. Rod Merrell introduced benefactor Rosemary Dunkle to the Board. He shared the history of Ms. Dunkle's husband attending EHS and finding success in the CTE program. After the passing of Mr. Dunkle from cancer, Ms. Dunkle approached the school to make a contribution in his name to benefit high school students. Funds from this donation gave Enumclaw High School (EHS) staff members an opportunity to attend AVID training. Dr. Merrell recalled that the initial presentation to the Board of Directors also focused on building a new facility for makerspace activities. He shared that today's presentation would bring them up to date on the progress and findings of the makerspace planning team's research.

The team visited several schools with makerspaces to get ideas about what could be possible at EHS and shared photos of the spaces for the Board to view. They looked at various space options at EHS and were excited about the rooms 301, 302, and 303. They also met with EHS students who provided great feedback concerning makerspace options. Dr. Merrell shared the common purpose of the space(s), how the teams brainstormed, sorted, organized ideas and the spaces desired. Dr. Merrell stated that the plan to use current space at EHS are different than the original plan, but the team realized that building a facility would utilize all the donations funds without filling the space with makerspace equipment.

He asked the Board if they had any questions. The Board asked clarifying questions and thanked Dr. Merrell for the hard work on this project. The Board thanked Ms. Dunkle for her generous donation and for continuing to work with the EHS team.

## **C. Board Governance Review**

Board President Gamblin shared that he wanted to review school board protocols as a group, discuss past practices and consider practices they might want to adjust. He shared OPMA reminders on the correct ways the Board can communicate through email and text. He discussed meeting attendance notifications , specifically the process of notifying the Board President if a Director will be absent from a meeting. Board President Gamblin will then share the information with the Superintendent and Executive Assistant.

Board President Gamblin also led discussions surrounding Board email responses to community members, the reading of the land acknowledgement at Board meetings, public statements in the media and responding to comments from community members who address the Board of Directors at a meeting. It was agreed that the practice of communication responses from the Board will continue to be the responsibility of the Board President. He asked the Directors if there were other questions or topics to discuss concerning Board processes.

A question was asked concerning adding items to the Board agenda. Another question was asked concerning Directors community presence and attending school events. All Board members were encouraged to email principals to schedule visit schools and attend a variety of events held in the district.

### **III. BOARD PROCESS DEBRIEF**

#### **A. Board Debrief**

There was no debrief. Board President Gamblin shared there was a need for an Executive Session for 20 minutes to review a public employee. The regular meeting was adjourned at 7:50 p.m. At 8:20 p.m. Board President Gamblin requested an additional 10 minutes for the executive session.

The regular meeting was called back into session at 8:22 p.m. There were no additional comments.

### **IV. Closing Items**

#### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:22 PM.

Respectfully Submitted,  
Stacey Whitten

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** I. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Executive Session on January 5, 2026

**DRAFT**



## Enumclaw School District

# Minutes

## Executive Session

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### Date and Time

Monday January 5, 2026 at 8:00 PM

### Location

District Office - Nancy A. Merrill Boardroom

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### Directors Present

Ben Stouffer, Paul Fisher, Scott Mason, Tara Cochran, Tyson Gamblin

### Directors Absent

*None*

### Guests Present

Shaun Carey, Stacey Whitten

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## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

Tyson Gamblin called a meeting of Enumclaw School District to order on Monday Jan 5, 2026 at 7:52 PM.

## II. Review a Public Employee

### A.

## **Review**

The Board of Directors reviewed a public employee.

## **III. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:21 PM.

Respectfully Submitted,  
Stacey Whitten

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** J. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Special Meeting on January 12, 2026

**DRAFT**



## Enumclaw School District

# Minutes

## Board Special Meeting

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### Date and Time

Monday January 12, 2026 at 6:00 PM

### Location

District Office - Nancy A. Merrill Boardroom

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### Directors Present

Ben Stouffer, Paul Fisher, Scott Mason, Tara Cochran, Tyson Gamblin

### Directors Absent

*None*

### Guests Present

Stacey Whitten

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## I. Opening Items

### A. Call the Meeting to Order

Tyson Gamblin called a meeting of the board of directors of Enumclaw School District to order on Monday Jan 12, 2026 at 6:00 PM.

### B. Roll Call

Board President Tyson Gamblin led the Pledge of Allegiance to the Flag.

Board President Gamblin thanked the audience for attending on short notice and for understanding the need to change the levy discussion scheduled for this evening.

## II. Discussion Personnel Report

### A. Personnel Report

Board President Gamblin requested a motion from the Board of Directors to accept Dr. Shaun Carey's resignation as Superintendent.

Paul Fisher made a motion to accept Superintendent Dr. Carey's resignation and authorize the Board President to sign a settlement agreement on behalf of the district.

Scott Mason seconded the motion.

There was no discussion.

The board **VOTED** unanimously to approve the motion.

#### Roll Call

Paul Fisher Aye

Scott Mason Aye

Ben Stouffer Aye

Tara Cochran Aye

Tyson Gamblin Aye

## III. Closing Items

### A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:03 PM.

Respectfully Submitted,  
Stacey Whitten

# Coversheet

## Presentation - Consertus: Progressive Design Build

**Section:** II. COMMUNICATIONS  
**Item:** E. Presentation - Consertus: Progressive Design Build  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:**  
Memo to the Board-Consertus Progressive Design Build Project Procurement.docx.pdf



## INFORMATION PAPER

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**DATE:** January 20, 2026

**TO:** Jill Burnes, Interim Superintendent and The Board of Directors for the Enumclaw School District

**FROM:** Phil Iverson, Consertus

**REFERENCE:** Enumclaw SD – Ten Trails Elementary School Progressive Design Build (PDB) Project Procurement

**SUBJECT:** Request for Qualifications (RFQ) and Proposals (RFP) Update

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1. Purpose: This document provides information on and updates the District's procurement process per RCW 39.10.330 (Design-Build Contract Award Process) for the referenced project above.
2. Information/Discussion:
  - a. The WA State alternative contract delivery method (Progressive Design Build) allows public owners to procure a Design-Builder (A general contractor and design firm) that will work as a team with the District to design and construct a facility based upon a determined budget.
  - b. A District PDB selection team is assembled to review and score each firm's SOQ, Proposals and Fee price component of those shortlisted firms who are invited to submit proposals on the project.
  - c. Procurement requirements for design-build services require a two-phase approach:
    - i. Phase 1 is a Request for Qualifications (RFQ) which firms provide their Statement of Qualifications (SOQ) that respond to the requirements per the RCW. Selection is based on qualifications and not price.
    - ii. Phase 2 is a Request for Proposals (RFP) which includes a technical component/plan and a small price component. This phase includes 1). Individual Interactive Meetings with each firm, 2) Submittal of a Comprehensive Management Plan, and 3) a small price component factor, called Fee proposal.
    - iii. Each phase and the fee pricing component are consensus scored by the selection team and the firm with the highest point total of all respondents is the apparent high and best qualified team to enter contract negotiations with the District.
  - d. During the development of the RFQ and RFP documents, the District placed importance on each respondent's plans and ability to engage the community in the design/construction process:
    - i. Provide proof of Progressive Design Build performance with designing and building projects while engaging and providing viable employment opportunities



for local individual tradesmen, suppliers, and businesses during the life of the project, and how they will engage the community along the time spectrum of the project.

- e. The phased selection process also required the teams to provide the selection committee with their proposed team and approach to the project.
  - i. The RFQ and RFP phase evaluated how well each Finalist and its Proposed Design-Build Team solicit information from the District regarding the Project, solicit the concerns from the District PDB Selection Team and Advisors, explain their experience and knowledge in the delivery method and with projects of similar scope and complexity, effectively communicate/collaborate with District, and provide achievable and collaborative solutions to the District.

3. The District Procurement Plan Update: There were six design-build firms who submitted their statements of qualifications (SOQs). Based on the SOQ scores, the District PDB Selection Team shortlisted for of the highest scoring two firms to move to Phase 2 (RFP). The District’s PDB procurement schedule is on schedule and next steps are reflected in the table below:

Date	Action	Status
November 5, 2025	Firm SOQs due to the District	Completed
November 5-12, 2025	Score 6 firm submittals	Completed
November 13, 2025	All firms notified of selection or non-selection to move to Phase 2 (RFP)	Completed
November 17, 2025	Release the RFP	Completed
December 2-3, 2025	Conduct Interactive Proprietary Meetings with 2 Finalists	Completed
December 10, 2025	Finalists Comprehensive Management Plan due to the District	Completed
December 12, 2025	District PDB Selection Team scores Comprehensive Management Plan	Completed
December 15, 2025	Fee Proposal due. District opens Finalist Fee Proposals. Final scores are known.	Completed
December 16, 2025	Announce apparent successful Proposer	Completed
January 20, 2026	The District Board of Directors presented with a recommendation of intent to award a contract to the Highest and most Qualified firm. <i>(The protest period has ended, and the most qualified firm has been notified of intent to proceed while negotiations continue.) An agreed upon value and scope for the validation phase is in place and being incorporated into the PDB agreement with Pacifica Law.</i>	



January	Validation Phase Agreement and Notice to Proceed	
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4. After a thorough evaluation of all RFQ and RFP criteria, two firms emerged as the most qualified candidates for the Ten Trails Elementary School Progressive Design Build project, FORMA + Integrus and KORSMO + TCF. KORSMO + TCF distinguished itself as the most qualified through a proven history of delivering successful progressive design build projects for K12 educational facilities. Their proposal and interactive meeting performance not only demonstrated technical expertise and a collaborative approach but also a strong commitment to engaging the local workforce and supporting community involvement throughout the project lifecycle. The combination of experience, innovation, and community focused strategies positioned KORSMO – TCF as the highest-scoring and most qualified team to advance into contract negotiations with the District. The first phase of the agreement will be for the validation phase.
5. Consertus on behalf of the district has negotiated the Validation phase fee and is recommending district approval. The District in conjunction with Pacifica Law will prepare the contract for District signatures.
6. Contract negotiations will continue for the subsequent preconstruction and design services. However, the District, along with its PM/CM firm (OAC/Consertus) and the selected Design-Builder KORSMO Construction have begun key meetings and scheduling further meetings with key stakeholders to begin the project due to the fast tracked nature of the project.
7. P. Iverson of OAC/Consertus, prepared this information paper on behalf of the Enumclaw School District. Inquiries regarding its content should be addressed to the District for clarification or responses to any inquiry.

# Coversheet

## Resolution 1153: Authorized District Personnel

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** A. Resolution 1153: Authorized District Personnel  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution 1153 Authorized District Personnel.pdf



## ENUMCLAW SCHOOL DISTRICT No. 216

### Resolution #1153

#### AUTHORIZED DISTRICT PERSONNEL

**A RESOLUTION** of the Board of Directors of the Enumclaw School District No. 216 certifying those who may sign documents on the Board’s behalf for the Ten Trails Elementary School Project.

**NOW, THEREFORE, BE IT RESOLVED:** that the Board of Directors of the Enumclaw School District No. 216 does hereby declare that, for the purposes of WAC 392-344-120 the following Enumclaw School District personnel are designated by the Board of Directors to provide District authorization related to the Ten Trails Elementary School:

\_\_\_\_\_  
Jill Burnes, Interim Superintendent

\_\_\_\_\_  
Kyle Fletcher, Director of Business

Dated this 20<sup>th</sup> day of January, 2026, at a regular meeting of the Board of Directors, Enumclaw School District, King County, Washington, at regularly scheduled and duly called public meeting in accordance with the law.

***ENUMCLAW SCHOOL DISTRICT NO. 216  
BOARD OF DIRECTORS***

\_\_\_\_\_  
Tyson Gamblin, President

\_\_\_\_\_  
Paul Fisher, Vice President

\_\_\_\_\_  
Tara Cochran

\_\_\_\_\_  
Scott Mason

\_\_\_\_\_  
Ben Stouffer

Attest:

\_\_\_\_\_  
Secretary to the Board

## Coversheet

### Resolution 1154: Authorization to Use Progressive Design Build Delivery and Intent to Construct and Comply with Requirements of RCW 39.10

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** B. Resolution 1154: Authorization to Use Progressive Design Build  
Delivery and Intent to Construct and Comply with Requirements of RCW 39.10  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution 1154 Authorization to Use Progressive Design Build.pdf



**ENUMCLAW SCHOOL DISTRICT No. 216**

**Resolution #1154**

**AUTHORIZATION TO USE PROGRESSIVE DESIGN BUILD DELIVERY AND INTENT TO CONSTRUCT AND COMPLY WITH REQUIREMENTS OF RCW 39.10**

**A RESOLUTION** of the Board of Directors of the Enumclaw School District No. 216 certifying the Intent to Construct and the use of Progressive Design-Build on the Ten Trails Elementary School project and compliance with RCW 39.10.

**WHEREAS**, the Enumclaw School District No. 216 Intends to construct the New Ten Trails Elementary School that will become additional educational space inventory as part of OSPI School Construction Assistance Program; and

**WHEREAS**, RCW 39.10 authorizes the use of alternative public works contracting procedures after approval by the Capital Project Advisory Review Board’s Project Review Committee; and

**WHEREAS**, the Capital Project Advisory Review Board has authorized the District’s use of the progressive design build contracting procedure for the New Ten Trails Elementary School project;

**NOW, THEREFORE, BE IT RESOLVED:** that the Board of Directors of the Enumclaw School District No. 216 approves use of the alternative public works contracting procedures for the Ten Trails Elementary School project and intends to comply with the requirements as defined in RCW 39.10.

Dated this 20<sup>th</sup> day of January, 2026, at a regular meeting of the Board of Directors, Enumclaw School District, King County, Washington, at regularly scheduled and duly called public meeting in accordance with the law.

**ENUMCLAW SCHOOL DISTRICT NO. 216  
BOARD OF DIRECTORS**

\_\_\_\_\_  
Tyson Gamblin, President

\_\_\_\_\_  
Paul Fisher, Vice President

\_\_\_\_\_  
Tara Cochran

\_\_\_\_\_  
Scott Mason

\_\_\_\_\_  
Ben Stouffer

Attest:

\_\_\_\_\_  
Secretary to the Board

# Coversheet

## Resolution 1155: Resolution Recommending Award-Validation Phase Services (Progressive Design Build)

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** C. Resolution 1155: Resolution Recommending Award-Validation Phase  
Services (Progressive Design Build)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Resolution 1155 Resolution Recommending Award-Validation Phase Services.docx.pdf  
Progressive Design Build Contract Enumclaw SD Korsmo TTE.pdf



## ENUMCLAW SCHOOL DISTRICT No. 216

### Resolution #1155

#### RESOLUTION RECOMMENDING AWARD – VALIDATION PHASE SERVICES (PROGRESSIVE DESIGN-BUILD)

*A RESOLUTION* of the Board of Directors of the Enumclaw School District No. 216 recommending award of a Progressive Design-Build (PDB) Validation Phase services agreement for the Ten Trails Elementary School project.

*NOW, THEREFORE, BE IT RESOLVED:* that, for the purpose of compliance with applicable procurement requirements, the Board of Directors of the Enumclaw School District No. 216 recommends award of the Progressive Design-Build Validation Phase services agreement for the Ten Trails Elementary School project to Korsmo Construction as follows:

Validation Phase Services (PDB) ..... \$196,931

Funding Source(s): Land transaction funds

Total Not to Exceed Contract Recommendation            \$196,931

Dated this 20th day of January, 2026, at a regular meeting of the Board of Directors, Enumclaw School District, King County, Washington, at regularly scheduled and duly called public meeting in accordance with the law.

***ENUMCLAW SCHOOL DISTRICT NO. 216  
BOARD OF DIRECTORS***

\_\_\_\_\_  
Tyson Gamblin, President

\_\_\_\_\_  
Paul Fisher, Vice President

\_\_\_\_\_  
Tara Cochran

\_\_\_\_\_  
Scott Mason

\_\_\_\_\_  
Ben Stouffer

Attest:

\_\_\_\_\_  
Secretary to the Board

# Enumclaw School District

## Progressive Design-Build Contract

### Ten Trails Elementary School Project

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This **Contract** is made and entered into as of January 16, 2026, by and between the following parties, for services in connection with the Project identified below:

**OWNER:**

**Enumclaw School District  
2929 McDougall Ave.  
Enumclaw, WA98022**

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**DESIGN-BUILDER:**

**John Korsmo Construction, LLC  
1940 East D St., Suite #300  
Tacoma, WA 98421**

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**PROJECT:**

**Ten Trails Elementary School Project**

In consideration of the mutual covenants and obligations contained herein, Owner and Design-Builder agree as set forth herein.

## **Article 1**

### **General**

- 1.1 Authorization.** This Design-Build Contract (the "Contract") is authorized by and entered in accordance with the Design-Build requirements of RCW 39.10. This Contract shall be interpreted to be consistent with the requirements of those statutory provisions.

- 1.2 **Duty to Cooperate.** Owner and Design-Builder always commit to cooperate fully with each other and proceed on the basis of trust and good faith to permit each party to realize the benefits afforded under this Contract.
- 1.3 **Definitions.** Terms, words, and phrases used in this Contract shall have the meanings given them in this Contract and as otherwise provided in the *General Conditions of Progressive Design-Build Contract Between Owner and Design-Builder* ("General Conditions").
- 1.4 **Design Services.** Design-Builder shall, consistent with applicable state licensing laws, provide design services, including architectural, engineering, and other design professional services required by this Contract. Such design services shall be provided through qualified, licensed design professionals who are either (i) employed by Design-Builder, or (ii) procured by Design-Builder from independent sources. Nothing in this Contract is intended to create any legal or contractual relationship between Owner and any independent design professional.

## Article 2

### Scope of Work

Design-Builder shall perform all design and construction services, and provide all material, equipment, tools, and labor necessary to complete the Work (including Validation Phase Work, Phase 1 Work, and Phase 2 Work) described in and reasonably inferable from the Contract Documents. The Design-Builder is fully responsible to design and to build the Project, as described in the Project Criteria, as may be revised in accordance with Section 2.1.2 hereof.

#### 2.1 General Services.

**2.1.1** Owner has provided Design-Builder with access to the Owner-Provided Information listed in **Exhibit A (Owner-Provided Information)**. Owner provides such documents to Design-Builder for information only, and subject to the conditions and qualifications identified in Section 3.2.1 of the General Conditions.

**2.1.2** If developed, Owner's Initial Programming and Overview describing Owner's preliminary program objectives for the Project are in **Exhibit B (Owner's Initial Programming and Overview)**. If Owner's Initial Programming and Overview have not been developed prior to the execution of this Contract, Design-Builder will assist Owner in developing the final Project Program (the "Final Program") and Owner's Project Requirements ("OPRs"), which shall be added to this Contract via amendment as **Exhibit B**. The Design-Builder shall make recommendations to Owner for innovative approaches to the design and construction of the Project.

#### 2.2 Phased Services.

**2.2.1 Validation Phase Work.** If requested by Owner, Design-Builder shall perform validation work (the "Validation Phase Work") as set forth in **Exhibit C (Validation Phase Work)**. Design-Builder's Compensation for Validation Phase Work is set forth in Article 7 of this Contract.

**2.2.2 Phase 1 Preconstruction and Design Work.** Design-Builder shall perform design, pricing, and other services for the Project (the "Phase 1 Work"). The Owner and Design Builder anticipate that the Phase 1 Work will be incorporated into this Contract through one amendment. All Phase 1 amendments will be incorporated into this Contract as **Exhibit D (Phase 1 Work)**. Phase 1 may overlap with Phase 2. The Contract Price and GMP for Phase 2 shall be developed during Phase 1 on an open-book basis. Design-Builder's Compensation for Phase 1 Work is set forth in Article 7 of this Contract.

**2.2.3 Phase 2 Work.** Design-Builder's Phase 2 Work, which shall be identified and described in the agreed-upon Phase 2 Proposal and GMP Amendment, shall consist of, but not be limited to, ensuring continuous operations of Owner or other Services at the site, the procurement of all materials and equipment for the Project, the performance of construction work for the Project, development of various documents associated with Phase 2, training of Owner's operations staff, Project closeout, and the provision of warranty services.

**2.2.4 Early Works Packages.** Owner and the Design Builder may agree to early work packages prior to the GMP Amendment. Scope of work, bonding (consistent with the requirements of Article 11), insurance (consistent with the requirements of Article 11), pricing, and other terms for any Early Work Packages shall be negotiated and memorialized in a written executed Amendment prior to issuance of a notice to proceed. Pricing shall be substantially similar to the pricing structure for Phase 2 set forth in Article 7 of this Contract and any General Conditions and pro-rated to the scope of General Conditions Work included in the early works package.

**2.3 Phase 2 Proposal.** Design-Builder may develop a Phase 2 Proposal at mutually agreed-to design and schedule milestones between Owner and Design-Builder. Design-Builder shall submit a proposal to Owner (the "Phase 2 Proposal") for construction for the Project for the Contract Price. The Contract Price in the Phase 2 Proposal shall be based on the Construction General Conditions Price (Section 7.4), the Design-Build Fee (Section 7.5), Pass-Through Costs (Section 7.6.3) plus the Cost of the Phase 2 Work (Section 7.6.1) as provided in Article 7 hereof, presented on an open-book basis, all subject to a Guaranteed Maximum Price (GMP).

**2.3.1** The Phase 2 Proposal shall include the following unless the parties mutually agree otherwise:

**2.3.1.1** The Contract Price, subject to a GMP, shall be the sum of:

- i. Construction General Conditions Price as defined in Section 7.4;
- ii. Design-Builder's Fee as defined in Section 7.5;
- iii. The Cost of the Phase 2 Work as defined in Section 7.6 hereof, inclusive of any Design-Builder's Contingency as defined in Section 7.7.2; and
- iv. Pass Through Costs as defined in Section 7.6.3.

**2.3.1.2** The Basis of Design Documents in a form and state as agreed to by Owner;

**2.3.1.3** A list of the assumptions and clarifications made by Design-Builder in the preparation of the Proposal, which list is intended to supplement the information contained in the drawings and specifications;

**2.3.1.4** The Scheduled Substantial Completion Date upon which the Phase 2 Proposal is based, to the extent said date has not already been established under Section 6.2.1 hereof, and a schedule upon which the Scheduled Substantial Completion Date is based and a Project Schedule for the Work;

**2.3.1.5** If applicable, a list of Allowance Items, Allowance Values, and a statement of their basis;

**2.3.1.6** If applicable, a schedule of alternate prices;

**2.3.1.7** If applicable, a schedule of unit prices;

**2.3.1.8** If applicable, a statement of Additional Services which may be performed but which are not included in the Phase 2 Proposal, and which, if performed, shall be the basis for an increase in the GMP and/or Contract Time(s);

**2.3.1.9** An expiration date for the Phase 2 Proposal provided that Design-Builder shall not make the Phase 2 Proposal subject to expiration or withdrawal for at least ninety (90) days after submission and Owner shall provide its initial review and comment on the Phase 2 Proposal within thirty (30) days of submission;

**2.3.1.10** A Permits and Approvals list detailing the permits and governmental approvals not otherwise addressed in the Contract Documents that Owner and Design-Builder will need and assigning responsibility for each;

**2.3.1.11** A Project Specific Safety Plan;

**2.3.1.12** A construction quality plan;

**2.3.1.13** Subcontracting and Inclusion Plan detailing Design-Builder's plan for inclusion of underutilized firms as subcontractors and suppliers in accordance with the provisions of Chapter 39.10 RCW and the requirements of the Office of Minority and Women's Business Enterprises ("OMWBE"); and

**2.3.1.14** Design-Builder's Owned Equipment Rate Schedule, which shall be incorporated herein as **Exhibit F** and shall include adequate identifying information such as use, manufacturer, make, model, dimensions/length, blade size, capacity, fuel usage, horse power, voltage/amperage, weight, etc., such that accurate identification can be determined. These descriptors shall match Contractor's owned equipment rental log. **Exhibit F** shall include replacement values and approved rates for each item.

**2.3.1.15** Design-Builder's proposed Hourly Rates for personnel performing Work on the Project, which shall be incorporated herein as **Exhibit G** (Design-Builder Personnel Hourly Rate Schedule).

## **2.3.2 Review and Adjustment to Phase 2 Proposal.**

**2.3.2.1** After submission of the Phase 2 Proposal, Design-Builder will discuss and review it with Owner. Owner may require modifications to the Phase 2 Proposal that Design-Builder shall in good faith attempt to accommodate. Owner must approve the Phase 2 Proposal, as originally submitted or as modified, and enter into a GMP Amendment incorporating the agreed Phase 2 Proposal in order for the Design-Builder to proceed to Phase 2.

**2.3.2.2 Acceptance of Phase 2 Proposal.** If Owner accepts the Phase 2 Proposal, as may be modified, the Contract Price and its basis shall be set forth in an amendment to this Contract (the "GMP Amendment"). Once the parties have agreed upon the GMP Amendment and Owner has issued a Notice to Proceed with Phase 2, Design-Builder shall perform the Phase 2 Work, all as described in the GMP Amendment. Design-Builder acknowledges and agrees that Owner's acceptance and execution of the GMP Amendment is subject to approval by the Owner's Board of Directors. Design-Builder further acknowledges and agrees that its execution of the GMP Amendment constitutes certification that there are no claims, obligations, or liens outstanding or unsatisfied for labor, services, material, equipment, taxes, or other items performed, furnished, or incurred for or in connection with the Phase 1 Work through the date of the GMP Amendment that will in any way affect Owner's interests.

**2.3.2.3 Failure to Accept Phase 2 Proposal.** If Owner rejects the Proposal, or fails to notify Design-Builder in writing on or within ninety (90) day after submission that it accepts

the Phase 2 Proposal, the Phase 2 Proposal shall be deemed withdrawn and of no effect. In such event, Owner and Design-Builder shall meet and confer as to how the Project will proceed, with Owner having the following options:

- i. Terminate this Contract and pay Design-Builder for all Work performed through the date of termination;
- ii. Terminate this Contract, pay Design-Builder for all Work performed through the date of termination and contract directly with the Design Consultant and Design Sub-Consultants, if any, for completion of the Phase 1 Scope of Services for the agreed upon price for Phase 1 Work set forth at Section 7.1 minus payments for all Work performed through the date of termination;
- iii. Require Design-Builder to proceed with remaining Phase 1 Work for the agreed upon price for Phase 1 Work set forth at Section 7.1 minus payments for all Work performed through the date of termination;
- iv. Require Design-Builder to perform any specific portion of the Work under this Contract based on the Design-Build Fee (Section 7.5), the Construction General Conditions Price (Section 7.4), Pass-Through Costs (Section 7.6.3) plus the Cost of the Phase 2 Work (Section 7.6.1) as provided in Article 7 hereof without a GMP Amendment, in which case all references in this Contract to the GMP Amendment shall not be applicable; or
- v. Require Design-Builder to continue to proceed with the Work, until further notice (reserving the right to terminate this Contract pursuant to Section 2.3.2.3.i.) on the basis of the Design-Build Fee (Section 7.5), the Construction General Conditions Price (Section 7.4), Pass-Through Costs (Section 7.6.3) plus the Cost of the Phase 2 Work (Section 7.6.1) as provided in Article 7 hereof without a GMP Amendment, in which case all references in this Contract to the GMP Amendment shall not be applicable.

**2.3.2.4** If Owner fails to exercise any of the options set forth in Section 2.3.2.3, Design-Builder shall continue the Work as if Owner had elected to proceed in accordance with Item 2.3.2.3.v above, and be paid by Owner accordingly, unless and until Owner notifies Design-Builder in writing to stop the Work.

## **Article 3**

### **Contract Documents**

The Contract Documents are comprised of the following, which are incorporated herein by this reference. In the event of a conflict or discrepancy among or in the Contract Documents that cannot be resolved by interpreting the Contract Documents as a single, integrated document and giving effect to each provision therein, interpretation shall be governed in the following priority:

**3.1** All written and fully executed modifications, amendments (including the GMP Amendment), and Change Orders to this Contract issued in accordance with the General Conditions, with more recent documents taking preference;

**3.2** This Contract, including all exhibits and attachments but excluding (to the extent either is provided) the Owner Initial Programming and Overview and Owner Provided Information to this Contract. The Owner Initial Programming and Overview and Owner Provided Information are not Contract Documents, and are provided for information only;

**3.3** The General Conditions;

- 3.4 Construction Documents prepared and approved in accordance with Section 2.4 of the General Conditions;
- 3.5 Owner's Request for Qualifications, its Request for Proposals, and Addenda thereto, if any; and
- 3.6 Design-Builder's Statement of Qualifications, Proposal, and Attachments accepted by Owner.

## Article 4

### **Interpretation and Intent**

4.1 Design-Builder and Owner, at the time of acceptance of the Phase 2 Proposal by Owner, shall carefully review all the Contract Documents, including the various documents comprising the Basis of Design Documents for any conflicts or ambiguities. Design-Builder and Owner will discuss and resolve any identified conflicts or ambiguities prior to execution of the GMP Amendment.

4.2 The Contract Documents are intended to permit the parties to complete the Work and all obligations required by the Contract Documents within the Contract Time(s) for the Contract Price. The Contract Documents are intended to be complementary and interpreted in harmony to avoid conflict, with words and phrases interpreted in a manner consistent with construction and design industry standards. In the event inconsistencies, conflicts, or ambiguities between or among the Contract Documents discovered after Owner's acceptance of the Proposal, Design-Builder and Owner shall attempt to resolve any ambiguity, conflict, or inconsistency informally, recognizing that the Contract Documents shall take precedence in the order in which they are listed in Article 3.

4.3 Terms, words, and phrases used in the Contract Documents, including this Contract, shall have the meanings given them in the General Conditions.

4.4 The Contract Documents form the entire agreement between Owner and Design-Builder and by incorporation herein are as fully binding on the parties as if repeated herein. No oral representations or other agreements have been made by the parties except as specifically stated in the Contract Documents.

4.5 In the event of an ambiguity in the Contract Documents, the parties shall be deemed to have jointly authored them, and as such, nothing shall be construed against or in favor of one party based on its being deemed the sole author.

4.6 **Changes in the Legal Requirements.** The Owner and Design-Builder acknowledge that numerous aspects of the Project are governed by federal, state, and local laws, rules, and regulations and that the intent is to complete all Work in compliance with the Legal Requirements. Design-Builder is required to account for applicable changes in the Legal Requirements that occur during Phase 1 in its Phase 2 Proposal, the GMP Amendment, and the Phase 2 schedule. Changes in the Legal Requirements that become effective prior to execution of the GMP Amendment shall in no event form the basis for an adjustment of the GMP and/or Contract Time for Phase 2 Work. Changes in the Legal Requirements that become effective after execution of the GMP Amendment may form the basis for an adjustment to the GMP and/or Contract Time for Phase 2 Work, in accordance with the requirements and conditions of Section 8.2 of the General Conditions.

## Article 5

### **Ownership of Work Product**

5.1 **Work Product.** All drawings, specifications, materials, models, renderings, calculations and other documents and electronic data, including such documents identified in the General Conditions, furnished or prepared by Design-Builder, Design Builder's Design Consultant or Design-Builder's Engineer to Owner under this Contract ("Work Product") are deemed to be instruments of service and Design-Builder, Design

Builder's Design Consultant or Design-Builder's Engineer shall retain the ownership and property interests therein, including but not limited to any intellectual property rights, copyrights, and/or patents, subject to the provisions set forth in Sections 5.2 through 5.5 below.

**5.2 Owner's License upon Project Completion and Payment in Full to Design-Builder.** Upon Owner's payment in full for all Work performed under the Contract Documents, Design-Builder shall grant Owner a perpetual license to use the Work Product in connection with Owner's occupancy and maintenance of the Project. Owner shall hold Design-Builder and anyone working by or through Design-Builder, including Design Consultants of any tier (collectively the "Indemnified Parties") harmless for any material alteration of the Work Product without the involvement of Design-Builder.

**5.3 Owner's License upon Owner's Termination for Convenience or Design-Builder's Election to Terminate.** If Owner terminates this Contract for its convenience as set forth in Article 9 hereof, or if Design-Builder elects to terminate this Contract in accordance with Section 11.4 of the General Conditions, Design-Builder shall, upon Owner's payment in full of the amounts due Design-Builder under the Contract Documents, grant Owner a perpetual license to use the Work Product to complete the Project and subsequently occupy and maintain the Project, and Owner shall thereafter have the same rights as set forth in Section 5.2 above. Owner shall hold the Indemnified Parties harmless for any material alteration of the Work Product undertaken by Owner after the effective date of the termination.

**5.4 Owner's License upon Design-Builder's Default.** If this Contract is terminated due to Design-Builder's default pursuant to Section 11.2 of the General Conditions, then Design-Builder grants Owner a perpetual license to use the Work Product to complete the Project and subsequently occupy and maintain the Project, and Owner shall thereafter have the same rights and obligations as set forth in Section 5.2 above. Notwithstanding the preceding sentence, if it is ultimately determined that Design-Builder was not in default, Owner shall be deemed to have terminated the Contract for convenience, and Design-Builder shall be entitled to the rights and remedies set forth in Section 5.3 above. All drawings, specifications and other documents and electronic data, including such documents identified in the General Conditions, furnished by Design-Builder to Owner under this Contract ("Work Product").

## **Article 6**

### **Contract Time**

**6.1 Date of Commencement.** The Validation Services shall commence within five (5) days of Design-Builder's receipt of Owner's Notice to Proceed unless the parties mutually agree otherwise in writing. The Work shall commence within five (5) days of Design-Builder's receipt of Owner's Notice to Proceed for Phase 2 Work ("Date of Commencement") if the Proposal is accepted and the Contract Price Amendment is amended to this Contract unless the parties mutually agree otherwise in writing.

**6.2 Substantial Completion and Final Completion.**

**6.2.1** Substantial Completion of the entire Work or identified portions of the Work shall be established in the GMP Amendment.

**6.2.2** Final Completion of the Work or identified portions of the Work shall be achieved as expeditiously as reasonably practicable. Final Completion is the date when all Work is complete pursuant to the definition of Final Completion set forth in Section 1.2.27 of the General Conditions.

**6.2.3** All of the dates set forth in this Article 6 ("Contract Time(s)") shall be subject to adjustment in accordance with the General Conditions.

**6.3 Time is of the Essence.** Owner and Design-Builder mutually agree that time is of the essence with respect to the dates and times set forth in the Contract Documents.

**6.4 Liquidated Damages.** Liquidated damages, if any, shall be established in the GMP Amendment.

## **Article 7**

### **Price**

**7.1 Validation Phase Price.** If utilized on this Project, and for the completion of Validation Phase Work (**Exhibit C**), Owner shall pay the Design-Builder in accordance with Article 8 of this Contract for a sum not to exceed **\$196,931** (the "Validation Phase Price"), not including applicable Washington State Sales Tax. Validation Phase Work shall be billed on an Open Book basis for the actual and direct expenses incurred in the performance of the Work and pursuant to agreed-upon all-inclusive billing rates and labor categories.

**7.2 Phase 1 Price.** For completion of the Phase 1 Work (**Exhibit D**), Owner shall pay Design-Builder in accordance with Article 8 of this Contract and as established in the Phase 1 Amendment. Phase 1 Work shall be billed on an Open Book basis for the actual and direct expenses incurred in the performance of the Work and pursuant to agreed-upon all-inclusive billing rates and labor categories. Any rates established shall not be subject to increase for any Phase 1 Work.

**7.3 Phase 2 Price.** For Phase 2 Work, Owner shall pay Design-Builder in accordance with Article 8 of this Contract and Article 6 of the General Conditions a contract price ("Contract Price") set forth in the GMP Amendment which shall be equal to the Pass-Through Costs (as defined in Section 7.6.3 hereof), plus Design-Build Fee percentage (as defined in Section 7.5 hereof) applied to the Cost of the Phase 2 Work, plus the Construction General Conditions Price (as defined in Section 7.4 hereof), plus the Cost of the Phase 2 Work (as defined in Section 7.6.1 hereof), subject to the GMP established in the GMP Amendment and governed by Section 7.7 hereof, and any adjustments made in accordance with the General Conditions.

**7.4 Construction General Conditions Price.** The Construction General Conditions Price for all Construction General Conditions Work as identified and defined in **Exhibit E (Construction General Conditions Work)** at an amount to be established by amendment to this Contract. The Construction General Conditions Price shall be paid monthly based on the actual and direct costs of the Construction General Conditions Work completed in the month covered by Design-Builder's pay application during Phase 2.

### **7.5 Design-Build Fee.**

**7.5.1** Design-Build Fee shall be **5.95%** multiplied by the Cost of the Phase 2 Work.

**7.5.2** The Design-Build Fee is intended to compensate Design-Builder for **all** costs and expenses not specifically included as a Cost of the Phase 2 Work, the Construction General Conditions Work, or the Pass-Through Costs, including but not limited to the following:

**7.5.2.1** Profit on all work including self-performed work.

**7.5.2.2** Profit Margins or similar mark-ups on cost for work performed by related parties or entities of the Design Builder.

**7.5.2.3** General administration costs associated with Design-Builder's home office operations, support staff, such as executives, HR, accounting, IT, etc. unless specifically approved in advance by Owner.

**7.5.2.4** Cost of centralized and generally shared information technology, equipment, enterprise software and data processing except portion that is specifically attributable to the Project.

**7.5.2.5** Cost associated with bonuses or profit sharing.

**7.5.2.6** Discretionary costs, such as clothing, awards or similar expenses.

**7.5.2.7 Business and Occupancy (B&O) Taxes.**

**7.5.2.8 Premiums for insurance and bonds required by this Contract for the performance of the Work.**

**7.6 Cost of the Phase 2 Work.**

**7.6.1** Cost of the Phase 2 Work includes only those items expressly defined in this Section 7.6.1 that are reasonably incurred by Design-Builder in the proper performance of the Phase 2 Work. The Cost of the Phase 2 Work shall not include any Pass-Through Costs (as defined in Section 7.6.3), Construction General Conditions Work (as defined in Section 7.4 and Exhibit E), or costs intended to be covered by the Design-Build Fee (as defined in Section 7.5). For the avoidance of doubt, any confusion about the categorization of cost items between the Cost of the Phase 2 Work and Pass-Through Costs shall be resolved in favor of Pass-Through-Costs. Further, any confusion about the categorization of cost items between the Cost of the Phase 2 Work and Construction General Conditions Fee or Design-Build Fee shall be resolved in favor of Construction General Conditions Fee and Design-Build Fee, respectively.

The Cost of the Phase 2 Work shall include only the following:

**7.6.1.1** Except for those supervisory and administrative personnel who are covered by the Construction General Conditions Work (**Exhibit E**), the actual paid and incurred wages of direct employees of Design-Builder performing the Work at the Site or, with Owner's agreement, at locations off the Site. The Owner and Design-Builder may establish fully burdened wage rates when establishing the GMP, which shall remain fixed for the duration of the Project, in lieu of actual rates charged under this Section.

**7.6.1.2** Except for those supervisory and administrative personnel who are covered by the Construction General Conditions Work (**Exhibit E**), the actual paid and incurred wages or salaries of Design-Builder's personnel engaged in the performance of the Work and who are located at the Site or working off-Site to assist in the production or transportation of material and equipment necessary for the Work. The Owner and Design-Builder may establish fully burdened wage rates when establishing the GMP, which shall remain fixed for the duration of the Project, in lieu of actual rates charged under this Section.

**7.6.1.3** Except for those supervisory and administrative personnel who are covered by the Construction General Conditions Work (**Exhibit E**), the actual paid and incurred wages or salaries of Design-Builder's personnel stationed at Design-Builder's Project Office, but only to the extent such personnel perform tasks directly associated with the Project and are approved in advance by the Owner. The Owner and Design-Builder may establish fully burdened wage rates when establishing the GMP, which shall remain fixed for the duration of the Project, in lieu of actual rates charged under this Section.

**7.6.1.4** Actual costs paid and incurred by Design-Builder for employee benefits, premiums, taxes, insurance, contributions and assessments required by law, (subject to statutory payroll tax caps) collective bargaining agreements, or which are customarily paid by Design-Builder, to the extent such costs are based on wages and salaries paid to employees of Design-Builder covered under Sections 7.6.1.1 through 7.6.1.3 hereof. Bonuses, profit sharing and other discretionary incentive programs are not to be reimbursable as a cost of the work. For employees not covered by collective bargaining agreements vacation, sick leave and other paid time off, including holidays, are to be calculated as the individual employees' actual benefit. For those not full-time on the project a pro-rata share may be charged based on hours directly associated with the project.

Worker's compensation shall be reimbursed at the Design-Builder's specific State L&I rate, net of employee deductions with the Design-Builder's specific EMF applied. For self-insured companies, the actual state classification rate net of employee deduction with a .5 EMF applied.

**7.6.1.5** Payments properly made by Design-Builder to Subcontractors and Design Consultants for performance of portions of the Work. The Design-Builder shall obtain bids from Subcontractors and from Suppliers of materials or equipment fabricated especially for the Work. Unless otherwise agreed, the Design-Builder shall use reasonable best efforts to obtain a minimum of three competitive bids or proposals per category. The Design-Builder shall maintain all such bids in an organized notebook by division and include a comparative analysis of the bids, the Design Builder's recommendations for award, the amount included in the Guaranteed Maximum Price for that part of the Work and other useful information to support a decision to award the work. These bid comparisons shall be available to the Owner for review and copying. The Design-Builder shall determine the capability of all recommended Subcontractors and Suppliers to perform the Work, their financial capacity, their insurance coverage and whether the bids are complete and in compliance with the Contract Documents. The Design-Builder shall determine, subject to the reasonable objection of the Owner and Architect, which bids will be accepted and obtain the Owner's approval as noted above. The Design-Builder shall not be required to contract with anyone to whom the Design-Builder has reasonable objection.

Unless otherwise stated in the relevant Subcontract, Design-builder is responsible to ensure that the pricing of its Subcontractors complies with all of the cost reimbursement terms stated in this Contract. Design-builder shall pass down cost reimbursement terms to its Subcontractors.

For any Subcontracts awarded on a reimbursable basis, Design-Builder shall provide in the Subcontract for Owner to receive the same audit rights with regard to the Subcontractor as Owner has with regard to Design-Builder.

Design-Builder self-performed scopes of work must be approved in advance by Owner, with clear business case for utilization of Design-Builder's own forces.

If any of the costs to be reimbursed arise from a transaction between the Design-Builder and a related party, the Design-Builder shall notify the Owner of the specific nature of the contemplated transaction, including the identity of the related party and the anticipated cost to be incurred, before any such transaction is consummated or cost incurred. If the Owner, after such notification, authorizes the proposed transaction, then the cost incurred shall be included as a cost to be reimbursed, and the Design-Builder shall procure the Work, equipment, goods or service from the related party, as a Subcontractor, according to the terms of Section 7.6. If the Owner fails to authorize the transaction, the Design-Builder shall procure the Work, equipment, goods or service from some person or entity other than a related party.

The term "related party" shall mean a parent, subsidiary, affiliate or other entity having common ownership or management with the Design-Builder; any entity in which any stockholder in, or management employee of, the Design-Builder owns any interest in excess of ten percent in the aggregate; or any person or entity which has the right to control the business or affairs of the Design-Builder.

**7.6.1.6** Costs, including acquisition, transportation, inspection, testing, storage, and handling of materials, furnishings, equipment, and supplies incorporated or reasonably used in completing the Work.

- .1 Small tools purchased by the project are to be inventoried, tracked and residual value credited to the project at completion. Small tools are defined as those items with less than a \$500 value.
- .2 Rental charges and the costs of transportation, installation, minor repairs and replacements, dismantling and removal of temporary facilities, machinery, equipment and hand tools not customarily owned by the workers, which are provided by Design-Builder at the Site, whether rented from Design-Builder or others, and incurred in the performance of the Work. All equipment and items greater than \$500 (including electronic computer equipment and software) are to be rented to the project from the lowest available source, whether 3rd Party or from the Design-Builder's own equipment yard.

Owned Equipment Rate Schedule (Exhibit F) shall include adequate identifying information such as use, manufacturer, make, model, dimensions/length, blade size, capacity, fuel usage, horse power, voltage/amperage, weight, etc., such that accurate identification can be determined. These descriptors shall match Design-Builder's owned equipment rental log. Exhibit F shall include replacement values and approved rates for each item.

The rental equipment rates for equipment owned by Design-Builder shall be charged at the lower of the following:

- seventy-five percent (75%) of the current AED Green Books/NECA/any other published rates
- the current Design-Builder's rates as listed in the equipment rental Exhibit F ("Equipment Rate Schedule.")

Recovery periods should reflect useful life for each category of equipment.

Design-Builder owned equipment rental rates shall be based on monthly rates but prorated on a daily basis (30.4 days). Days used to prorate monthly rates to daily should be consistent with the calculation of days to charge each piece of rental equipment.

All rental equipment owned by Design-Builder that has been used to construct the Project and has accumulated rental charges equal to seventy-five percent (75%) of the Design-Builder's replacement cost as included in Exhibit F value shall be provided for the remainder of the Project at no additional rental cost and shall remain as property of the Design-Builder. Replacement value on piece of equipment may not be modified during the term of the Agreement.

The Design-Builder's owned equipment rental log shall include a unique equipment identification number, a definitive equipment description exactly matching Exhibit F, date on site, date off site, replacement cost, monthly rate prorated to daily, days billing per month, this month billing calculation and cumulative billing to date, maximum rental allowed for each rented item. The Design-Builder's owned equipment rental log shall be available in Excel format if requested by Owner.

**7.6.1.7** Costs of removal of debris and waste from the Site(s).

**7.6.1.8** All fuel and utility costs incurred in the performance of the Work.

**7.6.1.9** The cost of defending suits or claims for infringement of patent rights arising from the use of a particular design, process, or product required by Owner, paying legal judgments against Design-Builder resulting from such suits or claims, and paying settlements made with Owner's consent.

**7.6.1.10** Deposits which are lost, except to the extent caused by Design-Builder's negligence.

**7.6.1.11** Costs incurred in preventing damage, injury, or loss in case of an emergency affecting the safety of persons and property except to the extent caused by Design-Builder's negligence.

**7.6.1.12** Other costs reasonably and properly incurred in the performance of the Work to the extent approved in writing by Owner.

**7.6.1.13** Site security, temporary fencing, signage and similar security and safety measures for active construction areas.

**7.6.1.14** Costs for agreed-upon Allowance Items as described and defined in Section 7.8 herein.

**7.6.2 Non-Reimbursable Costs.** The following shall be excluded from the Cost of the Phase 2 Work:

**7.6.2.1** Compensation for Design-Builder's personnel stationed at Design-Builder's principal or branch offices, except as provided for in connection with Sections 7.6.1.1, 7.6.1.2, and 7.6.1.3, costs associated with Construction General Conditions Work, items intended to be covered by the Design-Build Fee, and Pass-Through Costs.

**7.6.2.2** General expenses not specifically provided for herein.

**7.6.2.3** The cost of Design-Builder's capital used in the performance of the Work.

**7.6.2.4** If the parties have agreed on a GMP, costs that would cause the GMP, as adjusted in accordance with the Contract Documents, to be exceeded, unless Owner has approved an Adjustment or Change Order.

**7.6.2.5** Any bonuses or incentive pay that is the obligation of Design-Builder to pay as this is to be recovered by fee.

**7.6.2.6** Percentage markups or adders applied to the Cost of Work or General Conditions without prior written approval from the Owner.

**7.6.3 Pass-Through Costs.** The following costs shall be "passed through" and paid without mark-up or any added Design-Build Fee:

**7.6.3.1** Sales, use, or similar taxes, tariffs, or duties incurred in the performance of the Work.

**7.6.3.2** Costs for permits, royalties, licenses, tests, and inspections.

## **7.7 The Guaranteed Maximum Price.**

**7.7.1 GMP.** Design-Builder guarantees that the sums paid under this Contract (inclusive of the Validation Price, Phase 1 Price, and Contract Price) shall not exceed the Guaranteed Maximum Price ("GMP") established in the GMP Amendment. Documents used as basis for the GMP shall be identified in the GMP Amendment. Design-Builder agrees that it will be responsible for all costs of completing the Work which exceed the GMP, as it may be adjusted in accordance with the Contract Documents.

**7.7.2 Contingency.** The GMP shall include a Design-Builder's contingency, in an amount that is no less than two-point five percent (2.5%) and no more than five percent (5%) of the estimated Cost of the Work, which will be negotiated between the Design-Builder and Owner as a part of the Phase 2 Proposal. The percentage shall depend upon the level of completion of the Design-Build Documents and certainty of subcontractor pricing at that time and depending upon any other risk factors agreed upon between the Design Builder and Owner.

The final amount of the contingency shall be stated in the GMP Amendment and included in the GMP amount. **The contingency is a sum established for the Design-Builder's sole use to cover the Design-Builder's costs that are properly reimbursable as a Cost of the Work but not the basis for a Change Order**, such as, for example, design errors and omissions, buy-out or estimating error, post-GMP unanticipated market conditions, scope gaps, coordination between trades, overtime, acceleration, failure of a Subcontractor of any tier, pandemic or epidemic, or expediting costs for critical materials.

The Design-Builder shall use the contingency only with Owner's prior written consent, which shall not be unreasonably withheld or delayed. Design-Builder shall provide Owner notice of all anticipated charges against the Contingency and shall provide Owner as part of the monthly status report required by Section 2.1.2 of the General Conditions an accounting of the Contingency, including all reasonably foreseen uses or potential uses of the Contingency in the upcoming three (3) months.

Design-Builder agrees that with respect to any expenditure from the Contingency relating to a Subcontractor default or an event for which insurance or bond may provide reimbursement, Design-Builder will in good faith exercise reasonable steps to obtain performance from the Subcontractor and/or recovery from any surety or insurance company. Design-Builder agrees that if Design-Builder is subsequently reimbursed for said costs, then said recovery will be credited back to the Contingency.

**7.7.3 Savings.** If the sum of the Validation Price, Phase 1 Price, actual Design-Build Fee (as defined in 7.5 hereof), the Construction General Conditions Price (Section 7.4), Pass-Through Costs (Section 7.6.3) plus the Cost of the Phase 2 Work (Section 7.6.1) as provided in Article 7 hereof is less than the GMP, as such GMP may have been adjusted over the course of the Project, the difference ("Savings") may be incorporated back into the Project as agreed, or returned to Owner. The Design Builder will keep Owner informed of the status of all costs and opportunities to increase the outcomes of the project.

## **7.8 Allowance Items and Allowance Values.**

**7.8.1** Any and all Allowance Items, as well as their corresponding Allowance Values, shall be set forth in the GMP Amendment.

**7.8.2** Design-Builder and Owner will work together to review the Allowance Items and Allowance Values based on design information then-available to determine that the Allowance Values constitute reasonable estimates for the Allowance Items. Design-Builder and Owner will continue working closely together during the preparation of the design to develop Construction Documents consistent with the Allowance Values. Nothing herein is intended in any way to constitute a guarantee by Design-Builder that the Allowance Item in question can be performed for the Allowance Value.

**7.8.3** No Work shall be performed on any Allowance Item without Design-Builder first obtaining in writing advanced authorization to proceed from Owner. Owner agrees that if Design-Builder is not provided written authorization to proceed by the date set forth in the Project Schedule approved with the GMP Amendment, due to no fault of Design-Builder, Design-Builder may be entitled to an adjustment of the Contract Time(s) and Contract Price.

**7.8.4** The Allowance Value includes the direct cost of labor, materials, equipment, transportation, taxes, and insurance associated with the applicable Allowance Item.

**7.8.5** Whenever the actual cost for an Allowance Item is more than or less than the stated Allowance Value, the Design-Builder shall report such difference to Owner so that Owner can maintain a running tally of Allowance Item costs against Allowance Values. Prior to final payment, the Contract Price shall be adjusted accordingly by Change Order, subject to Section 7.8.4. The amount of the Change Order shall reflect the difference between actual costs incurred by Design-Builder for all Allowance Items and the total Allowance Value.

## **Article 8**

### **Procedure for Payment**

**8.1 Validation and Phase 1 Payments.** Validation Work and Phase 1 Work shall be paid by Owner on an Open Book basis and based on the not-to-exceed **Validation Phase Price** and **Phase 1 Price** at the all-inclusive billing rates and labor categories set forth in the **Validation Phase Exhibit** and **Phase 1 Amendment**, respectively. All-inclusive billing rates and labor categories shall not be subject to any overtime pay obligations incurred by Design-Builder nor any rate increases during the Validation Phase or Phase 1.

**8.1.1** Validation Work and Phase 1 Work may be invoiced to Owner on a monthly basis on the day agreed to during Partnering activities. Application for payment will be based on actual cost incurred during the previous billing cycle, and shall be provided in sufficient detail so as to satisfy Owner's standard audit requirements. Draft applications for payment will be reviewed and agreed during weekly project meetings to ensure that costs and expenses are paid as incurred and not held until a later billing period.

**8.2 Phase 2 Payments.**

**8.2.1** Progress payments will be made monthly for work duly certified, approved, and performed during the calendar month preceding the Application in accordance with the following procedure:

**8.2.1.1 Draft Application.** Design-Builder shall submit to Owner an accounting of the current progress of the Work as compared to Design-Builder's Master Project Schedule, and a draft, itemized application for payment for work performed during the current payment period on a form supplied or approved by Owner. This shall not constitute a payment request. Design-Builder and Owner shall discuss the current progress of the Work and the amount of payment to which Design-Builder is entitled. Owner will, at any time during the project request Design-Builder to provide data substantiating Design-Builder's right to payment.

With each monthly draft payment application, Design-Builder shall provide:

- .1** Substantiation summary. A summary cover sheet showing total actual substantiated costs compared to invoiced costs for the current month and job to date. At a minimum, the summary sheet shall be itemized by cost type (i.e. cost of work, general conditions, etc.) to include labor, materials, equipment, subcontractors and markups.
  - As part of the substantiation summary, a General Conditions Summary, by position, person and an hourly trade labor summary (for DB costs) reflecting summary data by type of hour, and positions/trade RT/OT/DT for the current month.
- .2** Subcontractor Payment Applications and conditional lien releases.
- .3** A computer-generated transactional level Job Cost Report detailing project costs for the month.

.4 Design-Builder's Owned Equipment Rental Log in Excel format.

Upon request, the Design-Builder shall also provide the following documents electronically:

- .5 A computer-generated Job cost report in Excel format detailing project costs inception to date.
- .6 Labor detail report in Excel format from inception to date - Labor cost detail or other documentation acceptable to Owner and its auditors, showing employees by name, title, hours charged, type (ST, OT, Sick, PTO, etc.) and rate, per pay period.
- .7 Labor rate build (if applicable) – upon request, a fully burdened hourly rate build with supporting documentation to substantiate actual cost.
- .8 Daily time sheets and all daily reports, Supervisor's reports, and inspection reports.
- .9 Collective bargaining agreements.
- .10 Insurance, welfare, and benefits records.
- .11 Payroll registers.
- .12 Earnings records.
- .13 All tax forms, including payroll taxes.
- .14 Material invoices and requisitions.
- .15 Material cost distribution worksheet.
- .16 Equipment records (list of Design-Builder's and Subcontractor' equipment, rates, etc.).
- .17 Design-Builder's Owned Equipment Rental Log from inception to date.
- .18 Contracts, purchase orders and agreements between Design-Builder and each Subcontractor.
- .19 Subcontractor's payment certificates.
- .20 Correspondence, including email, with Subcontractor.
- .21 All meeting notes by and between Design-Builder and Subcontractor and/or any third parties related to the Project.
- .22 Canceled checks (payroll and vendors).
- .23 Certified payrolls.
- .24 General ledger.
- .25 Cash disbursements journal.

**8.2.1.2 Payment Request.** After Design-Builder and Owner have met and agreed regarding the updated draft application, and Design-Builder has furnished all progress information required and all data requested by Owner under 8.2.1.1 above, Design-Builder shall submit Design-Builder's Application for Payment for Work completed during the previous month in accordance with Article 6 of the General Conditions on a form supplied or approved by Owner. Among other things, the Application shall attest those prevailing wages have been paid in accordance with the pre-filed statements of intent to pay prevailing wages on file with Owner and that all payments due Subcontractors of any tier from Owner's payment the prior month have been made.

**8.2.1.3 Disputed Amounts.** If Design-Builder believes it is entitled to payment for Work performed during the prior billing cycle in addition to the agreed-upon amount, Design-Builder may, submit to Owner along with the approved payment request a separate written payment request specifying the exact additional amount due, the category in the Schedule of Values in which the payment is due, the specific Work for which the additional amount is due, and why the additional payment is due. Furthermore, Design-Builder and all Subcontractors shall file with Owner certified copies of all payroll records relating to the additional amount due. Disputed Amounts are due ten (10) working days following the prior approved Payment Application.

**8.2.1.4 Validity of Payment Requests.** A payment request shall not be valid unless it complies with the requirements of the Contract Documents.

**8.2.2** Owner shall make payment within 30 days after Owner's receipt of each properly submitted and accurate Application for Payment, but in each case less the total of payments previously made,

less retainage, and less amounts properly withheld under Section 6.3 of the General Conditions. In taking action on the Design-Builder's Applications for Payment the Owner shall be entitled to rely on the accuracy and completeness of the information furnished by the Design-Builder, and such action shall not be deemed to be a representation that (1) the Owner has made a detailed examination, audit, or arithmetic verification, of the documentation submitted (2) that the Owner has made exhaustive or continuous on-site inspections; or (3) that the Owner has made examinations to ascertain how or for what purposes the Design-Builder has used amounts previously paid on account of the Contract. Such examinations, audits, and verifications, if required by the Owner, will be performed by the Owner's auditors acting in the sole interest of the Owner.

### **8.3 Retainage on Phase 2 Progress Payments.**

**8.3.1** Pursuant to Chapter RCW 60.28, Owner will retain five percent of each approved Application for Payment to be retained as a trust fund for the protection and payment of the claims of any person arising under the contract and the state with respect to taxes imposed pursuant to Titles 50, 51, and 82 RCW which may be due from Design-Builder. The moneys reserved may, at the option of Design-Builder, be retained in accordance with the provisions of Chapter 60.28 RCW.

**8.3.2** If the Design-Builder elects to submit a retainage bond on behalf of itself or one or more of its Subcontractors in accordance with Chapter 60.28 RCW, each such bond must be issued on a form acceptable to Owner by a surety licensed to do business in the state where the Work is located with an A.M. Best rating of A-/IX or better on behalf of Design-Builder or A-/V on behalf of a Subcontractor. Design-Builder is responsible for submitting retainage bond(s) that meet these requirements to Owner on behalf of itself and/or any Subcontractor. Owner will not accept retainage bonds submitted directly to it by a Subcontractor.

**8.3.3** Sixty (60) days after Final Acceptance of the entire Work, Owner shall release to Design-Builder all retained amounts in accordance with chapter RCW 39.12 and chapter RCW 60.28, provided that Design-Builder has submitted: (1) pursuant to RCW 39.12.040, an "Affidavit of Wages Paid" from Design-Builder and from each Subcontractor of any tier certified by the Industrial Statistician of the Department of Labor and Industries, with the fees paid by Design-Builder or Subcontractor of any tier, (2) pursuant to RCW 60.28.021, certificates from the Department of Revenue, the Employment Security Department, and the Department of Labor and Industries. If there are either unpaid taxes or unsatisfied claims of lien against the retained percentage, disbursement of retainage funds will be made in accordance with state law.

**8.4 Payment to Subcontractors.** Design-Builder shall ensure payment to any Subcontractor (or Sub-Subcontractor), at any tier every thirty (30) days for any Work satisfactorily completed and not disputed, regardless of being paid by Owner. The Design-Builder and Owner jointly commit to reviewing and agreeing eligible costs, back up and completed work as they become due and available for review.

**8.5 Final Payment.** Design-Builder shall submit its Final Application for Payment to Owner in accordance with Section 6.7 of the General Conditions. Owner shall make payment on Design-Builder's properly submitted and accurate Final Application for Payment within 30 days after Owner's receipt of the Final Application for Payment, provided that (a) Design-Builder has satisfied the requirements for final payment set forth in Section 6.7.2 of the General Conditions and (b) Owner shall have the right to withhold all amounts to which Owner is entitled to withhold pursuant to Section 6.3 of the General Conditions.

**8.6 Interest.** Payments due and unpaid by Owner to Design-Builder, whether progress payments or final payments, shall bear interest as specified by RCW 39.76.

**8.7 Record Keeping and Finance Controls.** Design-Builder acknowledges that this Contract is to be administered on an *Open-Book* arrangement relative to the Cost of the Work. Design-Builder shall keep full and detailed accounts and exercise such controls as may be necessary for proper financial management, using accounting and control systems in accordance with generally accepted accounting principles and as may be provided in the Contract Documents.

During the performance of the Work and for a period of six (6) years after Final Payment, Owner and Owner's accountants shall be afforded access to, and the right to audit from time to time, upon reasonable notice, Design-Builder's records, books, correspondence, receipts, subcontracts, purchase orders, vouchers, memoranda, and other data relating to the Work, all of which Design-Builder shall preserve for a period of six (6) years after Final Payment.

Such inspection may take place at Design-Builder's local offices during normal business hours unless another location and time is agreed to by the parties. Alternatively, the Owner will request documents to be provided electronically for off-site review. Any multipliers or markups agreed to by Owner and Design-Builder as part of this Contract are only subject to audit to confirm that such multiplier or markup has been charged in accordance with this Contract, but the composition of such multiplier or markup is not subject to audit.

## **Article 9**

### **Termination for Convenience**

**9.1** In addition to Owner's other termination rights in the General Conditions to Contract, Owner may terminate the Contract for convenience. Upon ten (10) days' written notice to Design-Builder, Owner may, for its convenience and without cause, elect to terminate this Contract or any portion of this Contract. In such event, Owner shall (subject to the limitation set forth in Section 8.3 above) pay Design-Builder for that portion of the Validation Phase Price, Phase 2 Price, and/or Contract Price that corresponds to the percentage of completion of Work in accordance with the Contract Documents, plus the reasonable administrative costs of the termination, but shall not be entitled to any other costs or damages whatsoever (including without limitation fee or profit on terminated Work).

**9.2** In the event of termination of this Contract for convenience during Phase 2, the total sum to be paid to Design-Builder under this Article 9 shall not exceed the Contract Price as reduced by the amount of payments otherwise made, the price of Work not terminated, and as otherwise permitted by this Contract. The amounts payable to Design-Builder shall exclude the fair value of property not under Owner's control which is destroyed, lost, stolen or damaged to become undeliverable to Owner.

**9.3** Any claim, request for equitable adjustment or other demand for extra compensation or time extension by Design-Builder arising from or related to acts, events, occurrences, or omissions prior to the effective date of the convenience termination shall continue to be subject to and resolved in accordance with the rules (contractual or legal, express or implied) in effect prior to the termination. The convenience termination will not convert this Contract into a cost reimbursement contract.

## **Article 10**

### **Representatives of the Parties**

#### **10.1 Owner's Representatives.**

**10.1.1** Owner designates the individual listed below as its Senior Representative ("Owner's Senior Representative"), which individual has the authority and responsibility for avoiding and resolving disputes under Section 10.7.2 of the General Conditions to the extent permitted by the Legal Requirements:

Phil Iverson, Director  
Office: 206-285-4300 D: 206-747-2985  
[phil.iverson@consertus.com](mailto:phil.iverson@consertus.com)  
2200 1<sup>st</sup> Ave. S Suite 200  
Seattle, WA 98134

**10.1.2** Owner designates the individual listed below as its Owner’s Project Manager, which individual has the authority and responsibility set forth in Section 3.3 of the General Conditions to the extent permitted by the Legal Requirements:

Ryan Ota  
 Office: 206-285-4300 D: 206-457-6443  
[ryan.ota@consertus.com](mailto:ryan.ota@consertus.com)  
 2200 1<sup>st</sup> Ave. S Suite 200  
 Seattle, WA 98134

**10.2 Design-Builder’s Representatives.**

**10.2.1** Design-Builder designates Evan Haines as its Senior Representative ("Design-Builder’s Senior Representative"), which individual has the authority and responsibility for avoiding and resolving disputes under Section 10.7.2 of the General Conditions.

**10.2.2** Design-Builder designates Evan Haines as its Design-Builder’s Representative, which individual has the authority and responsibility set forth in Section 2.1.1 of the General Conditions.

**10.2.3** Neither the Owner’s nor the Design-Builder’s Designated Representatives shall be changed without ten (10) days’ written notice being given to the other party.

**10.3 Key Personnel.** Design-Builder has been selected for this Project based on not only its qualifications as a corporate entity, but also upon the basis of the qualifications of the key personnel it intends to employ to perform the Work. Design-Builder agrees to provide all professional personnel necessary, at adequate staffing levels, to perform the required services under this Contract, including the key personnel identified below:

Position Title	Name of Individual
Project Executive	Evan Haines
Preconstruction Manager	Jim Gates
Cost Estimator	Zach Orr
Outreach Director	Thuli Lushaba
Senior Project Manager	Stephen Murphey
Project Engineer	David Chun
Project Superintendent	Noah Nudell

These key personnel, all of whom were named in Design-Builder’s proposal submitted in response to the Owner’s Request for Qualifications and Proposals for the Project, will be assigned to the Project. Except in the event of the death of the employee or their termination of employment with Design-Builder, these key personnel shall remain assigned for the duration of the Project unless otherwise agreed to in writing by the Owner in its sole discretion.

In the event Design-Builder proposes to substitute any of the key personnel due to death or employment termination, the individual(s) proposed must demonstrate the qualifications indicated in the Request for Proposals for their respective role(s), and experience as required to successfully perform such duties. Owner shall have the sole right to determine whether key personnel proposed as substitutes are qualified to work on the Project. Design-Builder will remove from the Project any personnel assigned to the Project

if, after the matter has been thoroughly considered by Owner and Design-Builder, Owner considers such removal necessary and in the best interest of the Project, and Owner so notifies Design-Builder in writing and allows a reasonable period for the transition to different personnel.

**10.4 Key Firms.** Design-Builder has been selected for this Project on the basis of not only its qualifications as a corporate entity, but also upon the basis of the qualifications of the key firms it intends to engage to perform the Work. Design-Builder agrees to engage such firms to perform the required services under this Contract, including the key firms identified below:

<b>Firm</b>	<b>Role</b>	<b>Individual</b>
TCF	Architectural Principal	Brian Ho
TCF	Design Manager	Mona Rezvani-Olson
AFE	Lead Architect	Ko Wibowo

These key firms, all of whom were named in Design-Builder proposal submitted in response to the Owner’s Request for Qualifications and Proposals for the Project, will be engaged on the Project. These key firms shall be engaged for the complete scope identified in the Design-Builder’s proposal. In the event Design-Builder proposes to substitute any of the key firms, Design-Builder shall demonstrate that the replacement firm possesses sufficient qualifications to perform the Work in question. Owner shall have the sole right to determine whether key firm proposed as substitutes is qualified to work on the Project.

## Article 11

### **Bonds and Insurance**

#### **11.1 Design-Builder’s Insurance**

Unless a longer period of coverage is specified elsewhere in this Contract, prior to commencing Work, Design-Builder shall obtain at its sole expense and keep in force the following insurance coverages for a period of 365 days from Substantial Completion of all Work with insurance companies approved by the State Insurance Commissioner pursuant to Title 48 RCW.

All policies will name the Owner and the officers, officials, board members, employees, and agents as additional insureds, except for the Design-Builder’s Professional Liability policy and workers’ compensation. The insurance provided must be with an insurance company with a rating of A: VIII or higher in the A.M. Best’s Key Rating Guide or, if not rated with Bests’, with minimum surpluses the equivalent of Bests’ surplus size VIII., which is licensed to do business in the state of Washington (or issued as a surplus line by a Washington Surplus lines broker). Owner reserves the right to approve the security of the insurance provided, the company, terms and coverage, the certificates of insurance, and endorsements and reserves the right to obtain complete copies of all policies from Design-Builder upon request.

**11.1.1 Coverages and Limits.** The insurance shall provide the minimum coverages and limits set forth below. Owner shall be provided 45 days written notice of cancellation. Owner does not warrant or represent that such coverages and limits are appropriate or adequate to protect Design-Builder. Neither Owner's specification nor approval of the insurance in this Contract, nor of its amount, nor providing coverage in these stated minimum limits shall be construed to relieve Design-Builder from liability more than such limits. Coverages are the minimum to be provided and are not limitations of liability under the Contract, indemnification, or applicable law provisions. Design-Builder may, at its expense, purchase larger coverage amounts.

The cost of any claim payments falling within the deductible shall be the sole responsibility of Design-Builder. Design-Builder's insurance shall be primary and non-contributory as respects the Owner, and any self-insurance or any other insurance maintained by Owner shall be excess and not contributing insurance with the Design-Builder's insurance. The Design-Builder's insurance coverage shall apply separately to each insured against whom a claim is made or lawsuit is brought, except with respect to the limits of the insurer's liability. Design-Builder shall submit, upon execution of this Contract, Certificates of Insurance and additional insured endorsements acceptable to Owner as evidence of all insurance required herein:

**11.1.1.1 Commercial General Liability Insurance.** A policy of Commercial General Liability Insurance on an industry standard insurance occurrence form: (CG 00 01) or equivalent, with limits of at least \$2,000,000 per occurrence / \$4,000,000 aggregate, including all coverage known as:

Per Project Aggregate endorsement (CG2503)

Premises/Operations Liability

Products/Completed Operations—for a period of six years following Substantial Completion

Personal/Advertising Injury

Contractual Liability

Independent Contractors Liability

Stop Gap or Employers Contingent Liability

The CGL insurance shall not exclude XCU or subsidence perils

**11.1.1.2 Employers Liability:**

(1) \$1,000,000 Each Accident

(2) \$1,000,000 Disease - Policy Limit

(3) \$1,000,000 Disease - Each Employee

**11.1.1.3 Excess or Umbrella Liability.** \$10 million per occurrence and aggregate in excess of the primary CGL during construction and with Products/Completed Operations coverage for a period of six (6) years following Substantial Completion.

**11.1.1.4 Automobile.** Commercial Automobile Liability with a combined single limit of not less than \$5,000,000 for each accident and including coverage for transportation of pollutants. Coverage shall be written on Insurance Services Office (ISO) form CA 00 01 or a substitute form providing equivalent liability coverage. If pollutants are to be transported, MCS 90 and CA 99 48 endorsements are required on the Automobile Liability

insurance policy unless in-transit pollution risk is covered under a Pollution Liability insurance policy.

**11.1.1.5 Contractors Pollution Liability.** A policy providing coverage for claims involving remediation, disposal, or other handling of pollutants arising out of Design-Builder's work or operations for others; from the transportation of hazardous materials; or involving remediation, abatement, repair, maintenance or other work with lead-based paint or materials containing asbestos. Such Pollution Liability policy shall provide at least \$2,000,000 per occurrence coverage for Bodily Injury and Property Damage. If the services involve lead-based paint or asbestos identification/remediation, the Contractors Pollution Liability policy shall not contain lead-based paint or asbestos exclusions. If the services involve mold identification/remediation, the Contractors Pollution Liability policy shall not contain a mold exclusion, and the definition of Pollution shall include microbial matter, including mold.

**11.1.1.6 Design-Builder's Professional Liability.**

(1) The Design-Builder's Design Consultant and Engineer will maintain for at least six (6) years after Substantial Completion Professional Liability/Errors and Omissions Liability insurance in an amount of not less than \$5,000,000 per claim and annual aggregate (deductible of up to \$150,000 permitted). Such insurance shall be purchased from a company or companies reasonably acceptable to Owner.

(2) The Design Sub-Consultants, and any other Subcontractor (including subcontractors of any tier) performing design services will maintain for at least six (6) years after Substantial Completion Professional Liability/Errors and Omissions Liability insurance in an amount of not less than \$2,000,000 per claim and annual aggregate (deductible of up to \$150,000 permitted). Such insurance shall be purchased from a company or companies reasonably acceptable to Owner.

(3) All parties required to procure and maintain insurance under this Section 11.1.1.6 (the "Insured Parties") shall promptly notify Owner of any material changes to, interruption of, or termination of this insurance, and will immediately procure replacement coverage. The Insured Parties either maintain active policy coverage, or an extended reporting period, providing coverage for claims first made and reported to the insurance company within six (6) years of Substantial Completion or termination of the Work under this Contract, whichever occurs first. Owner may modify these insurance requirements for certain entities, on a case-by-case basis, by providing written agreement of such modifications.

(4) If this policy is issued on a claims-made basis:

- a) The retroactive date must be shared and this date must be before the execution date of the contract or the beginning of contract work.
- b) Insurance must be maintained and evidence of insurance must be provided for at least six (6) years after completion of contract work.
- c) If coverage is cancelled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective, or start of work date, the Contractor must purchase extended reporting period coverage for a minimum of six (6) years after completion of contract work.
- d) A copy of the claims reporting requirements must be submitted to the Entity for review.

**11.1.1.7 Worker's Compensation.** Worker's Compensation coverage, as required by RCW Title 51. If Design-Builder is qualified as a self-insurer in accordance with RCW 51.14, Design-Builder shall so certify by letter signed by a corporate officer

indicating that it is a qualified self-insured and setting forth the limits of any policy of excess insurance covering its employees.

**11.1.1.8 Builder's Risk.** Prior to the start of any construction work the Design-Builder shall procure and maintain during the life of the Contract, or until the date that final Substantial Completion is achieved, whichever is longer, "All Risk" Builders Risk Insurance at least as broad as ISO form number CP0020 (Builders Risk Coverage Form) with ISO form number CP0030 (Causes of Loss – Special Form) including coverage for collapse, theft, and if applicable, off-site storage and property in transit. The coverage shall insure for direct physical loss to property of the entire construction project, for 100% of the replacement value thereof and include earthquake and flood and include Owner-furnished equipment in a value to be agreed upon by the Owner and Design-Builder. The policy shall include coverage for cost of making good for faulty workmanship and defective design (Leg 3 endorsement), and be endorsed to cover the interests, as they may appear, of Owner, Design-Builder, Subcontractor, and Subcontractors of all tiers with Owner and Subcontractors listed as a Named Insured. In the event of a loss to any or all the work and/or materials therein and/or to be provided at any time prior to the final close-out of the Contract and acceptance of the project by Owner, the Design-Builder shall promptly reconstruct, repair, replace or restore all work and/or materials so destroyed. Nothing herein provided for shall in any way excuse the Design-Builder or its surety from the obligation of furnishing all the required materials and completing the work in full compliance with the terms of the Contract.

**11.1.2 Self-Insurance.** At its sole option and in its sole discretion, Owner may accept Design-Builder's self-insurance for liability coverage in lieu of insurance from a commercial insurer. Design-Builder must provide a letter from its Corporate Risk Manager or appropriate Finance Officer representing and warranting the following minimum information: whether the self-insurance program is actuarially funded; the fund limits; any excess declaration pages to meet the contract requirements; a description of how Design-Builder would protect and defend Owner as an Additional Insured in their Self-Insured layer; and claims-handling directions in the event of a claim. Any amounts due to, sought by, or paid to third party claimants shall be the sole responsibility of Design-Builder, irrespective of whether such amount falls wholly within the level or amount of Design-Builder's self-insured retention.

**11.1.3 Waiver of Subrogation.** Design-Builder and Owner waive all rights against each other any of their subcontractors, sub-subcontractors, agents and employees, each of the other, for damages caused by fire or other perils to the extent of proceeds paid by the Builder's Risk insurance or other property insurance obtained pursuant to the Contract Documents. The policies shall provide such waivers by endorsement or otherwise.

**11.1.4 Design-Build Exclusions.** Design-Builder is responsible for procuring and maintaining the insurance for the coverage amounts all as set forth in this Contract. Design-Builder's liability insurance shall specifically delete any design-build or similar exclusions that could compromise coverages because of the design-build nature of the Project. Any professional liability insurance shall specifically delete any design-build or similar exclusions that could compromise coverages because of the design-build nature of the Project.

**11.1.6 Subcontractors (at any tier).** Design-Builder shall cause each Subcontractor to provide insurance that complies with all applicable requirements of the Design-Builder-provided insurance as set forth herein. Design-Builder shall have sole responsibility for determining the limits of coverage required, if any, to be obtained by Subcontractors, which determination shall be made in accordance with reasonable and prudent business practices. Design-Builder shall also cause each Subcontractor to include the Owner and its officers, officials, board members, employees, and agents as additional insureds under each Subcontractor's Commercial General Liability and Commercial Automobile Liability policies.

**11.2 Performance and Payment Bond.** Design-Builder shall secure from a surety company acceptable to Owner, admitted and licensed in the State of Washington, and shall pay for performance and payment bonds covering the faithful performance of the Contract and payment of obligations arising under the Contract Documents, each in the full amount of the Contract Price plus sales tax, pursuant to RCW 39.08, "Contractor's Bond." The bond shall be on a form provided by Owner. The bond must be executed by a duly licensed surety company that is listed in the latest Circular 570 of the United States Treasury Department as being acceptable as surety on federal bonds. No surety's liability on the bond shall exceed the underwriting limitations for the respective surety specified in Circular 570. Said bonds shall meet all requirements of RCW 39.08 and shall also be issued by a surety with an A.M. Best rating of A/IX or better. All reinsurers that may be called upon to support or share in a surety's obligations specified in connection with the performance and payment bond obligations required of the Contractor by the Contract Documents must also have an A.M. Best rating of A/VIII or better. The scope of the bond or the form thereof prescribed in these Contract Documents shall in no way affect or alter the liabilities of Design-Builder to Owner as set forth herein. All bonds signed by an agent or attorney-in-fact must be accompanied by a certified copy of that individual's authority to bind the surety. The evidence of authority shall show that it is effective on the date the agent or attorney-in-fact signed each bond. The bond shall cover all Change Orders without further consent from the surety.

## Article 12

### Other Provisions

**12.1 Contract Exhibits.** The Exhibits to this Contract, incorporated herein by reference, are as follows:

**Exhibit A** Owner Provided Information

**Exhibit B** Owner's Initial Project Program and Overview (if used)

**Exhibit C** Validation Phase Work

**Exhibit D** Phase 1 Work (to be incorporated via Contract amendment)

**Exhibit E** Construction General Conditions Work (to be incorporated via Contract amendment)

**Exhibit F** Equipment Rate Schedule (to be incorporated via Contract amendment)

**Exhibit G** Design-Builder Personnel Hourly Rate Schedule (to be incorporated via Contract amendment)

**12.2 CPARB Reporting.** Design-Builder shall provide Owner and, if requested, the Capital Projects Advisory Review Board ("CPARB") any project information required to be submitted by the Design-Builder in accordance with the provisions of Chapter 39.10 RCW and the requirements of CPARB.

**12.3 Subcontractor Reporting.** Design-Builder shall submit plans for subcontracting, apprentices, and inclusion of underutilized firms as subcontractors and suppliers as requested by Owner. Design-Builder shall track and provide Owner and the Office of Minority and Women's Business Enterprises ("OMWBE") any project information required to be submitted by the Design-Builder in accordance with the provisions of Chapter 39.10, 39.12, or similar RCW and as requested by OMWBE.

**12.4 Apprenticeship.**

**12.4.1** Pursuant to RCW 39.04.320, Design-Builder shall cause fifteen percent or more of project Labor Hours to be performed by Apprentices (the "Apprentice Utilization Requirement")

unless Good Faith Efforts are accepted. Design-Builder shall not be required to exceed the Apprentice Utilization Requirement as established herein.

**12.4.2** Apprentice hours shall be performed by participants in training programs approved by the Washington State Apprenticeship Council.

**12.4.3** "Labor hours" for purposes of this Section 12.4 means the total hours of workers receiving an hourly wage who are directly employed on the Project site of the public works project. "Labor hours" includes hours performed by workers employed by the Contractor and all Subcontractors working on the Project. "Labor hours" does not include hours worked by foremen, superintendents, owners, and workers who are not subject to prevailing wage requirements of Chapter 39.12 RCW.

**12.4.4** During the term of this Contract, Owner may adjust the Apprentice Utilization Requirement upon its finding or determination of Design-Builder's good faith effort ("Good Faith Effort") to meet the Apprentice Utilization Requirement that includes:

**12.4.4.1** A demonstration of lack of availability of apprentices in the geographic area of the Project;

**12.4.4.2** A disproportionately high ratio of material costs to labor hours that does not make feasible the required minimum levels of apprentice participation;

**12.4.4.3** Demonstration by participating contractors of a good faith effort to comply with the requirements of RCW 39.04.300, 39.04.310 and 39.04.320;

**12.4.4.4** Small contractors or subcontractors (e.g., small or emerging businesses) would be forced to displace regularly employed members of their workforce;

**12.4.4.5** The reasonable and necessary requirements of the Contract render apprentice utilization infeasible at the required level (e.g., the number of skilled workers required and/or limitations on the time available to perform the Work preclude utilization of apprentices); or

**12.4.4.6** Other criteria Owner deems appropriate, which are subject to review by the office of the Governor.

**12.4.5** Design-Builder shall report apprentice participation to Owner at least quarterly, on forms provided or approved by Owner. In addition, copies of quarterly certified payroll records may be requested to document the goal. The reports will include:

**12.4.5.1** The name of the Project;

**12.4.5.2** The dollar value of the Project;

**12.4.5.3** The date of the Contractor's notice to proceed;

**12.4.5.4** The name of each apprentice and apprentice registration number;

**12.4.5.5** The number of apprentices and labor hours worked by them, categorized by trade or craft;

**12.4.5.6** The number of journey level workers and labor hours worked by them, categorized by trade or craft; and

**12.4.5.7** The number, type, and rationale for the exceptions granted.

**12.4.6** Incentive. Owner will pay Design-Builder \$5,000 with the Final Payment for meeting the Apprentice Utilization Requirement without adjustment(s) for Good Faith Efforts.

**12.4.7.** Penalty. The Owner will assess a penalty for Design-Builder’s failure to meet Apprentice Utilization Requirement (as adjusted by Good Faith Efforts approved by the Owner) as calculated below. Apprenticeship hours will be measured for each hour of work performed by an apprentice as shown on the quarterly reports, based on certified payrolls or the affidavits of wages paid, whichever is least. The percentage is not rounded up. The penalty will be calculated on an hourly basis as follows, and deducted from the Final Payment:

Percent of requirement met	Penalty per hour of unmet requirement
100%	\$0.00
90% to 99%	\$2.00
75% to 89%	\$3.50
50% to 74%	\$5.00
1% to 49%	\$7.50

**12.5 Notices.** All notices required to be given by any party to the other party under this Contract shall be in writing and shall be delivered either in person, by United States mail, or by electronic mail (email) to the applicable Administrator or the Administrator’s designee. Notice delivered in person shall be deemed given when accepted by the recipient. Notice by United States mail shall be deemed given as of the date the same is deposited in the United States mail, postage prepaid, and addressed to the Administrator, or their designee, at the addresses as follows. Notice delivered by email shall be deemed given as of the date and time received by the recipient.

Owner:

**Kyle Fletcher**  
**Enumclaw School District**  
**2929 McDougall Ave.**  
**Enumclaw, WA98022**

Design-Builder:

**Evan Haines**  
**John Korsmo Construction, LLC**  
**1940 East D St., Suite #300**  
**Tacoma, WA 98421**

Either party may, by like notice, designate further or different addresses to which subsequent notices shall be sent. Any notice hereunder signed on behalf of the notifying party by a duly authorized attorney at law shall be valid and effective to the same extent as if signed on behalf of such party by a duly authorized officer or employee. Notices and communications given by mail hereunder shall be deemed to have been given seventy-two (72) hours after the date of dispatch: all other notices shall be deemed to have been given upon receipt.

In executing this Contract, Design-Builder declares under penalty of perjury under the law of Washington and in accordance with RCW 39.04.350(2) that within the three-year period immediately preceding the date of the Request for Qualifications issued in this matter, it has not been determined by a final and binding citation and notice of assessment issued by the department of labor and industries or through a civil judgment entered by a court of limited or general jurisdiction to have willfully violated, as defined in RCW 49.48.082, any provision of chapter 49.46, 49.48, or 49.52 RCW.

**OWNER:**

**Enumclaw School District**

**DESIGN-BUILDER:**

**John Korsmo Construction, LLC**

\_\_\_\_\_  
*(Signature)*

Jill Burnes  
Interim Superintendent

\_\_\_\_\_  
*(Signature)*

Evan Haines  
Project Executive

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Exhibit A**  
**Owner Provided Information**

- 1. Enumclaw School District: Ten Trails Elementary Site Validation Report April 2025**
- 2. Black Diamond Development Master Plan Requirements Exhibits 1-4.**

**Exhibit B**

- 1. Enumclaw School District: Ten Trails Elementary Site Validation Report April 2025**

**Exhibit C**

**Validation Phase Work (Korsmo Construction January 9, 2026 Validation Phase Proposal)**



Foss Landing  
1940 East D Street, Suite 300  
Tacoma, WA 98421

Mailing Address  
P.O. Box 1377  
Tacoma, WA 98401

Phone (253) 582-6712  
Fax (253) 582-6788  
www.korsmo.com

## Ten Trails Elementary

Enumclaw School District

Date: January 09, 2026

Subject: Validation Phase Proposal

Dr. Carey, Mr. Iverson and Mr. Ota,

We are pleased to submit our Validation Phase Proposal for the new Ten Trails Elementary School.

This validation proposal includes the following scope of services and deliverables:

- Programming and Educational Specifications
- District Standards Review and Integration
- Permitting Coordination
- Site Investigations and Utility Research
- Concept Design Development
- Cost Modeling and Target Value Budgeting
- Risk Management
- Project Scheduling & Logistics Planning
- Project Management & Community Involvement Plan Development
- Project Setup and Meeting Documentation
- Basis of Design Development
- Mechanical, Electrical, and Plumbing (MEP) Systems Review & Selection

The Validation Phase is scheduled to occur from January 2 through February 6, 2026, and will culminate in a formal Validation Phase Report for Board consideration and approval.

We look forward to kicking off this exciting project and partnering with Enumclaw School District, Consertus, Oakpointe Communities, and the City of Black Diamond to successfully deliver the new Ten Trails Elementary School.

Sincerely,

A handwritten signature in black ink that reads 'Evan Haines'.

Evan Haines  
Project Executive  
Korsmo Construction

### Attachments:

- Validation Phase Level of Effort Proposal dated January 09, 2026
- TCF Proposal dated January 08, 2026

Enumclaw School District - Regular Board Meeting - Agenda - Tuesday January 20, 2026 at 6:30 PM

ESD Ten Trails Elementary School Project  
 Design-Build Services Validation Proposal  
 January 9, 2026

VALIDATION PHASE WORK PLAN	Korsmo Construction										TCF Architecture	SUBTOTALS
	Korsmo Construction						Electrical	Mechanical		TCF		
	Project Executive	Senior Estimator	D-B Project Manager	Superintendent	Estimator	Preconstruction Miscellaneous	TBD	Hargis	Pipe Mechanical	Metrix	Architectural, Civil, Landscape, Structural, Food Service	
<b>VALIDATION PHASE</b>	15%	15%	70%	5%	40%							
Validation Phase (TCF + Consultants)											\$ 125,000	\$ 125,000
Validation Phase Korsmo Preconstruction	\$ 3,840	\$ 3,600	\$ 16,128	\$ 1,104	\$ 7,808							\$ 32,480
Validation Phase (MEPF)								\$ 6,000		\$ 6,000		\$ 12,000
Site Survey Allowance						\$ 20,000						\$ 20,000
Traffic Consultant (Future)												\$ -
Geotech & Hazardous Soils Testing (Future)												\$ -
Reimbursables												\$ -
Subtotals	\$ 3,840	\$ 3,600	\$ 16,128	\$ 1,104	\$ 7,808	\$ 20,000	\$ -	\$ 6,000	\$ -	\$ 6,000	\$ 125,000	\$ 189,480
Hours	24	24	112	8	64	N/A						
Hrly Rate / Markup %	\$160	\$150	\$144	\$138	\$122	N/A		0.0%	0.0%	0.0%	3.67%	
Markups Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,588	\$ 4,588
Subtotals w/ Markup	\$ 3,840	\$ 3,600	\$ 16,128	\$ 1,104	\$ 7,808	\$ 20,000	\$ -	\$ 6,000	\$ -	\$ 6,000	\$ 129,588	\$ 194,068
											<b>Subtotal</b>	<b>\$ 194,068</b>
											Contingency (N/A)	\$ -
											Liability Ins. (1.00%)	\$ 1,941
											B&O Tax (0.47%)	\$ 923
											P&P Bond (0.81%) N/A	\$ -
											<b>Markups</b>	<b>\$ 2,864</b>
											<b>Total</b>	<b>\$ 196,931</b>



January 8, 2026

Evan Haines  
Vice President | Precon & Estimating  
Korsmo Construction  
1940 East D Street, Suite 300  
Tacoma, WA 98421

Re: Enumclaw School District  
Ten Trails Elementary School  
Validation Phase Fee Proposal

Dear Evan:

We are thrilled to partner with Korsmo again on Ten Trails Elementary School. As we work towards a comprehensive proposal for the design phase, we understand that a Validation Phase proposal is needed to get the team started immediately. Included below is the scope of services we believe to be necessary for the Validation Phase.

Validation Phase Tasks:

1. **Educational Specifications:** Develop complete educational specifications, including program and room data sheets. This will involve several days of workshops with ESD.
2. **District Standards:** Meet with ESD representatives and design team consultants to develop district construction standards document.
3. **Permitting Research:** Meet with City of Black Diamond and Oakpointe Communities to determine requirements for site and building permitting/approvals to guide the concept design phase.
4. **Site Due Diligence:** Research site data including survey, utilities, existing conditions.
5. **Concept Design:** Develop initial concept designs for ESD review and approval, as well as informing the cost model.
6. **Cost Modeling:** Collaborate with Korsmo on the development of the cost model and material/system assumptions.
7. **Project Management:** Ongoing meetings and correspondence with Korsmo, ESD, AHJ's, and consultant team.
8. **Basis of Design:** Collaborate with Korsmo to develop Basis of Design documents.

Consultants: We have included the following consultants as part of our team.

- Architectural Partner: Architecture for Everyone (Tasks 5, 7, 8)
- Civil: Ethos (Tasks 2, 4, 5, 6, 8)
- Landscape: KG Designs (Tasks 4, 5, 8)
- Structural: PCS Structural Solutions (Tasks 2, 5, 8)
- Food Service: Clevenger (Task 2, 8)

Fees: We propose a lump sum fee of **\$125,000** for the scope of services included here and the consultants listed.

Respectfully,

TCF Architecture pllc

A handwritten signature in black ink, appearing to read "Brian Ho", is written over a horizontal line.

Brian Ho, AIA  
Managing Principal

**Exhibit D**

**Phase 1 Work (to be incorporated via Contract amendment)**

**Exhibit E**

**Construction General Conditions Work (to be incorporated via Contract amendment)**

**Exhibit F**

**Equipment Rate Schedule (to be incorporated via Contract amendment)**

**Exhibit G**

**Design-Builder Personnel Hourly Rate Schedule (to be incorporated via Contract amendment)**

# Coversheet

## Resolution 1156: Appointment of District Claims Agent

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** D. Resolution 1156: Appointment of District Claims Agent  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution 1156 Appointment of District Claims Agent.pdf



## APPOINTMENT OF DISTRICT CLAIMS AGENT

Board Resolution No. \_\_\_\_\_

**WHEREAS**, pursuant to the provisions of RCW 4.96.020 the governing body of each local governmental entity shall appoint an agent to receive any claim for damages made under Chapter 4.96 RCW; and

**WHEREAS**, all claims for damages against a local governmental entity, or against any local governmental entity's officers, employees, or volunteers, acting in such capacity, shall be presented to the agent within the applicable period of limitations within which an action must be commenced.

**NOW THEREFORE BE IT RESOLVED**, that the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_, \_\_\_\_\_ County, Washington, appoints the below listed agent to receive any claims for damages made under Chapter 4.96 RCW.

Agent Appointed: \_\_\_\_\_  
(position title, not specific name)

Office Address: \_\_\_\_\_

Business Hours: \_\_\_\_\_

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Vice-President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

**ATTEST:**

\_\_\_\_\_  
Superintendent, Secretary to the Board

# Coversheet

## Resolution 1157: Authorization of Facsimile Signature

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** E. Resolution 1157: Authorization of Facsimile Signature  
**Purpose:**  
**Submitted by:**  
**Related Material:** Resolution 1157 Authorization of Facsimile Signature.pdf



## AUTHORIZATION OF FACSIMILE SIGNATURE

Board Resolution No. \_\_\_\_\_

**WHEREAS**, Chapter 86, Laws of 1969, as codified in RCW 39.62 authorizes the use of facsimile signatures by any public officer in lieu of a manual signature to execute any “public security” or any “instrument of payment”;

**WHEREAS**, the statute further requires that before any authorized officer may use a facsimile signature plate or stamp, he/she must file a manual signature with the Secretary of State, duly certified while under oath; and

**WHEREAS**, \_\_\_\_\_, Superintendent/Secretary of Board, has filed Certificate of Manual Signature, duly certified under oath, with the Auditor of \_\_\_\_\_ County.

**NOW, THEREFORE, BE IT RESOLVED** that the facsimile plate or stamp, as imprinted below, for \_\_\_\_\_, Superintendent/Secretary, be accepted for use in lieu of a manual signature of any public security or any instrument of \_\_\_\_\_ School District No. \_\_\_\_\_.

**ADOPTED** this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

Facsimile: \_\_\_\_\_

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Vice-President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

### ATTEST:

\_\_\_\_\_  
Superintendent, Secretary to the Board

## CERTIFICATION OF MANUAL SIGNATURE



(sample of manual signature)

I, \_\_\_\_\_ the undersigned affiant, being first duly sworn on oath, depose and say:

A. My name is \_\_\_\_\_  
(print or type)

B. I have been duly chosen and am qualified and acting as  
\_\_\_\_\_ for \_\_\_\_\_  
(name of position) (name of district)

C. The signature above is my true manual signature.

\_\_\_\_\_  
Signature

SUBSCRIBED AND SWORN to before me this \_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.

\_\_\_\_\_  
Notary Public in and for the state of Washington,  
residing in \_\_\_\_\_ County

*NOTE: This affidavit is made to comply with Chapter 39.62 RCW.*

# Coversheet

## Resolution 1158: Authorization of Warrant Signature

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** F. Resolution 1158: Authorization of Warrant Signature  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution 1158 Authorization of Warrant Signature.pdf



## AUTHORIZATION OF WARRANT SIGNATURE

Board Resolution No. \_\_\_\_\_

**WHEREAS**, \_\_\_\_\_ has been designated Superintendent/Secretary to the Board of School District No. \_\_\_\_\_ effective \_\_\_\_\_;

**WHEREAS**, the Secretary to the Board is required to sign all warrants ordered to be issued by the Board of Directors; and

**WHEREAS**, the number of payroll and all accounts payable warrants issued each month by School District if signed personally by the President of the Board would impose too great a task,

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_, \_\_\_\_\_ County, Washington, as follows.

- A. Moneys of such school districts shall be paid out only upon orders for warrants signed by the president, or a majority of the board of directors and countersigned by the secretary: (First-class districts)
- B. Second-class school districts, subject to the approval of the superintendent of public instruction, may draw and issue warrants for the payment of moneys upon approval of a majority of the board of directors, such warrants to be signed by the chair of the board and countersigned by the secretary:

**PROVIDED**, that when, in the judgment of the board of directors, the orders for warrants issued by the district monthly shall have reached such numbers that the signing of each warrant by the chair of the board personally imposes too great a task on the chair, the board of directors, after auditing all payrolls and bills, may authorize the issuing of one general certificate to the county treasurer, to be signed by the chair of the board, authorizing said treasurer to pay all the warrants specified by date, number, name and amount, and the funds on which said warrants shall be drawn; thereupon the secretary of said board shall be authorized to draw and sign said orders for warrants. Orders for warrants and warrant registers may be sent in an electronic format and using facsimile signatures as provided under chapter 39.62 RCW.

**BE IT FURTHER RESOLVED** that the signatures below are the true and correct signatures to appear on said warrants or certificates effective \_\_\_\_\_, 20\_\_\_\_\_.

The \_\_\_\_\_ County Treasurer is hereby authorized to pay all warrants authorized by such signatures.

**ADOPTED** this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

**EFFECTIVE:** \_\_\_\_\_

\_\_\_\_\_  
Board President                      Vice-President                      Board Member

\_\_\_\_\_  
Board Member                      Board Member

**ATTEST:**

\_\_\_\_\_  
Superintendent, Secretary to the Board

# Coversheet

## Resolution 1159: Authorization to Invest Funds

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** G. Resolution 1159: Authorization to Invest Funds  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution 1159 Authorization to Invest Funds.pdf



## AUTHORIZATION TO INVEST FUNDS

Board Resolution No. \_\_\_\_\_

**WHEREAS**, \_\_\_\_\_ School District No. \_\_\_\_\_ will have General, Capital Projects, Transportation Vehicle, Debt Service, and Associated Student Body monies during 20\_\_ – 20\_\_ that will not be required for immediate use of the District; and

**WHEREAS**, it is the intent of the District to utilize resources so as to maximize use of the taxpayer's dollars,

**IT IS HEREBY RESOLVED** by the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_, \_\_\_\_\_ County, Washington, authorizes \_\_\_\_\_, Superintendent, or his designee, \_\_\_\_\_, Fiscal Officer, to continue to invest such monies as they become available effective \_\_\_\_\_.

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_, pursuant to RCW 28A.320.310.320.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Vice-President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

### ATTEST:

\_\_\_\_\_  
Superintendent, Secretary to the Board

# Coversheet

## Resolution 1160: Designation of District Agent

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** H. Resolution 1160: Designation of District Agent  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution 1160 Designation of District Agent.pdf



## DESIGNATION OF DISTRICT AGENT

Board Resolution No. \_\_\_\_\_

**BE IT RESOLVED** that the Board of Directors of \_\_\_\_\_  
 School District No. \_\_\_\_\_, \_\_\_\_\_ County, Washington, designates  
 \_\_\_\_\_, as the Superintendent, of \_\_\_\_\_  
 School District No. \_\_\_\_\_, and as Superintendent, \_\_\_\_\_  
 is hereby authorized to sign any and all Federal, State, County, and City applications  
 and all necessary Federal, State, County, and City reports on behalf of the  
 \_\_\_\_\_ School District No. \_\_\_\_\_.

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Vice-President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

### ATTEST:

\_\_\_\_\_  
Superintendent, Secretary to the Board

# Coversheet

## Resolution 1161: Designation of Auditing Officers

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** I. Resolution 1161: Designation of Auditing Officers  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution 1161 Designation of Auditing Officers.pdf



## DESIGNATION OF AUDITING OFFICERS

Board Resolution No. \_\_\_\_\_

**WHEREAS**, the Board of Directors of \_\_\_\_\_ is required to appoint the Auditing Officers of the School District,

**IT IS HEREBY RESOLVED**, by the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_, \_\_\_\_\_ County, Washington, that \_\_\_\_\_, Superintendent, and \_\_\_\_\_ Fiscal Officer, be designated as Auditing Officers of the District to perform duties as authorized.

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Vice-President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

### ATTEST:

\_\_\_\_\_  
Superintendent, Secretary to the Board

# Coversheet

## Resolution 1162: Certified Signatures of District Personnel Authorized to Sign School Construction Project Documents

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** J. Resolution 1162: Certified Signatures of District Personnel Authorized  
to Sign School Construction Project Documents  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Resolution 1162 Certified Signatures of District Personnel Authorized to Sign School Construction  
Project Documents.pdf



# CERTIFIED SIGNATURES OF DISTRICT PERSONNEL AUTHORIZED TO SIGN SCHOOL CONSTRUCTION PROJECT DOCUMENTS

Board Resolution No. \_\_\_\_\_

**WHEREAS**, WAC 392-344-120 requires the District to provide the State Superintendent of Public Instruction with certified signatures of District personnel authorized to sign school construction project documents on behalf of the District;

**NOW, THEREFORE, BE IT RESOLVED** that the \_\_\_\_\_ School District No. \_\_\_\_\_ Board of Directors hereby authorizes the following person(s) to sign the District's school construction project requests for payment and other school construction documents with the following certified signatures.

**ADOPTED** this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

**EFFECTIVE:** \_\_\_\_\_

\_\_\_\_\_  
Superintendent and Board Secretary

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Vice-President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

**ATTEST:**

\_\_\_\_\_  
Superintendent, Secretary to the Board

# Coversheet

## School Improvement Plans

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** K. School Improvement Plans  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Thunder Mountain-SIP 2025-2026.pdf  
Enumclaw High School-SIP 2025-2026.pdf  
Westwood Elementary -SIP 2025-26.pdf  
Birth to Five-SIP 2025-2026.pdf  
Enumclaw Middle School-SIP 2025-2026.pdf  
Black Diamond Elementary-SIP 2025-2026.docx.pdf  
Southwood Elementary-SIP 2025-2026.pdf  
Byron Kibler Elementary - SIP 2025.2026.docx (1).pdf  
Sunrise Elementary-SIP 2025-2026.pdf

**Thunder Mountain Middle School  
School Improvement Plan  
2025-2026 School Year**

<b>Section 1: Building Data</b>	
<b>1a. Building:</b> Thunder Mountain	<b>1g. Grade Span:</b> 6-8 <b>School Type:</b>
<b>1b. Principal:</b> Steve Stoker	<b>1h. Building Enrollment:</b> 549
<b>1c. District:</b> Enumclaw School District	<b>1i. F/R Percentage:</b> 24.3%
<b>1d. Board Approval Date:</b>	<b>1j. Special Education Percentage:</b> 13.4%
<b>1e. Plan Date:</b> October 2025	<b>1k. English Learner Percentage:</b> 7.7%
<b>1f. School's Washington School Improvement Framework (WSIF) Support:</b> Tier 1	

<b>Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)</b>	
Steve Stoker-Principal	Gracie Holden- Assistant Principal
Kamele Kimball- 6th Grade Science	Jean Christensen- 6th Grade ELA
Jessie Eames- 8th Grade Math	Dan Rogel-Electives
Tom Riddell- 6th Grade History	Mike Garasi- 8th Grade Science
Mike Firnkoess- 7th Grade History	Shaun DeForrest- 7th Grade PE
Shawna Cano- PTSO/Community Member	

### **Section 3: Vision Statement**

At Thunder Mountain Middle School, we are dedicated to fostering an engaging learning environment that is rich, authentic, and meaningful for all students. Our committed staff supports each student in their journey to grow academically and develop as responsible citizens. We prioritize building strong relationships and nurturing a culture of care and learning.

### **Section 4: Theory of Action**

If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

### **Section 5: Culture of Equity Statement**

We actively engage all members of our school and community to establish high expectations and promote equitable practices. Our goal is to empower every student to achieve their personal and educational potential. We are dedicated to understanding our students' strengths and needs, including identifying underlying factors and variables that may not be immediately apparent.

## Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Recent information from OSPI indicates that Thunder Mountain Middle School has once again scored above the state average across all grade levels and subjects in the SBA assessments.

### English Language Arts (ELA):

- **6th Grade:** 65.1% proficiency, exceeding the state average by 17.1%
- **7th Grade:** 54.1% proficiency, 3.7% above the state average
- **8th Grade:** 58.4% proficiency, 9.9% higher than the state average

### Mathematics:

- **6th Grade:** 53.2% proficiency, 14.6% above the state average
- **7th Grade:** 44.1% proficiency, 4.9% above the state average
- **8th Grade:** 50.3% proficiency, with impressive growth at 14.8% higher than the state average

Thunder Mountain Middle School continues to monitor the progress of our students across all measures of the Washington School Improvement Framework, demonstrating growth in two key areas:

- **Hispanic/Latino Students**
- **Multi-Language Learners (MLL)**

The MLL subgroup, previously identified as a concern, we had a slight increase, increasing its score by 0.5 deciles, rising from 1.38 to 1.88 deciles. Thunder Mountain is committed to closely monitoring the MLL subgroup to elevate its overall score above the state-required benchmark of 2.0 deciles.

This year, Thunder Mountain conducted baseline STAR testing in Math and Reading for all students, with a focus on the **Pathway to Proficiency** track. This framework indicates expected growth for students aiming to achieve proficiency on the SBA:

- **Scores above the proficiency line** suggest that students are on track, indicating potential proficiency on the SBA.
- **Scores below the line** indicate a need for increased improvement to reach proficiency.

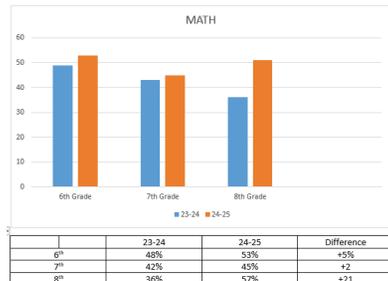
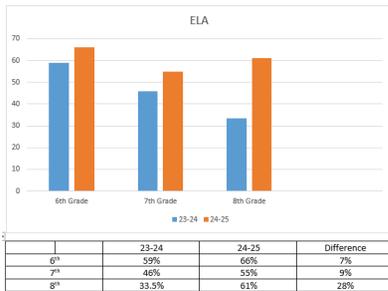
#### Results:

- **6th Grade:**
  - Reading: **48.1%** of students scored above the proficiency line
  - Math: **28.3%** of students scored above the proficiency line
- **7th Grade:**
  - Reading: **59.2%** of students scored above the proficiency line
  - Math: **35.3%** of students scored above the proficiency line
- **8th Grade:**
  - Reading: **48.2%** of students scored above the proficiency line
  - Math: **32.3%** of students scored above the proficiency line

All grade levels will continue to participate in the STAR assessment to monitor progress and growth.

2. What are some possible root causes your team has identified? Consider both the identification of areas of strength and what it will take to build strength in other areas.
  - Fall benchmark scores in both math and reading STAR tests are a baseline indicator for future success on the SBA. In prior years, the focus was on an increase in scale score. There has not been a consistent correlation between success on the STAR test and the SBA. For this reason, Thunder Mountain has chosen to focus on the Pathway to Proficiency strand of the STAR test.

- A positive observation from evaluating STAR data is that in Reading, the majority of students scored at or above the proficiency line at every grade level. A positive indicator is that the 7th-grade students score at or near the 60% proficiency line. With the fall assessment being baseline data, Thunder Mountain will look for increases in all grade levels in the upcoming assessment windows.
- An area to monitor is a lower score on the 8th-grade Math STAR test. Of all tests given, 6th-grade Math had the lowest proficiency rating, 28.3%. One possible reason for the lower score is the increased cognitive load between the 5th and 6th grade assessments. Baseline testing, which is completed in the opening days of school, does not allow students to fully engage in the 6th-grade curriculum. As students progress through the grade-level curriculum, which will expose them to grade-level content, scores should increase. This will be closely monitored.
- A celebration for Thunder Mountain was the scores obtained on the 24-25 SBAC assessment. In both ELA and Math, Thunder Mountain students increased their scores from the previous year in all three grade levels. A significant gain was seen on both assessments in the 8th grade. The charts below depict the increase in scores.



3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representative example of the student population. (Do not include identifiable information!)
  - a. What strengths do they possess?

A typical student at Thunder Mountain Middle School embodies a positive demeanor and a genuine enjoyment of the school environment. While middle school presents its challenges, Thunder Mountain students stand out for their kindness and willingness to support their peers. They demonstrate a strong sense of responsibility and pride in their school community.

Visitors to Thunder Mountain frequently remark on the school's cleanliness and the calm, inviting atmosphere that permeates the halls, reflecting the respectful and caring nature of its students.

b. What challenges do they face?

Students at Thunder Mountain Middle School encounter challenges similar to those in any middle school environment. A significant hurdle for incoming sixth graders is navigating the friendship dynamics as they come together from three feeder schools. This integration often leads to the formation of new relationships, while existing friendships may become strained or lost. Additionally, self-perception becomes a crucial concern during this developmental stage, as students begin to explore their identities and consider their roles within their peer group.

The Thunder Mountain staff excels at teaching and modeling acceptance and kindness, emphasizing the importance of getting involved in school life. We encourage students to join clubs, sports, or other activities, offering a wide variety of options and ensuring that most sports are non-cut to maximize participation.

Some challenges faced by our students extend beyond their control. Factors such as divorce, financial stress, medical issues, and homelessness can significantly impact their lives. These situations may manifest as disruptive behavior, academic struggles, or absenteeism. Our dedicated staff is skilled at identifying students facing these difficulties.

Through Thunder Mountain's MTSS (Multi-Tiered System of Supports) process, we partner with students identified as needing additional assistance. When challenges arise in students' lives, our staff strives to provide the appropriate support and resources to help them succeed academically and socially.

c. What are some important relationships in their life?

At Thunder Mountain, the relationships our students cultivate can be broadly categorized into three key areas: family, staff, and peers.

**Family Support:** Most students at Thunder Mountain benefit from a robust family support system. Parents are actively involved in their children's academic and co-curricular activities, fostering strong communication with the school. Trust is a foundational element of the relationship between Thunder Mountain and its families, enhancing collaboration and engagement.

**Staff Relationships:** Our staff members prioritize building strong connections with the students they teach. Each teacher develops trusting and caring relationships in their own unique way, contributing to a safe and inclusive environment where students feel valued and respected.

**Peer Interactions:** One of our greatest strengths lies in the care and respect our students show for one another. This solidarity is evident in their interactions throughout the halls, classrooms, and common areas, highlighting a positive and supportive school culture.

Together, these relationships create a nurturing environment that empowers students to thrive both academically and socially.

### **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school?

At Thunder Mountain, we are dedicated to making our equity statement a reality. As it articulates, we empower our students to achieve their personal and educational potential. Our staff actively participates in academic Professional Learning Communities (PLCs) to design units of study that are both authentic and engaging, ensuring that every student is involved in meaningful learning experiences.

The Thunder Mountain staff goes above and beyond to understand their students' individual needs, fostering an environment of support and care. We maintain high expectations for our students in both academics and citizenship, and our students consistently rise to meet these standards.

Evidence of our commitment to equity is reflected in our discipline data, attendance rates, and test scores, showcasing the positive outcomes of our efforts.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

Thunder Mountain Middle School employs a rigorous Multi-Tiered System of Supports (MTSS) process to identify students who need additional assistance. Every Wednesday, staff members convene in grade-level teams to discuss students who may be facing challenges. An administrator or counselor joins these discussions to facilitate the conversation, focusing on students struggling with attendance, academics, or behavior.

This year, Thunder Mountain is collaborating with other schools within our system to establish clear expectations for the Student Support Team (SST) process. The Thunder Mountain SST team will work closely with the Student Support Services team to ensure calibration and alignment. In the fall, both groups will participate in a dedicated training session on the SST process, enhancing our existing structures and promoting consistency across our schools.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

During the 2023–2024 school year, Thunder Mountain partnered with the consulting group Continua to identify a school-wide focus for professional development. Typically, Continua’s recommendations center around establishing or refining school-wide expectations and routines. However, because Thunder Mountain already has strong structures and routines in place, the leadership team chose to pursue a more academically focused initiative.

After careful consideration, the leadership team decided to conduct a book study on *Academic Conversations*, facilitated by the Common Core leadership team -Thunder Mountain’s academic leadership body.

Academic conversations are sustained, purposeful discussions that promote deeper critical thinking and a stronger understanding of content. Unlike casual conversations, academic discourse emphasizes the use of precise language, respectful interaction, and grounding ideas in evidence.

Building on the foundation established during the 2024–2025 school year, the Common Core team will expand this work in 2025–2026 by developing a school-wide protocol for conducting academic conversations. As part of this initiative, staff will learn how to:

- Incorporate sentence stems to support student discourse

- Extend student thinking through purposeful questioning
- Provide and receive peer feedback on implementation

To ensure consistency and effectiveness, the Common Core team will conduct fidelity checks in classrooms across the school. These walkthroughs are designed not as evaluations, but as opportunities to spark dialogue between the Common Core team and teachers about deep, meaningful conversations occurring across all disciplines.

### **Systems of Support**

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of strength for your school's system of support and how other areas will be strengthened.

A Multi-Tiered Systems of Support (MTSS) framework is at the heart of who we are at Thunder Mountain. Our approach is systematic, proactive, and student-centered, designed to identify and address behavioral, academic, and attendance concerns before they become barriers to success.

Concerns are often identified organically by classroom teachers — those who know students best. Once a need is recognized, the administrative team, in collaboration with our school counselor and other support staff, responds quickly to provide targeted interventions. A network of support, including the school counselor, outside counseling professionals, our cultural support specialist, and the administrative team, works collaboratively to address and mitigate concerns identified through the MTSS process.

Built-in feedback loops ensure that no student “falls through the cracks.” These loops include weekly check-ins with grade-level teams, the cultural support specialist, and counseling services. This ongoing communication allows for timely updates, progress monitoring, and closure when interventions are no longer necessary.

Thunder Mountain offers a comprehensive range of supports in three key areas: academic, social-emotional, and behavioral.

- **Academic Support:** Universal screeners — including STAR, Read 180, and IXL assessments — are administered at the beginning of each school year to identify students who may need additional academic support. Students flagged for intervention receive small-group instruction during Thunder Mountain's dedicated intervention period.

- **Social-Emotional Support:** Individual and small-group counseling sessions are provided by our school counselor and outside counseling partners. These supports foster emotional well-being and resilience, allowing students to better engage with their learning.
- **Behavioral Support:** The administrative team and school counselor address behavioral needs through restorative practices, structured interventions, and ongoing monitoring.

Teachers also have access to a library of Tier II interventions — targeted strategies designed to support students within the classroom setting. These interventions are critical tools in narrowing achievement gaps and promoting equitable outcomes.

Our structured systems and daily routines further reinforce the MTSS framework, helping students achieve their academic and personal goals consistently and successfully.

An ongoing enhancement to our MTSS approach is a weekly student check-in survey, developed by Assistant Principal Gracie Holden. This proactive tool allows students to share concerns, reflect on their stress levels, and communicate needs directly. Because the survey responses are tailored to individual situations, students feel their voices are heard and valued. An example of this “tailored” approach is giving candy to those who choose it. Each week, the question ‘what do you need right now’ is asked. One of the answers in this multiple-choice question is candy. The look on a student’s face when they are allowed to choose a piece of candy is priceless! A similar weekly check-in is also distributed to staff, fostering a culture of care and connection across our school community. Feedback from both students and staff has been overwhelmingly positive, highlighting appreciation for the consistent attention to well-being and support.

2. How did your school identify these areas of strength and improvement?

Areas of strength and opportunities for growth are identified through a variety of feedback sources, including surveys, input from building leadership teams, and information gathered during weekly check-ins.

3. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.

Our primary community partner at Thunder Mountain continues to be our Parent Teacher Student Organization (PTSO), which provides direct support to classroom teachers, staff, and students. Teachers are encouraged to take advantage of a ‘scholarship’ offered by the PTSO for a classroom want or need. Thunder Mountain’s PTSO is a generous group that is more than happy to partner with Thunder Mountain’s Staff.

The PTSO organizes several fundraisers throughout the year, one of the most popular being our monthly Float Friday. During this event, students can purchase a float for \$3 or “float a friend” by purchasing two floats for \$5. This simple yet creative fundraiser regularly generates up to \$1,000 each month. Funds raised by the PTSO are used to directly support classroom needs and to sponsor school-wide events and activities, including our 8th Grade Promotion celebration.

In addition to the work of the PTSO, Thunder Mountain engages in broader community support efforts. Each holiday season, the school organizes a food drive to support local families. We also run a backpack program, which provides essential food items to students and families in need throughout the year.

Through these partnerships and initiatives, Thunder Mountain continues to strengthen its connection to the community while ensuring that students and families receive the support they need to thrive.

4. What areas have you identified as areas of strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Another vital component of Thunder Mountain’s community outreach is our Cultural Support Program, which serves as a critical bridge between families and the school. This program provides direct communication pathways — particularly for our Spanish-speaking families — ensuring they have consistent access to school information, resources, and support. Through this initiative, families are more engaged and connected to their students’ educational experiences, fostering stronger school-home partnerships.

Looking ahead, one of Thunder Mountain’s key priorities is strengthening the Cultural Support Program. Currently, our program specialist, Annette Quezada, splits her time between both middle schools. However, we believe the needs of our students and families warrant a full-time specialist dedicated solely to Thunder Mountain. As the program continues to grow, our goal is to expand staffing so that Annette can serve Thunder Mountain full-time while an additional cultural support specialist is hired to serve Enumclaw Middle School.

Another area identified for growth is our Newcomer Program, designed to support students who have recently arrived in the United States and speak little to no English. These students often face unique academic, social, and cultural challenges as they transition into a new educational environment. Thunder Mountain staff strongly believe that expanding targeted support — including additional instructional resources, language development opportunities, and social-emotional supports — is essential to ensuring equitable access to learning and setting these students on a path to long-term success.

Section 7: Schoolwide Reform Strategies	
SY 2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES	
Goal/Priority #1 (G1)	Address student well-being by soliciting feedback on well-being and school safety from key stakeholders, which include staff, students, and community members..
Goal/Priority #2 (G2)	Address literacy and mathematics through ongoing professional development on the book study, Academic Conversations.
Goal/Priority #3 (G3)	Address on time graduation with a plan and pathway by implementing Thunder Mountain’s portion of the High School and Beyond Plan.

Section 8A: Action Planning			
Priority Goal 1 - Key Performance Objective (KPO): Conduct multiple surveys to measure student well-being at Thunder Mountain.			
Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
<p>A1) The administrative team will conduct a student survey designed to gather feedback on students’ perceptions of physical safety and social-emotional support at Thunder Mountain. The survey will ask students to rate the effectiveness and accessibility of supports available to them in these areas.</p> <p>The purpose of this survey is to gain deeper insight into students’ lived experiences and evaluate the impact of current programs and interventions. The results will guide future decisions around policies, practices, and resources to ensure that all students feel safe,</p>	October- November	Building administration	The data collected will inform future decisions about programming, resource allocation, and targeted interventions, ensuring that all students at Thunder Mountain feel supported, connected, and valued.

<p>supported, and connected within the school community.</p>			
<p>A2). The administrative team will conduct a staff survey designed to gather perception data on the level of trust, communication, and support between staff members and school leadership. The purpose of this survey is to understand staff experiences better, strengthen relationships, and identify areas where the administrative team can improve collaboration, transparency, and support. The results will guide future leadership practices and professional culture initiatives at Thunder Mountain.</p>	<p>November-December</p>	<p>Building administration</p>	<p>The data collected will help the administrative team better understand the current levels of trust and support within the building. This information will be used to guide decision-making and, if necessary, adjust leadership practices to strengthen relationships and foster a more collaborative and supportive school culture.</p>
<p>A3) The administrative team will conduct a community survey to gather feedback on the school community's perceptions of safety and trust at Thunder Mountain. The purpose of this survey is to better understand how families and community members view the school environment and the effectiveness of current safety measures and communication practices. The results will help guide future initiatives aimed at strengthening school-community relationships and ensuring that Thunder Mountain remains a safe, welcoming, and trusted place for all..</p>	<p>January</p>	<p>Building administration</p>	<p>The data collected will provide valuable insight into the community's perception of Thunder Mountain. If the results indicate any areas of concern or negative perceptions, the administrative team will collaborate to develop strategies and action plans to address those issues and strengthen trust and partnerships with the community.</p>

<b>Section 8B: Action Planning</b>			
<b>Priority Goal 2 - Key Performance Objective (KPO): Conduct PD and fidelity checks on Academic Conversations protocols.</b>			
<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs Key Performance Indicators</b>
A1) Develop and provide a series of lessons to review and build on the concepts presented in the book Academic Conversations.	September to January- Lessons taught to staff.	Common Core team/Gracie Holden	Feedback given by staff on each professional development lesson.
A2 Fidelity teams will ensure conservation protocols are being utilized throughout the school.	February- Fidelity walk-throughs and feedback loops conducted.	Common Core team/Gracie Holden	Walk-through feedback loops. Feedback will be given to individual teachers after the team assesses the success of the protocols in each classroom.
A3) End-of-year progress created by the Common Core team.	June	Common Core team/Gracie Holden	All objectives are met on the Academic Conversations' to-do checklist.

<b>Section 8B: Action Planning</b>			
<b>Priority Goal 3 - Key Performance Objective (KPO): Complete all steps of the middle level portion of the HSBP.</b>			
<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs Key Performance Indicators</b>
A3) Science teachers in the 7th and 8th grade will complete the Schoolinks onboarding/Find Your Path assessment.	September	Science teachers in 7th and 8th grade.	Onboarding survey Find Your Path Assessment
A2)Through Focus classes, students will create/modify a career SMART goal and complete the SMART goal feedback survey.	November	8th-grade teachers	Completed Career SMART goal Completed SMART goal survey
A3)Students will submit their initial High School and Beyond Plan and complete the submission survey.	May	8th-grade teachers	Submitted HSBP Completed HSBP survey



## Enumclaw High School - School Improvement Plan 2025-26 School Year



### REFORM STRATEGIES

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Improve the number of students who attend 90% or more school days.

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Close the on-time graduation rate opportunity gap for students who receive special education services.

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Improve the number of students graduating with an EHS diploma and a plan for next steps.

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### Enumclaw High School Vision

We empower every student to learn, grow, and thrive through meaningful relationships, rigorous learning, and purposeful pathways—so they graduate with confidence, connection, and a clear plan for their future.

**Enumclaw SD Theory of Action:** If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

**Equity Statement:** We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students' strengths and needs, including factors and variables that may not be easily identified.

Section 1: Building Data	
<b>1a. Building:</b> Enumclaw High School	<b>1g. Grade Span:</b> 9 -12 <b>School Type:</b> High School
<b>1b. Principal:</b> Rod Merrell	<b>1h. Building Enrollment:</b> 1344
<b>1c. District:</b> Enumclaw School District	<b>1i. F/R Percentage:</b> 31.8%
<b>1d. Board Approval Date:</b>	<b>1j. Special Education Percentage:</b> 13.7%
<b>1e. Plan Date:</b> October, 2025	<b>1k. English Learner Percentage:</b> 5.3%
<b>1f. School's Washington School Improvement Framework (WSIF) Support:</b> Foundational Supports	

Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)	
Rod Merrell, Principal	Matt Gerhardt, EHS Social Studies
Paul Iacobazzi, Assistant Principal	Tandy Schafer, EHS English
Kim Herd, Assistant Principal/CTE	
Mark Gunderson, EHS Health and Fitness	Kami Johnson, EHS Counseling
Kody Dribnak, Assistant Principal	Allison Abrahamse, EHS Science
Paul Scott, EHS Fine Arts	Katie Green, EHS Special Education
Heather Oliver, EHS Family and Consumer Science	Elyssa Greene, EHS Special Education

**Section 6: PLAN/NEEDS ASSESSMENT**

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school’s data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school’s strengths to achieve your goals.

**Student Populations**

- 1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?**

Enumclaw High School has persistent opportunity gaps when we look at the achievement of white students compared to other student groups at the high school. Additionally, the measure of regular attendance continues to be a challenge at EHS. Based on our data from the 2024-2025 school year, the high school regular attendance rate was 67.9%. We have made improving student attendance one of our school-wide goals for improvement. Our data shows that we have opportunity gaps in regular attendance with students of color, students receiving special education services, and students experiencing poverty.

(EHS Attendance Data - 23-24)

<b>Group</b>	<b>Regular Attendance Rate (YEAR?)</b>	<b>Gap (State Avg 72.7)</b>
All Students	69.2%	3.5%
Hispanic/Latina/o of any race(s)	67.0%	2.2%
Two or more races	76.1%	N/A
Students receiving MLL Services	69.4%	.04%
Low-Income	68.4%	.08%

**2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.**

Our team has identified a range of root causes that are adversely impacting student achievement and school attendance. These causes span academic, social-emotional, and environmental domains, highlighting the complex and interconnected challenges many students face.

- **Areas of Strength:**

We have seen relative strength in academic engagement among students who feel connected to at least one trusted adult on campus and participate in extracurricular activities or structured support programs. These students often have more consistent attendance and demonstrate greater resilience in overcoming challenges. Additionally, when mental health support is accessible and visible, students are more likely to utilize services, helping reduce absenteeism due to anxiety or depression.

- **Areas for Growth:**

However, significant gaps remain. A large number of students struggle with chronic absenteeism rooted in mental health issues, academic disengagement, family responsibilities, or housing instability. For some, school feels irrelevant or disconnected from their future goals, which diminishes motivation. Others lack reliable transportation or have caregiving roles at home. Students experiencing poverty or homelessness often face barriers that go beyond the reach of traditional school supports.

- **What It Will Take:**

To build strength in these areas, we need a more coordinated system of support that includes stronger partnerships with community mental health providers, expanded access to academic interventions and mentoring, and increased efforts to create a sense of belonging and purpose on campus. This also means rethinking curriculum relevance, providing alternative pathways to graduation, and implementing early warning systems to identify and intervene before students disengage. Our team is committed to using data to drive these improvements and to cultivating a more inclusive and responsive school environment for all learners.

**3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)**

- a. ***What strengths do they possess?*** A typical student at Enumclaw High School is a kind, community-minded young person who values connection and takes pride in their school. This student likely participates in at least one extracurricular activity—whether it's athletics, the arts, FFA, or a club—and feels a strong sense of belonging both on campus and in the wider Enumclaw community.

They are respectful toward staff and peers, often showing small but meaningful acts of care, such as helping a classmate or checking in on a friend.

This student is resilient. They may face challenges—whether academic pressure, personal struggles, or family responsibilities—but they keep showing up, often drawing strength from their relationships with EHS staff and peers. They want to succeed and are motivated to learn, especially when they see how their education connects to their goals and values. Their loyalty and pride in being a Hornet are clear in how they show up for their peers, engage in school traditions, and represent their school positively both on and off campus. This student reflects both the strengths and the aspirations of our school community.

- b. *What challenges do they face?*** A typical student at Enumclaw High School faces a range of challenges that reflect both personal and community-level issues. While many of our students are caring, involved, and motivated to succeed, they are also navigating a complex and sometimes overwhelming set of obstacles.

This student may be impacted by the economic realities of their household, which can create stress and limit access to basic resources like transportation, consistent health care, or academic support outside of school. They are growing up in a time when the culture of personal responsibility is shifting, and they may struggle with independent problem-solving or perseverance when faced with academic setbacks. Social pressure is a constant—shaped heavily by peers, family expectations, and the influence of social media—often making it difficult for students to prioritize long-term goals over immediate acceptance or image.

Additionally, mental health challenges are increasingly common, and many students face barriers to accessing consistent support. In some cases, strained relationships between families and schools contribute to low engagement or a lack of trust, making it harder for students to see school as a place where they are fully supported. Despite these challenges, our students continue to show up and try—demonstrating a resilience that motivates our team to keep finding better ways to meet their needs.

- c. *What are some important relationships in their life?*** A typical student at Enumclaw High School is someone deeply rooted in relationships that shape their identity, motivation, and outlook on life. This student is connected to a network of support that includes family members who care about their well-being, EHS staff who know them by name, peers who influence their day-to-day decisions, and mentors from activities such as sports teams, clubs, or faith-based groups.

These connections play a central role in how the student experiences school. A coach may serve as a trusted adult who encourages academic focus, while a teacher might provide a consistent and safe space in an otherwise unpredictable day. Friends offer emotional support, but also bring social pressures that impact behavior and decision-making. This student navigates the highs and lows of adolescence within the context of these relationships, and their success is often linked to the strength and stability of the connections they've built.

Centering on this learner means recognizing that growth and achievement don't happen in isolation—they happen in community. Supporting this student requires ongoing attention to the relationships that surround them, and creating opportunities in school that reflect the values, interests, and support systems they hold most dear.

## Educators

1. **Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school?** We have been working on vision and culture for the past three years at Enumclaw High School. Staff and students collaborated to create EHS CARES - our school-wide norms and created common expectations for different spaces on campus, including hallways, the commons, and offices. We also created common expectations for classrooms that we implemented in the spring of last year. This year, we revised our electronics policy to address student cell phone use in the building in an effort to increase student engagement with learning. Additionally, administration, the building leadership team, and certificated staff collaborated on staff common expectations ([LINK](#)). Finally, during our August days, we focused on increasing rigor and engagement with all students at EHS. This is directly related to increasing expectations for all students at EHS.
2. **What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?**

*We have identified several areas where we could use additional professional development, including:*

- AVID instructional methodologies
- Implementation of Tier-1 Common Expectations
- Rigor in the classroom.
- AVID Focused Note-taking Process.
- Learning and the Brain
- Conducting challenging conversations in the classroom
- Leveraging High Engagement Strategies for improved learning

3. **What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?**

This is my fifth year as the principal of Enumclaw High School. Our initial professional development has been on fostering positive relationships in the classroom and across the campus at EHS. We focused on the importance of positive relationships, strategies for building relationships with students, and strengthening our system of behavior interventions. We are now moving our focus to professional development on implementing AVID instructional practices, increasing rigor and engagement in the classroom, and brain-based learning. As part of the effort to increase professional learning for staff, EHS retooled our PLC structure to allow for a learning-centered PLC each month ([LINK](#)). We collect feedback data from each session to improve our practice.

## Systems of Support

1. **Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of support and how other areas will be strengthened.**

At Enumclaw High School, we have implemented several professional learning initiatives that are proving to be powerful and effective in improving instruction and student engagement. Notably, the integration of AVID instructional methodologies, including the Focused Note-Taking process, has helped teachers support students in developing consistent academic habits and deeper processing of content. The use of high engagement strategies has also led to more active participation and increased cognitive demand in classrooms across content areas.

The implementation of Tier-1 Common Expectations has provided a consistent foundation for classroom behavior and learning routines, creating a more predictable and supportive learning environment. In addition, training around rigor in the classroom and conducting challenging conversations has strengthened teachers' ability to push thinking and manage sensitive topics respectfully and inclusively. Professional development through Learning and the Brain has further deepened our staff's understanding of how students learn, helping to align strategies with cognitive science.

We measure the success of these initiatives through a combination of classroom observation data, student engagement metrics, discipline trends, and feedback from staff and students. For example, classrooms that consistently implement AVID strategies show improved student organization and academic discourse. We've also seen reduced behavior incidents in classes that fully apply Tier-1 expectations, and teachers report increased confidence in facilitating rigorous and meaningful discussions. These outcomes indicate that our current professional learning efforts are both relevant and impactful.

2. **How did your school identify these areas of strength and improvement?**

The school used qualitative and quantitative data to identify these areas of strength and improvement. Data sources included EHS Belonging and Inclusion Survey, discipline data, attendance data, student interviews, staff interviews, and work with the EHS Student Support Team.

3. **How well do school and community systems interact to assure continuity of support for students? Provide at least one example.**

One area of strength with school and community partnerships can be seen in the continuing support of our full-time mental health counselor and part-time drug and alcohol counselor. These important services for students became a reality through a partnership between the Enumclaw School District and Rainier Foothills Wellness. In addition, this partnership has created opportunities to offer students

psychoeducational groups on topics like anger management, dealing with anxiety, and positive relationships. Providing students with mental health services is vitally important.

**4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?**

One area of strength is the Enumclaw CTE Program. Our CTE Program aligns with the district's theory of action with regard to authentic and deep learning experiences for students, and it provides opportunities for students to participate in areas of study that will often lead to post-secondary opportunities. Our CTE Director is focusing on the CTE Advisory program, where industry leaders in our area and CTE teachers collaborate to increase the efficacy of our programs and to align our programs with standards within each industry. This effort is one way to strengthen our family and community partnerships.

One new initiative for the year is the implementation of a new high school and beyond platform. This new platform allows us to connect students with businesses and industries both in our community and the Puget Sound region. In addition, all graduates from ESD from 2025 and beyond will continue to have access to this resource beyond graduation. Alumni can use it as a resource to continue accessing support for the job search and work-related support programs, including resume writing and other professional skills. We hope that this will allow us to stay connected to our past students and continue providing a valuable resource throughout their lifetime.

**Section 7: Schoolwide Reform Strategies**

**SY 2023 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES**

<b>Goal/Priority #1 (G1)</b>	Improve the number of students who attend 90% or more school days.
<b>Goal/Priority #2 (G2)</b>	Close the on-time graduation rate opportunity gap for students who receive special education services.
<b>Goal/Priority #3 (G3)</b>	Improve the number of students graduating with an EHS diploma and a plan for next steps.

**Section 8A: Action Planning**

**Priority Goal 1 - Improve the number of students who attend 90% or more school days.**

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs</b>
1. Strengthen Tiered Attendance Monitoring & Intervention System.	September-June	Kody Dribnak, Admin Team, Ella Kurczewski, Counselors	1. Develop and implement an Early Warning System (EWS).

			2. Create and train an Attendance Response Team (ART).
2. Improve Communication with Families About Attendance Expectations.	September-June	Kody Dribnak, Admin Team, Ella Kurczewski, Counselors	<ol style="list-style-type: none"> <li>1. Launch an “Attendance Matters” awareness campaign.</li> <li>2. Send the appropriate letters home to parents per the WAC code.</li> <li>3. Meet with parents of students who are not regularly attending school.</li> </ol>
3. Reduce Barriers to Attendance.	September-June	Kody Dribnak, Admin Team, Ella Kurczewski, Counselors	<ol style="list-style-type: none"> <li>1. Partner with families to identify any barriers that may be affecting students' ability to attend school.</li> </ol>
4. Build a Positive Attendance Culture.	September-June	Kody Dribnak, Admin Team, Ella Kurczewski, Counselors	<ol style="list-style-type: none"> <li>1. Recognize individual and collective attendance achievements.</li> <li>2. Use the extra Monday 15-minute time and Academic focus weeks to discuss attendance, goals, and time management.</li> <li>3. Empower student leaders to promote attendance.</li> </ol>
5. Partner with Community Agencies and Support Networks.	September-June	Kody Dribnak, Admin Team, Ella Kurczewski, Counselors	<ol style="list-style-type: none"> <li>1. Formalize referral pathways to support services.</li> <li>2. Engage tribal, cultural, and community leaders.</li> <li>3. Implement restorative circles for chronically absent students.</li> </ol>

**Notes:**

- **Washington School Improvement Framework for Enumclaw High School - [2024 WSIF](#)**
- **OSPI Attendance Data for EHS (23-24) - [EHS Regular Attendance Data](#)**

<b>Section 8A: Action Planning</b>			
<b>Priority Goal 2 - Close the on-time graduation rate opportunity gap for students who receive special education services.</b>			
<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs</b>
1. Improve the implementation and monitoring of IEPs to ensure alignment with student goals, academic expectations, and EHS graduation requirements.	Ongoing	Paul Iacobazzi Elyssa Greene Katie Green Building Admin Team General Education Staff	1. 100% of IEPs are reviewed and updated annually with progress monitoring logs completed each quarter; 2. 100% of IEP meetings are attended by case managers, general education representatives, and a building administrator; 3. 100% of draft IEPs provided to IEP team (building administrators) 2 days prior to IEP meetings; 4. 85% of students with IEPs are on track with credits and graduation pathway requirements by the end of junior year; 5. Provide training to case managers and building administrators on writing effective IEPs.
2. Improve EHS staff members' understanding of Special Education Law and staff responsibilities to support students receiving special education services.	August 14, 2025 * Ongoing	Paul Iacobazzi Elyssa Greene Katie Green Building Admin Team General Education Staff	1. Hold Enumclaw School District SPED Launch * 2025-2026; 2. Address the importance of Special Education and IEP case management at every staff meeting; 3. Hold a Building Accommodations Fair/training; 4. Develop Gen Ed IEP at a glance organization.
3. Redesign the Independent Learning Classroom (ILC) program.	Dec. 2025	Paul Iacobazzi C Blechschmidt, Morag Crawford, Amy French	1. Meet with the ILC team to plan for redesign of the ILC program. 2. Enhance Life Skills classes to meet the needs of ILC students.

**Notes:**

- **Washington School Improvement Framework for Enumclaw High School - [2024 WSIF](#)**
- Need data for Resource students culled out of all SPED. Impacting and focusing on Resource students can increase grad rates overall.
- ILC grad rate (?)
- This is a work in progress. KPI to be determined once pertinent current data is clearer.

<b>Section 8B: Action Planning</b>			
<b>Priority Goal 3 - Improve the number of students graduating with an EHS diploma and a plan for next steps.</b>			
<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs</b>
1. Hold Senior Exit Interviews for all students in the class of 2026.	Completed by June 1, 2026	Lindsay Duerre, Kim Herd, Rod Merrell	<ol style="list-style-type: none"> <li>1. All Senior students introduced to the Exit Interview process/ expectations (Qtr 1)</li> <li>2. Staff trained on giving feedback/ assessing expectations (Otr. 3)</li> <li>3. Students scheduled for Interview (Qtr 3)</li> <li>4. All seniors complete exit interview (Otr 4)</li> </ol>
2. Re-implement HSBP for all students grades 9-12.	Ongoing 2025-2026	Kim Herd Counselors Lindsay Duerre	<ol style="list-style-type: none"> <li>1. Determine scope and sequence of Schoolinks material for each grade level</li> <li>2. Create monthly 20-minute lessons for grades 10-12</li> <li>3. Train staff on how to provide lessons to students</li> <li>4. 90% of students complete lessons each month.</li> </ol>
3. Hold "Follow Your Pathway" - Senior/Junior information night	November 2025- Conferences	Counselors	<ol style="list-style-type: none"> <li>1. Design and implement evening program designed to support seniors/ Family as they move towards life beyond high school               <ol style="list-style-type: none"> <li>a. post high school pathways overview</li> <li>b. Financial Aid 101</li> <li>c. Senior year timeline and Deadlines</li> <li>d. College application crash course</li> <li>e. Skilled Trade/ Apprenticeship options</li> <li>f. Supporting mental health through transitions</li> <li>g. SchoolLinks and postsecondary planning tools</li> <li>h. Alumni and Parent Panel</li> <li>i. Sports beyond high school</li> <li>j. Creative ways to pay for college</li> </ol> </li> <li>2. Implement incentive program for student and families attendance</li> </ol>
4. Hold College/ Career Day	Spring 2025	Lindsay Duerre Junior Achievement support CTE support team	<ol style="list-style-type: none"> <li>1. Plan and implement a career day that includes the following               <ol style="list-style-type: none"> <li>a. College fair</li> <li>b. Guest speakers from a variety of careers</li> <li>c. Reality fair for seniors</li> </ol> </li> </ol>

5. Hold Trades Festival	June 2026	TBD Grayson McKoon Eric Heintzinger CTE support team	1. Plan and implement a trades festival that includes opportunities for all students to visit and learn about potential careers and trade opportunities
6. Implement SchoolLinks adoption- 2025 Course Planner	Ongoing	Kim Herd Lea Tiger Tice Counselors	1. Investigate different components of the SchoolLinks platform. 2. Training on how to use Course Planner option (October)- this meets the requirement of course planning support in grade 10 for students pathway choice. 3. Create an adoption plan for Course Planner -following transition to Q. 4. 100% use in the 2026 school year
7. Link HSBP to Student SPED Transition Plans	Ongoing	Elyssa Greene Mike Rettinhouse Paul Iacobazzi	1. Revise EHS Transition plan to match EHS High School and Beyond Plan. 2. Train SPED Staff to use School Links for transition plan/HSBP.

**Notes:**

- **2023-24 EHS Graduation Data Summary - [EHS Graduation Summary 23-24](#)**
- **EHS Exit Interview Instructions - [EHS Senior Exit Interview Instructions](#)**

**Westwood Elementary School  
School Improvement Plan  
2025-26 School Year**

<b>Section 1: Building Data</b>	
<b>1a. Building:</b> Westwood Elementary School	<b>1g. Grade Span:</b> Kindergarten - Fifth Grade <b>School Type:</b> Elementary
<b>1b. Principal:</b> Scott Meyer	<b>1h. Building Enrollment:</b> 437
<b>1c. District:</b> Enumclaw School District	<b>1i. F/R Percentage:</b> 27.9%
<b>1d. Board Approval Date:</b>	<b>1j. Special Education Percentage:</b> 18%
<b>1e. Plan Date:</b> November 1, 2024	<b>1k. English Learner Percentage:</b> 11.5%
<b>1f. School's Washington School Improvement Framework (WSIF) Support:</b> Foundational Supports	

<b>Section 2: School Leadership Team Members Parent-Community Partners</b> Please list by (Name, Title/Role)	
Scott Meyer, Principal	Jackie Carel, Teacher
Jen Lee, Early Intervention Specialist	
Jess Kelly, Counselor	
Sarah Rae, Teacher	
Shannon Wolfe, Teacher	

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**Section 3: Vision Statement**

*Inspiring students to learn, lead, and impact their community and world.*

**Section 4: Theory of Action**

If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

**Section 5: Culture of Equity Statement**

We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students' strengths and needs, including factors and variables that may not be easily identified.

## Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Washington School Improvement Framework Data for Westwood Elementary

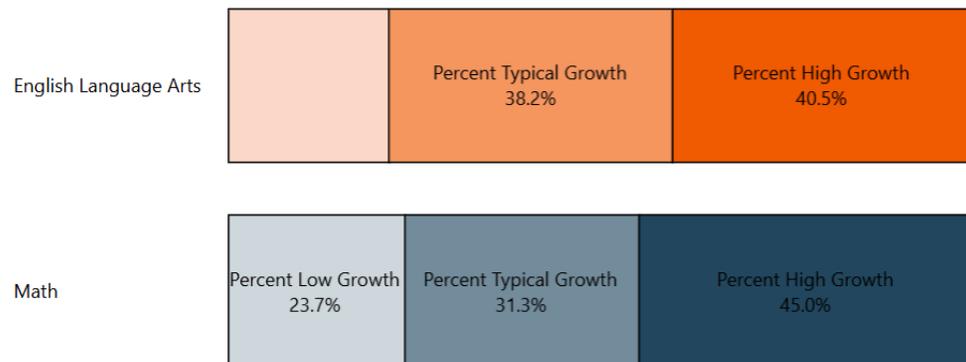


	All Students	American Indian/ Alaskan Native	Asian	Black/African American	Hispanic/Latino of any race(s)	Two or More Races	White	English Language Learners	Low-income	Students with Disabilities
ELA Proficiency Rate	60.7%		80.6%		38.9%	57.1%	64.8%	24.5%	45.1%	32.5%
Math Proficiency Rate	50.8%		58.1%		33.3%	42.9%	55.4%	17.0%	40.2%	28.6%
ELA Median SGP	56		49		42		62	44	53	48
Math Median SGP	63		53.5		59		65	60.5	64	61
EL Progress Rate*	63.9%									
Graduation Rate**										
Regular Attendance Rate	78.2%		63.6%		65.3%	69.2%	84.0%	57.0%	69.9%	75.4%
Ninth Grade On Track Rate										
Dual Credit Rate										

Smarter Balanced Assessment Data - Passing Averages Compared with the State

3rd ELA State/WW		4th ELA State/WW		5th ELA State/WW		3rd Math State/WW		4th Math State/WW		5th Math State/WW	
47.8	65.3	49.4	64.2	52.9	62.3	51.2	69.4	48.3	71.6	41.9	43.5

**Westwood Elementary School**  
2024-25



Key Take-Aways:

- No student group is below the threshold identified by the WSIF. Westwood is identified as “Foundational Supports” for WSIF
- Westwood is significantly outperforming state averages in most areas. On average, Westwood is 13.9% above in ELA and 14.4% in math.
- The majority of students are making a year’s worth of growth or more, according to formative data collected by the classroom teacher.
- 78.7% of students are identified as making “Typical or High” growth in ELA
- 76.3% of students are identified as making “Typical or High” growth in Math
- Our focus - Students identified with language acquisition supports are not progressing at the same rate as other student populations on standardized assessments

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

- Strong alignment to standards and core instruction produces high levels of progress and growth, building skills systematically as aligned to the progression outlined in the CCSS.
- Strong tier one (classroom) instruction for all students is effective, meets the needs of the individual learner and strives to challenge each student.
- Almost all students who are receiving special education are also receiving core instruction from their homeroom teacher. Core plus more allows for the opportunity to shrink the gaps in learning, which often widen when pulled from core instruction in a model that supplants.
- Learning engages students at high levels of depth of knowledge, not simply recall.
- A strong intervention system ensures students get additional supports when needed, not when they have a label.
- A strong growth mindset program encourages students to take risks, see challenges as growth opportunities, and celebrate individual goal setting and “leveling up”.

- A strong whole-child approach ensures students are being cared for and developed in all areas, including social/emotional skills.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

*A strength of our belief system is not focusing on a “typical” student as mentioned above but on each individual student. The individual student at Westwood is kind, caring, smart, fun, talented, works hard, has many strengths, has areas in need of development, has the potential to reach the goals they desire, can achieve at high levels, has unique skills, abilities, and attributes, and loves school.*

- a. What strengths do they possess?

*Westwood students possess the following strengths and more: The individual student at Westwood is kind, caring, smart, fun, talented, works hard, has many strengths, has areas in need of development, has the potential to reach the goals they desire, can achieve at high levels, has unique skills, abilities, and attributes, and loves school.*

- b. What challenges do they face?

*Each child has unique challenges based on his or her diverse background and life experiences. Many challenges may include poverty, abuse, inequitable school experience and access, inequitable access to resources, and a possible lack of emphasis on school/education at home. Although the pandemic is several years in the past, varied impacts can still be seen.*

- c. What are some important relationships in their life?

*Many Westwood students have important relationships with their parents, siblings, extended family members, teachers/educators, coaches, religious affiliates, friends, neighbors, pets/animals, and more...*

### **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

Our beliefs and values are evident the minute you enter our school building/campus. All staff, on a daily basis, engage students in an inclusive and loving environment where the child is nurtured, challenged, and provided the supports necessary to grow and thrive. Through relationships and positive encouragement/celebration, students are met with high expectations for their learning and high levels of support.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

**Student Engagement and Active Participation** - Engagement is requirement for learning. There are proven strategies and structures we can employ to ensure maximum student participation and engagement. Westwood staff will focus our professional learning over the course of the year on Active Participation strategies as taught by Anita Archer. On a continuum of engagement, we want our students actively driving and investing in their learning.

**Math Problem-Based Instruction** - Problem-based math continues to be a point of emphasis as we continue to implement Open Up Resources. Continued time and discussion to understand the foundations of the program and how to implement all of the components of the program will continue to be needed. Teachers will also continue to identify where supplementation is needed, in addition to adjustments within the curriculum to be better aligned with standards or the needs of learning.

**WIN Development** - Westwood has always had an intervention period K-5, but as we continue to refine and implement our block schedule, WIN Development continues to be refined and a focus. WIN stands for What I Need and is a committed time for intervention, reteaching, and or enrichment. Intentional time with grade-level teams will be a continued focus to ensure we are intentionally teaching our students based on identified need and skills. WIN development will look different K-2 than it does at grades 3-5.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Staff had initial training or professional learning on all of our new initiatives, which include: master schedule, problem-based math, AimsWeb, and EL. The current reality is that we continue to still feel the weight of implementing new programs, which requires continued attention and responsiveness to our teachers' needs. The key variable for success with these programs and initiatives will be continued and consistent collaborative professional learning over the course of the year. Teachers will need time and the empowerment to identify problems, time to problem-solve through our collective expertise, and possibly outside resources/training. Westwood will commit to

spending extra hours within the 56-hour contract for professional development focused on teaming around current needs identified by the group.

### **Systems of Support**

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Our system of support is responsive, knowledgeable, knows our students well, and works extremely hard to give each student who is not progressing in the core program the supports he or she needs within a short-term intervention with the sole purpose of success in the homeroom. The strength of the team is our ability to work together to meet the needs of students. The counselor, LAP teacher, early interventionist, psychologist, principal, speech pathologist, and school resource room teacher meet weekly to discuss kids and implement plans for the purpose of learning, not a label. Westwood blends aspects of Positive Behavior Interventions and Support (PBIS), Conscious Discipline, Second Step, and other resources to teach self-regulation, problem-solving, growth mindset, and positive learning behaviors.

Areas that can be improved include access to different supports to meet the varied needs of students. Based on the progress or lack of progress, students need individualized resources to meet specific needs.

2. How did your school identify these areas of strengths and improvement?

The school identified our areas of strength through discussion, observation, and the level of growth of our students.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

As student needs emerge that are beyond the scope of school, we reach out to local resources, including Nexus for youth and family counseling services, and Plateau Outreach Ministries for a variety of supports. Additionally, we have partnered with the local backpack program to send meals home on the weekends for families that would benefit from this support. We partner with our PTO to provide enrichment opportunities for students. When there is a building-wide reteaching need, parents are engaged with communication and information necessary to support our work with children. For example, last year, we identified a trend in unsafe language coming from many of our students. A parent newsletter was sent home and we worked together to identify the problem and replace unsafe language with safe words. This was a very successful partnership.

4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Areas of strength are partnering with organizations within the school and community to provide resources to students and families. We partner closely with parents who are police officers to have lunch with students. We use frequent and consistent communication to engage our families. Our PTO is extremely strong and a great liaison when reaching out to our community.

### Section 7: Schoolwide Reform Strategies

#### SY 2025 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES

Goal/Priority #1 (G1)	School Family Priority - Continued focus and development of the Westwood school family and environment for staff that supports the team and promotes collaborative work, grace, and self-care for the benefit of our students.
Goal/Priority #2 (G2)	Math Priority - 85% of students in grades K-5 will be proficient in math as measured by the Aimsweb composite score.
Goal/Priority #3 (G3)	Literacy Priority - 75% of students in grades K-3 will be proficient in reading as measured by the Aimsweb composite score.

### Section 8A: Action Planning 20

**Priority Goal 1 - Key Performance Objective (KPO):** 100% of all Westwood staff members will participate in creating a culture of adult learning.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
A1) Staff engagement in school family rituals, routines, and team meetings that encourage collaborative discussions that unite, celebrate and support each other in our work this year.	September - June	All staff	Evidence of brain smart starts, staff celebrations (quacks), wish-wells, and collaborative work in support of one another at staff meetings and professional learning communities.

### Section 8B: Action Planning

<b>Priority Goal 2 - Key Performance Objective (KPO): 85% of students in grades K-5 will be proficient in math as measured by the Aimsweb composite score.</b>			
<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs Key Performance Indicators</b>
Math implementation and commitment to Open Up Resources.	September - June	Homeroom teachers	All homeroom teachers will commit to teaching OUR as our adopted math program, teaching with fidelity and to the best of their knowledge of the program.
Commitment to 75-90 minutes of math daily as outlined in our master schedule	September - June	Homeroom teachers	All homeroom teachers will engage students in math for 75-90 minutes a day. PLCs can determine how the math block is chunked. Some teams have already committed to a 60-minute lesson and 30-minute math WIN time.
Spring Math - Foundational Skills Intervention K-3	October-June	K-3	All students in grades K-3 will take part in Spring Math, which is a foundational skills research-based intervention program

### Section 8B: Action Planning

<b>Priority Goal 3 - 75% of students in grades K-3 will be proficient in reading as measured by the Aimsweb composite score.</b>			
<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs Key Performance Indicators</b>
Professional learning communities will partner with the administration to best implement and problem-solve new programs - EL, UFLI, 95%,	All year	PLCs, principal	Classroom lessons will show evidence of new programs in use, within the master schedule blocks and with data from AimsWeb.
Use of benchmark data to identify student needs and then align WIN interventions or	All year	PLCs, Principal	Evidence will show students in purposeful small group learning during WIN.

enrichment to fill gaps and/or extend learning			
K-2 Daily Reading Groups	Every trimester	Principal, early intervention teacher and PLC teams	Student growth on Aimsweb assessment data and unit assessments, targeted instruction based on students needs within core instruction and WIN time

**Birth to Five @ JJ Smith  
School Improvement Plan  
2025-2026 School Year**

Section 1: Building Data					
<b>1a. Building:</b> JJ Smith		<b>1g. Grade Span:</b> PK (3-year-olds to 5+-year-olds) <b>School Type:</b> Early Learning			
<b>1b. Principal:</b> Stacy Lucas		<b>1h. Building Enrollment:</b>			
		2025-2026	2024-2025	2023-2024	2022-2023
			172 (09/15/24)	171 (09/15/23)	119 (09/20/22)
		144 (10/01/25)	176 (10/01/24)	174 (10/01/23)	120 (10/01/22)
			179 (11/01/24)	184 (11/01/23)	129 (11/01/22)
			196 (06/02/25)	199 (06/03/24)	157 (05/05/23)
<b>1c. District:</b> Enumclaw School District		<b>1i. F/R Percentage:</b> 59%			
<b>1d. Board Approval Date:</b>		<b>1j. Special Education Percentage:</b> TK 24% (9 out of 38 students) <i>Up from 15% in 2024-2025</i> ECEAP 35% (24 out of 68 students) <i>Up from 13% in 2024-2025</i> School 53% (77 out of 144 students) <i>Up from 47% in 2024-2025</i>			

<b>1e. Plan Date:</b> November 1, 2025	<b>1k. English Learner Percentage:</b> TK 21% (8 out of 39 TK students provisionally qualified)
<b>1f. School's Washington School Improvement Framework (WSIF) Support:</b> N/A	

<b>Section 2: School Leadership Team Members                  Parent-Community Partners</b> Please list by (Name, Title/Role)	
Stacy Lucas, Principal	Charity Breidenbach, DVPS Teacher (DVPS rep)
Treasa Brock, Office Manager	Melody Hildebrand, ECEAP Teacher (ECEAP rep)
Sandra VanHoof, Family Support Specialist	

<b>Section 3: Vision Statement</b>
Our Birth to Five Center is a community where we all belong, learn, and strive to reach our full potential together.

<b>Section 4: Theory of Action</b>
If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

**Section 5: Culture of Equity Statement**

We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students' strengths and needs, including factors and variables that may not be easily identified.

**Section 6: Plan / Needs Assessment**

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals, and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

**Student Populations**

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

<b>Washington School Improvement Framework</b>		
	<i>Preschool Goal</i>	<i>May 2025</i>
ELA Proficiency	Letters	89% at age standard <i>(down from 94% in 23-24 school year)</i>
Math Proficiency	Counting	86% at age standard <i>(up from 85% in 23-24 school year)</i>

ELA Growth	Letters	21% gain from Nov 24 to May 25 <i>(down from 23% gain in 23-24 school year)</i>
Math Growth	Counting	26% gain from Nov 24 to May 25 <i>(down from 31% gain in 23-24 school year)</i>
Attendance	Attended at least 90% of the time	79% of the students <i>(up from 61% in 23-24 school year)</i>

<b>Parent Survey October 2025</b>	
School is achieving school vision	89% of responses said BTF is achieving their vision
Would recommend BTF to others	100% of responses said Yes they would recommend
Strengths	Amazing staff; positivity; supportive; inclusion; kind staff; building confidence in students; helps achieve students' goals; welcoming staff; communication; personal connections; accommodations for students; feeling of community; sense of belonging; staff to student ratio; safe environment; organization; students' growth and development
Areas of Growth	Funding; gluten free lunch options; insight as to what students are doing each day; app to track transportation; technology enhancements such as CCTV; program awareness in our community; start times are difficult; too many reminders; unaware of what services are provided for Birth to Three children; facilities; more events and spirit weeks

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Challenge	Possible Root Cause	Strategies
Low Attendance Rate up from last year but 79% of our students attend school 90% of the time	<ul style="list-style-type: none"> <li>● Parents transport for ECEAP (68 students)</li> <li>● Half Day program easier to miss instead of arriving late</li> <li>● Programs have similar start times to elementary schools</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attendance campaign</li> <li><input type="checkbox"/> Publish attendance data</li> <li><input type="checkbox"/> Provide opportunity for parents/guardians for input</li> <li><input type="checkbox"/> Desegregate data by program, if possible</li> </ul>
DVPS Letter Gain <i>Fall 24 - 72%</i> <i>Winter 25 - 79%</i> <i>Spring 25 - 79%</i>	<ul style="list-style-type: none"> <li>● Some students are not speaking yet</li> <li>● Enrollment occurs all year</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intentional letter focus school wide</li> <li><input type="checkbox"/> How to embed letter identification in play</li> </ul>
Lower Enrollment in both TK and DVPS <i>TK 39/40 students</i> <i>DVPS 34 students vs 60+ last two years</i>	<ul style="list-style-type: none"> <li>● More students enrolled in inclusion classes (12+)</li> <li>● Enrollment is down at at least two area preschools</li> <li>● COVID boom graduated to K</li> <li>● Drop in birth rates in King County from 2020 to 2022</li> <li>● COVID preschoolers presenting more delays</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> More intentional outreach</li> </ul>

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

a. What strengths do they possess?

- Excited to come to school; loves their teacher(s); supported family; eager to learn; enthusiastic
- b. What challenges do they face?  
Limited social skills, communication skills, ability to attend (or keep attention), and lack of self-regulation skills
- c. What are some important relationships in their life?  
Family (immediate and extended); friends at school (although they may not know their names); teachers

### **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school?

*Vision: Our Birth to Five Center is a community where we all belong, learn, and strive to reach our full potential together. Equity Statement: We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students' strengths and needs, including factors and variables that may not be easily identified.*

As an early learning center, we are committed to being part of the school district and to ensure a smooth transition to Kindergarten, alignment with what the elementary schools are doing is important. This includes creating School Improvement Plan goals around the school district Commitments. Creating specific goals helps create high expectations for all students at the BTF Center. A unique sense of belonging happens on campus where students are excited to come to school, eager to learn, and where multiple adults know each child. Feedback from parents include "personal connections", "feeling of community", and "sense of belonging" as some of our many strengths.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?
- Purposeful Play
  - Early Learning and Development Guidelines for Washington State
  - Teaching Strategies Gold
  - Augmentative and Alternative Communication Devices
  - Culturally Responsive Practices (inclusion and equity)
  - Pyramid Model
  - Developmentally Appropriate Practices

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

One support that was implemented last year in our ECEAP classrooms was staffing with three adults. This was successful because we were able to maintain the 1:10 teacher to student ratio at all times. It also proved to be successful because when one of the teachers was absent and we were unable to get a substitute, it was easier to provide coverage (just during lunch breaks). This year, a Developmental Preschool fte and a paraeducator were released to provide case management and support in the inclusion classrooms. Our professional development this year is intentionally focused on purposeful play. Through this, we developed “soft skills” that will be emphasized. Our success is measured on the smooth transition to kindergarten.

### **Systems of Support**

1. Consider the degree to which your school’s system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school’s system of support and how other areas will be strengthened.

Strengths: Parents have stated areas of strength around support are: staff to student ratio; sense of belonging; staff know the students; kind staff; accommodations for students; and a safe environment. In addition, our ChildFind screening program runs smoothly; we use Second Step curriculum center-wide; we have four family conferences a year; and we are utilizing the Pyramid Model as we begin a Student Support Team.

Areas to Strengthen: Finding a way to monitor effectiveness of curriculum and strategies; successful PLCs for all programs; use of TS Gold (assessment); how to meet the needs of our children’s mental health; how to promote inclusion (SDI for students on IEPs)

2. How did your school identify these areas of strengths and improvement?

The Local District Inclusion Self-Assessment and the Early Childhood Program-Wide PBS Benchmarks of Quality were used to survey staff last year (twice). A Parent Survey in October 2025 was also used.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

Rainier Foothills Wellness Foundation provides backpack meals each Thursday for families who sign up. We have a partnership with Enumclaw High School who provide Teacher Academy and Transition Program students to come assist in the classrooms daily. Children’s Therapy Center provides services for our birth to three students

and helps create a smooth transition from their services to ours. Our ECEAP program has two Family Support Specialists who do not hesitate to help out any family, even those not enrolled in ECEAP. Our teachers provide next year's Kindergarten teachers with a "seed packet" cover on each student (showing strengths and stretches). In February, we host an Early Childhood Resource Fair where parents find out what local organizations are available for their young children.

**4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?**

Our Instagram page gets visited frequently hoping to build engagement. We have connected with the Children's Librarian from Enumclaw Library. King County Library has reached out to restart Talk Time: English Conversation Practice, a free program led by volunteers to provide time for community members to practice their English skills. We have a weekly parent-ran Toddler Play Time in our Resource Room, giving parents/guardians a safe place for their toddler to play, where they meet other local parents. We host an Early Childhood Resource Fair in February to help provide families with local resources.

## Section 7: Schoolwide Reform Strategies

### Aligned to Enumclaw School District Commitments

Priority Goal #1 (PG1)	<p>Student Well-Being</p> <p><b>Priority Goal #1</b> - Students will be able to establish and sustain positive relationships with peers according to Teaching Strategies standards based on age level.</p>
Priority Goal #2 (PG2)	<p>Literacy Proficiency</p> <p><b>Priority Goal #2</b> - Students will be able to recognize or identify (a few, 10, 10+) uppercase and/or lowercase letters according to Teaching Strategies standards based on age level.</p>
Priority Goal #3 (PG3)	<p>Algebraic Reasoning</p> <p><b>Priority Goal #3</b> - Students will be able to count (0-10, 0-20, or 0-20+) according to Teaching Strategies standards based on age level.</p>
<p>Goal/Priority #1 (G1)</p> <p><i>Student Well-Being</i></p>	<p>Actively monitoring student engagement, hope, belonging and social emotional learning.</p> <p><u>Teaching Strategies Objective 2.c</u> Establishes and sustains positive relationships: Interacts with Peers</p> <p><i>3-year-olds use successful strategies for entering groups of students</i></p> <p><i>4-year-olds initiates, joins in, and sustains play with a small group of two or three students</i></p> <p><i>End of Kindergarten students interact cooperatively in groups of four or five students</i></p>
<p>Goal/Priority #2 (G2)</p> <p><i>Literacy</i></p>	<p>Actively monitoring Oral Reading Fluency and Comprehension.</p> <p><u>Teaching Strategies Objective 16.a</u> Demonstrates knowledge of the alphabet: Identifies and Names Letters</p> <p><i>3-year-olds recognizes a few letters in own name</i></p> <p><i>4-year-olds recognizes as many as 10 letters</i></p> <p><i>End of Kindergarten students identify 26 uppercase and 26 lowercase letters</i></p>
<p>Goal/Priority #3 (G3)</p> <p><i>Mathematics</i></p>	<p>Actively monitoring Operations and Algebraic Thinking, and Numbers in Base Ten.</p> <p><u>Teaching Strategies Objective 20.a</u> Uses number concepts and operations: Counts</p> <p><i>3-year-olds verbally counting to 10</i></p> <p><i>4-year-olds verbally counting to 20</i></p> <p><i>End of Kindergarten students count from 0-100</i></p>

### Section 8A: Action Planning

**Priority Goal 1 - Students will be able to successfully use strategies to establish and sustain positive relationships with peers according to Teaching Strategies standards based on age level.**

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
A1) Assess Social Emotional Objectives through Teaching Strategies Gold or WAKids	November February May	ECEAP, TK, & DVPS Teachers	Growth from November to June Overall percentage of children meeting age level standards
A2) Provide families with Second Step Home Links	Ongoing	Stacy and Teachers	Link in Newsletter
A3) Provide families with tips	Ongoing	Stacy	Evidence from Newsletters
A4) Provide families with data from TS Gold	November February May/June	ECEAP, TK, & DVPS Teachers	TS Reports

### Section 8B: Action Planning

**Priority Goal 2 - Students will be able to recognize or identify (a few, 10, 10+) uppercase and/or lowercase letters according to Teaching Strategies standards based on age level.**

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs</b> Key Performance Indicators
B1) Assess Literacy Objectives through Teaching Strategies Gold or WAKids	November February May	ECEAP, TK, & DVPS Teachers	Growth from November to June Overall percentage of children meeting age level standards
B2) Involve parents/guardians in the discussion of where the child is at and provide ideas to do at home.	Conferences: November February May	ECEAP, TK, & DVPS Teachers	Goals around alphabet and introduced to families at conferences
B3) Provide families with data from TS Gold	November February May/June	ECEAP, TK, & DVPS Teachers	TS Reports

### Section 8C: Action Planning

#### **Priority Goal 3 - Students will be able to count (0-10, 0-20, or 0-20+) according to Teaching Strategies standards based on age level.**

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs</b> Key Performance Indicators
C1) Assess Math Objectives through Teaching Strategies Gold or WAKids	November February May	ECEAP, TK, & DVPS Teachers	Growth from November to June Overall percentage of children meeting age level standards
C2) Involve parents/guardians in the discussion of where the child is at and provide ideas to do at home.	Conferences: November February May	ECEAP, TK, & DVPS Teachers	Goals around counting and introduced to families at conferences
C3) Utilize the newsletter to provide ideas for parents/guardians	Ongoing	Stacy	Evidence from newsletters
B4) Provide families with data from TS Gold	November February May/June	ECEAP, TK, & DVPS Teachers	TS Reports

**Enumclaw Middle School  
School Improvement Plan  
2025-26 School Year**

<b>Section 1: Building Data</b>	
<b>1a. Building:</b> Enumclaw Middle School	<b>1g. Grade Span:</b> 6-8 <b>School Type:</b> Middle School
<b>1b. Principal:</b> Lindsay Richter	<b>1h. Building Enrollment:</b> 522
<b>1c. District:</b> Enumclaw School District	<b>1i. F/R Percentage:</b> 38.3%
<b>1d. Board Approval Date:</b>	<b>1j. Special Education Percentage:</b> 16.3%
<b>1e. Plan Date:</b>	<b>1k. English Learner Percentage:</b> 5.7%
<b>1f. School's Washington School Improvement Framework (WSIF) Support:</b> <a href="#">Foundational Supports</a>	

<b>Section 2: School Leadership Team Members Parent-Community Partners</b> Please list by (Name, Title/Role)	
Lindsay Richter, Principal	Paul Dumontet, Assistant Principal
Brian Erickson, History Department & Leadership Chair	Megan Jones, Special Education Department Chair
Renee Woods, Science Department Chair	Desiree Gibb, Math Department Chair
Ainsley Holz, Choir/Electives Chair	JB Blair, English Language Arts Department Chair
Mindi Dribnak, Physical Education Department Chair	Davette Eneboe, Counselor

### **Section 3: Vision Statement**

Inspiring students to learn, lead, and impact their community and the world.

### **Section 4: Theory of Action**

If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

### **Section 5: Culture of Equity Statement**

We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students strengths and needs, including factors and variables that may not be easily identified.

## Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school’s data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school’s strengths to achieve your goals.

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Test	Takeaways							
<p><i>SBA- Math, ELA, Science</i></p> <div style="text-align: center; background-color: #FFD700; padding: 5px; margin-bottom: 10px;"> <b>Assessment</b>  <b>Foundational Grade-level Knowledge (and above)   Consistent Grade-level Knowledge (and above)</b> </div> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">                     ELA 2024-25 School Year  </td> <td style="width: 33%;">                     Math 2024-25 School Year  </td> <td style="width: 33%;">                     Science 2024-25 School Year  </td> <td style="width: 33%;">                     ELA 2024-25 School Year  </td> <td style="width: 33%;">                     Math 2024-25 School Year  </td> <td style="width: 33%;">                     Science 2024-25 School Year  </td> </tr> </table> <p>Note:</p> <p><b><u>Foundational Grade Level Knowledge</u></b> includes Levels 2-4 students; students are demonstrating they have <b>the essentials</b> of that grade’s standards — they may still be growing in complexity, depth, or accuracy, but they are not entirely off grade level.</p> <p><b><u>Consistent Grade Level Knowledge</u></b> includes Levels 3-4; not only at grade level, but are reliably doing the tasks that grade level expects, and are more likely to be on track for college- and career-readiness (especially by the later grades). They handle more complex problems, apply skills accurately, and show more independence in their thinking.</p> <p>The two labels help differentiate between “on or near grade level” versus “strongly on grade level / college-ready trajectory.”</p>			ELA 2024-25 School Year 	Math 2024-25 School Year 	Science 2024-25 School Year 	ELA 2024-25 School Year 	Math 2024-25 School Year 	Science 2024-25 School Year 
ELA 2024-25 School Year 	Math 2024-25 School Year 	Science 2024-25 School Year 	ELA 2024-25 School Year 	Math 2024-25 School Year 	Science 2024-25 School Year 			

### Enumclaw Middle School 2024 Annual Identification Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
ELA Proficiency Rate	54.2%				35.7%		50.7%	59.1%	8.3%	37.0%	23.2%
Math Proficiency Rate	43.6%				25.0%		33.8%	48.9%		26.0%	13.7%
ELA Median SGP	52				47		44.5	53	57.5	50	43
Math Median SGP	63				60		60	63.5	45	62	45
EL Progress Rate*	13.2%										
Graduation Rate**											
Regular Attendance Rate	75.7%			85.0%	66.9%		80.0%	77.5%	72.1%	66.7%	68.3%
Ninth Grade On Track Rate											
Dual Credit Rate											



\*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group  
 \*\*Graduation decile score includes bonus points for extended graduation rate

*SBA Takeaways:*

**Foundational Knowledge (SBA Levels 2-4):** A high percentage of students demonstrated foundational grade-level knowledge (Levels 2-4) in core subjects during the 2024-25 school year:

- **English Language Arts (ELA): 78.0%**
- **Science: 76.2%**

**Consistent Knowledge in Science:** The percentage of students demonstrating consistent grade-level knowledge (Levels 3-4) in **Science (64.2%)** is the highest among all subjects in this category.

Math has the lowest percentage of students demonstrating consistent grade-level knowledge (Levels 3-4) on the SBA assessment, with only **44.3%** achieving this level in the 2024-25 school year.

Subgroup	Concern	Data Point
Students with Disabilities (SD)	Lowest Overall Performance	Received the lowest WSIF Final Score in 2024 at <b>1.93</b> , falling below the Cycle 3 Title I Identification Threshold.
	Extremely Low Proficiency	Math Proficiency Rate: <b>13.7%</b> . ELA Proficiency Rate: <b>23.2%</b> .
	Low Growth	ELA Median SGP: <b>43</b> (lowest subgroup). Math Median SGP: <b>45</b> (tied for lowest subgroup).
English Language Learners (ELL)	Severe ELA Deficiency	ELA Proficiency Rate: <b>8.3%</b> (the lowest of all listed subgroups).
	WSIF Identification	Identified for <b>WSIF Cycle 3: Tier 2 English Language Progress (ELP)</b> , indicating the school is among the lowest performing five percent in the measure for English language proficiency progress (based on WIDA test scores).
	Low Math Performance	Math Proficiency Rate: <b>26.0%</b> . Math Median SGP: <b>45</b> (tied for lowest subgroup).
Low-Income Students	Lowest Attendance	Regular Attendance Rate: <b>66.7%</b> (lowest observed rate).
	Low Proficiency	Math Proficiency Rate: <b>26.0%</b> . ELA Proficiency Rate: <b>37.0%</b> .
Hispanic/Latino Students	Low Operational Metrics	Regular Attendance Rate: <b>66.9%</b> . ELA Proficiency Rate: <b>35.7%</b> . Math Proficiency Rate: <b>25.0%</b> .

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

## Root Causes:

<p><i>Student Well-being</i></p> 	<p><i>Algebraic Reasoning by grade 9</i></p> 	<p><i>On-track for Graduation by grade 9</i></p> 
<ul style="list-style-type: none"> <li>● Cell phones and social media continue to significantly impact students socializing skills, willingness to stand up for others, and fear of being ostracized</li> <li>● Some students don't feel their voice matters</li> <li>● Lack of empowerment/ownership as being the change agent for our school</li> <li>● Need to build better understanding of what it means to feel like you belong</li> </ul>	<ul style="list-style-type: none"> <li>● Students continue to struggle with computational skills that hinder them from performing higher level thinking/problem solving concepts</li> <li>● Students lack motivation- build in motivation to persevere; build a common goal for all to work towards</li> <li>● Attendance</li> <li>● Track students who haven't taken the test and have someone else administer the test in a structured setting</li> <li>● How can we make STAR relevant so that students care?</li> <li>● Need intensive math intervention for Level 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>● MLL- students need to better understand the importance of the test and impact of the test, along with use of tools (microphone, speech to text, etc)</li> <li>● All subgroups tend to have more barriers, structures and less experiences that allow them to perform at a higher rate</li> <li>● Need for building understanding of researched based strategies to build literacy skills</li> <li>● Build on interventions available for students during the school year</li> </ul>

### Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school?  
 The vision and equity statement are the foundation to all of our meetings and what drives our work at EMS.  
 We strive to make the learning authentic for their future, whether it's how they treat others in the halls & classrooms, or it's academic, striving to be the best student they can be. Our teachers and students continue to operate from an asset based approach. We identify the strengths that each person has in our building and we seek to foster those strengths. We work within systems to ensure that no student is lost and that we maximize our effectiveness as educators. We work to develop a culture where every student knows that they are valued and supported each and every day. We believe that when we recognize and reward healthy behaviors we get more of those behaviors. We work to ensure our students are best prepared for success in high school and, more importantly, in life.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) **need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports** (e.g. positive behavior interventions)?

<p style="text-align: center;"><i>Student Well-being</i></p> 	<p style="text-align: center;"><i>Algebraic Reasoning by grade 9</i></p> 	<p style="text-align: center;"><i>On-track for Graduation by grade 9</i></p> 
<ul style="list-style-type: none"> <li>● Continue to break down what does it mean to belong- need student perspective because are we measuring the same thing</li> <li>● MTSS Training- in September to improve SST process</li> </ul>	<ul style="list-style-type: none"> <li>● Created intervention options for students- built in Math Intervention class into the master schedule</li> <li>● Continued training in problem based learning strategies that allows for deeper thinking but also reinforces needed skills</li> <li>●</li> </ul>	<p><b><u>MLL Needs:</u></b> EMS has been identified as needing more support for our MLL students. Our MLL students are quite a bit above the threshold when you factor in all other areas other than WIDA. However, because the state only uses WIDA scores to determine English Language Progress (ELP), we have been identified as WSIF Cycle 3: Tier 2 ELP. By training students and staff around WIDA, we believe we can make quick gains to show more accurate student performance on the test. Unfortunately, we will be considered Cycle 3, Tier 2 ELP for three years.</p> <p>While we don't think this is an accurate portrayal of how our students are performing overall, we do believe we need to be more intentional about all our subgroups. Students need to be fully literate in home language.</p> <p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>● More time with MLL teacher so that collaboration can occur with content teachers</li> <li>● Backtrack and differentiate with reading strategies linked to MLL and SPED classes</li> <li>● Collegial learning labs- MLL and content teachers observe each other; PLC time to work together to align or crosswalk content</li> <li>● Time to collaborate- align standards</li> <li>● Teacher availability in the day to call struggling students in and focus on them to support</li> <li>● Better understand the reading across discipline that is occurring- weight feels like it's only on ELA and Math</li> </ul>

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

<p style="text-align: center;"><i>Student Well-being</i></p> 	<p style="text-align: center;"><i>Algebraic Reasoning by grade 9</i></p> 	<p style="text-align: center;"><i>On-track for Graduation by grade 9</i></p> 
<ul style="list-style-type: none"> <li>● Restructured our leadership teams to incorporate more staff (from 1 team to 4 different teams with different representative)- Traditional BLT, Wolf Den Curriculum Building Team, Tier 2 Team, Climate and Culture Team</li> <li>● Building Leadership Team Meetings (BLT)- leaders have input on building needs, upcoming meetings, protocols, etc</li> <li>● Created Subcommittees within our BLT around Securly Hall Pass and Discipline</li> <li>● 4 Full Day release days centered around Tier 1 practices with our BLT</li>   <li>● MTSS focus on SST process</li>   <li>● Restorative Practices-             <ul style="list-style-type: none"> <li>○ Continuing reflection sheets with the 4 researched based questions to that work towards de-escalation and ensuring students have been given a chance to present their side of a situation                 <ul style="list-style-type: none"> <li>○ Improved accountability project for students assigned ISS that incorporate those 4 questions</li> <li>○ Updated our referral form</li> <li>○ Utilizing SWIS as a data platform for more informative behavior data than what Skyward can offer</li> </ul> </li> </ul> </li>   <li>● Continue to capitalize on Wolf Den to capitalize on structured intervention times for students, SEL lesson opportunities for all, and school culture building</li> <li>● Improved no cell phone policy with more consistency in phone plans</li> <li>● Updated expectations around the 3Rs</li> </ul>	<ul style="list-style-type: none"> <li>● Standards training</li> <li>● Curriculum training Open Up and Imagine Learning (IL)- same curriculum but resource different</li> <li>● Continue with Vertical Boards; Building the Thinking Classroom</li> <li>● Building Thinking Classrooms in Aug</li> <li>● Consistent make up procedures during testing window to catch students who haven't taken the test due to absences</li> <li>● Piloting AI and technology program that will help give feedback to students but NOT the answers, as well as, allows for differentiation based on student need</li> <li>● Leveled math classes without labeling them so that teachers can teach grade level standards but target missing gaps</li> <li>● Added a math intervention class that is in addition to grade level math class</li> <li>● Learning Lounge at the end of the day for optional additional support</li> <li>● Piloting a new way to reach our struggling students- each teacher “adopts” a student of concern; it can't be the same student. We reach out to them throughout the year and support them academically in needs they may have. The purpose is to build a connection to the student as we try to support them intentionally in academics but also in parent communication</li> </ul>	<p><b><u>MLL:</u></b></p> <ul style="list-style-type: none"> <li>● Build in time to staff meetings to learn/calibrate on best practices for MLL students</li> <li>● WD support at the end of the day</li> </ul> <p><b><u>ELA</u></b></p> <ul style="list-style-type: none"> <li>● Consistent reading reading strategies- proximity and sitting with students; reading text out loud, write on text so can turn and talk</li> <li>● Setting reading goals- cycling back to independent reading skills</li> <li>● Piloting new curriculum</li> </ul> <ul style="list-style-type: none"> <li>● Learning Lounge at the end of the day for optional additional support</li>   <li>● Piloting a new way to reach our struggling students- each teacher “adopts” a student of concern; it can't be the same student. We reach out to them throughout the year and support them academically in needs they may have. The purpose is to build a connection to the student as we try to support them intentionally in academics but also in parent communication</li> </ul>

- Teen Truth- both assembly for students and training for staff around hearing student voice: most impact when students are involved
- Rising Up training- older students students are trained to work with younger students
- Piloting a new way to reach our struggling students- each teacher “adopts” a student of concern; it can’t be the same student. We reach out to them throughout the year and support them academically in needs they may have. The purpose is to build a connection to the student as we try to support them intentionally in academics but also in parent communication

**Systems of Support**

1. Consider the degree to which your school’s system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school’s system of support and how other areas will be strengthened.

**We recognize that we need to continue to strengthen our interventions and ability to focus on students-of-concern (behavioral, social-emotional and academic needs); therefore, we restructured our staff meetings and how we use the time we have together in order to make a difference for these varying needs. See above for the nested meetings and structures. The key is finding the right data to focus on, not flying the plane before it’s built, and not taking on too many changes at the risk of becoming burnt out.**

2. How did your school identify these areas of strengths and improvement?

At the end of each year, Richter/Dumontet held end of year exit interviews to gather input on what worked and what didn’t. Those changes along with recommendations from Continua and Cascadia who completed surveys with parents, students and staff, led to the purpose of the year (Continue to improve systems, procedures and best practices that increase positive student engagement (both in and out of the classroom). In addition, through key student conversations last year, it was apparent that students were not ok speaking up against their peers in fear of being rejected from their group.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

School and community systems are always a work in progress, given that those systems are changing. We work with itinerant Mental Health supports but can grow in offering community-based supports for students with social-emotional, socio-economic, alternatives to discipline, and academic supports. We are also able to utilize the Enumclaw Y services for parents that need them.

At least 2x month communication with parents  
 Parent feedback surveys throughout the year  
 We are VERY excited to welcome our formal PTSO this year!!!

4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Strengths with family and community engagement have been around surveys to parents at the end of last year to guide the work this year; 2 x month communication (at least)

EMS is looking to build partnerships with community-based programs and parents in order to get the more marginalized groups involved/engaged. It's been difficult to reach the parent base that speaks limited to no English, but also, the parents who feel their student is always in trouble.

EMS would like to see a parent support group (PTO) feel welcomed enough to re-form for added support for students.

**Section 7: Schoolwide Reform Strategies**

**SY 2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES**

<b>Goal/Priority #1 (G1)</b>	<b>Belonging</b>
	75% of students in grades 6-8 will respond with a 4 or 5 on question #1 when measured by the PSSM.
	Increase the percentage of all students in grades 3 - 12 reporting high hope as measured by the Children's Hope Scale by 5%.
<b>Goal/Priority #2 (G2)</b>	<b>Algebraic Reasoning</b>
	50% of students in grades 6-8 will meet proficiency as measured by the STAR math assessment.
<b>Goal/Priority #3 (G3)</b>	<b>On track for Graduation</b>
	85% percent of students in grades 6-9 will pass all classes by the end of the 25.26 school year as measured by student transcripts in Skyward.



**STUDENT WELL-BEING**

*Actively monitoring student engagement, hope, belonging and social emotional learning*

**Section 8A: Action Planning**

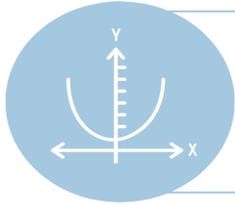
**Priority Goal 1 - Increase students' feeling of safety and belonging**

75% of students in grades 6-8 will respond with a 4 or 5 on question #1 when measured by the PSSM.

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs Key Performance Indicators</b>
Increase Participation on Belonging Survey	Oct. 2025	BLT	Increase participation rates for secondary students to 85%
Implement School-wide lessons for 3 R's	Throughout Sept.	BLT & WD	Fidelity checks- Oct 1 Walk throughs throughout the year
Teen Truth- All school Assembly to increase student voice	Sept. 12	Leadership Admin	Feedback from students

		Thrive Club	
Teen Truth- Teacher Training	Sept. 12	Leadership Admin Thrive Club	Student Check Ins
Rising Up- student training on peer mentoring	Sept. 12	ASB students Karl Karkainen	Monthly calendar of Rising Up groups in WD
Securly Pass	Aug 2025	Admin Securly Pass Subcommittee	Monthly review of data with subcommittee, then discuss key data in staff meetings
Create walk through form that reflects school wide Tier 1 expectations in the classroom	August/Early September	BLT Team & interested staff	Walk through data that offers valuable feedback according to agreed upon expectations
Professional development around Tier 1 School Wide Expectations	Release Day trainings- Aug 15, Sept. 24, Dec 3, Feb 3, April 28	BLT	Participate in leadership sessions then create what's needed to move forward with both staff and students
Continue to teach/reteach 3 Rs (Respectful, Responsible, Resilient) and what that looks like in and out of the classroom	Staff meetings	Continua  BLT, admin	Social-Emotional Lessons (SEL) centered around the 3R's Respectful, Responsible, Resilient Review data- grades and behaviors, intervention opportunities Refine restorative practices and protocols Increase/Explore structured days and other discipline that have bigger impact Reward system around Red Timberwolf Tickets
Thrive Club	Late October	Mindy Dribnak, LouAnn Sawyer Tatum Howard	Increased participation
7th/8th Grade CTE Total Wellness curriculum	All year	Mindy Dribnak Sam White Rocky Poulin	Performance on projects School Links CTE Wellness Conference
Student Leadership opportunities	Aug- June	Karl Karkainen & Lena McLaughlin	Greeting students at the front door every Friday Socials Clubs Rising Up
Weekly Wolf Den SEL lessons	All year	All Staff	SEL Check Ins School wide SEL lessons based on needs being seen throughout the year

			WD Work habits tracker Students writing 3R cards
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## ALGEBRAIC REASONING BY GRADE 9

*Actively monitoring operations & algebraic thinking,  
and numbers in base ten in grades PK - grade 9*

### Section 8A: Action Planning

**Priority Goal 2** - 50% of students in grades 6-8 will meet proficiency as measured by the STAR math assessment.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
Increase participation on the Spring 6-8 Star Math	May	Math Department	Average percentage of students meeting the low-risk threshold.
Increase participation in STAR assessment	May 2025	Math department	Increase the participation rate of the STAR Math Assessment to 95% of grades 6-8 by the end of the 24.25 school year during each benchmark window.
Monitoring new curriculum implementation	Sept 2024	Lindsey Marquardt Department Head	Use of data to drive implementation discussions
Increase Data Literacy	Oct. 4 Homeroom training Future staff meetings	Admin BLT leaders	Use of data platform (Homeroom) to guide PLC and planning conversations
Incorporate problem solving language in other content areas	Staff meetings	Admin & BLT members	Implementation of problem solving language in content areas
Implement math labs	Sept 2024-May 2025	Math Department	Participation #s
Intentionally use algebraic vocabulary in cross content areas	All year	All departments	Walk throughs/observations reflect algebraic reasoning vocabulary (chronological thinking, cause/effect, analyzing data, charts & graphs, statistics ics, critical thinking, logical reasoning, achievements, problem solving, figuring out solutions, explore patterns & relationships)



## ON-TRACK FOR GRADUATION BY GRADE 9

*Actively monitoring literacy proficiency in grades 4-8  
and successful course completion in grades 6-9.*

### Section 8C: Action Planning

**Priority Goal 3** - 85% percent of students in grades 6-9 will pass all classes by the end of the 25.26 school year as measured by student transcripts in Skyward.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
Increase participation on the Spring 6-8 STAR Reading	May	ELA Department	Increase the participation rate of the benchmark literacy assessments to 100% of grades 6-8
Offer literacy intervention class	Aug 2025-June 2026	ELA Department	Literacy Class 7th & 8th Graders first semester Literacy Class 6th & 7th graders second semester MAP Scores at the beginning and end of the semester will measure student growth STAR scores should also reflect growth
Monitor Ds and Fs	After Oct. 4 Weekly Ds & Fs reports Monthly data focused staff meetings	Admin MLL WD Study Skills IEP Case Managers	Apply D and F data in Wolf Den setting Printing out progress reports for students Learning Lounge Resource classes
Share with teachers the CAN DO descriptors and names of MLL students in how they performed	End of August/Early September	Lindsay Richter Kyra Leshner	Teachers will know how to adjust for MLL students as they are planning their lessons.
One teacher per core content intentionally PLC with MLL specialist	Throughout the year	Math, Science, ELA, Social Studies, & Mary Catherine Tolbert	MLL student growth in other content areas due to collaboration
Embed MLL instructional strategies in staff development	3 x per year	Mary Catherine Tolbert	Teachers will use the strategies in their own classroom
Spanish Literacy Workshop	2 x per month	Amy Ihde	Participation & performance in workshop
New ELA Curriculum- in progress	All year	ELA department	Common language across grade level- Sign posts with reading strategies Use of formative feedback

			Intentional Grammar mini lessons Differentiation with different learning groups within the class Built in MLL strategies
Recognize positive attendance	Each quarter	Admin	Increased attendance rates
SLC slide deck	Nov. 1- SLC	WD teachers All students	Complete SLC slide deck and present to parents
Implementation of School Links	Follow School Links calendar	WD teachers Wellness classes	100% participation of 7th & 8th grade completion of career surveys Connect School Links to SLC process
Exit Interviews	End of Year	JB Blair	100% participation of 8th graders

**Black Diamond Elementary School  
School Improvement Plan  
2025-2026 School Year**

<b>Section 1: Building Data</b>	
<b>1a. Building:</b> Black Diamond Elementary	<b>1g. Grade Span:</b> K-5 <b>School Type:</b> Elementary
<b>1b. Principal:</b> Deserae Bull	<b>1h. Building Enrollment:</b> 409
<b>1c. District:</b> Enumclaw School District	<b>1i. F/R Percentage:</b> 30%
<b>1d. Board Approval Date:</b>	<b>1j. Special Education Percentage:</b> 20%
<b>1e. Plan Date:</b> November 2025	<b>1k. English Learner Percentage:</b> 12.3%
<b>1f. School's Washington School Improvement Framework (WSIF) Support:</b> None	

<b>Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)</b>		
Building Leadership Team		
Megan Peterson, Kindergarten	Kristah Coonradt, 5th grade	Jessieca Graff, PTO President
Debbie Evans, 1st grade	Kimarie Nuez, Early Intervention Specialist	
Cheri Flatness, 2nd grade	Derek Tulluck, Counselor	
Lindsay Porter, 3rd grade	Kendall Williams, Classified Representative	
Sarah Hanson, 4th grade	Deserae Bull, Principal	

### **Section 3: Vision Statement**

Enumclaw School District Mission: Inspiring students to learn, lead and impact their community and the world.  
Black Diamond Mission: A thinking and sharing community that inspires learning.

### **Section 4: Theory of Action**

If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

### **Section 5: Culture of Equity Statement**

We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students strengths and needs, including factors and variables that may not be easily identified.

**Section 6: PLAN/NEEDS ASSESSMENT**

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school’s data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school’s strengths to achieve your goals.

**Student Populations**

- 1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?**

Black Diamond has experienced a fairly stable enrollment for the last several years. We have experienced demographic changes over time that have invited diversity into our school community. Students are excited to learn and grow at Black Diamond, and it is our responsibility to create the conditions where students thrive.

We are in the second year of implementing math curriculum K-5 and ELA curriculum 3-5 that has impacted student learning. In addition to this, our instructional staff have worked hard to build effective systems for our intervention blocks, specifically around foundational literacy. This last year, all reporting groups showed growth in SBA testing from the previous year. During the intervention block, or WIN (What I Need) time, each grade level receives additional support with classified staff to help facilitate small group instruction. This year, certificated staff are providing intentional support to classified staff so they are able to provide more targeted intervention to students.

We are committed to serving each student with a high-quality education that honors the whole child. Grade levels routinely collaborate and strive for alignment of instruction in the classroom, while providing scaffolded support for all types of learners.

**Black Diamond Student Demographic Information**

**Black Diamond Student Enrollment by Grade Level**

Year	SY 25/26 (Current Data)	SY 24/25	SY 23/24	SY 22/23	SY 21/22
<b>Total #</b>	<b>409</b>	<b>415</b>	<b>411</b>	<b>396</b>	<b>393</b>

**Black Diamond Student Enrollment by Sub-Group (Notable Changes)**

Student Demographic Group	Total School Enrollment							
	SY 24/25		SY 23/24		SY 22/23		SY 21/22	
	#	%	#	%	#	%	#	%
Asian	43	10.4%	43	10.5%	36	9.1%	37	9.3%
Black/African American	7	1.7%	8	1.9%	8	2.0%	10	2.5%
Hispanic/Latino of any race(s)	85	20.5%	80	19.5%	73	18.4%	76	19%
Two or More Races	34	8.2%	29	7.1%	25	6.3%	26	6.5%
White	243	58.5%	248	60.3%	250	63.1%	246	61.5%
Multi-Language Learners (MLL)	51	12.3%	54	13.1%	51	12.0%	41	10.4%

### Student Achievement Data

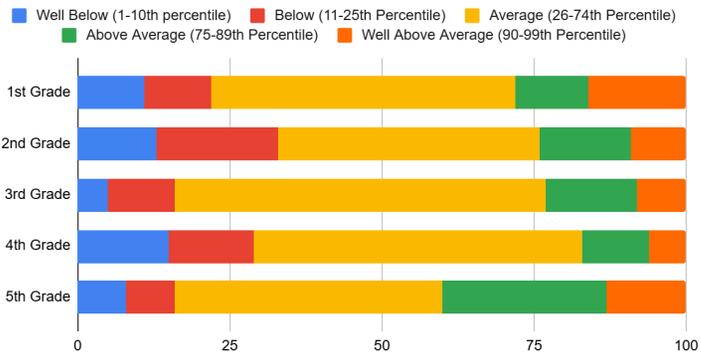
SBA Data						
	SBA ELA			SBA Math		
	SY 24/25	SY 23/24	SY 22/23	SY 24/25	SY 23/24	SY 22/23
<b>ALL STUDENTS</b>	59.7% (+5.8%)	53.9% (+0.3%)	53.6% (-3.9)	50.0% (+8.9%)	41.1% (-4.3%)	45.4% (-1.1)
Grade 3	59.2% (+0.9%)	58.3% (+5.1%)	53.2 (+0.2%)	47.9% (+6.2%)	41.7% (-9.9%)	51.6% (+0.8%)
Grade 4	64.1% (+14.1%)	50.0% (+0%)	50.0% (-12.3%)	60.9% (+20.9%)	40.0% (+2.5%)	37.5% (-11.2%)
Grade 5	56.3% (+2.3%)	54.0% (-2.9%)	56.9% (+1.0%)	42.3% (+0.3%)	42.0% (-4.2%)	46.2% (+7.2%)
	SY 24/25	SY 23/24	SY 22/23	SY 24/25	SY 23/24	SY 22/23
Asian	69.2% (+0.4%)	68.8% (-0.4%)	69.2% (-5.8)	61.5% (+5.2%)	56.3% (-12.9%)	69.2% (-7.0)
Hispanic/Latino	43.9% (+13.3%)	30.6% (-10.6%)	41.2% (-11.4)	34.1% (+9.1%)	25.0% (-4.4%)	29.4% (+3.1)
White	62.8% (+2.8%)	60.0% (+6.7%)	53.3% (-4.1)	55.0% (+9.8%)	45.2% (-2.3%)	47.5% (-2.5)
Low-Income	46.3% (+13.0%)	33.3% (-0%)	33.3% (-6.3)	31.3% (+10.5%)	20.8% (+0.8%)	20.0% (-0.8)
IEP/Disabilities	23.3% (+13.3%)	10% (-7.1%)	17.1% (-1.7)	20.9% (+13.4%)	7.5% (-7.1%)	14.6% (-1.0)
MLL	30.4% (+17.9%)	12.5% (-7.5%)	20.0% (+1.0%)	21.7% (+8.7%)	<13.0% (12.0%)	25.0% (+6.0%)
Female	65.3% (+4.8%)	60.5% (-5.4%)	65.9% (+4.3)	50.0% (+13.0%)	37.0% (-11.8%)	48.8% (+3.9)
Male	54.6% (+6.1%)	48.5% (+4.9%)	43.6% (-9.8)	50.0% (+5.6%)	44.4% (-1.4%)	42.6% (-5.5)

SBA areas of strength	SBA areas of growth/curiosities
All areas, including students with a disability have improved in the BSA scores from the 2023/24 to the 2024/25 school year.	Although the achievement gap is narrowing between males and females, work still needs to be done in these areas, but significant growth has been demonstrated.
The achievement gap between males and females is narrowing.	Math continues to be an area of focus for all grades and subgroups
There have been significant gains with the Hispanic, low-income, MLL, and IEP subgroups in both reading and math scores.	Curiosity: The increased in all subgroups, including special education may suggest tightened Tier 1 instruction, new instructional materials, and a commitment to alignment in grade level teams.

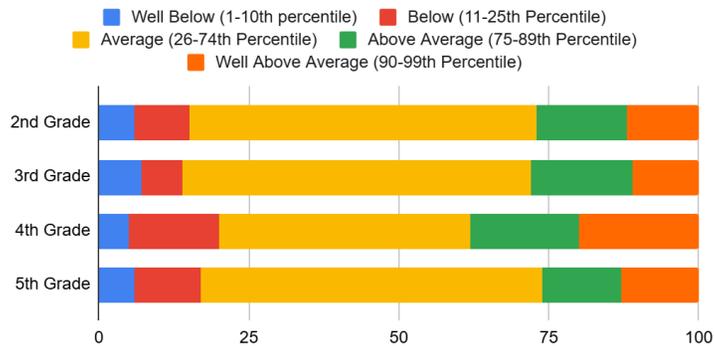
## AIMSWeb Reading and Math Measures: Fall Benchmark

AIMSWeb is a district benchmark assessment that measures student readiness and proficiency in reading and math measures. These benchmarks are given three times a year: one in the fall, winter, and spring. Benchmark scores are generated using a variety of skill assessments and help teachers identify those students who may be in need of intervention services and additional progress monitoring.

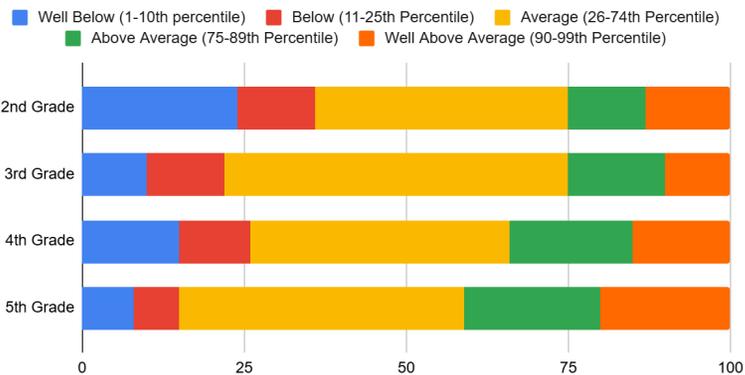
25/26 AIMSWeb ORF (Oral Reading Fluency)  
(1st-5th Grade Percentages)



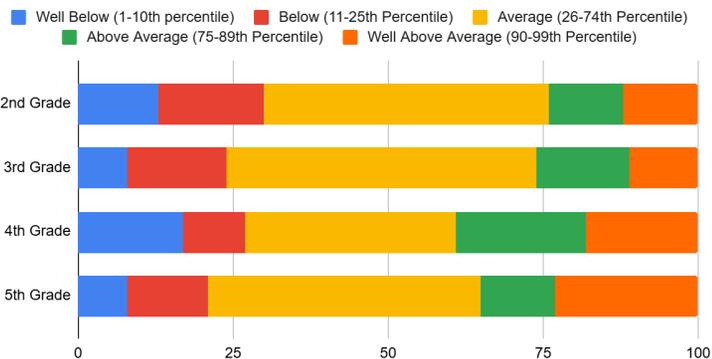
25/26 AIMSWeb Reading Composite  
(2nd-5th Grade Percentages)



25/26 AIMSWeb Math Composite Scores  
(2nd-5th Grade Percentages)



25/26 AIMSWeb Math Number Sense Fluency  
(2nd-5th Grade Percentages)



**WA-KIDS Kindergarten readiness assessment****(students who have met the criteria in all 6 readiness skills at the start of Kindergarten)**

	<b>SY 24/25</b>	<b>SY 23/24</b>	<b>SY 22/23</b>
<b>All Students (<i>meeting in all 6 criteria</i>)</b>	67.9% (-5.0%)	72.9% (+11.6%)	61.3% (-4.7)
Female	84.0% (+15.6%)	68.4% (-5.9%)	74.3% (+8.5)
Male	54.8% (-23.3%)	78.1% (+22.8%)	55.3% (-11.4%)
Hispanic	53.3% (-11.4%)	64.7%	not reported
Two or More Races	Not reported	not reported	not reported
Asian	70.0% (+0.8%)	not reported	69.2%
White	74.1% (-0.9%)	75.0%	75.0 %
Low-income	43.5% (-8.9%)	52.4%	not reported
Cognitive	82.1% (+2.9%)	79.2% (+4.2%)	75.0% (-15.1)
Language	82.1% (-4.0%)	86.1% (+2.3%)	83.8% (-0.7)
Literacy	80.4% (+1.2%)	79.2% (-5.8%)	85.0% (-0.9)
Math	80.4% (-7.1%)	87.5% (+3.7%)	83.8% (-7.7)
Physical	96.4% (-0.8%)	97.2% (-1.6%)	98.8 (+5.8)
SEL	83.9% (-3.6%)	87.5% (+6.2%)	81.3% (+3.8)

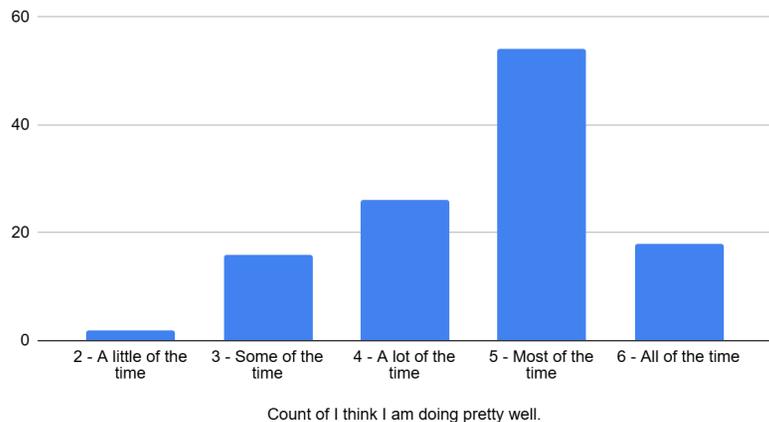
WA KIDS areas of strength	WA KIDS areas of growth/curiosities
84% of Female students entering kindergarten in the fall of the 24/25 school year demonstrated meeting school readiness criteria.	There was a significant gap between school readiness of males and females coming into school for the 24/25 school year.
70% of students identified as Asian students have entered kindergarten meeting school readiness criteria.	Students who are identified in the following areas demonstrate the biggest opportunity gaps: low-income students, male students, and Hispanic students.

## Student Well-Being

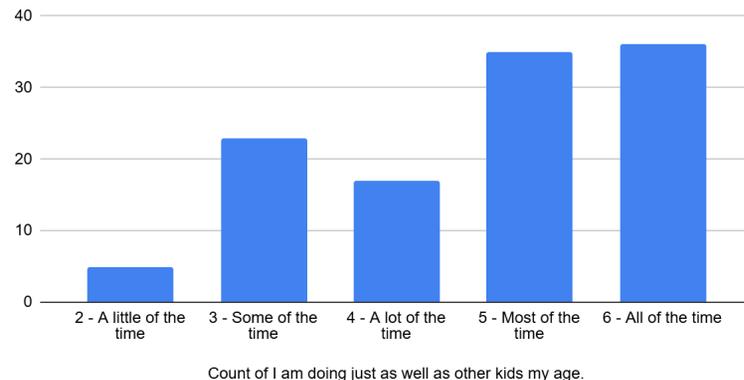
In the fall of 2024, students in Black Diamond Elementary participated in the Hope Survey. The Hope Scale is a set of eight questions for students in grades 3 through 5. The questions assess how well students feel they are doing in their lives, their ability to solve problems, and how confident they are in their future success. The answers are used to calculate scores for pathways and agency, which combined provide an overall “hope” score for each student. The results will help us better understand our students' ability to set and pursue goals and their ability to navigate challenges.

Below are student responses for a selection of questions from the Hope Survey measure for Fall of 2024:

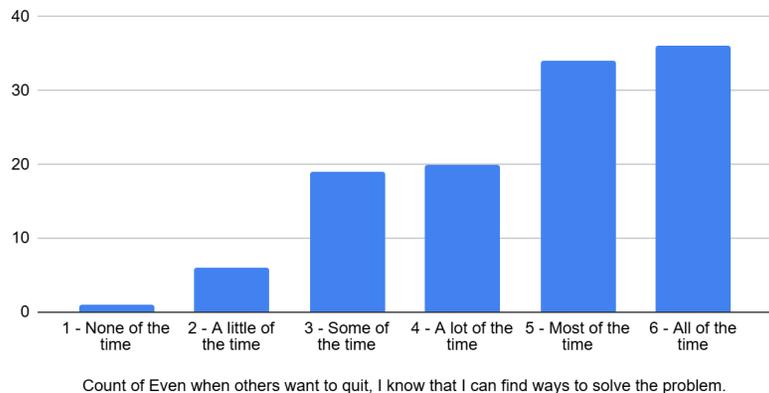
I think I am doing pretty well. (Grades 3-5 responses)



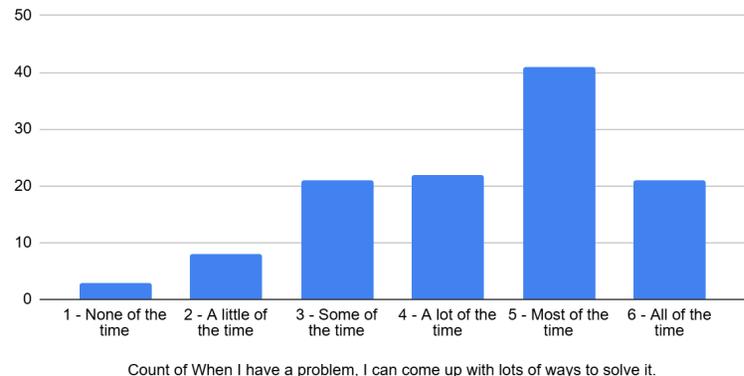
I am doing just as well as other kids my age. (Grades 3-5 responses)



Even when others want to quit, I know that I can find ways to solve the problem. (3rd-5th Grade Responses)



When I have a problem, I can come up with lots of ways to solve it. (3rd-5th Grade Responses)



**2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.**

- Students continue to enter our school with increasing social/emotional needs that can impact their academic progress.
- Student behavior, especially for several students in the primary grades can impact the entire school. We have seen an increase of students entering our building with high-needs and trauma since COVID. Staff continue to build their skills in understanding ACEs, student behavior, and meeting diverse behavioral needs.
- Our SST (Student Support Team) continues to refine their process to help support teachers and individual students.
- Overall, our students are demonstrating high hope. There is a need for intervening for students demonstrating low hope scores, as this is a skill that can be taught.
- Our students are demonstrating that they are growing in their academic skills, as evidenced in SBA and AIMSWeb scores.
- Teachers are in their second year math and ELA curriculum adoptions, which has resulted in increased efficacy and understanding of the scope and sequence. Some teachers are reporting that now that they have been teaching the materials for over a year, they are better able to anticipate possible student misconceptions.
- Conversely, teachers are still learning the materials and work can still be done to strengthen Tier 1 instruction building wide.
- There is a need for continued discussion around tiered instruction, differentiation, and extension in all academic areas.
- Staff strive to make our school a place where learning occurs and relationships matter. Student belonging is at the forefront of our work.

**3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)**

**a. What strengths do they possess?**

- Students come to school excited and are happy to be here.
- Students make strong connections with staff members, it is a caring and responsive culture.
- Students are typically willing to take intellectual risks in class and make mistakes when given new tasks.
- The diversity of our student population continues to increase, bringing new cultural celebrations and traditions to our classrooms.

- Students advocate for each other, and help build our culture of care for one another. They know the “Miner Way” and what is expected of them.
- Families are generally supportive, and they want to partner with our staff for the success of their children.

**b. What challenges do they face?**

- Social/emotional needs have impacted the ability to learn at a high level for some students. We are finding more students requiring explicit instruction in social/emotional regulation.
- The opportunity gap continues to increase for some populations of students.
- There is a demonstrated need for quality tiered instruction in many classrooms.
- Many students are facing situations outside of their control when not in school, and this can impact how they show up for the day.
- We continue to build a responsive intervention system, but there are students who need strong intervention now in reading, math, and social/emotional.
- Math instruction continues to be an area of growth for our students and staff, specifically around number sense and fact fluency.
- Foundational literacy skill deficits become more evident as students get older.

**c. What are some important relationships in their life?**

- Parents/guardians continue to be one of the most influential relationships for our students.
- Students value their peer connections.
- Students make trusting connections with staff at school
- Our community continues to be close and supportive.

**Educators**

**1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?**

- The building culture is built on high expectations for all students with the support necessary to achieve at high levels.

- Staff want to cultivate a culture of student belonging through the school family meeting, which is incorporated into the daily schedule. This would include working with common vocabulary. We have also purchased Character Strong for our school family meetings, and many staff are utilizing these tools to help foster classroom community.
- Collaborative work and problem solving continue to be a keystone to how teachers interact within their grade level teams and the greater school staff.
- Our PTO is highly supportive and a very important partnership to our school and community.

**2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?**

- Continuous PD around math implementation
- Building Leadership Team is participating in on-going PD on implementation science and evidence-based leadership practices
- PD on Implementation Science
- Job Embedded PLC PD on essential standards, use of assessment, and backward planning
- Grow our ability to teach social emotional skills through tools such as Conscious Discipline, Social Thinking, and Character Strong
- The Teaching and Learning department continues to work with school teams to align instructional materials and instructional practices.

**3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?**

- 
- We are experiencing success in our data chats and planning for student needs at the grade level team meetings
- Job-embedded PD around adult learning with a focus on collaboration, and grade level standards
- Job-embedded PD around behavior management and student supports

-

## Systems of Support

**1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.**

- District Wide commitment to student well-being.
- Ongoing commitment of school family meetings in each classroom.
- Implementation of de-escalation spaces in the school, including sensory spaces and sensory paths throughout the school. We created a classroom designated specifically for emotional regulation called the GEMS (Growing Emotional Mindset Skills) room.
- Strong family connections and a positive relationship with the PTO to bring family connection events monthly
- Staff training around student behavior and tier 1 and 2 classroom management strategies

**2. How did your school identify these areas of strengths and improvement?**

- Conversations the building leadership team
- Debriefing with staff who handle tier 2 and 3 student behavior.
- Analysis of student behavior data
- Conversations with families

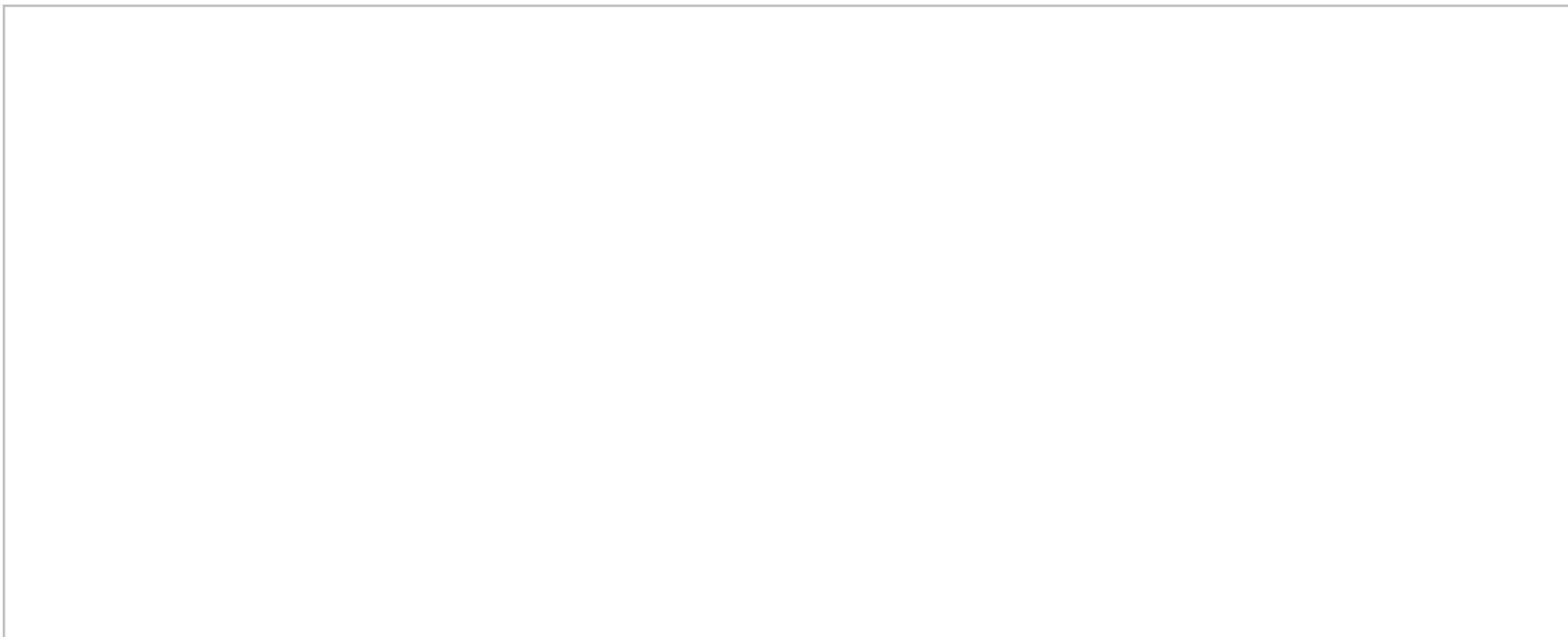
**3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.**

- Black Diamond elementary takes pride in ensuring equity and high-quality instructional delivery among students and staff. Character education is a high priority.
- Tier 1 strategies include daily family meetings in each classroom, PTO community connection events, and Social/Emotional classroom lessons from our school counselor.
- Our Student Support Team (SST) meets regularly to discuss student need, analyze academic and behavior data, and support classroom teachers with the implementation of classroom-based interventions.
- All grade levels participate in scheduled academic intervention blocks where students receive differentiated instruction in literacy
- We partner with the local food bank to provide meal assistance to families in need

- We continue to refine our SST to be a supportive factor for classroom teachers. The team meets weekly to discuss student attendance, character education, staff support, student support, student discipline, academic intervention and all things that contribute to student success.

**4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?**

- We partner with the PTO to offer family connection events monthly
- Our PTO is excited to bring new ideas to the school and are committed to bring more family connection opportunities to our community
- Parent volunteers are engaged in our school, working with students, and helping in the classrooms.
- This year, for the 25/26 school year, our PTO has brought new ideas to the school. They are looking to engage our community in different ways, including non-academic events such as a mix and mingle, and a chili cookoff. This is to help make our school as a true hub for our families and communities.
- The PTO also fundraises to help support the acquisition of classroom materials, social/emotional tools, and playground equipment. Our PTO works very hard to be a support to our school community.
- The PTO shares a goal with school staff to get more parents involved in the school volunteering with students and in classrooms. Since COVID, we have experienced a decline in volunteers in the building. This is the first year in several years where the PTO has seen an increase in parent involvement during PTO meetings, and these parents are sharing unique ideas for events and fundraising.
- An area to strengthen is getting a more diverse representation of parents involved, including fathers and grandparents into the building.
- PTO and the principal will partner to provide opportunities to further engage families with events such as “coffee with the principal” opportunities starting in January.



**Section 7: Schoolwide Reform Strategies**

**SY 25/26 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES**

Goal/Priority #1 (G1)	Mathematics: A focus on fact fluency school-wide in math, as appropriate to each grade level and individual student need.
Goal/Priority #2 (G2)	Literacy: A focus on oral reading fluency, as appropriate to each grade level and individual student need
Goal/Priority #3 (G3)	Student Well Being: Student social/emotional learning and emotional regulation
Goal/Priority #4 (G4)	Professional Development: Provide adult learning opportunities for instructional staff around emotional regulation strategies, data literacy, and vertical alignment

**Section 8A: Action Planning**

**Priority Goal 1 - Mathematics:** A focus on fact fluency school-wide in math, as appropriate to each grade level and individual student need. This continues to be an identified need by the Building Leadership Team

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs</b> Key Performance Indicators
AIMSWeb Benchmark Testing	Fall, Winter, Spring Benchmark window	Nuez (Assessment Coordinator), classroom teachers	Data from benchmarks will help guide instruction
Regular progress monitoring on math fluency for those students not at benchmark (50th percentile or below)	25/26 SY	Nuez, classroom teachers	Data indicators would include students of concern making growth in their fluency acquisition
Data chats with grade level teams	At every benchmark period (October, January, May)	Bull, Nuez	Looking at groups and data to determine the effectiveness of math instruction, looking at AIMSWeb and curriculum based assessments.

**Section 8B: Action Planning**

**Priority Goal 2 - Literacy:** A focus on oral reading fluency and comprehension acquisition as appropriate to each grade level and individual student need

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs</b> Key Performance Indicators
AIMSWeb Benchmark Testing	Fall, Winter, Spring Benchmark window	Nuez (Assessment Coordinator), classroom teachers	Data from benchmarks will help guide instruction

Regular progress monitoring on oral reading fluency for those students not at benchmark (50th percentile or below)	25/26 SY	Nuez, classroom teachers	Data indicators would include students of concern making growth in their fluency acquisition
Data chats with grade level teams	At every benchmark period (October, January, May)	Bull, Nuez	Looking at groups and data to determine the effectiveness of math instruction, looking at AIMSWeb and curriculum based assessments.
Working to provide intentional support and training in literacy instruction to the paraeducators who facilitate different WIN (What I Need) groups	Ongoing	Harris, instructional paras	Providing professional development to our instructional paras who help facilitate grade level WIN groups

### Section 8B: Action Planning

#### Priority Goal 3 - Student Well Being: Student social/emotional learning and emotional regulation

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
School Family Meetings in all classrooms	Daily, throughout the school year.	Classroom Teachers	Collaboration around creating what components make a successful classroom family meeting
Implementation of Character Strong	Ongoing	Classroom Teachers, Tulluck	Character Strong is used in classrooms for family meetings. Monthly character traits are recognized and celebrated.
Tier 1 instruction in Social/Emotional development and well-being	Daily	Tulluck, Classroom Teachers	Tulluck provides targeted lessons in classrooms monthly. Classroom teachers address social/emotional skills and student belonging in school family meetings.
De-escalation space for students experiencing complex emotions	Available daily	Nuez, special education teachers, Bull	Students utilizing our GEMs (Growing Emotional Mindsets) room to learn appropriate strategies for regulating emotions.

			Understanding emotional zones, how to use different sensory strategies, and integrating back into class successfully. Data will be analyzed through our behavior communication system (SWIS)
Small group instruction on social/emotional skills and wellbeing	Ongoing	Tulluck, Special Education Staff, Nuez	Identifying students who require additional support in developing emotional regulation strategies and social/emotional skills. Our SEL team helps identify students and group them in small groups that include friendship groups, social skills, and emotional regulation. Small groups run for several weeks or all year depending on student need.

**Section 8B: Action Planning**

**Priority Goal 4 - Professional Development:** Provide adult learning opportunities for instructional staff around standards, backward planning, and data literacy.

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs</b> Key Performance Indicators
Ongoing partnership with Continua to build capacity in the building leadership team and our skills to support the entire staff.	Throughout the year	Bull, Leadership Team	Staff trust data, feedback, staff meeting feedback.
New student management system (Qmalitiv) for district staff.	]December-February	District, Bull, Qmalitiv Staff Lead	Learning new reporting system for attendance, lunch, report card, student management, etc.
Learning implementation science	Throughout the year	Bull, Building Leadership Team	Understanding the stages of implementation science for all staff, ability to self-assess our current state for multiple initiatives including

			instruction, behavior systems, communication, etc.
Behavior management, function of behavior, Tiered reponses for students	Ongoing	Bull, SST, Leadership Team	PD at staff meetings to help foster collaboration around student behavior and responses. Looking at behavior data and trends.

**Southwood Elementary School  
School Improvement Plan  
2025-26 School Year**

<b>Section 1: Building Data</b>	
<b>1a. Building:</b> Southwood Elementary	<b>1g. Grade Span:</b> K-5 <b>School Type:</b> Elementary
<b>1b. Principal:</b> Andy Means	<b>1h. Building Enrollment:</b> 342
<b>1c. District:</b> Enumclaw School District	<b>1i. F/R Percentage:</b> 39.0%
<b>1d. Board Approval Date:</b> TBD	<b>1j. Special Education Percentage:</b> 20.6%
<b>1e. Plan Date:</b> August 2025	<b>1k. Multi-Language Learner Percentage:</b> 7.0%
<b>1f. School's Washington School Improvement Framework (WSIF) Support:</b> Support Tier 3: Compounded, students with disabilities	

<b>Section 2: School Leadership Team Members Parent-Community Partners</b> Please list by (Name, Title/Role)
Building Leadership Team: Julie Damery (1st), Rachel Johnson (Library/Media teacher), Mary Colby (Resource Room teacher), Gigi Van Hoof (Resource Room para), Brandi Huizenga (PE), Rachel Smith (Title/LAP para), Shannon Hanson (Title/LAP para), Elizabeth Lucas (Library para), Mia Harrington (KG), Andy Means (principal)
Climate, Culture & Community Leadership Team: Rachel Miller (1st), Laura Johnson (3rd/4th), Becca Bowen (counselor), Jami Carnino (Early Interventionist), Elizabeth Lucas (Library para), Brandi Huizenga (PE), Whittaker Harpel-McGaw (Music), Andy Means (principal)
Instructional Leadership Team: Michelle Blanchard (Title/LAP), Rachel Miller (1st), Melissa Younce (4th), Mia Harrington (KG), Andy Means (principal)
Student Support Team: Jami Carnino (Early Interventionist), Michelle Blanchard (Title/LAP), Mary Colby (Resource Room), Becca Bowen (Counselor), Alyssa Woods (Psychologist), Andy Means (principal)

Behavior Support Team: Jami Carnino (Early Interventionist), Becca Bowen (Counselor), Debbie Hitch (PAWS Room paraeducator), Andy Means (principal)

PTO Board: Tiffany Bettis (President), Ruby Haskell (Treasurer), Ameer Smith (Vice President), Sara Rook (Secretary)

### **Section 3: Vision Statement**

Inspiring students to learn, lead and impact their community and the world.

### **Section 4: Theory of Action**

If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

### **Section 5: Culture of Equity Statement**

We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students' strengths and needs, including factors and variables that may not be easily identified.

## Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

### Smarter Balance Assessment

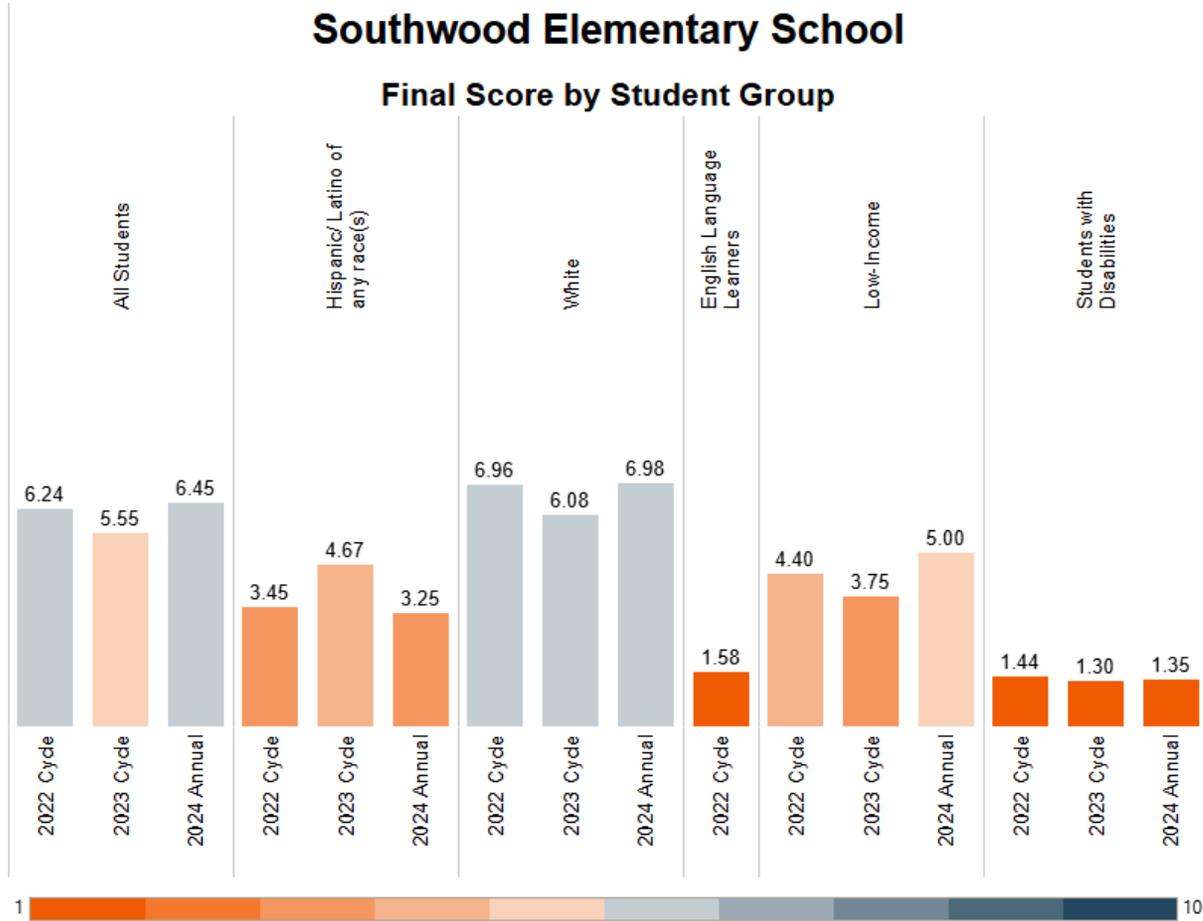
Spring 2025 SBA/WCAS Data						
Grade	ELA: Southwood	ELA: WA State	Math: Southwood	Math: WA State	Science: SW	Science: WA St
3rd Grade	52%	49%	56%	52%		
4th Grade	44%	51%	44%	49%		
5th Grade	64%	54%	59%	43%	not released yet	not released yet

#### Analysis:

- Southwood students had a higher rate of proficiency than the state in four areas (3rd grade ELA, 3rd grade Math, 5th grade ELA, 5th grade Math), and a lower rate of proficiency than the state in two areas (4th grade ELA, 4th grade Math).
- The fourth grade cohort has shown academic deficiencies over the past few years, and continues to be a targeted cohort. Compared to the cohort's 3rd grade SBA scores in the 2023-24 school year, the 4th grade cohort saw slight growth in ELA proficiency (41% to 44%) and slight regression in Math proficiency (49% to 44%).
- The fifth grade cohort showed year over year growth in proficiency in both math and ELA as compared to the 2023-24 4th grade data (58% to 64% in ELA, and 55% to 59% in Math)
- In previous years, math has been a relative weakness at Southwood, but recent work in math has closed this gap.

In March of 2024 Southwood received a “Support Tier 3: Compounded, students with disabilities” designation through the Washington School Improvement Framework (WSIF). That was based on data from the 2022-23 school year, and mostly from the 2023 3rd-5th grade State SBA assessments. Any subgroup with a score below 1.9 received a designation for support. In 2023, Southwood students with disabilities had a score of 1.30. In 2024, the score increased to 1.35, which still fell below the 1.9 threshold:

### Southwood Elementary School Final Score by Student Group

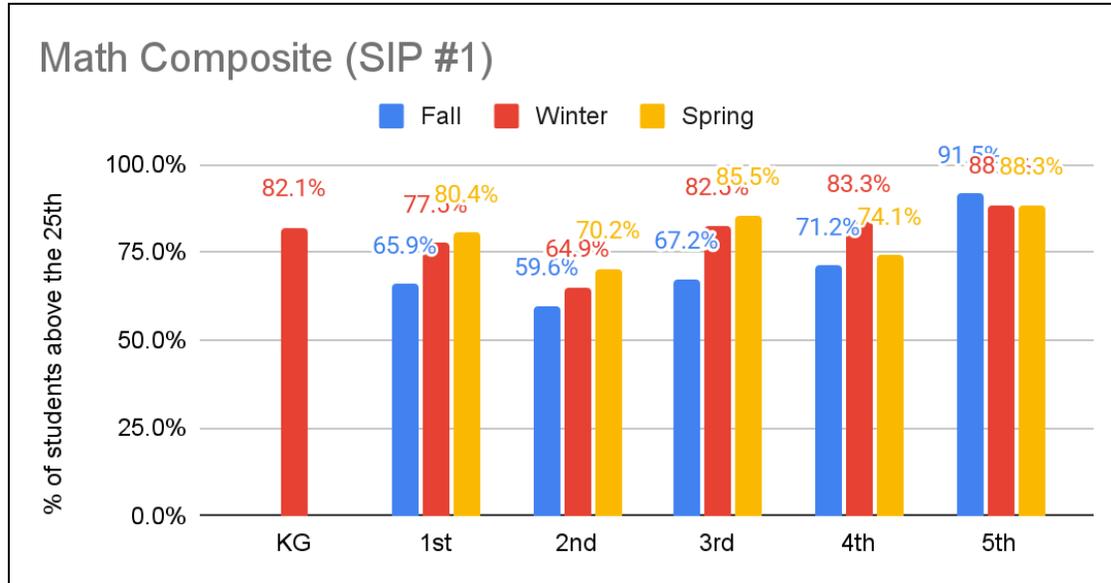


The two main factors in determining the 1.35 score are:

1. Proficiency rate for the Math and ELA 2024 SBA assessments for 3rd-5th grade students with a disability.
2. Median student growth percentile for the Math and ELA 2024 SBA assessments for 4th-5th grade students with a disability.

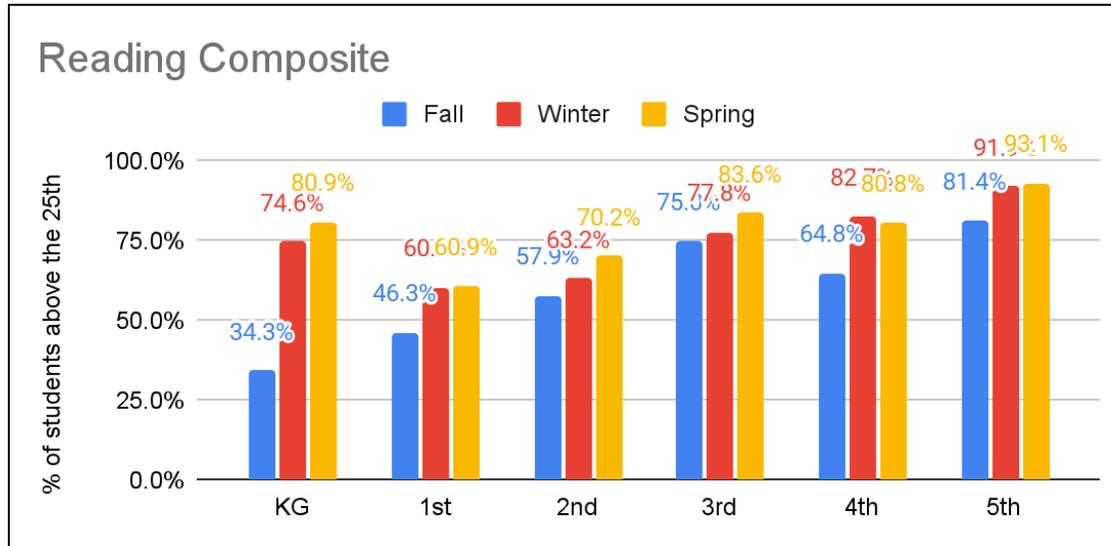
**District Benchmark Assessments**

In 2024-25, Southwood prioritized growth in overall math proficiency as measured by quarterly benchmark assessments through Aimsweb.



The percent of students who were above the “at-risk” 25th percentile threshold increased for nearly all grades between fall and spring benchmarks. The only exceptions were 5th grade, which already was very high, and KG, who did not have data for a composite score in fall or spring.

The data was equally encouraging for reading composite scores:



The percent of students who were above the “at-risk” 25th percentile threshold increased for all grades between fall and spring benchmarks.

**Targeted Intervention:**

Another 2024-25 School Improvement goal focused on targeted intervention for students below the at-risk threshold. Our goal was:

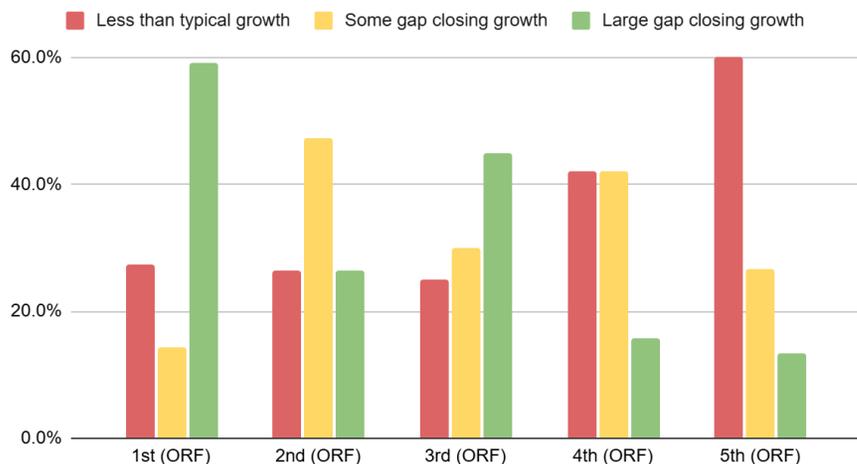
All students identified below the 25th percentile threshold for the Aimsweb **literacy and math *fluency* benchmarks** will demonstrate more than a year’s growth by increasing their percentile rank by at least 10% from the fall 2024 to the spring 2025 benchmark. The charts on the following page document the growth shown:

Less than typical growth = percentile rank stayed the same or went down

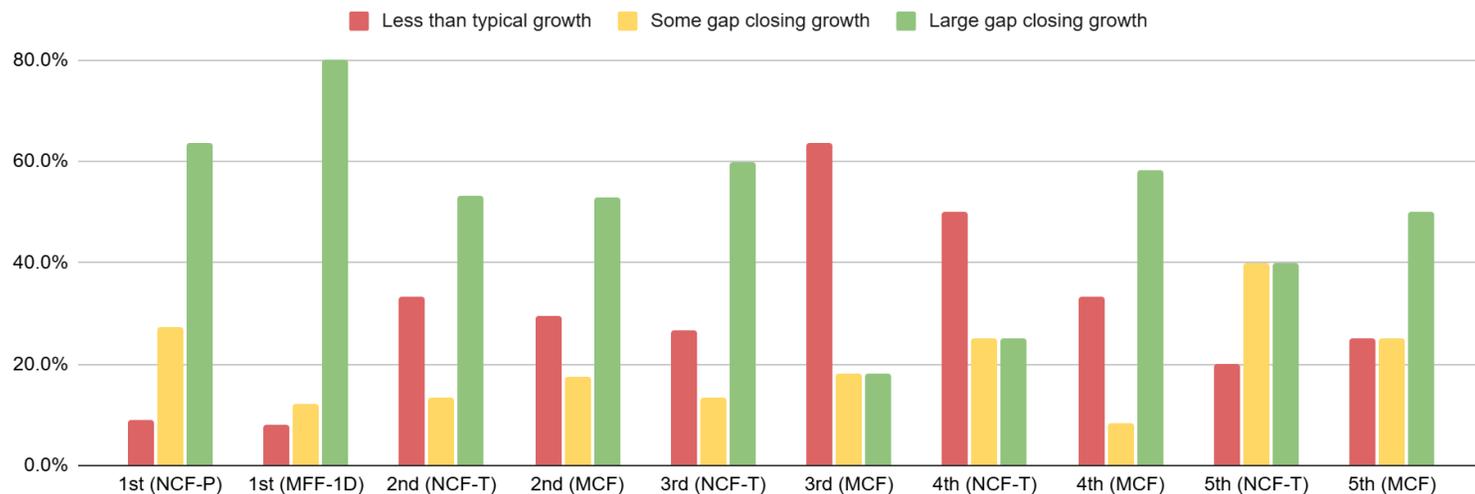
Some gap closing growth = percentile rank increased by 1 to 9 points

Large gap closing growth = percentile rank increased by at least 10 points

### Literacy Fluency Targeted Intervention Results (SIP #2)



### Math Fluency Targeted Intervention Results (SIP#2)



Though no single assessment had 100% of the students showing gap closing results, the results show that the majority of targeted students have made at least some gap closing growth (yellow), and many have shown large gap closing growth (green).

Data strengths:

- 1<sup>st</sup>-3<sup>rd</sup> grade oral reading fluency: 70-80% of the targeted students in each of these grades made some (yellow) or large (green) gap closing growth.
- In the following math indicators, at least 70% of the targeted students in each of these grades made some (yellow) or large (green) gap closing growth:
  - 1<sup>st</sup> grade Number Comparison Fluency (pairs)
  - 1<sup>st</sup> grade Math Fact Fluency (1 digit)
  - 2<sup>nd</sup> grade Number Comparison Fluency (triads)
  - 2<sup>nd</sup> grade Math Computational Fluency
  - 3<sup>rd</sup> grade Number Comparison Fluency (triads)
  - 5<sup>th</sup> grade Number Comparison Fluency (triads)
  - 5<sup>th</sup> grade Math Computational Fluency

Data concerns:

- 4<sup>th</sup> and 5<sup>th</sup> grade oral reading fluency: 42% of 4<sup>th</sup> grade and 50% of 5<sup>th</sup> grade targeted students showed less than typical growth (pink).
- 3<sup>rd</sup> grade mental computation fluency: 64% showed less than typical growth (pink).
- 4<sup>th</sup> grade number comparison fluency: 50% showed less than typical growth (pink).

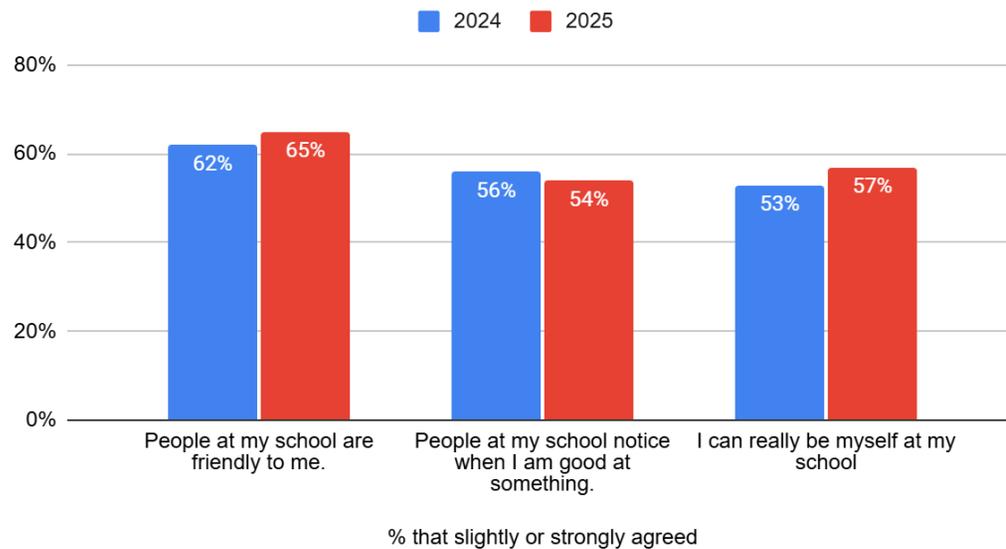
**Sense of Belonging**

In March of 2024 and 2025, 3rd-5th grade Southwood students took a **climate survey**, focused on belonging. Major findings include:

- On all 16 survey questions for both years, more students answered positively than negatively.
- The strongest indicators focused on adult to student relationships, including:
  - Teachers at my school respect me
  - There is at least one teacher or adult I can talk to in my school if I have a problem.
- Questions that focused on student-to-student relationships or “freedom to be myself” were slightly lower. In these cases, more students answered positively than negatively, but the difference was smaller.

Southwood focused on three questions in the following chart in the 2024-25 school year:

2024-25 School Improvement Plan Questions



The data shows minimal change from one year to the next in belonging data. This is somewhat surprising, giving the efforts across school, and a general staff perception of growth in students demonstrating expected behaviors from last year to this year.

Possible explanations for the lack of growth in the data are:

- In 2024, about 30% of the 3rd-5th grade students did not take the survey. The 70% that did respond may have skewed the data in a more positive direction, making it harder to show growth from 2024 to 2025.
- The cohorts of students changed somewhat from one year to the next.
- When the data was gathered in March of 2024, there was no targeted follow up with students, because the data was anonymous.

In our analysis and reflection, we determined several action steps for the following school year:

- Leverage the Panther Bucks system that was piloted in the spring to increase students' sense that "people at my school notice when I am good at something."
- Conduct the same survey in the fall to identify students for whom classroom teachers and support staff can provide targeted support.

### **Attendance**

- Southwood's regular attendance rate (percent of students who attend at least 90% of the school days) improved from 70.4% in 2021-22 to 78.6% in 2022-23 and then to 87.5% in 2023-24. The 2023-24 **attendance** rate for Washington state was 72.7% Data for 2024-25 has not been finalized yet, but early indicators show that Southwood's attendance rate continues to be strong. Since regular attendance is an early indicator of likelihood to graduate, this continues to be a priority.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

- Southwood prioritizes an organizational structure where all students with significant learning needs receive additional target reading instruction during a daily reading intervention time. This targeted support comes through classroom teachers, the Title/LAP program, and special education services, and has resulted in steady literacy growth across the school, as reflected in SBA and Aimsweb data.
- With a prioritized focus on math instruction and intervention, Southwood saw gap closing growth in math in most grades, as indicated by Aimsweb and SBA data. We look forward to building on this work in the year ahead.

**Resource Inequities:**

- 2023-24 WSIF data indicated that students with disabilities have struggled in particular to show growth in **math**. With the greater emphasis on early literacy, less time has been dedicated to developing our multi-tiered systems for math instructional practice. Lack of time and funding has limited our capacity to build the shared expertise in accessible whole group math instruction and targeted intervention. The year ahead offers an opportunity to focus energy on professional learning for
  - Accessible whole group math instruction (Goal/Priority #1 in sections 7 and 8); and
  - Data-driven math intervention by classified and certificated staff (Goal/Priority #2 in sections 7 and 8)
- In the climate survey, only 53% of last year's Southwood 3rd-5th grade students slightly agreed or strongly agreed with the statement, "I can really be myself at school." It is likely that a significant number of students with disabilities struggle with this positive sense of self. Student well-being is a core value of Enumclaw School District and has a positive correlation with academic growth.
  - Southwood students would benefit from training to develop their understanding of various disabilities and skills for supporting their peers in feeling part of the learning community. This would help all students in feeling comfortable being themselves in school (Goal/Priority #3 in sections 7 and 8)

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

a. What strengths do they possess?

A sense of belonging to the class community and school community  
A steady learning progression in literacy

b. What challenges do they face?

Some (not most) face increased academic challenges

c. What are some important relationships in their life?

Parents, siblings, extended family, teachers, friends

## **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

Southwood staff are first dedicated to creating class environments where students feel safe and feel part of a caring school family. Next, they are dedicated to providing our students with irresistible, deep, exciting and authentic learning experiences that foster an excitement and curiosity for learning that will prepare them for their future.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

- Continued PD on whole group math instruction utilizing a problem based math curriculum.
- PD to support the implementation of Open Up Resource math centers, focusing on math fluency and in-class math intervention structures.
- Continued PD and support on effective PLC work, data cycles, and progress monitoring utilizing the Aimsweb benchmark assessment and progress monitoring tools.
- Continued PD to support student development of social-emotional skills to be a positive contributor to the school community and beyond.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

- Develop an understanding of Southwood's MTSS (Multi-Tiered Systems of Support) structures and how they support individual academic student needs in the areas of academics, emotions and behavior.
- Utilize new Aimsweb assessment tools to identify students with literacy and/or math needs.
- Understand how to utilize newly developed district-wide scope and sequence documents and common unit assessments to create more alignment in our instructional and assessment efforts in ELA and math.

## **Systems of Support**

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

We have regular systems in place to consider school-wide behavioral, social-emotional and academic needs. There are increased needs as a result of the pandemic. We are excited to match student needs with corresponding parts of our systems of support this year. In particular, we look forward to maximizing the use of daily grade level literacy intervention to close targeted academic gaps. We provide multi-tiered behavioral support, starting with whole class instruction, and then drilling down to small group and individual social-emotional and behavioral needs.

2. How did your school identify these areas of strengths and improvement?

Examining behavior data and school based learning data (STAR assessment, Aimsweb assessment, foundational literacy indicators, student behavior data).

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

As student needs emerge that are beyond the scope of school, we reach out to local resources, including Enumclaw Y Social Impact for youth and family counseling services, and Plateau Outreach Ministries for rent support. Additionally, we have partnered with the local backpack program to send meals home on the weekends for families that would benefit from this support.

4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

We are proud of the partnerships already formed, and hope to connect more students and families with these same partners, so that more needs can be met.

**Section 6b: Funding, Component #3- Consolidated Funds Matrix SY 2024-25**

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
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<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies. Teachers have a PLC meeting every Friday to plan, review, and respond to student data.
<b>Title 1, Part A</b>	To provide all children a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	The certificated teacher and paraprofessionals provide diagnostic assessment, progress monitoring and individualized instruction for at-risk K-5 students not meeting grade level standards in reading. This is determined using multiple measures of assessment several times a year. A rank order list is used to determine needs and goals and students receive intervention based on the lowest deficit skill needs.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Title II funds will be utilized to cover the cost of paying teachers to attend additional training, and to cover the cost of substitutes so teachers can attend trainings during the school day. These trainings include, math and reading curriculum implementation, as well as the development of district-wide instructional materials.
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	After-school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, meet academic standards. Our MLL para educators work with our students daily and our teachers will attend training with our certificated MLL teacher.
<b>Title IV, Part A</b>	Our Title IV, Part A funds are transferred to Title II, Part A	
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	The LAP certificated teacher provides diagnostic assessment, progress monitoring and individualized instruction for at-risk K-4 students at not meeting grade level standard in reading. This is determined using multiple measures of assessment and creating a rank order list.

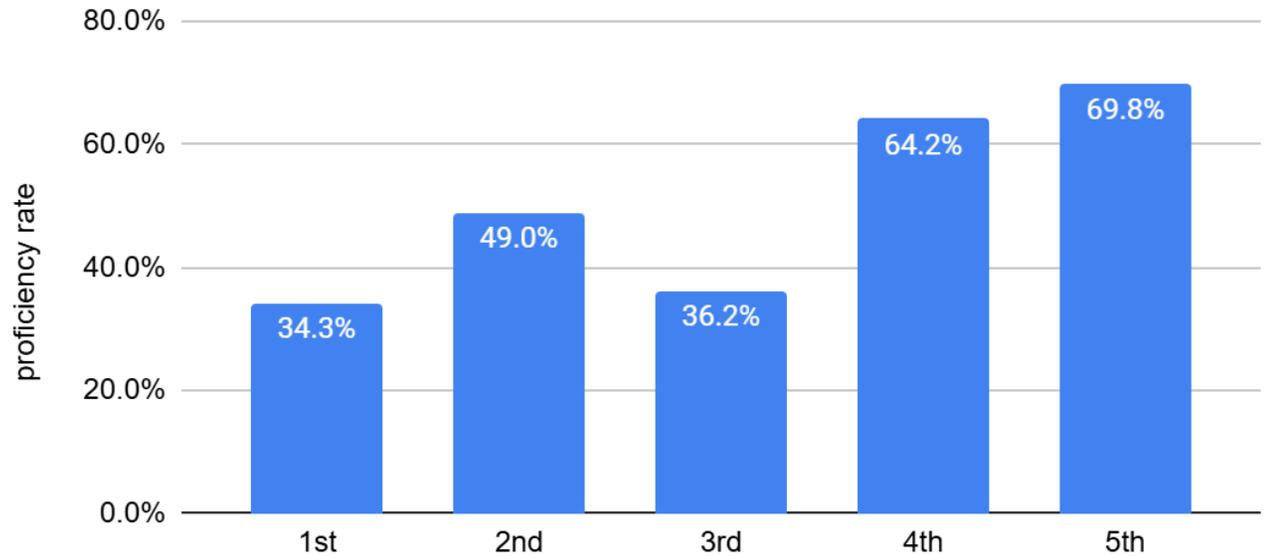
**Section 7: Schoolwide Reform Strategies**  
**SY 2024 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES**

Goal/Priority #1 (G1)

**Core Math Instruction:** The percentage of students who demonstrate proficiency on the Aimsweb math composite will increase by 10% from the fall 2025 benchmark window to the spring 2026 benchmark window (fall data available after 10/9).

- Assessments include: NCF-P (number comparison fluency, pairs, 1st grade), MFF-1D (math fact fluency, 1 digit, 1st grade), NCF-T (number comparison fluency, triads, 2nd-5th grade), MCF (math computation fluency, 2nd-5th grade), and CA (concepts and applications, 1st-5th grade)
- Note: Aimsweb KG math benchmark data is not gathered in the fall benchmark window. We will monitor data from the winter to the spring benchmark, using NNF (number naming fluency) and QTF (quantity total fluency)

Math Composite (SIP #1)



Goal/Priority #2 (G2)

**Targeted Intervention:** All students identified below the 25th percentile threshold for the Aimsweb math and reading fluency benchmark assessments will demonstrate more than a year's growth by increasing their percentile rank by at least 10% from the fall 2025 to the spring 2026 benchmark.

	Math Indicators	Reading Indicators
KG	Number Naming Fluency (NNF)	Letter Naming Fluency (LNF), Letter Word Sound Fluency (LWSF)
1st	Number Comparison Fluency–Pairs (NCF-P), Math Fact Fluency–1 Digit (MFF-1D)	Oral Reading Fluency (ORF)
2nd	Number Comparison Fluency–Triads (NCF-T), Math Computation Fluency (MCF)	Oral Reading Fluency (ORF)
3rd	Number Comparison Fluency–Triads (NCF-T), Math Computation Fluency (MCF)	Oral Reading Fluency (ORF)
4th	Number Comparison Fluency–Triads (NCF-T), Math Computation Fluency (MCF)	Reading Composite
5th	Number Comparison Fluency–Triads (NCF-T), Math Computation Fluency (MCF)	Reading Composite

**NOTE:** This is the primary goal that will support the academic growth of students with disabilities, promoting progress connected to our designation as a Tier 3 Compound school associated with students with disabilities. This goal and the corresponding action steps will help us monitor our efforts for our students with disabilities to show “gap closing” growth over the course of the school year.

Goal/Priority #3 (G3)

**We have three goals that encompass belonging and behavior, which we are working in together:**

**3a) Student Belonging:** 3rd-5th grade students will indicate an increased sense of belonging at Southwood through increased self-reporting scores on the PSSM Sense of Belonging survey. On the following three survey questions, the number of students who say they slightly agree or strongly agree with the statement will increase by at least 10% from the spring 2025 survey to the spring 2026 survey:

	<ul style="list-style-type: none"> <li>● People at my school notice when I am good at something:                             <ul style="list-style-type: none"> <li>○ 54% to at least 64%</li> </ul> </li> <li>● People at my school are friendly to me:                             <ul style="list-style-type: none"> <li>○ 65% to at least 75%</li> </ul> </li> <li>● I can really be myself at my school:                             <ul style="list-style-type: none"> <li>○ 57% to at least 67%</li> </ul> </li> </ul> <p><b>3b) Targeted Behavior Support:</b> Students with 4 or more incidents in a two month window will be identified for targeted intervention and progress monitoring. Targeted students will decrease their incident rate by 50% over the remainder of the school year.</p> <p><b>3c) Decreasing physical aggression incidents:</b> Total physical aggression incidents will decrease by at least 30%, from 124 incidents in 2024-25 to less than 86 incidents in 2025-26.</p>
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### Section 8: Action Planning

**Priority Goal 1 - Core Math Instruction:** The percentage of students who demonstrate proficiency on the Aimsweb math benchmark assessments will increase by 10% from the fall 2025 benchmark window to the spring 2026 benchmark window (fall data available after 10/10).

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
A) All classroom teachers will refine their practices in implementing a problem-based math, understanding the value of a lesson summary and the role of direct instruction within problem based math instruction	Throughout the year, with modeling and training in staff meetings.	Instructional Leadership Team (ILT)	Lesson observations show that all teachers are using lesson summaries to solidify student understanding and infusing direct instruction at appropriate moments to move student learning forward
B) All certificated staff will refine their practices in identifying learning targets	Throughout the year, with modeling and	Instructional Leadership Team (ILT)	Classroom observations will show that students understand the daily learning target

<p>and <b>success criteria</b> for each daily math lesson. They will:</p> <ul style="list-style-type: none"> <li>• Communicate the LT verbally and visually</li> <li>• Check for student understanding of the LT</li> <li>• Reference LTs throughout instruction.</li> <li>• Ensure SC are present and align to the LTs.</li> <li>• Guide students in using the SC to communicate what they are learning</li> </ul>	<p>training in staff meetings.</p>		<p>and are using the success criteria to communicate what they are learning.</p>
<p>C) Specific teachers will pilot strategies from Building Thinking Classrooms</p>	<p>Throughout the year</p>	<p>members of the ILT</p>	<p>Students in the pilot classrooms demonstrate active thinking throughout the math lesson, as shown in their speech and writing.</p>

### Section 8: Action Planning

**Priority Goal 2 - Targeted Intervention:** All students identified below the 25th percentile threshold for the Aimsweb math and reading benchmark assessments will demonstrate more than a year's growth by increasing their percentile rank by at least 10% from the fall 2025 to the spring 2026 benchmark.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
<p>A) All teachers will identify students below the 25th percentile threshold for targeted math and reading intervention after the fall and winter benchmark windows.</p>	<p>After fall benchmark (by 10/9) and winter benchmark (by 2/13)</p>	<p>Instructional Leadership Team, Jami Carnino, Andy Means</p>	<p>School-wide list will indicate students identified for targeted intervention</p>

<p>B) Grade-level teams will:</p> <ul style="list-style-type: none"> <li>• Use diagnostic assessments to identify specific learning targets for intervention.</li> <li>• Design appropriate development lessons to support given learning targets.</li> <li>• Monitor progress toward specific targets and adjust goals based on student learning data</li> </ul>	<p>Within two school weeks of identifying students (by 10/23 and 3/6)</p>	<p>Instructional Leadership Team, Jami Carnino, Andy Means</p>	<p>Targeted intervention is scheduled within the daily math and ELA blocks, strategies align with student need, and formative assessments demonstrate ongoing progress toward goals.</p>
<p>C) Student interventions will be tracked on a shared Google Sheet, sorted by grade level and content area.</p> <p>Students with disabilities will be included on this Sheet so that general education and special education teachers can monitor progress.</p>	<p>A Google Sheet will be created by 9/30. Data will be imputed throughout the year.</p>	<p>Members of the Instructional Leadership Team</p>	<p>Data in the Google Sheet will confirm that all identified students are receiving targeted intervention. Progress monitoring data will indicate the effectiveness of interventions.</p> <p>Students with disabilities will show evidence throughout the year of effective intervention in their service areas.</p>

### Section 8: Action Planning

**Priority Goal 3 - 3a) Student Belonging:** 3rd-5th grade students will indicate an increased sense of belonging at Southwood through increased self-reporting scores on the PSSM Sense of Belonging survey. On the following three survey questions, the number of students who say they slightly agree or strongly agree with the statement will increase by at least 10% from the spring 2025 survey to the spring 2026 survey:

- People at my school notice when I am good at something:
  - 54% to at least 64%
- People at my school are friendly to me:
  - 65% to at least 75%
- I can really be myself at my school:

- 57% to at least 67%

**3b) Targeted Behavior Support:** Students with 4 or more incidents in a two month window will be identified for targeted intervention and progress monitoring. Targeted students will decrease their incident rate by 50% over the remainder of the school year.

**3c) Decreasing physical aggression incidents:** Total physical aggression incidents will decrease by at least 30%, from 124 incidents in 2024-25 to less than 86 incidents in 2025-26.

Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. KPIs Key Performance Indicators
A) Conduct Interactive Disability Education Awareness programs (with <a href="#">the IDEA project</a> ) to create understanding and empathy by educating students about differences and different abilities	1/26-1/28: Two assemblies (K-2 and 3-5), followed by workshops for each classroom	IDEA Project coordinators, Andy Means	Student oral and written responses after participating in the programs provide evidence that students have increased understanding of and empathy for students with disabilities.
B) Promote school-wide community culture through the Share Fair, SW and district art show, Read Across America Week, Running Club, 4th-5th grade choir, monthly Panther Pride assemblies, and various leadership opportunities	Share Fair = 9/25, Assemblies and buddy classes throughout the year	Climate Culture and Community (CCC) Leadership Team	Students regularly participate in activities that connect them with the rest of the school.  Participation rates for various clubs will increase from 2024-25 to 2025-26. Students with disabilities will be representative participants in each club.
C) In addition to previous years' systems for recognizing positive student behavior (Golden Awards, Panther Pride Awards, Shout Outs read over intercom, Electronic Shout Outs sent home), we will implement the Panther Bucks positive recognition system.	throughout the year	CCC Leadership Team	The quantity of Panther Bucks received will demonstrate that students are regularly being recognized for specific behaviors.

<p>D) Implement Character Strong in all classrooms for community building through character development</p>	<p>throughout the year</p>	<p>CCC Leadership Team</p>	<p>Classroom observations show that Character Strong is experienced by all students. Students use the language of Character Strong throughout the school day.</p>
<p>E) Monitor student behavior data through SWIS to identify areas for targeted support (e.g. specific demographics, areas on campus, etc.)</p>	<p>Monthly for behavior support team, 3x per year for all staff</p>	<p>CCC Leadership Team (examine data 6x per year), Behavior Support Team (examine data monthly)</p>	<p>SWIS data indicates decreased behavior incidents in targeted areas from the beginning to the end of the year, with an emphasis on progress with targeted students (goal 3b) and physical aggression (goal 3c)</p>
<p>F) Students with 4 or more incidents in a two month window will be identified for targeted intervention and progress monitoring.</p>	<p>Data analyzed and students identified monthly by the Behavior Support Team</p>	<p>Behavior Support Team, Student Support Team, Special Education Case Managers</p>	<p>Students identified for targeted intervention will decrease their incident rate by 50% over the remainder of the school year.</p>

**Byron Kibler Elementary  
School Improvement Plan  
2024-2025 School Year**

<b>Section 1: Building Data</b>	
<b>1a. Building:</b> Byron Kibler Elementary School	<b>1g. Grade Span:</b> K-5 <b>School Type:</b> Elementary
<b>1b. Principal:</b> Travis Goodlett	<b>1h. Building Enrollment:</b> 445 (10.1.24)
<b>1c. District:</b> Enumclaw School District	<b>1i. F/R Percentage:</b> 36.5 (2024)
<b>1d. Board Approval Date:</b>	<b>1j. Special Education Percentage:</b> 23.4% (2024)
<b>1e. Plan Date:</b> November 2025	<b>1k. English Learner Percentage:</b> 9.2% (2024)
<b>1f. School's Washington School Improvement Framework (WSIF) Support:</b> None	

<b>Section 2: School Leadership Team Members Parent-Community Partners</b> Please list by (Name, Title/Role)	
Breana Crossley	Margo Anderson
Kelly McNeil	Shannon Paladini
Barbara Sadler	Tina Hickcox
Katie Moynihan	Christa Boulrier
Susan Heater	Shannon Cunningham
Heather Clerget	Travis Goodlett
Barb Meekhof	

### Section 3: Vision Statement

Byron Kibler Elementary is a family of genuine kindness, belonging, safety, and hope among students, staff, and families. We are all Kibler Bears! Each child is warmly welcomed every day, whether it is their 1st day or their 1000th day as a Kibler Bear. We believe in each child's ability to learn and help them feel they belong while seeing each child as a gift with inherent value. The goal is to help each child accelerate their learning so we can release more and more ownership over what and how they learn, with the purpose of offering more independence as they master skills and content through the grades. We look for barriers to student learning and go around or remove them. Each child is different and gets what they need.

We believe in one another's abilities, we are invested in one another, and we trust each other that we are here to promote student learning and student academic success, which prepares our students for the future. All of our kids are all of our kids. We share our successes and struggles and support one another through it all. Our impeccably talented and professional school staff puts student learning as their top priority. This is how we make decisions. Our staff has high expectations whether a student is on, below, or above grade level in any area. We emphasize problem-solving with a solution-finding mentality to support students in contributing to their own academic, personal, and societal success.

Our staff takes the responsibility of teaching character traits seriously, we make time to learn and practice them. Our school commitments are to Show Respect, Make Good Choices, and Solve Problems. We also teach the "Be Kind" social skills of empathy, cooperation, and respect, the "Be Strong" executive functioning skills of responsibility, perseverance, and courage, and the "Be Well" emotional regulation skills of gratitude, honesty, and creativity. We believe focusing on these traits will help prepare our students to be "ready to learn," flexible thinkers who can adapt to whatever lies ahead for their learning. We know that providing this extra layer of instruction will help sustain an atmosphere of comfortable but challenging learning where all students can thrive.

We will focus on the foundational skills of reading and problem-based learning for math. We foster a learning environment that prepares students not only for their next grade level but middle school, high school, and beyond. Our students will be healthy, and successful by their own definition, live where they want to live, be financially independent, and do what they enjoy whether it is their work, hobbies, or both combined. This is the result of our intense and rigorous work while they are young and in our care. It is our gift as well as our charge to our students, families, and community that we prepare them by carrying out our ESD Theory of Action: If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible and exciting, then we will succeed in preparing all students for success in the innovation era and success in life. Remember to Keep it Kind Kibler and Go Bears!

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**Section 4: Theory of Action**

If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

**Section 5: Culture of Equity Statement**

We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students' strengths and needs, including factors and variables that may not be easily identified.

**Section 6: PLAN/NEEDS ASSESSMENT**

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school’s data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school’s strengths to achieve your goals.

**Student Populations**

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Key takeaways from our state and local indicators show that our systems of support are improving. Last year was our second year with an adjusted master schedule, our second year with a new ELA curriculum in grades 3–5, continued implementation of WIN time, increased instructional time, a newer math curriculum, a new phonics curriculum (UFLI), our first full year of Character Strong, new Aimsweb assessments, and the addition of the 95 Percent Group intervention materials. We are also refining our Student Support Team process for students with academic or behavioral needs.

**ENROLLMENT**

2021.2022	2022.2023	2023.2024	2024.2025
405	436	427	444

<b>Grade 3 ELA</b>		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
WA State		79446		2427 <i>i</i>		49%
ESD		337		2444 <i>i</i>		58%
Byron Kibler		72		2431 <i>i</i>		53%

<b>Grade 3 Math</b>		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
WA State		80093		2436 <i>i</i>		52%
ESD		338		2446 <i>i</i>		57%
Byron Kibler		72		2442 <i>i</i>		57%

<b>Grade 4 ELA</b>		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
WA State		76217		2470 <i>i</i>		51%
ESD		310		2485 <i>i</i>		57%
Byron Kibler		74		2480 <i>i</i>		59%

<b>Grade 4 Math</b>		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
WA State		76767		2479 <i>i</i>		49%
ESD		310		2495 <i>i</i>		59%
Byron Kibler		74		2491 <i>i</i>		58%

Grade 5 ELA		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
WA State		78669		2510 <i>i</i>	<p>Percent: 27% 19% 27% 27% Count: 21.3K 14.7K 21.2K 21.4K</p>	54%
ESD		351		2512 <i>i</i>	<p>Percent: 23% 20% 33% 24% Count: 80 71 116 84</p>	57%
Byron Kibler		82		2489 <i>i</i>	<p>Percent: 30% 22% 35% 12% Count: 25 18 29 10</p>	48%

Grade 5 Math		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
WA State		79095		2504 <i>i</i>	<p>Percent: 33% 24% 17% 26% Count: 26K 19.3K 13.6K 20.2K</p>	43%
ESD		352		2503 <i>i</i>	<p>Percent: 29% 30% 20% 22% Count: 101 104 71 76</p>	42%
Byron Kibler		82		2477 <i>i</i>	<p>Percent: 34% 41% 13% 11% Count: 28 34 11 9</p>	24%

Grade 5 Science	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
WA State	79061		695 	 <p>Percent 26% 21% 35% 17% Count 20.9K 16.8K 27.8K 13.6K</p>	52%
ESD	351		691 	 <p>Percent 23% 26% 38% 13% Count 80 92 135 44</p>	51%
Byron Kibler	82		684 	 <p>Percent 26% 28% 35% 11% Count 21 23 29 9</p>	46%

## Byron Kibler Elementary School

### 2024 Annual Identification

#### Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
ELA Proficiency Rate	53.5%				46.8%	71.9%	54.6%	15.4%	48.0%	28.1%
Math Proficiency Rate	50.3%				37.0%	71.9%	52.5%	17.9%	41.6%	29.2%
ELA Median SGP	49.5				51		49		48.5	33
Math Median SGP	60				51		62		58.5	55.5
EL Progress Rate*	43.9%									
Graduation Rate**										
Regular Attendance Rate	76.5%				71.3%	76.5%	77.8%	70.3%	72.2%	73.1%
Ninth Grade On Track Rate										
Dual Credit Rate										



## How did each student group perform on the Washington School Improvement Framework, over time?

### Byron Kibler Elementary School

#### Final Score by Student Group



**Previous Graphs**

Strengths	Growth Areas
<p>Enrollment is trending upward.                      Scores increased for All Students, White, and Low-Income groups.                      All Students went from 6.1 to 6.7 (9.8% increase).                      White students went from 6.65 to 7.23 (8.7% increase).                      Low-Income students went from 5.2 to 6.1 (17.3% increase).                      Students with disabilities improved from 1.75 to 3.53 (17.3% increase).                      Grade 4 ELA was above district and state averages.                      Grade 3 Math matched the district and exceeded the state average.                      Grade 3 ELA was above the state average.</p>	<p>Hispanic student scores stayed nearly the same, decreasing slightly from 5.35 to 5.30.                      SBA scores overall were in the 50s and 40s, lower than previous years.                      Grade 5 Math, ELA, and Science were below state and district averages.                      Grade 4 Math was below the district average.                      Grade 3 ELA was below the district average.</p>

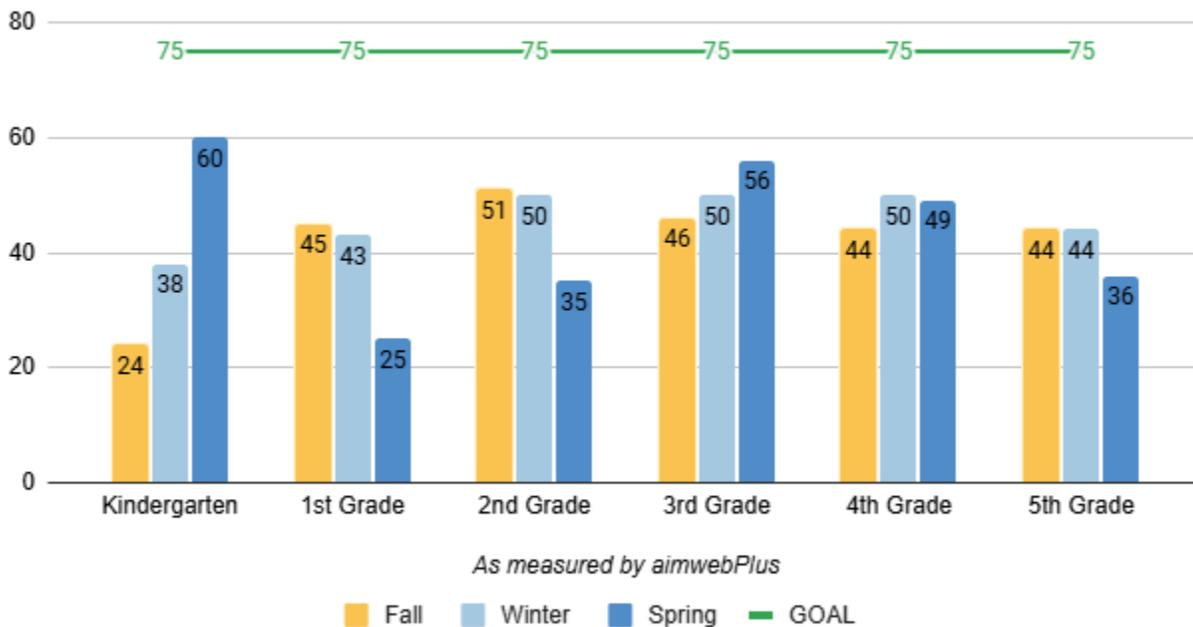
**AIMSWeb Reading and Math Measures**

AIMSWeb is another measure to see how students are doing and inform the instruction they require for success. We use AimswebPlus, a universal screening, benchmarking, and progress-monitoring tool from Pearson, to assess literacy and math proficiency in grades K-5. These assessments help identify students who are meeting grade and term-level benchmarks and those who may need additional support.

**2024-2025**

	% at/ above 50 percentile			
	<b>Oral Reading Fluency</b>			
	Fall	Winter	Spring	GOAL
Kindergarten	24	38	60	75
1st Grade	45	43	25	75
2nd Grade	51	50	35	75
3rd Grade	46	50	56	75
4th Grade	44	50	49	75
5th Grade	44	44	36	75
% Met T1 Aimsweb ORF				

% of Students Meeting ORF Proficiency

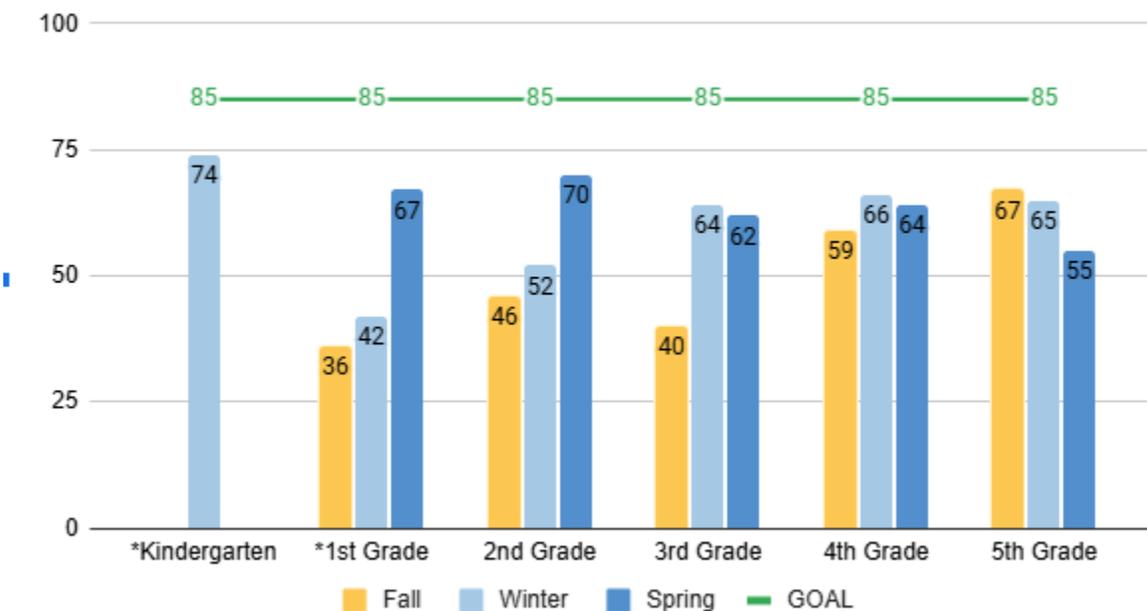


Strengths	Growth Areas
K, 3, and 4 increased their ORF scores from Fall to Spring. Kindergarten increased by 36 points; Grade 3 increased by 10; Grade 4 increased by 5.	Grades 1, 2, and 5 all decreased from Fall to Spring. None of the grades reached the goal of 75% meeting benchmark; Kindergarten was closest at 60%.

**2024-2025**

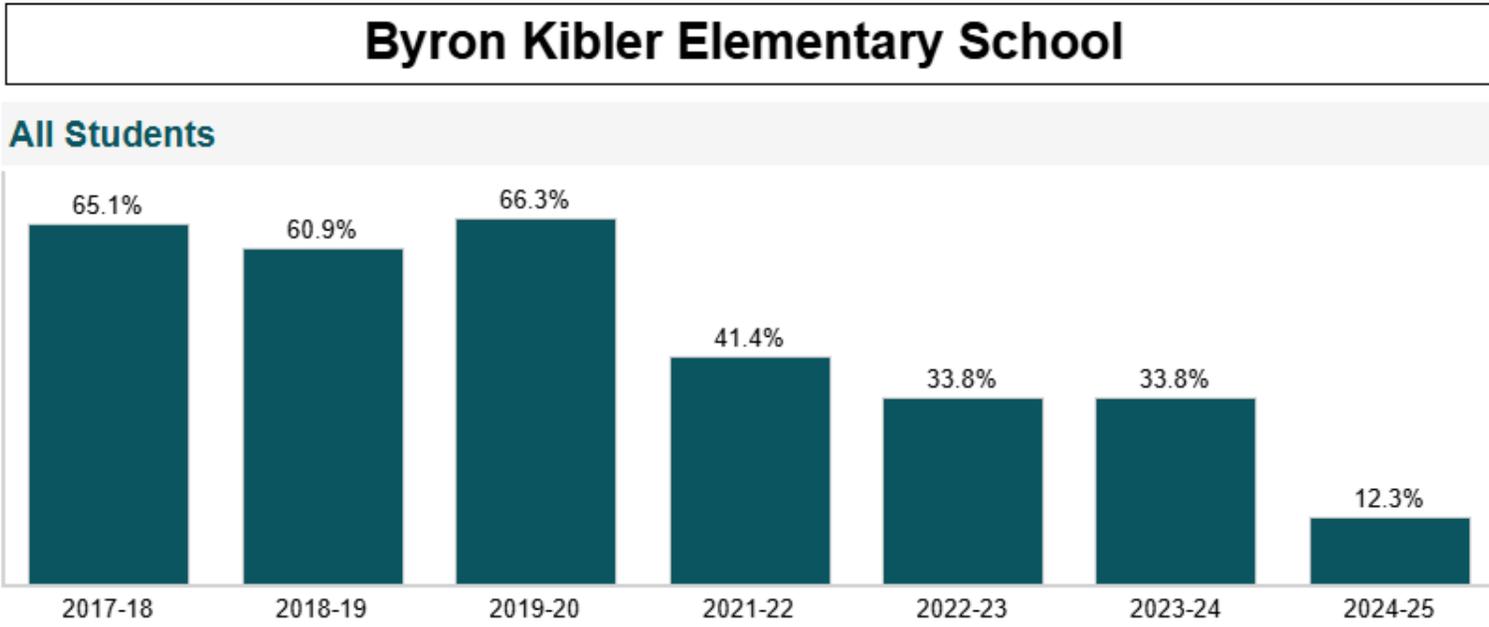
Number Sense Fluency			
	Fall	Winter	Spring
*Kindergarten		74	
*1st Grade	36	42	67
2nd Grade	46	52	70
3rd Grade	40	64	62.00000
4th Grade	59	66	64
5th Grade	67	65	55
% Met T1 Aimsweb NSF			

% of Students Proficient in Number Sense Fluency



Strengths	Growth Areas
K-4 all showed growth in NSF K-2 showed over 20% growth	Our goal is for 90% students meeting the benchmark for each grade level and we have room for growth. 5th went down 12 points. We would like to see 4th grade and 5th grade make growth similar to grades K-3.

## What percent of students entered kindergarten ready in all six areas of development and learning, over time?



Strengths	Growth Areas
Seeing the higher data from a few years ago, reminds us all that we hope to get back to this place.	Our incoming Kindergarten readiness data has steadily declined since 2019–2020 and is significantly lower than other district and neighboring schools. This remains an urgent focus.

**Student Belonging Data 2024-2025**

In March of 2025, 3rd-5th grade Byron Kibler students took a **climate survey**, focused on belonging, called the Psychological Sense of School Memberships Survey. Major findings include:

- *70% of 3rd–5th graders completed the survey. We intend to raise this to 95% this year.*
- *Average score for “People notice when I am good at something” was 3.39. Our goal is to raise this to 4.0 or higher in 2025–2026.*

**Key Takeaways about student groups from analyzing the data:**

- All student groups that are measured have made growth into the 24/25 school year.
- With all of the continuous improvement adjustments to the master schedule, the addition of new curriculum, new intervention materials and new assessment measures, this trend should continue as staff and students gain familiarity in all areas.
- We came across the kindergarten readiness scores recently and are wondering what, if anything, we can do differently to aggressively and intentionally accelerate all students. Especially our younger ones with lower readiness scores.
- We hope another year into our UFLI curriculum and Aimsweb assessments, including progress monitoring will lead to high scores by the end of this year.
- In number sense fluency, we are proud of the gains and our staff has determined to keep our Math goal in number sense fluency to see if we can keep raising our students’ learning. We are also using Reflex Math as a math fluency support for all students. .

2. What are some possible root causes your team has identified? Consider both the identification of areas of strength and what it will take to build strength in other areas.

We do believe as a school community we will continue to see the impacts of a lack of in-school learning, or even in-person daycare or in-person activities for years to come. Students missed out on active play with others which is crucial in their social development. This impact is getting farther and farther removed. Our students are resilient, we believe in them and we believe we will continue to make small tweaks for large impacts to improve student learning.

Students need to continue to master phonics, increase reading fluency, math fluency, reading comprehension, vocabulary and problem-solving along with building their stamina to keep learning all day long to make the improvements we need to see. Teachers creatively use their time to maximize student learning by attending to their daily schedule and the natural rhythms of the daily routine. They are experts at making adjustments to be more efficient with their time.

With all the changes listed above, it also is challenging for teachers to acclimate to their new assessments and learning materials, they need time and professional development to gain familiarity with the new materials. Time to see how students respond, time to find gaps in the learning materials, and how to fill them. No one curriculum covers all the standards deeply, but it takes time to figure this out and make changes based on how students are learning.

Two responses to build strength have been a change to our master schedule, which is district-wide amongst all the elementary schools and the second is the addition of WIN (What I Need) time, also district-wide. The master schedule increased learning time for students, increased teacher-student contact time, created daily, common planning for teachers and many other benefits for student learning. The WIN time has added a defined acceleration time for each student. Teachers have named their English Language Arts and Math Essential Learning Times, where no student is pulled out for extra services during this time. Every student is in class, getting their first instruction (tier 1 instruction) from their teacher with their peers. This is still a priority for our district and school this year. WIN time is in its second year in our schedule and is using current data to help all students improve their reading skills. Every teacher and grade level is exploring options to provide what their students need. No new instruction is given during this time so no student is missing important tier 1 instruction. We believe these two adjustments will lead to improved student learning outcomes in the future as documented by our Aimsweb and SBA data.

Yet another strength is our PAWS room. This year our PAWS room, is continuing to develop and refine systems to help students learn self-regulation skills that allow them to de-escalate, calm down and/or take a break to then get back to a positive mental state that is ready-to-learn. This room along with the two caring adults who work in concert with our special education department and classroom teachers and paraeducators are truly making a difference in helping more students spend more of their time in the classrooms learning. They are being taught through 1:1 and small group instruction. We are using Conscious Discipline concepts rooted in brain science as a guide for adults and an online program called Everyday Speech that allows our Resource Room and PAWS room to find premade lessons/videos that support students' learning in a variety of areas. If a student struggles with raising their hand to be called on, some videos and lessons help students reflect on their behaviors and try to learn from watching, modeling, practicing, and reflecting. This team is facilitating communication between classroom teachers, other staff, and families to help students do their best. This is a draft process, which means it is being tweaked and reflected upon often to serve students in the best ways possible.

We continue to hold our Student Support Team meetings each week as a leadership team and also set aside time to meet with the classroom teachers about students of concern. This team works together to implement intervention ideas to support student learning with academic and/or behavioral needs. The team follows a process of using data and all information available about a child to support their learning. The team sets up a schedule to meet again about a student to analyze the information and see if the student has made significant growth. If yes, the team the continue the current intervention or abort the intervention if not needed. If no, the team decides to continue with a certain intervention, begin a new one, and/or decide if a student should be evaluated for special education services.

Finally, our strength is in our adults. All adults at Kibler care about our students. We are the school with heart. They are here early, here late, and make the most of all their time spent at school and at home too, to prepare their best lessons for students to learn. They collaborate on a daily and weekly basis. They share what is working and problem-solve challenges together. They welcome and support new staff to help all deal with the challenges of working with a variety of students at different levels within their rooms, trying their best to serve each student where they are with a reflective intensity that promotes engaged learning.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representative example of the student population. (Do not include identifiable information!)

a. What strengths do they possess?

A typical Kibler student is kind and caring. They are not afraid to ask questions and advocate for themselves. They love to interact with their peers and are eager to learn. Kibler students are curious and excited to participate in school and classroom activities, and they want to be leaders. They have Kibler school spirit, they love learning and are increasing their stamina every day they are present. Kibler students love to make new friends and love to truly engage and own their learning. A student recently shared how his project didn't work properly and he was "problem-solving" to figure out what went wrong and how he could fix it. Other students showed their projects, they were proud of their learning, and the process it took to get there, and then proud of their success. They were also proud of their classmates' success and rallied around those students who were still trying to problem solve. What a great collection of strong learning students.

b. What challenges do they face?

Kibler students are still challenged with learning how to be resilient students even four years removed from a school year that had masks, physical distancing, new leadership, new staff, new schedules, new curriculum, isolation, lack of play with peers, quarantines, absences, and ever-changing health and safety guidelines. They have hit the ground running this year on how to be respectful students who make good decisions and solve problems. Our typical student may have struggles in reading and/or writing and/or math but they keep trying. They are talking more and more about math, they are working in groups more and they are enjoying math instead of feeling anxious.

c. What are some important relationships in their life?

Family, Enumclaw is all about family and our Kibler families exemplify this. Family is the most important relationship in their life. The family bond is strong and parents do their part to ensure student success in school. Kibler students also see the importance of peer relationships as well as relationships with their teachers and the other adults in the building. Their number one relationship in school will always be their teacher, and just like adults, they thrive when they know their teacher cares about them and believes in

them. We are excited to see more and more volunteers back in our building. On a daily basis, there are numerous volunteers supporting their children and the other children in class.

## **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day-to-day activities of your school?

Our vision was created through a collaborative staff effort, and a Vision team and finalized at the very beginning of last year. It is not a statement, but rather a one-page document of our beliefs of where we want to be in 5 years. We plan to create further pieces to our school culture, but start with our Vision.

The second piece of our Vision has been the creation of our school norms. Throughout our school, we have co-developed our cultural norms to define how we work with each other. Each group that works together has a set of norms for when we meet and whenever we gather.

A third piece of our Vision has been the motto of "Mission Possible." This is on a t-shirt, it's promoted in our announcements and at our assemblies. We want our school community to remember three pivotal things. Students need to know the adults believe in them, they need to believe in each other and they need to believe in themselves. We are focusing on and encouraging the building of students' self-efficacy. We are making it explicit this year. We will continue data to help us increase student learning. To focus on growth. We want to celebrate our staff and how hard they work together with the importance placed on student learning.

Each child is significant and valued at Kibler. In ESD we have the 4-Bs. This is how we make sure each child gets what they need, we focus on belonging, broadcasting student voice, belief in students, and reducing barriers. The 4-B's help us keep what is important right in front of us. There is no arguing these b's. They are what is important for kids.

The district has also introduced our 5 Commitments last year. Student well-being, literacy proficiency by grade 3, algebraic reasoning by grade 9, on track for graduation by grade 9, and graduates with a plan and pathway. We continue to dive into these commitments. The first commitment, student well-being, is crucial to our student learning growth. This year we will continue to take the Hope Scale Survey. This survey, with its six questions for students in grades 3-5 will help us know how students believe and feel about their ability to influence their own outcomes. We believe Hope is a skill and we want to help students know they have agency and power to improve their own outcomes.

Educators within our building are still working towards learning each student's "story". Who are they? Where did they come from? What interests do they have? What is important to them? Who supports them at home? Are there aspects of their culture that are important to them? What traditions do they value? What are their goals for the future? What needs do they have to be successful? How do their culture/values impact their learning/worldview? How do they learn? How do we know they have learned what they have been taught? Once teachers learn this information and how they can utilize it to create an academic environment that supports the individual child and their success.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

Leaders who engage in strong adult learning will be better prepared to support the adult learning of staff. The principal and two staff members attended the NWPBIS conference last spring. The principal and assistant principal also attended the AWSP conference right after school was completed. Our staff this year will have professional development in ELA and will continue to learn through our distributive leadership model of PLCs.

It is important to note that our school has experienced frustrations recently with all the changes to our school community. A new schedule, new curriculum, new assessments, a new special education team, and larger class sizes in the intermediate grades, among other stressors have created uncertainty, frustration, and anxiety throughout our school family. Changes in education and in schools can always lead to some messiness. When we embrace the messy and keep optimistic that challenges like these allow for continuous adult improvement and can lead to improved student outcomes, the changes will have been worth it.

Our BLT is focused on improving student learning through increasing Tier 1 instruction by increasing the use of data and evidence-based strategies.

Another need this year has been a focus on our systems with student behaviors. There is a concerted effort both schoolwide and within the classrooms to help students allow the teachers to teach and the students to learn. We are continuing to refine our discipline systems and our implementation of SWIS. SWIS is a way for schools to track student behavior that is managed by adults and managed by the administration, with improved communication with the family as well.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Staff will receive some extra training regarding our 3-5 curriculum in January. This will be well-timed as staff has had a little over a year to become familiar with this new, rigorous and challenging learning material. Staff will also be spending time learning about the new Skyward update called Qmality. This training will allow them to be more familiar with our school information system and how it impacts the logistics of being a teacher with attendance and grading as examples.

### **Systems of Support**

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of strength for your school's system of support and how other areas will be strengthened.

Kibler has many ways to support students. We have a Student Success Team (formerly MTSS) that meets weekly to address behavior challenges and to brainstorm support for the students. There are refined procedures for this team regarding the meeting with the teacher on Thursday mornings and the Friday SST leadership team meetings that have begun to wrap around and improve support of the action steps the SST meeting with the teacher created. The SST meets to discuss students with academic and/or behavioral needs. Our Guidance Team meets with families to determine if a student requires specialized instruction that our Resource Room or ILC can provide. Kibler has transitioned from a solution room to the PAWS room, where students can come to take a break and/or work out issues they are having within the classroom and/or on the playground. Students can choose to come to the PAWS room on their own or they can be referred to the PAWS room by their teacher or other adults. The PAWS room is one step in our desire for a progressive discipline approach.

We use Character Strong as our schoolwide, Tier 1 Social Emotional Curriculum. This curriculum makes it simple for a classroom teacher to support our monthly character trait with daily lessons that teach the skills of being kind, respectful, responsible, and many more. Many of our teachers provide a safe, calming area for students to use during and inside class to help them self-regulate. For example: A class was on the carpet beginning a math lesson when a student suddenly began screaming for an unknown reason, the teacher prompted the student to use the safe space. The student quickly sat down in a comfy chair while still crying loudly. Another student came over and handed the upset student a stuffed animal and walked away. The class continued learning on the carpet. The teacher kept teaching. Meanwhile, the student was calming down on their own. The class transitioned back to their desks to work in pairs and soon after the student quietly moved back to his seat and began participating. The time span of this was less than five minutes. The student could still access the learning, self-regulated mostly on his own and then joined back to class on their own. The teacher can decide if and when to reflect with the student

about the whole situation. What a great example of how a safe space can support student learning, teacher instruction, and a positive class environment.

One way we are strengthening our systems is by the district-wide adoption of SWIS, Schoolwide Information Systems, which tracks student misbehavior with communication forms. We are currently refining our reporting processes, and communication processes and moving towards a matrix that may help how we respond to misbehavior in the future.

**2. How did your school identify these areas of strengths and improvement?**

Kibler uses the following ways to identify areas of strengths and improvement:

The Building Leadership Team, Staff meetings, 1on1 and small group conversations, Student Support Team Meetings, District Leadership and principal meetings, Certificated and Classified Union input and more. We use our Aimsweb data and recent SBA scores.

Teacher observations based on academic, behavior/discipline, and/or attendance data are taken from our new SWIS dashboard that keeps track of student referrals for behavior. We analyze health room visits, referrals from families, referrals from the office staff, CPS concerns, Student Support Team requests, and attendance among others.

**3. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.**

School and community systems interact extremely well to support students. For example, a student who has a challenging recess may be referred to our PAWS room for a conversation with our paraeducator. Her work with the child is intended to get the child back to their schedule as soon as possible with a mental state that will allow them to learn. It may be a restorative conversation with another student, it could be a time to do some self-regulation practice and then return to recess, etc. At a later time, but still as soon as possible, the PAWS room para will then communicate with the teacher that the student visited the PAWS room. The teacher can then make the decision on when/if the family needs to be notified. A communication form may or may not be filled out that details the incident for documentation that can be accessed by the AP, P, Counselor and the EIS at any time. This data can be useful for the Student Success Team, progressive discipline, or a Guidance Team in making future decisions if needed.

**4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?**

Teachers and staff are more than willing to meet students where they are and work as a team to support them in their social, emotional and academic growth. Our PTA provides support through fundraisers and events. Our PTA has raised over \$25,000 through our Fall fundraisers. We have had a back-to-school BBQ, Fall Movie Night, Trunk or Treat, movie nights, and more engagement events are planned. Our student leadership team is planning a coin drive for December, where grades will compete, and the winner will be the Rainier Foothills and Wellness Center. We have also partnered with the Plateau Outreach Ministries and donated over 2000 lbs for a schoolwide food drive the past three years. This past year, we included the other four elementary schools, so that we donated over 5000 lbs of food total. We also have had continued support from Grace Point Northwest. They are always looking for ways to support our school, and last year they donated 18 carts we use for our students who bring lunches each day. They take up less room, are sturdy, and quieter in our long hallways! They also donated two more soccer goals, adding on to the two goals they donated last year. We have volunteers to support our picture days, PE running club two days a week and multiple volunteers in classrooms on a consistent basis. We love our community support and want to continue to strengthen current partnerships while creating new ones.

**Section 7: Schoolwide Reform Strategies**

**SY 2025-2026 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES**

Goal/Priority #1 (G1) SEL	Students will raise their average score on the question, “People at my school notice when I am good at something,” from 3.4 in March 2025 to 4.0 or higher in March 2026, as measured by the PSSM.
Goal/Priority #2 (G2) Literacy	Kindergarten - By Spring Benchmark of 2026, 80% of students will meet proficiency in Letter Word Sounds Fluency as measured by the Aimswebplus. Grades 1 and 2 - By Spring Benchmark of 2026, 80% of students will meet proficiency in Oral Reading Fluency, or will increase over 20% over the 2025 Spring Benchmark as measured by Aimswebplus. Grades 3-5 - By Spring Benchmark of 2026, 80% of students will meet proficiency in the Reading Composite Score as measured by the Aimswebplus.
Goal/Priority #3 (G3) Math	By Spring of 2026, 90% of students in K-5 will meet the Spring Benchmark in Number Sense Fluency as measured by Aimsweb Plus.

**Section 8A: Action Planning**

**Priority Goal 1 - Key Performance Objective (KPO):** Social Emotional Learning - Students will raise their average score on the question, “People at my school notice when I am good at something,” from 3.4 in March 2025 to 4.0 or higher in March 2026, as measured by the PSSM.

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs Key Performance Indicators</b>
A1) Character Strong SEL curriculum implementation	2025-2026	Classroom Teachers, Principal, AP, student leadership team	Students participate in daily lessons that teach and reinforce monthly character traits such as kindness, respect, gratitude, etc. Increasing

			recognition of the traits through weekly and monthly announcements and recognition assemblies. Classroom teachers will continue to make intentional instructional decisions to help students feel like they belong to a class family.
A2) Intentional use of strategies to increase recognition and encouragement of others by staff to student and especially student to student.	2025-2026	Various adults in the school	Use of two or more of the listed strategies: Shout outs at the end of class periods where students can recognize each other for positive behavior. Use scouts in class settings (GLAD strategy), looking for specific things to increase students' recognition students. Using students to demonstrate/help teach new skills as they master new concepts. 5:1 strategy - noticing 5 good things for every correction. At monthly assemblies (or via video) had 3 kids do something they are good at - like a 5 minute talent. Try out at recess. Have teachers ask students what no one knows you are good at and highlight those students who have hidden talents.
A3) Improve Participation in the PSSM from 68% to 95%	2025-2026	Principal, AP, Counselor, EIS, and classroom teachers	All 3-5 classes will take the Hope Survey and the PSSM surveys on the same day. This is to improve participation rates. Make sure all classroom teachers have the list of questions and access to the survey ahead of time. Create a document that allows teachers to review the main points of the PSSM so students can

			focus on their responses and not on what the questions are asking. We believe this coaching will help students accurately represent themselves on the survey.
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**Section 8B: Action Planning**

**Priority Goal 2 - Key Performance Objective (KPO):** Literacy: Kindergarten - By Spring Benchmark of 2026, 80% of students will meet proficiency in Letter Word Sounds Fluency as measured by the Aimswebplus. Grades 1 and 2 - By Spring Benchmark of 2026, 80% of students will meet proficiency in Oral Reading Fluency, or will increase over 20% over the 2025 Spring Benchmark as measured by Aimswebplus. Grades 3-5 - By Spring Benchmark of 2026, 80% of students will meet proficiency in the Reading Composite Score as measured by the Aimswebplus

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs Key Performance Indicators</b>
A1) Continued implementation of UFLI and Heggerty in K-2 and K-1, respectively.	2025-2026	Classroom Teachers K-2 and K-1	UFLI helps improve decoding skills, link sounds to letters, improve confidence, and help improve fluency. Heggerty provides explicit phonemic awareness instruction for all students
A2) Progress Monitoring	2025-2026	Classroom Teachers/Title/LAP, RR	Use of AIMSWEB, 95%, UFLI, and other tools to keep track of student progress and to create skill-based interventions.
A3) Focused Fluency Practice K-5	2025-2026	Classroom Teachers, Title, Special Education and MLL	Use of reading fluency improvement strategies at below/on/above grade level text. Strategies could include repeated readings, choral reading, paired reading, readers theater,

			audio-assisted reading, varied practice, recorded readings, and the use of smooth finger tracking, proper posture, and ready-to-read skills.
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**Section 8B: Action Planning**

**Priority Goal 3 - Key Performance Objective (KPO): Math:** By Spring of 2026, 90% of students in K-5 will meet the Spring Benchmark in Number Sense Fluency as measured by Aimsweb Plus.

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs Key Performance Indicators</b>
A1) Use of Open Up Resources (Illustrative Math) Learning Materials	2025-2026	Classroom Teachers	Teachers continue implementing the curriculum within their classroom instructional practice and using the 5 mathematical practices from Open Up Resources.
A2) Grade-level collaboration	2025-2026	Grade-level PLCs	Teachers work together to analyze data and implement the math curriculum, ensuring effective math strategies are taught in line with state standards.
A3) Use of specific Number Sense Fluency activities	20245-2026	Classroom Teachers, Resource Room	To build number sense fluency, we will use engaging strategies such as games, manipulatives, subitizing activities, puzzles, real-life connections, and measuring tasks. Students will practice explaining their answers, which deepens understanding and helps assess comprehension. These varied approaches make learning hands-on,

			practical, and relevant, helping students strengthen their comfort and confidence with numbers.
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**Sunrise Elementary School  
School Improvement Plan  
2025-2026 School Year**

<b>Section 1: Building Data</b>	
<b>1a. Building:</b> Sunrise	<b>1g. Grade Span:</b> Kindergarten through fifth grade <b>School Type:</b> Elementary
<b>1b. Principal:</b> Ashley Ferguson	<b>1h. Building Enrollment:</b> 383
<b>1c. District:</b> Enumclaw School District	<b>1i. F/R Percentage:</b> 37.9%
<b>1d. Board Approval Date:</b>	<b>1j. Special Education Percentage:</b> 18.8%
<b>1e. Plan Date:</b> 2025-2026	<b>1k. English Learner Percentage:</b> 8.4%
<b>1f. School's Washington School Improvement Framework (WSIF) Support:</b> T3: T1 Compounded	

<b>Section 2: School Leadership Team Members</b> <b>Parent-Community Partners</b> Please list by (Name, Title/Role)	
Haley Christiansen, Title I/LAP Teacher	Lea Tiger-Tlce, Principal (2024-25)
Diane Dal Santo, Early Intervention Teacher	Bethany Whisler, Dean of Students/Title I Teacher (2024-25)
Nicole Leahy, 4th Grade Teacher	Ashley Ferguson, Principal (2025-2026)
Diane Hammons, 5th Grade Teacher	
Kaitlynn Turner, Music Teacher	

### **Section 3: Vision Statement**

Inspiring students to learn, lead and impact their community and the world.

### **Section 4: Theory of Action**

If we are relentless in our pursuit of creating schools that engage students in learning that is authentic, deep, irresistible, and exciting, then we will succeed in preparing all students for success in the innovation era and success in life.

### **Section 5: Culture of Equity Statement**

We engage all members of the school and community to create high expectations and promote equitable practices to empower all students to reach their personal and educational potential. We are committed to knowing our students strengths and needs, including factors and variables that may not be easily identified.

## Section 6: PLAN/NEEDS ASSESSMENT

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Performance data at Sunrise Elementary from the Washington School Improvement Framework (spring of 2024) Smarter Balanced data from spring of 2025, and Aimsweb data from the 2024-25 school year show progress across several student groups, while also identifying areas where continued focus and support are needed. One of the most significant gains is among students who are English Language Learners (ELL/MLL). According to the 2024 WISF scores, this group, which previously did not meet the "Cycle 3 Identification Threshold," is now performing several levels above that benchmark. This growth reflects the impact of intentional instructional practices and targeted language support.

In English Language Arts, students in all three tested grade levels, (3rd, 4th, and 5th) met or exceeded the statewide percentage of students scoring at Level 3 or 4 on the Smarter Balanced Assessment. In mathematics, Sunrise students in grades 4 and 5 also met or exceeded the statewide averages for proficiency. While Sunrise students in 3rd grade were two percent under the statewide average for [percentage of students at a Level 3 or 4, only 17% of Sunrise 3rd graders scored a Level 1, compared to 27% statewide, indicating a smaller proportion of students performing at the lowest level.

Internal assessment data further supports this positive trend. On both the Reading and Math Aimsweb Composite assessments, every grade level showed an increase in the number of students reaching the "Low Risk" category from fall to spring. This shift indicates that more students are achieving at or above the 40th percentile as the year progresses, suggesting that core instruction and intervention systems are having a measurable impact.

At the same time, the data also point to areas requiring continued attention. Students with disabilities emerged as the lowest-performing subgroup in the WISF 2024 analysis, with performance hovering above, but near, the Cycle 3 Identification Threshold. Supporting this group will be a priority moving forward. The Special Education team will implement research- and evidence-based instructional programs to deliver targeted, skill-specific instruction aligned to students' Individualized Education Plans.

Sunrise Elementary remains committed to ensuring that all students have access to high-quality, standards-aligned instructional materials, including Open Up Math (K–5), Open Up ELA (3–5), and UFLI Foundations (K–2). Targeted interventions, including the 95 Percent Group reading program, will continue to support students identified for additional support. Certificated staff will engage in ongoing professional development to deepen their instructional practices and ensure consistent alignment with best practices. Teams will regularly analyze ongoing and formative assessment data to monitor student progress, refine instruction, and adjust interventions to meet the evolving needs of all learners.

*Below, you will see WISF data from spring of 2024, SBA data from spring of 2025, and Aimsweb data from the 2024-25 school year.*

### Washington State School Improvement Framework Scores (Spring 2024)

## Sunrise Elementary

### Final Score by Student Group



**3rd Grade ELA Summative SBA**

Washington State	2427 <i>i</i>		<i>i</i>	49%
		Percent 28% 23% 21% 28%		
		Count 21.9K 17.5K 16.3K 21.5K		
Enumclaw School District	2444 <i>i</i>		<i>i</i>	57%
		Percent 19% 24% 25% 32%		
		Count 63 79 85 107		
Sunrise	2450 <i>i</i>		<i>i</i>	57%
		Percent 12% 31% 26% 31%		
		Count 7 18 15 18		

**4th Grade ELA Summative SBA**

Washington State	2471 <i>i</i>		<i>i</i>	51%
		Percent 30% 19% 21% 29%		
		Count 22.4K 14.1K 15.9K 21.8K		
Enumclaw School District	2486 <i>i</i>		<i>i</i>	58%
		Percent 19% 23% 29% 28%		
		Count 58 72 90 87		
Sunrise	2478 <i>i</i>		<i>i</i>	51%
		Percent 19% 30% 26% 25%		
		Count 10 16 14 13		

**5th Grade ELA Summative SBA**

Washington State	2511 <i>i</i>		<i>i</i>	54%
		Percent 27% 19% 27% 27%		
		Count 20.3K 14K 20.3K 20.7K		
Enumclaw School District	2512 <i>i</i>		<i>i</i>	57%
		Percent 23% 20% 33% 24%		
		Count 79 69 114 83		
Sunrise	2511 <i>i</i>		<i>i</i>	57%
		Percent 22% 21% 29% 28%		
		Count 15 14 20 19		

### 3rd Grade MATH Summative SBA

Washington State	2437		 Percent: 27% 20% 26% 26% Count: 21.4K 15.9K 20.4K 20.2K		52%
Enumclaw School District	2445		 Percent: 22% 21% 27% 29% Count: 73 72 92 98		57%
Sunrise	2448		 Percent: 17% 33% 26% 24% Count: 10 19 15 14		50%

### 4th Grade MATH Summative SBA

Washington State	2480		 Percent: 25% 26% 24% 25% Count: 18.5K 19.4K 18.3K 18.6K		49%
Enumclaw School District	2496		 Percent: 18% 23% 31% 28% Count: 54 71 95 87		59%
Sunrise	2478		 Percent: 25% 19% 38% 19% Count: 13 10 20 10		57%

### 5th Grade MATH Summative SBA

Washington State	2504		 Percent: 33% 24% 17% 26% Count: 24.8K 18.5K 13K 19.5K		43%
Enumclaw School District	2503		 Percent: 29% 29% 20% 22% Count: 100 100 70 76		42%
Sunrise	2501		 Percent: 32% 22% 23% 23% Count: 22 15 16 16		46%

Aimsweb Group Tier Transition reports for ELA and Math can be found linked below. The reports show the progress and rate of improvement that each grade level has made throughout the 2024-25 school year on the Aimsweb Reading and and Aimsweb Math comprehensive assessments.

The triangle colors represent different performance tiers based on national percentile rankings:

- **Green (Tier 1):** Students performing **at or above the 40th percentile:** These students are considered **low risk** and typically performing at grade level.
- **Yellow (Tier 2):** Students performing between the **25th and 39th percentiles:** These students are considered **moderate risk** and may need targeted intervention.
- **Red (Tier 3):** Students performing **below the 25th percentile:** These students are considered **high risk** and likely need intensive intervention.

[Aimsweb K-5 Group Tier Transition Report Reading](#)

[Aimsweb K-5 Group Tier Transition Report Math](#)

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Areas of strength:

- WISF 2024 scores indicate that students who are English Language Learners (ELL or MLL) have made tremendous growth. This subgroup of students was previously identified as not meeting the “Cycle 3 Identification Threshold”, and now they are performing several levels above this threshold.
- On the English Language Arts Smarter Balanced Assessment, Sunrise Elementary students met or exceeded the statewide percentage of students scoring at Level 3 or 4 across all three tested grade levels.
- On the Math Smarter Balanced Assessment, Sunrise Elementary students in grades 4 and 5 met or exceeded the statewide percentage of students scoring at Level 3 or 4. In grade 3, Sunrise had only 17% of students score a level 1, while the statewide percentage at a level 1 was 27%.
- On both the Reading and Math Aimsweb comprehensive assessments, every grade level saw an increase of students falling into the “Low Risk” category from fall to spring. This means that more students were performing at the 40th percentile or greater as the school year progressed.

What it will take to build strength in other areas:

- The WISF 2024 scores indicate that Sunrise students with disabilities are close to the “Cycle 3 Identification Threshold”, making this subgroup the lowest performing subgroup on this analysis of 2024 scores. Building skills in this group will be a priority, along with maintaining the growth our MLL students have made. To build skills, the Special Education team will be utilizing research and evidence-based curricula to provide targeted instruction to students with Individualized Education Plans.
- Sunrise Elementary will continue to implement high-quality, standards-aligned instructional materials to support student learning across all grade levels and all student populations. This includes Open Up Math (K-5), Open Up ELA (3-5), Fountas & Pinnell Classroom (K-2), and UFLI Foundations (K-2). Targeted students will also receive additional support through 95 Percent Group reading intervention from Title/LAP staff. Certificated staff will engage in ongoing professional development to strengthen instructional practices, ensure alignment to research-based strategies, and support consistent implementation. Teams will regularly analyze data from ongoing and formative assessments to inform instruction, monitor progress, and adjust supports to meet student needs.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

a. What strengths do they possess?

A typical student at Sunrise Elementary is a hard-working and resilient learner who shows up each day eager to grow. Our students are motivated to learn and value the connections they build with their peers and staff; they see school as a second family. They understand that mistakes are part of the learning process and demonstrate a growth mindset in the face of challenges.

Sunrise students are also hopeful, positive, and encouraging. They lift each other up and help create a culture of support. Because they feel safe, seen, and known at school, they are able to take academic and social risks that help them thrive. Perhaps most notably, our students look out for one another and strive to include others, fostering a sense of belonging that defines our school community.

While all students are learning and growing academic, social, and emotional skills, and will make mistakes in these areas, at the core they embody the aforementioned strengths. This blend of perseverance, positivity, and empathy makes our students not only strong learners but also kind and compassionate members of our school community.

b. What challenges do they face?

While our students demonstrate many strengths, they also face challenges that impact their learning and overall well-being. Many place pressure on themselves or compare their progress to that of their peers, which can lead to frustration or self doubt. In recent years, we've observed an increase in anxiety and a decline in emotional regulation, coping strategies, and personal problem solving skills, making it more difficult for some students to navigate the everyday ups and downs of school life.

Another challenge is the disconnect between home and school expectations, which can create confusion and inconsistency for students who are trying to make sense of what is expected of them in different environments. Additionally, many of our students have had limited exposure to diverse life experiences, cultures, and perspectives, which can make it harder to build understanding and empathy beyond their immediate context.

Like many schools across the country, we continue to address the impacts of learning loss and academic gaps, particularly in foundational skills. These challenges require thoughtful, individualized support and continued collaboration between staff, families, and students to ensure each child is equipped to succeed.

c. What are some important relationships in their life?

Our students are shaped by a network of meaningful relationships that support their growth, identity, and sense of belonging. Family members: parents, grandparents, siblings, cousins, aunts, and uncles, play a central role in their lives, offering love, guidance, and connection to culture and tradition. For many students, extended family members are actively involved in their daily routines and educational journey.

At school, trusted relationships with staff members: teachers, specialists, paraeducators, and office staff, provide a foundation of emotional safety and academic encouragement. These bonds help students feel seen, valued, and supported in their learning.

Friendships and peer connections are also incredibly important, offering students a sense of community and a space to practice empathy, collaboration, and problem-solving. Many students are additionally influenced by coaches, youth leaders, and mentors through sports teams, church groups, and extracurricular activities. These relationships often serve as extensions of their support system, reinforcing positive values and providing safe spaces beyond home and school.

**Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school:

At Sunrise, we celebrate and honor the unique differences of every individual, fostering a culture of appreciation, understanding, empathy, and respect. We build this inclusive environment by integrating diverse literature, creating opportunities for student voice, and encouraging students to share their strengths and identities within the classroom.

Our school community values early intervention over remediation. This is reflected in how we structure intervention, (“What I Need” time) time to address both academic needs and student strengths, as well as through the work of our Counselor and Early Intervention staff member, who support students’ social, emotional, and behavioral growth.

We believe in firm, fair, consistent, and positive discipline that is rooted in high expectations, mutual respect, and responsible decision-making. This is supported through twice monthly SEL lessons provided by our Counselor, weekly videos focused on expectations and safety, and the intentional teaching of social skills in response to student behavior.

Collaboration, both professional and with our broader community, is essential to our work. We utilize our weekly Professional Learning Community (PLC) time to reflect on instructional practices, share strategies, and analyze student strengths and needs to ensure purposeful and responsive teaching.

These values are woven into the fabric of our daily culture and drive our collective efforts to support all students.

2. What professional learning and support have you identified that the school’s staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

We will continue to strengthen our use of Sheltered Instruction strategies through ongoing professional development, ensuring that all students, especially our Multilingual Learners, have access to rigorous and meaningful instruction. Additionally, we will deepen our professional learning around routines and practices that support problem-based mathematics, fostering critical thinking and student discourse. Our professional development will also include a focus on evidence-based practices aligned with the Science of Reading, with an emphasis on how these approaches can be effectively integrated into our reading curriculum and daily instruction.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Over the past two years, Sunrise Elementary has implemented focused professional development on Sheltered Instruction strategies to better support our Multi-Language Learners (MLLs). This learning has been delivered through dedicated full day sessions as well as ongoing professional development embedded in staff meetings, ensuring sustained focus and practical application across classrooms.

We measure the success of this professional learning through the rate of students meeting the criteria to exit MLL services. In 2024, 28% of our MLL students exited services, and in 2025, 20% met the exit criteria. These results reflect the effectiveness of our professional development efforts and the growing capacity of our staff to implement language-rich, inclusive instruction that supports English language development and academic achievement.

Another area of professional learning that has proven to be effective at Sunrise Elementary is our school wide focus on mathematics instruction, specifically around problem-based learning and problem strings, aligned with the Open Up Resources curriculum. Our leadership team has guided professional development sessions and collaborative planning focused on helping teachers implement these strategies consistently and effectively in their classrooms. This work supports students in building conceptual understanding, flexibility with numbers, and strong mathematical discourse.

To assess the impact of this instructional shift, we use a combination of Aimsweb benchmark data and Open Up unit assessments. Aimsweb Math Composite scores provide a universal screener and progress monitoring tool to help us evaluate student growth across grade levels. In parallel, Open Up unit assessments allow us to monitor students' understanding of grade-level standards and application of problem-solving strategies within the core curriculum. We've seen promising results in both data sources, with a decrease in the percentage of students falling in the "at risk" category and a greater percentage of students in the "low risk" category when looking at fall to spring assessments.

### **Systems of Support**

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

An area of strength is a tiered system of support that works collaboratively to meet the needs of our students.

We have several layers of support that our staff provide to meet the behavioral/social-emotional and academic needs of students to a high degree. This staffing includes classroom teachers, classified support, identified behavior support personnel, our counselor and Early

Intervention staff, Resource room team, Title I/LAP team, and the principal. Classroom teachers carry out the first tier of learning for academics and behavior/social-emotional teaching. Our Early Intervention and counselor also provide tier one SEL instruction to all students through weekly lessons using the Conscious Discipline Curriculum and Second Step Curriculum Suite.

We focus on building connections and a feeling of belonging so we can identify individual needs in students. Tier two academic support consists of small intervention groups during designated grade level intervention times, push-in support from classified and certificated staff, Title I/LAP small group and one-on-one reading support. Tier two behavior support consists of identified behavior support personnel present during unstructured times during the school day. Other tier two support comes from the counselor and Early Intervention teachers through the use of quarterly support groups.

When students have needs that exceed the two tiers of support, we utilize our Student Support Team to determine what additional supports are needed. Our third tier of academic and SEL support can come from our Resource room and/or ILC team. These teams provide both push-in and pull out support based on student need and Individualized Education Plans. Our counselor and principal also serve as tier three behavioral support, and our Early Intervention Teacher provides both academic and behavioral support.

2. How did your school identify these areas of strengths and improvement?

We examined behavior data and academic assessment data (SBA, DRA, Aimsweb, foundational literacy indicators, and WIDA, as well as grade level and classroom assessments as needed).

3. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.

As student needs emerge that are beyond the scope of school, we reach out to local resources, including YMCA for youth and family counseling services, and Plateau Outreach Ministries for rent, utility, and food support. Additionally, we have partnered with Rainier Foothills Wellness Foundation with the local backpack program to send meals home on the weekends for families that would benefit from this support. Our Student Leadership Group has even had the opportunity to take field trips to these community resources to learn about them and volunteer their time to do things like sort donated food and toys. We also partner with our PTO to provide enrichment opportunities for students, such as funding for field trip transportation and entry fees and bringing the Pacific Science Center mobile Science lab to the school.

4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Areas of strength are partnering with organizations within the school and community. We partner with our PTO to provide family connection events like our Winter Family Night, movie night, BINGO night, and our end of the school year family event. We hope to strengthen positive communication through the use of technology and social media platforms. We also hope to include more parent and student voice in our school decisions through surveys and parent representatives.

**Section 7: Schoolwide Reform Strategies**

**IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES**

Goal/Priority #1 (G1)	Increase the sense of belonging among all K–5 students as measured by at least 95% of students rating connection-related questions as a 4 or 5 on a 5-point scale on the May Minute Meeting Surveys.
Goal/Priority #2 (G2)	Improve reading proficiency for students in grades 2–5, with a goal of at least 55% of students scoring at or above the 50th percentile on the spring Aimsweb Reading Composite assessment.
Goal/Priority #3 (G3)	Improve math proficiency for students in grades 1–5, with a goal of at least 55% of students scoring at or above the 50th percentile on the spring Aimsweb Math Composite assessment.
Goal/Priority #4 (G4)	80% of MLL students will grow at least 0.7 composite proficiency points on the WIDA ACCESS from 2025 to 2026.

**Section 8A: Action Planning**

**Priority Goal 1** - Increase the sense of belonging among all K–5 students as measured by at least 95% of students rating connection-related questions as a 4 or 5 on a 5-point scale on the May Minute Meeting Surveys.

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs Key Performance Indicators</b>
SEL Lessons (Second Step)	Bi-weekly throughout the year	Counselor, Early Intervention Teacher, Community and Culture Team	-At least 90% of planned lessons completed by EOY. -Decrease in behavior incidents, as tracked using SSC forms and SWIS
Class Meetings	Daily throughout the year	Counselor, Early Intervention Teacher,	-Teacher self reports of meeting frequency -Decrease in behavior incidents, as tracked using SSC forms and SWIS

		Community and Culture Team, Teachers	
Greeting students at exit/arrival	Daily throughout the year	Counselor, Teachers, Community and Culture Team	-Monthly Minute Meeting results
Check in/Check out (CICO) system for tier 2 support	As needed throughout the year	Counselor, Early Intervention Teacher, Special Education Teachers	-Decrease in behavior incidents, as tracked using SSC forms and SWIS for individual students receiving CICO support.

**Section 8B: Action Planning**

**Priority Goal 2** - Improve reading proficiency for students in grades 2–5, with a goal of at least 65% of students scoring at or above the 50th percentile on the spring Aimsweb Reading Composite assessment.

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs Key Performance Indicators</b>
Ongoing, targeted progress monitoring: formative and benchmark data use to guide instruction	1x Monthly throughout the year for “high risk” students. 3x per year for “low risk” and “moderate risk” students	Title/LAP Teacher, K-5 Teachers	-100% of students not meeting 50th percentile on the AIMSWEB comprehensive score are progress monitored monthly. -100% of classroom and support staff utilizing the AIMSWEB assessment receive instruction on progress monitoring.
Differentiate Reading Instruction: Small group interventions (“What I Need” Time)	1x daily throughout the year as identified on the master schedule	K-5 Teachers, Title/LAP Teacher	-80% of identified students (under the 50th percentile) receive differentiated instruction through Title I/LAP, building support, or their classroom teacher. -80% of WIN support groups utilize evidence-based practices (such as explicit phonics or fluency instruction).

			-At least 75% of students identified for Title I/LAP support meet their individualized “ambitious” growth goal on AIMSWEB.
Implement Structured Literacy using UFLI	Daily throughout the year as identified on the master schedule	K-2 Teachers, Title/LAP Teacher	-100% of K-2 classes implementing UFLI lessons (tracked by classroom walkthroughs and self-reporting).

### Section 8C: Action Planning

**Priority Goal 3** - Improve math proficiency for students in grades 1–5, with a goal of at least 55% of students scoring at or above the 50th percentile on the spring Aimsweb Math Composite assessment.

<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs Key Performance Indicators</b>
Ongoing progress monitoring: formative and benchmark data use to guide instruction	3x per year (fall, winter, and spring benchmarks)	Classroom teachers, Instructional Leadership Team members, Early Intervention Teacher	-100% of students assessed each trimester using AIMSWEB Math. -Teacher self-reported use of Open Up formative checks (such as cool-downs and unit assessments).
Ensure consistent, high-fidelity implementation of the Open Up Resources math curriculum	Walkthrough sheet will be used at least 1x for each classroom teacher as a part of their fall, winter, or spring observation	Elementary Principal team	-Use of Open Up math walkthrough sheet during observations and/or walkthroughs to note implementation of Open Up routines.
Ongoing collaborative planning and reflection centered on student work and instructional practice.	3x per year based on grade level pacing and individual PLC team agendas	Classroom teachers, Instructional Leadership Team members, Early Intervention Teacher	-PLC team self-reports of time utilization with the goal of at least 3 PLCs being used to analyze student work from Open Up performance tasks or assessments and plan response to student strengths and needs.

<b>Section 8D: Action Planning</b>			
<b>Priority Goal 4 - 80% of MLL students will grow at least 0.7 composite proficiency points on the WIDA from 2025 to 2026.</b>			
<b>Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. KPIs</b> Key Performance Indicators
Implement SIOP strategies in all classrooms	<p>Observations completed at least 3x for each teacher during fall, winter, and spring observation windows</p> <p>Analysis of WIDA results in June of 2026</p>	MLL Teachers, Principal, TEAM	<p>-Conduct classroom observations and walkthroughs to observe and provide feedback on use of SIOP strategies for each classroom teacher at least three times over the course of the year.</p> <p>-Impact on student performance on the WIDA</p> <p>-Students meeting their individual growth trend line in Aimsweb math and reading from fall to spring.</p>
Use language supports embedded in core curricula, specifically UFLI and Open Up	<p>Observations completed at least 3x for each teacher during fall, winter, and spring observation windows</p> <p>Analysis of Aimsweb individual student reports for trend lines after the spring reporting window in 2026</p>	Principal, Instructional Leadership Team	<p>-Conduct classroom observations and walkthroughs to observe and provide feedback for each classroom teacher at least three times over the course of the year.</p> <p>-In K-2, implement UFLI with intentional vocabulary and syntax support for MLLs (e.g., visuals, sentence stems) as measured by teacher self reporting.</p> <p>-In K-5 Open Up math, teachers utilize the Mathematical Language Routines (outlined by <a href="#">il Classroom</a> and <a href="#">Illustrative Mathematics</a>) as applicable to lessons, as self-reported.</p> <p>-Students meeting their individual growth trend line in Aimsweb math and reading from fall to spring.</p>

Section 9: Funding, Component #3- Consolidated Funds Matrix SY 2023-24		
Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Provide for additional collaboration time to support math instruction, PLC training, and WIN support time.
Title 1, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Creation of a schedule that allows for students to receive support services and Tier 2 and 3 instruction while still being able to access all Tier 1 instruction.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	SIOP training to ensure teachers are prepared and trained in effective practices. Math professional development training.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	SIOP training to ensure teachers are prepared and trained in effective practices.
Title IV, Part A	Our Title IV, Part A funds are transferred to Title II, Part A	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	Paraprofessional support for students. Intervention curriculum and professional development for staff implementing this curriculum for K-5students.
Local Funds	Not applicable	
Other Funding Sources, including School Improvement Grant Funding	OSSI Grant	SIOP training to ensure teachers are prepared and trained in effective practices. Attendance at "MTSS Fest" conference by support staff to develop the Student Support Team.



# Coversheet

## Policies - First Reading

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** L. Policies - First Reading  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Memo to the Board-Policy First Reading 01.20.26.pdf  
1810-Annual Goals and Objectives.pdf  
1111-Oath of Office.pdf  
1820-Board Self-Assessment.pdf  
1821-Standards for Individual School Directors.pdf



TO: Board of Directors

FR: Jill Burnes

DATE: January 20, 2026

RE: Policy Updates

This month, I am bringing three policies for first reading and information and one policy recommendation for retiring.

**Information Policies:**

Policy Number	Policy Title	Overview of Changes
1111	Oath of Office (Board of Directors)	This policy has been updated to affirm a director’s commitment to uphold the Constitutions of the United States and Washington, as well as state laws.
1820	Board Self-Assessment	WSSDA has identified and revised these model policies, with the addition of a new model policy, to align with the Washington School Board Standards. <b>Additional policies will be included for first reading and review at the February meeting.</b>
NEW-1821	Standards for Board Directors	
1810	Annual Goals and Objectives (Board of Directors)	



THE BOARD OF DIRECTORS

Annual Goals and Objectives

~~Each year the board will formulate goals and objectives to guide effective board governance. The goals and objectives may include but are not limited to board functions of:~~

- ~~A. Responsible school district governance;~~
- ~~B. Communication of and commitment to high expectations for student learning;~~
- ~~C. Creating conditions district wide for student and staff success;~~
- ~~D. Holding the district accountable for student learning; and~~
- ~~E. Engagement of the community in education.~~

~~At the conclusion of the year the board will reflect on the degree to which it has met its goals and objectives by conducting a board self-assessment and engaging in board development activities where needed.~~

Cross References:	Board Policy	1005	Key Functions of the Board
	1820		Board Self-Assessment
	1822		Training and Development for Board
Members			

Adoption Date: October 17, 1988  
 Updated: December, 2000  
 Updated: May, 2012



## **THE BOARD OF DIRECTORS**

### **Oath of Office**

**Before entering upon the duties of office, every person** ~~According to statutory provision, each newly elected, re-elected, a school director must or appointed director shall~~ take an oath or affirmation to support the constitutions of the United States and the state of Washington and **to uphold laws of the state of Washington. The director must also affirm that they will** ~~to promote the interests of education and to~~ faithfully discharge the duties of his/her office to the best of his/her ability.

**The oath or affirmation must be administered by an officer authorized to administer oaths under state law. School officials are themselves authorized to administer oaths or affirmations related to their respective offices, and they may do so without any charge or fee. The oath or affirmation may be administered in person or, when permitted by law, through remote means such as a virtual meeting or electronic appearance.**

**If the director has received a written appointment or commission, the oath or affirmation should be endorsed on that document and sworn to before an authorized officer. After the oath or affirmation has been properly administered, it must be filed with the county auditor of the county in which the school district is located. A copy of the oath should also be retained in the district's administrative records for reference.**

**Directors elected at a regular election officially begin their term of office at the first regular or special meeting of the board of directors following certification of the election results. Appointed directors assume office immediately after taking and filing the oath or affirmation.**

A school district officer or notary public authorized to administer oaths must certify to this oath and the signature of the member. After properly completed, the oath of office shall be filed with the county auditor.

Legal Reference:                      RCW    28A.343.360                      Oath of Office

Adoption Date:                      October 17, 1988

References Updated:                January, 2016

Revised Dates:                      02.00; 12.11; 2.18



**THE BOARD OF DIRECTORS**

**Board Self-Assessment**

~~At the conclusion of each year~~ **Annually**, the board will assess its own performance in terms of ~~generally accepted~~ **research-based** principles of successful board operations, ~~and~~ in relation to its annual goals and objectives, and Washington **State** School Board Standards. The board self-assessment will address performance in the key functions of school boards:

- A. ~~Board functions of~~ Responsible school district governance;
- B. Communication of and commitment to high expectations for student learning;
- C. Creating conditions district-wide for student and staff success;
- D. Holding the district accountable for student learning; and
- E. Engagement of the community in education.

The results of the self-assessment will be **reviewed and discussed by the board-superintendent team** **and** used in setting goals for the subsequent year.

Cross References:	Board Policy 1005 Board Policy 1810 Board Policy 1822	Key Functions of the Board Annual Governance Goals and Objectives Training and Development for Board Members
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Adoption Date:       October 17, 1988  
Updated:               December, 2000  
                              May, 2012

**NEW POLICY - 1821**  
**First Reading – January 20, 2026**



**THE BOARD OF DIRECTORS**

**Standards for Individual School Directors**

Each individual board member will annually review the WSSDA *Individual School Director Standards* as a basis for assessing their own conduct as an elected school director. Collectively, the board will assess its performance in terms of its six major functions:

**1. Values and Ethical Behavior**

Individual school directors model ethical behavior and are guided by values that:

- a) Place students' needs first.
- b) Demonstrate commitment to equity and high standards of achievement for each student.
- c) Commit to treating each individual with dignity and respect.
- d) Model high ethical standards.
- e) Advocate for public education.

**2. Leadership**

Individual school directors serve as educational leaders in their communities and state by:

- a) Contributing to thoughtful governance discussions and decisions by being well informed, open-minded and deliberative.
- b) Understanding that authority rests with the board as a whole and not with individual directors.
- c) Articulating and modeling appropriate school director roles and responsibilities.
- d) Actively participating in school director duties and responsibilities.
- e) Demonstrating group membership and leadership skills, working within the board structure.
- f) Respecting the board's role in policy making and supporting all adopted board policies.

**3. Communication**

Individual school directors engage in ethical, transparent and inclusive communications by:

- a) Building and maintaining positive connections with the community and staff.
- b) Communicating accurately and honestly, with awareness of the impact of their words and actions.
- c) Listening carefully and with an open mind.
- d) Maintaining civility and treating all people with respect and dignity.

- e) Maintaining confidentiality of appropriate matters.
- f) Referring people with needs or concerns to appropriate staff.
- g) Welcoming family, student, staff and community input.

#### **4. Professional Development**

Individual school directors seek continuous growth in their own skills and knowledge by:

- a) Committing the time and energy necessary to be informed and competent.
- b) Keeping abreast of current issues, research, applicable laws, regulations, and policies that affect public education.
- c) Participating in professional development, individually and with the board/superintendent team.

#### **5. Accountability**

Individual school directors are accountable in their governance role to their students, families, staff, and community by:

- a) Contributing to a functioning and effective board-superintendent team.
- b) Taking personal responsibility for their own words and actions and the impact they have on others.
- c) Respecting and abiding by board decisions.
- d) Meeting expectations for transparency, including disclosing potential conflicts of interest and refraining from discussing or voting on those issues.
- e) Complying with board policies and all laws.

#### **6. Commitment to Education Equity**

Individual school directors prioritize the success of each and every student in their district by:

- a) Engaging in ongoing learning about educational equity, diversity, inclusion and cultural competency as it relates to the role of the board.
- b) Seeking to understand their own culture and how it may differ from others'.
- c) Honoring the diverse experiences, strengths and barriers to success of students, staff and families.
- d) Collaboratively and proactively working to remove barriers for students, staff and families.
- e) Ensuring multiple perspectives are heard and honored by providing equitable opportunities for input.
- f) Fostering a culture of dignity and belonging by example and through policy.

# Coversheet

## Policies - Second Reading

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** M. Policies - Second Reading  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Memo to the Board-Policy Second Reading 01.20.26.pdf  
2170-Career and Technical Education.pdf  
2420-Grading and Progress Reports.pdf



TO: Board of Directors

FR: Jill Burnes

DATE: January 20, 2026

RE: Policy Updates

This month, I am bringing six policies for second reading and action.

Policy Number	Policy Title	Overview of Changes
2170	Career and Technical Education	The revisions made to this policy are in alignment with the updated nondiscrimination statement and comply with RCW 28A.642.010.
2420	Grading and Progress Reports	The revisions made to this policy are in response to HB 1296 - Promoting a safe and supportive public education system.



## **INSTRUCTION**

### **Career and Technical Education**

The district shall provide a program of career and technical education to assist students in making informal and meaningful educational and career choices and to prepare students for post-secondary options. The district's career and technical education is a planned program of courses and learning experiences that begins with exploration of career options. Additionally, the district's career and technical education program supports basic academic and life skills, enables achievement of high academic standards, incorporates leadership training, provides options for high skill development and high-wage employment preparation, and includes advanced and continuing education courses. The district will include the program and its courses as part of the regular curriculum of the district.

The district will establish local career and technical advisory committees to assist in the design and delivery of the district's career and technical education program. Committees will advise the district on current labor market needs and the programs necessary to meet those needs. The district will relate its career and technical education program to employment demands, current and future, and to the needs and interest of students.

The board will annually review and approve the district plan for the design and delivery of its career and technical education program. The plan will ensure academic rigor, align with education reform, establish program performance targets, address the skill gaps of Washington's economy and provide opportunities for dual credit.

The superintendent or designee will develop procedures to ensure that the district operates all programs and courses in conformity with the district's plan for career and technical education. Further, the associated procedures will conform to all federal and state laws prohibiting discrimination based on race, **ethnicity**, creed, color, national origin, sex, sexual orientation, gender expression, gender identity, **homelessness, immigration or citizenship status, the presence of disability (including any sensory, mental, or physical disability, neurodivergence, the use of a trained dog guide, and use of or service animal)**, religion, and honorably discharged veteran or military status. Additionally, the superintendent or designee will seek and utilize all available state and federal sources of revenue as appropriate for the financial support of career and technical education in the district.

**If the district receives funds through the work-integrated learning initiative to provide experiences for its students, it will comply with the conditions of receiving such funds.**

Legal References:           RCW 28A.150.500           Education agencies offering vocational educational programs – Local advisory programs – Advice on current job needs

                                  RCW 28A.700                Secondary career and technical education

                                  RCW28A.230.130           Program to help students meet minimum entrance requirements at baccalaureate-granting institutions or to pursue career or other opportunities – Exceptions

Management Resources:

*Policy News, June 2011*    Additional Policy Updates

*Policy News, February 2009*   Career and Technical Education Programs

Adoption Date:   December 19, 1988  
Updated:         May, 1998  
Updated:         May, 2009  
Updated:         August 15, 2011  
Updated:         July, 2018



## INSTRUCTION

### **Grading and Progress Reports**

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The ~~district will issuance of~~ **issue** grades and written or **electronic** progress reports, and **provide opportunity for** parent conferences ~~on a regular schedule serves to serve~~ as ~~the a~~ basis for continuous evaluation of the student's performance and **to help in** determining changes that should be made to effect improvement. These written and verbal reports ~~shall will~~ be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district ~~shall will~~ comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary student's grade points ~~shall will~~ be reported for each term; individually and cumulatively.

The ~~board directs the~~ superintendent or **designee will** ~~to~~ establish a system of reporting student progress and ~~shall will~~ require all staff members to comply with such a system as part of their teaching responsibility.

**At the beginning of each term, each teacher will specify in writing the student learning goals or standards for his/her respective course.** If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected **for failure to attend or participate**, provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. **Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.**

~~A student's grade report may be withheld until such time the student pays for any school property that has been lost or willfully damaged. Upon payment for damages or the equivalency through voluntary work, the grade report will be released. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and Board of Directors.~~

Cross References:	Board Policy	3122	Excused and Unexcused Absences
		3520	Student Fines, Fees and Charges

Legal References:	RCW 28A.150.240(2g)	Basic Education Act of 1977-Certificated teaching & administrative staff as accountable for classroom teaching-- Scope-Responsibilities--Penalty
	28A.635.060	Defacing or injuring school property- Liability of parent or guardian
	28A.600.030	Grading policies--Option to consider- Attendance
	WAC 392-400-235	Discipline--Conditions & limitations
	180-44-010	Responsibilities Related to instruction
	392-415	Secondary Education-Standardized High School Transcript
	392-210	Washington State Honors Award Program

Adoption Date: December 19, 1988  
Updated: May, 1998  
References Updated: December, 2007

# Coversheet

## Financial Report

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** N. Financial Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Financial Report-January 2026.pdf  
Donations Report-November 2025.pdf



**TO:** Jill Burnes, Interim Superintendent  
**FROM:** Kyle Fletcher, Director of Business  
**RE:** **November Financial & December Enrollment**  
**DATE:** January 20, 2026

## ENROLLMENT

Enrollment December 2026			
Grade level	Budget FTE 25/26	Actual FTE	Difference
TK-5	2,002	2,059.52	57.52
6-8	1,086	1,055.15	(30.85)
9-12	1,157	1,160.63	3.63
<b>Total</b>	<b>4,245</b>	<b>4,275.30</b>	<b>30.30</b>

Running Start numbers are not included in the above table. As of December we have 154 students enrolled in Running Start (137.81 FTE). Apportionment revenue received for Running Start FTE is mainly "in and out" as it is used to cover students' registration and course fees as well as indirects.

ENUMCLAW SCHOOL DISTRICT - MONTHLY ENROLLMENT										December 2025		
	Birth-Five	BK	SR	SW	WW	BD	EMS	TMMS	EHS	Schools HC	HC TOTAL	FTE TOTAL
TK	39									39	39	39.00
K		67	67	43	80	76				333	333	332.77
1		85	67	73	71	57				353	353	350.52
2		65	54	53	61	66				299	299	297.05
3		74	63	60	80	82				359	359	357.08
4		78	64	68	73	69				352	352	352.00
5		82	59	55	72	64				332	332	331.10
6							175	188		363	363	358.18
7							170	177		347	347	341.75
8							184	174		358	358	355.22
9									325	325	325	320.94
10									329	329	329	326.62
11									304	304	304	258.66
12									291	291	291	254.41
<b>TOTAL</b>	39	451	374	352	437	414	529	539	1249	4384	<b>4384</b>	<b>4,275.30</b>
<b>FTE</b>	39.00	450.04	373.02	349.09	437.00	411.37	519.00	534.75	1,162.03	XXXXX	XXXXXX	4,275.30
<b>Budget</b>	40.00	435.00	368.00	347.00	407.00	405.00	535.00	551.00	1,157.00	4,245.00	XXXXXX	4,245.00

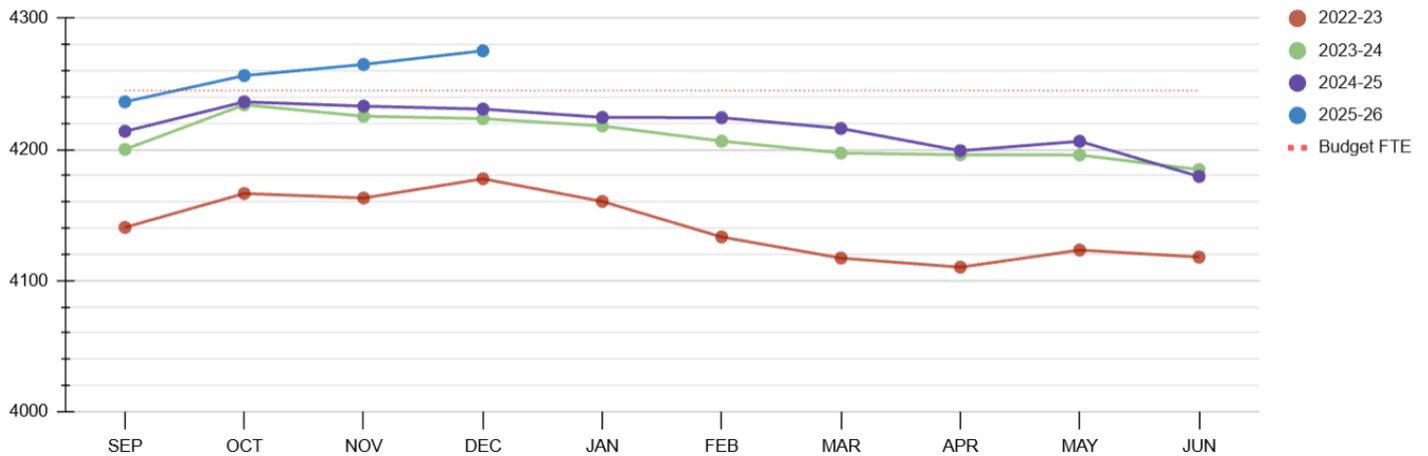
### Enumclaw Enrollment Forecast - FY25/26

	Budget	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ANNUAL AVG	OVER (UNDER) BUDGET	CHANGE FROM PY
<b>22/23</b>	<b>4057.60</b>	4,140.59	4,166.42	4,162.97	4,177.64	4,160.36	4,133.27	4,117.16	4,110.20	4,123.27	4,117.94	<b>4,140.98</b>	83.38	150.08
% CHG			0.62%	-0.08%	0.35%	-0.41%	-0.65%	-0.39%	-0.17%	0.32%	-0.13%			3.76%
<b>23/24</b>	<b>4219.00</b>	4,200.09	4,234.06	4,225.36	4,223.51	4,217.95	4,206.38	4,197.31	4,195.94	4,195.81	4,184.67	<b>4,208.11</b>	(10.89)	67.13
% CHG			0.81%	-0.21%	-0.04%	-0.13%	-0.27%	-0.22%	-0.03%	0.00%	-0.27%			1.62%
<b>24/25</b>	<b>4207.00</b>	4,213.85	4,236.32	4,233.05	4,230.83	4,224.49	4,224.26	4,216.06	4,199.03	4,206.24	4,179.42	<b>4,216.36</b>	9.36	8.25
% CHG			0.53%	-0.08%	-0.05%	-0.15%	-0.01%	-0.19%	-0.40%	0.17%	-0.64%			0.20%
<b>24/25</b>	<b>4245.00</b>	<b>4,236.37</b>	<b>4,256.35</b>	<b>4,264.86</b>	<b>4,275.30</b>							<b>4,258.22</b>	13.22	41.86
% CHG			0.47%	0.20%	0.24%	-0.23%	-0.31%	-0.27%	-0.20%	0.16%	-0.34%			0.99%
<i>Projected FTE</i>		4,236.37	4,256.35	4,264.86	4,275.30	<i>4,265.39</i>	<i>4,252.16</i>	<i>4,240.83</i>	<i>4,232.27</i>	<i>4,239.13</i>	<i>4,224.54</i>	<i>4,248.72</i>	<i>3.72</i>	<i>32.36</i>
														<i>0.77%</i>

\* 2025/26 enrollment shown in red italics is estimated based on monthly enrollment patterns of the past three school years.

Estimates assume that the percentage change in enrollment for each future month in 2025-26 will be the average percent change for the same months in the prior three years.

#### Monthly Enrollment (FTE) Historical



**GENERAL FUND**

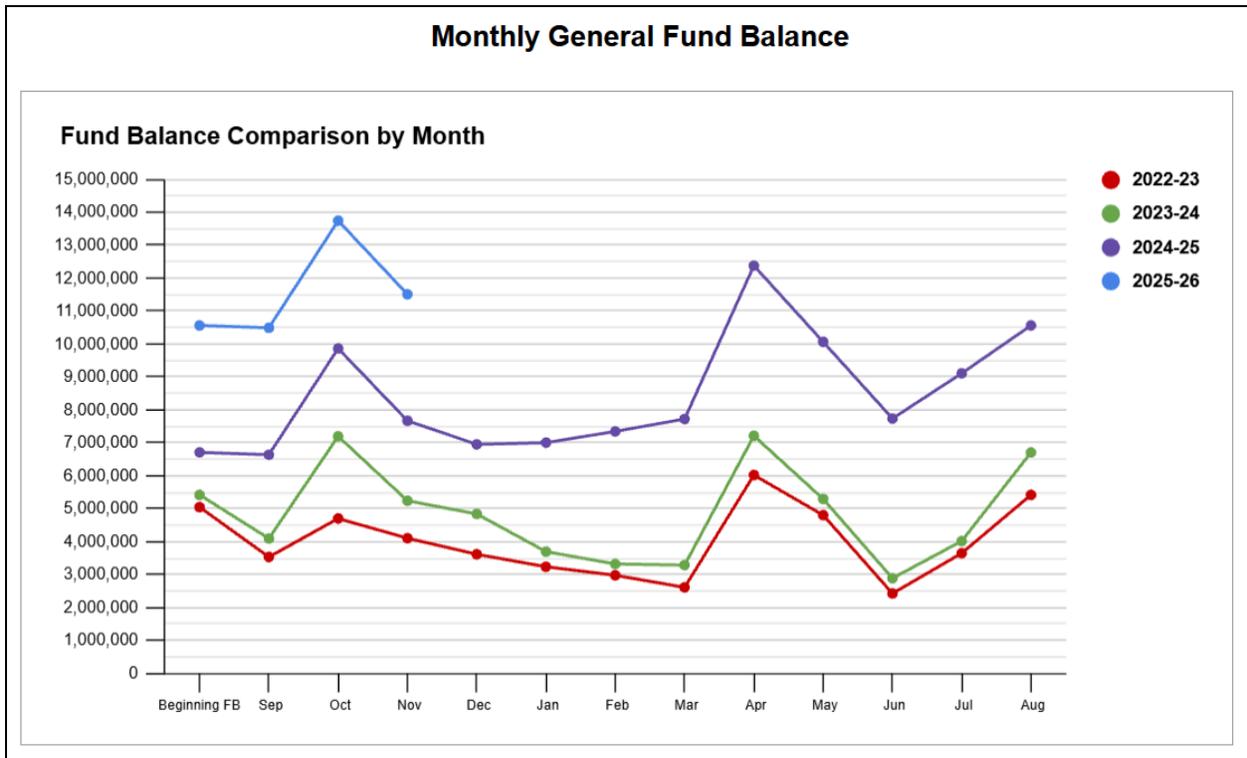
**Revenue** – Revenues for November totaled \$4,340,330.98.

**Expenditures** – Expenditures for November totaled \$6,571,560.79.

**Fund Balance** – This year’s beginning fund balance for the General Fund is \$10,560,639.56. The November ending fund balance is \$11,508,220.76.

**General Fund Notes** – This report represents revenues and expenditures through November 30, 2025. The 2025-2026 beginning fund balance of \$10,560,639.56 also represents the 24-25 ending fund balance. Therefore, the 24-25 fiscal year ended with a fund balance percentage of 13.2% (24-25 ending fund balance divided by 24-25 total expenditures).

<b>GENERAL FUND</b>			
<b>11/30/2025</b>			
<b>BEGINNING FUND BALANCE</b>			<b>\$ 10,560,639.56</b>
<u>PLUS</u>	Revenues (Year-to-Date)		<u>\$ 21,194,623.50</u>
<b>TOTAL RESOURCES AVAILABLE</b>			<b>\$ 31,755,263.06</b>
<u>LESS</u>	Expenditures (Year-to-Date)		<u>\$(20,247,042.30)</u>
<b>ENDING FUND BALANCE</b>			<b>\$ 11,508,220.76</b>
<b>Reserve GL 810</b>	Restricted For Other Items		\$ -
<b>Reserve GL 821</b>	Restricted For Carryover		\$ 439,392.94
<b>Reserve GL 840</b>	Nonspendable FB - Inventory / Prepaid Items		\$ 234,565.22
<b>Reserve GL 884</b>	Assigned to Capital Projects		\$ -
<b>Reserve GL 888</b>	Assigned to Other Purposes (Minimum Fund Balance Policy)		\$ 4,000,501.00
<b>Reserve GL 890</b>	Unassigned Fund Balance		\$ 6,833,761.60
*****			
	<u>Adopted Budget</u>	<u>Year-To-Date</u>	<u>% of Budget</u>
<b>REVENUES</b>	\$ 87,303,928	\$ 21,194,624	24.28%
<b>EXPENDITURES</b>	\$ 85,716,066	\$ 20,247,042	23.62%



**CAPITAL PROJECTS FUND**

<b>Revenue</b> – Revenues for November were:	Tech Levy Tax Collection	\$117,170.27
	Impact/Mitigation Fees	\$973,655.00
	Investment Earnings	\$22,116.85
	Rental Revenue	\$9,291.03
	Timber/Other	<u>\$0.06</u>
		\$1,122,233.21

The district has received 29.5% of the budgeted revenue for the Capital Projects Fund for the Fiscal Year 2025-2026.

**Expenditures** – Expenditures in November from the Capital Projects Fund totaled \$393,034.69.

**Fund Balance** – The 2025-26 beginning fund balance for the CPF is \$5,753,570.86. The November ending fund balance is \$7,359,931.32.

**Capital Projects Fund Notes** – Expenses from the Capital Projects Fund in November included project management services for the new elementary school project, Byron Kibler water leak mitigation and roof restoration/repair, network closet battery backup units, and EHS Makerspace project clerical work. Capital Projects Fund revenue is generally a combination of technology levy local taxes, interest earnings, district rental income and impact/mitigation fees from new residential construction. The majority of the local tax revenue received from the technology levy is collected in October and April of each year.

<b>CAPITAL PROJECTS FUND</b>	
<b>11/30/2025</b>	
<b>BEGINNING FUND BALANCE</b>	<b>\$ 5,753,570.86</b>
<u>PLUS</u>	
Revenues (Year to Date)	2,036,324.75
<b>TOTAL RESOURCES AVAILABLE</b>	<b>\$ 7,789,895.61</b>
<u>LESS</u>	
Expenditures (Year to Date)	(429,964.29)
<b>ENDING FUND BALANCE</b>	<b>\$ 7,359,931.32</b>

**DEBT SERVICE FUND**

<b>Revenue</b> – Total revenues for November were:	Property Taxes	\$288,760.50
	Investment Earnings	\$13,524.98
	Timber/Other	<u>\$0.15</u>
		\$302,285.63

**Expenditures** – Expenditures in the Debt Service Fund for November totaled \$0.

**Fund Balance** – The 25-26 beginning fund balance for the DSF is \$3,291,728.45. The November ending fund balance is \$5,724,965.77.

**Debt Service Fund Notes** – Revenue from the Debt Service Levy, the major source of revenue in this fund, comes to us primarily in October/November and April/May. We continue to collect taxes throughout the year to meet bond service payments, due each December and June.

<b>DEBT SERVICE FUND</b>	
<b>11/30/2025</b>	
<b>BEGINNING FUND BALANCE</b>	<b>\$ 3,291,728.45</b>
<b>PLUS</b>	
Revenues (Year to Date)	2,433,632.39
<b>TOTAL RESOURCES AVAILABLE</b>	<b>\$ 5,725,360.84</b>
<b>LESS</b>	
Expenditures (Year to Date)	(395.07)
<b>ENDING FUND BALANCE</b>	<b>\$ 5,724,965.77</b>

## ASSOCIATED STUDENT BODY FUND

**Revenue** – Total revenues for November were \$45,905.01.

The ASB Fund has received 21.75% of the budgeted revenue for the 2025-2026 fiscal year.

**Expenditures** – ASB Fund expenditures for November totaled \$54,154.93.

**Fund Balance** – The 2025-2026 beginning fund balance for the ASB Fund is \$860,902.23. The November ending fund balance is \$995,164.03.

As of the end of November, individual ASB Fund balances by school/entity are:

○ Enumclaw High School	\$834,645.66
○ Enumclaw Middle School	\$67,430.11
○ Thunder Mountain Middle School	\$55,790.85
○ Black Diamond Elementary	\$11,785.83
○ Byron Kibler Elementary	\$2,583.25
○ Sunrise Elementary	\$6,020.09
○ Southwood Elementary	\$14,087.75
○ Westwood Elementary	\$2,820.49

<b>A.S.B. FUND</b>	
<b>11/30/2025</b>	
<b>BEGINNING FUND BALANCE</b>	<b>\$ 860,902.23</b>
<u>PLUS</u>	
Revenues (Year to Date)	284,467.50
<b>TOTAL RESOURCES AVAILABLE</b>	<b>\$ 1,145,369.73</b>
<u>LESS</u>	
Expenditures (Year to Date)	(150,205.70)
<b>ENDING FUND BALANCE</b>	<b>\$ 995,164.03</b>

## TRANSPORTATION VEHICLE FUND

<b>Revenue</b> – Total revenues for November were:	Depreciation Revenue	\$0
	Sale of Equipment	\$0
	Investment Earnings	<u>\$7,802.52</u>
		\$7,802.52

The district has received 2.31% of the estimated revenue for the Transportation Vehicle Fund for the Fiscal Year 2025-2026.

**Expenditures** – Expenditures for November totaled \$0.

**Fund Balance** – The 2025-2026 beginning fund balance for the TV Fund is \$2,114,585.50. The November ending fund balance is \$2,135,142.88.

**Transportation Vehicle Fund Notes** – In August, we received our fiscal year 24-25 depreciation revenues of \$906,171.72 from the state. We will likely be purchasing 2-4 new buses in the 2025-2026 fiscal year.

<b>TRANSPORTATION VEHICLE FUND</b>	
<b>11/30/2025</b>	
<b>BEGINNING FUND BALANCE</b>	<b>\$2,114,585.50</b>
<u>PLUS</u>	
Revenues (Year to Date)	\$ 20,557.38
<b>TOTAL RESOURCES AVAILABLE</b>	<b>\$2,135,142.88</b>
<u>LESS</u>	
Expenditures (Year to Date)	-
<b>ENDING FUND BALANCE</b>	<b>\$2,135,142.88</b>



## Donations to ESD - November 2025

From	To	Purpose	Amount
Enumclaw Schools Foundation	Byron Kibler & Black Diamond Elem.	Character Strong	\$2,000.00
Enumclaw Schools Foundation	Multiple Elementary Schools	Bucket Drums	\$1,000.00
Enumclaw Schools Foundation	Multiple Elementary Schools	Dancing Classrooms	\$13,000.00
Southwood PTA	Southwood Elem.	Read-A-Thon	\$10,153.00
Southwood PTA	Southwood Elem.	Dancing Classrooms	\$1,000.00
Southwood PTA	Southwood Elem.	Character Strong	\$1,500.00
Byron Kibler PTA	Byron Kibler Elem.	General supplies, reading materials, learning program supplies	\$2,940.89
Dorian Photography	Westwood	General Teaching supplies	600.00
Andrew & Anelia Bet	Westwood	General Teaching supplies	155.00
Walgreens/RiteAid	Enumclaw HS	General Teaching supplies	\$57.51
Anonymous parent	Sunrise Elem	General Teaching supplies	65.00
Enumclaw Stationers	Enumclaw HS	Card Sales / Transitions Program	186.00
		<b>TOTAL</b>	<b>\$32,657.40</b>

# Coversheet

## Payroll and Vouchers

**Section:** IV. ADMINISTRATION/BUSINESS  
**Item:** O. Payroll and Vouchers  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** #1 VOUCHERS 485201-485292 DEC 4 2025.pdf  
#2 VOUCHERS 202500082-202500085 DEC 5 2025.pdf  
#3 VOUCHERS 485293-485294 DEC 10 2025.pdf  
#4 VOUCHERS 485295-485347 DEC 12 2025.pdf  
#5 VOUCHERS 485348-485390 DEC 16 2025.pdf  
#6 VOUCHERS 252600090-252600100 DEC 17 2025.pdf  
Payroll Warrant-December 2025.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 January 20, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$407,906.46, and voids/cancellations, totaling \$46.17. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, U.S. Bank Warrants:  
 Warrant Numbers 485201 through 485292, totaling \$407,906.46  
 Voids/Cancellations, totaling \$46.17

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
 Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
 Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
485201	AMAZON CAPITAL SERVICES	12/04/2025	117G-H173-H1NY	25 - 26: Amazon, grief books (pet and family)	1162500065	90.20	4,002.73
10 E 530 0100 27 5640 3585 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			90.20	
10 E 530 0100 27 5610 3739 0000 0000 0			11LD-DV9L-KFJX	water pump	1152500042	8.70	8.70
10 E 530 0100 27 5610 3330 4002 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			8.70	
10 E 530 3160 27 5610 3330 4002 0000 0			13MP-9F7D-LYLK	To purchase supplies for florall classes	1302500148	24.98	24.98
10 E 530 0100 27 5610 4550 0000 0000 0			GENERAL FUND/EXPENDITURES/CTE AGRISCIENCE			24.98	
10 E 530 0100 27 5610 4550 0000 0000 0			13YH-TWDF-VVWV	AMAZON-CANDY-HOLDE N	1262500054	76.09	76.09
10 E 530 0100 27 5610 4550 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			76.09	
10 E 530 2100 27 5610 3330 0000 0000 0			14VH-T7WN-WFCY	Toilet Targets for identified special edcuation student at Kibler Elementary	6512500059	42.26	42.26
10 E 530 2100 27 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			42.26	
10 E 530 0100 23 5610 3330 0000 0000 0			1CRT-YH19-HDNH	TO AMAZON GENERAL SCI/CHEM CLASS SUPPLIES C/O T HARBERG	1472500076	65.28	65.28
10 E 530 0100 23 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			65.28	
10 E 530 0100 23 5610 3330 0000 0000 0			1D3Q-6TMT-M3PC	AMAZON-LABELS FOR	1262500053	15.22	15.22

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5610 4550 0000 0000 0				LABEL MAKER-TRUDI SCHIPPER		15.22	
			GENERAL FUND/EXPENDITURES/BASIC EDUCATION				
			1FXL-JDJH-DFLP	Tech Supplies	6212500036	239.55	
				11/2025			
10 E 530 0121 21 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/TECH SUPPORT- BASIC ED			239.55	
			1GLW-HF4J-RV1J	Replacement baby gate for ILC class at Westwood elementary	6512500057	48.99	
10 E 530 2100 27 5610 3585 0000 0000 0			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			48.99	
			1HDL-JW3V-DCYY	Boardroom accessories-faux plants, picture hanging hardware	6022500028	69.69	
10 E 530 9702 12 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SUPT BUDGET			69.69	
			1J63-QD4Q-KPKW	Bags for Diapers	1142500021	37.02	
10 E 530 8801 27 5610 5491 0000 0000 1			GENERAL FUND/EXPENDITURES/ECEAP			37.02	
			1J91-YD61-YRQJ	TO AMAZON GENERAL SCI/CHEM CLASS SUPPLIES C/O T HARBERG	1472500076	33.76	
10 E 530 0100 23 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			33.76	
			1NX3-1JRW-19XK	EMS: Supplies for School and PE Department	1212500038	321.72	
10 E 530 0100 27 5610 4210 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			53.02	
10 E 530 0100 27 5610 4210 0000 5006 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			268.70	
			1PTD-9CMJ-R947	Shevles for EMS Locking Bank Bags for EHS, EMS, TMMS Baking Supplies	6242500024	282.19	
10 E 530 9800 44 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			282.19	
			1QLG-76M4-XWQV	library books and supplies - list 3	1152500038	466.98	
10 E 530 0100 22 5640 3739 1420 5200 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			191.15	
10 E 530 0100 22 5640 3739 0000 6024 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			52.94	
10 E 530 0100 22 5640 3739 0000 6408 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			222.89	
			1QN4-CHFJ-FLVY	water pump	1152500042	30.48	
10 E 530 0100 27 5610 3739 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			30.48	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1RM9-6P1T-WP9C	library books and supplies - list 2	1152500037	567.55	
10 E 530 0100 22 5640 3739 0000 6024 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			559.68	
10 E 530 0100 22 5610 3739 1420 5200 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			7.87	
			1TR7-LP77-W167	keyboard and mouse for T & L department	6402500080	119.28	
10 E 530 0140 32 5650 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET			119.28	
			1V1Y-T7CV-W9K3	library books - list 1	1152500036	632.50	
10 E 530 0100 22 5640 3739 0000 6024 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			580.56	
10 E 530 0100 22 5610 3739 1420 5200 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			51.94	
			1XYD-6PK1-YPDP	To purchase supplies for florall classes	1302500148	830.29	
10 E 530 3160 27 5610 3330 4002 0000 0			GENERAL FUND/EXPENDITURES/CTE AGRISCIENCE			830.29	
485202	AMERGIS EDUCATIONAL STAFFING	12/04/2025	E17878090294	Contracted CBA (bill rate \$110/hr) and CBT (bill rate \$57/hr) services provided during the 25-26 school year. PO not to exceed \$75,000. REVISED 11.26.2025 Not to exceed \$391,500.00	6512500004	2,498.50	2,498.50
10 E 530 2100 26 7340 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			2,498.50	
485203	Ansong Bamfo, Kwesi	12/04/2025	ANSONG BAMFO KOFI	ATHLETIC USER FEE REFUND	0	65.00	65.00
10 R 960 0000 22 0090 3330 0000 0000 1			GENERAL FUND/REVENUES/Program 00			65.00	
485204	Around The Sound / Transpro	12/04/2025	ESD NOV 2025	SPECIAL SERVICES TRANSPORTATION	0	7,672.00	7,672.00
10 E 530 9900 52 7519 1077 0000 0521 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS			7,672.00	
485205	BATTERY SYSTEMS INC	12/04/2025	37112511251234	PO for the purchase of batteries for the Transportation Department vehicle fleet for the 2025-2026	6152500012	528.37	528.37

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				school year			
10 E 530 9900 53 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIIL TRANSPORTATIONS		528.37	
485206	CATCHALL ENVIROMENTAL	12/04/2025	195203	Storm system service - District wide	6092500000	27,850.09	35,543.34
10 E 530 9709 64 7431 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		27,850.09	
			195204	Storm system service - District wide	6092500000	7,120.96	
10 E 530 9709 64 7431 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		7,120.96	
			195205	Storm system service - District wide	6092500000	572.29	
10 E 530 9709 64 7431 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		572.29	
485207	CENTURY LINK COMMUNICATIONS LL	12/04/2025	333969268	NOV 26-DEC 25 2025 AND SEPT 26-OCT 2025 TELEPHONE SERVICE	0	3,238.39	3,238.39
10 E 530 9700 65 7530 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		3,238.39	
485208	CHARLIE'S PRODUCE	12/04/2025	101664542	Produce for the 2025-2026 school year	6242500003	3,174.75	3,174.75
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		3,174.75	
485209	CHILDREN'S INSTITUTE FOR LEARN	12/04/2025	202512-46	Contracted services to identified special education students (JA, HM, and FH) during the 25-26 school year and ESY.	6512500002	12,002.00	66,062.00
10 E 530 2100 27 7569 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		12,002.00	
			202512-47	Contracted services to identified special education students (JA, HM, and FH) during the 25-26 school year and ESY.	6512500002	18,020.00	
10 E 530 2100 27 7569 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		18,020.00	
			202512-48	Contracted	6512500002	18,020.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 2100 27 7569 1077 0000 0000 0				services to identified special education students (JA, HM, and FH) during the 25-26 school year and ESY.		18,020.00	
			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			18,020.00	
			202512-49	Contracted	651250002	18,020.00	
				services to identified special education students (JA, HM, and FH) during the 25-26 school year and ESY.			
10 E 530 2100 27 7569 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		18,020.00	
485210	CITY OF BLACK DIAMOND	12/04/2025	1330.0	STORM WATER/BD	0	97.50	1,432.44
10 E 530 9700 65 7410 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		97.50	
			1330.1	UTILITIES/BD	0	977.19	
10 E 530 9700 65 7410 3430 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		977.19	
			1330.2	WATER/BASEBALL FIELD/BD	0	357.75	
10 E 530 9700 65 7410 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		357.75	
485211	CITY OF ENUMCLAW	12/04/2025	07315	SW ILC swim rental 6/5/25	6512500046	49.00	43,229.54
10 E 530 2100 27 7810 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		49.00	
			07333*	Pool Rental for Boys Waterpolo	1502500020	822.75	
10 E 530 0150 28 7441 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/EHS ATHLETIC BUDGET		822.75	
			07334	Pool Rental for Girls Swim Team	1502500021	2,293.75	
10 E 530 0150 28 7441 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/EHS ATHLETIC BUDGET		2,293.75	
			59-5175-01	STADIUM FIELD WATER	0	846.96	
10 E 530 9700 65 7410 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		103.24	
10 E 530 9700 65 7420 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		743.72	
			59-5176-01	STADIUM FIELD RESTROOMS	0	328.09	
10 E 530 9700 65 7410 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		328.09	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			60-0050-00	JJ SMITH	0	3,357.70	
10 E 530 9700 65 7410 5491 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			1,061.93	
10 E 530 9700 65 7420 5491 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			930.32	
10 E 530 9700 65 7621 5491 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			1,365.45	
			60-0075-04	JJ SMITH PORTABLE	0	148.28	
10 E 530 9700 65 7410 5491 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			127.74	
10 E 530 9700 65 7420 5491 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			20.54	
			60-0100-00	ANNEX	0	288.64	
10 E 530 9700 65 7410 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			98.90	
10 E 530 9700 65 7420 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			189.74	
			60-0200-00	KIBLER	0	7,254.31	
10 E 530 9700 65 7410 2980 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			3,793.22	
10 E 530 9700 65 7420 2980 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			1,860.64	
10 E 530 9700 65 7621 2980 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			1,600.45	
			61-4435-01	TMMS	0	3,965.43	
10 E 530 9700 65 7410 4550 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			1,850.51	
10 E 530 9700 65 7621 4550 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			2,114.92	
			61-5550-00	WESTWOOD	0	362.15	
10 E 530 9700 65 7410 3585 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			362.15	
			62-7000-00	SUNRISE	0	2,779.05	
10 E 530 9700 65 7410 4289 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			1,382.77	
10 E 530 9700 65 7420 4289 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			930.32	
10 E 530 9700 65 7621 4289 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			465.96	
			62-7150-00	SW SOCCER	0	394.80	
10 E 530 9700 65 7410 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			394.80	
			62-7200-00	SOUTHWOOD	0	2,530.39	
10 E 530 9700 65 7420 3739 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			930.32	
10 E 530 9700 65 7410 3739 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			1,490.36	
10 E 530 9700 65 7621 3739 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			109.71	
			62-7205-00	SOUTHWOOD	0	185.63	
10 E 530 9700 65 7621 3739 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			185.63	
			62-7210-00	SOUTHWOOD	0	198.61	
10 E 530 9700 65 7621 3739 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			198.61	
			62-7215-00	SOUTHWOOD	0	169.58	
10 E 530 9700 65 7621 3739 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			169.58	
			62-7220-00	SOUTHWOOD	0	129.91	
10 E 530 9700 65 7621 3739 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			129.91	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7621 3739 0000 0000 1			62-7225-00	SOUTHWOOD	0	175.87	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			175.87	
10 E 530 9700 65 7621 3330 0000 0000 1			62-8605-00	EHS AUTO SHOP	0	343.58	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			343.58	
10 E 530 9700 65 7410 3330 0000 0000 1			62-8608-00	226 SEMANSKI ST BARN	0	16.26	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			16.26	
10 E 530 9700 65 7410 3330 0000 0000 1			62-8610-00	EHS	0	957.64	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			957.64	
10 E 530 9700 65 7410 3330 0000 0000 1			62-8612-01	WATER - EHS- 226 SEMANSKI ST S	0	42.50	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			42.50	
10 E 530 9700 65 7621 3330 0000 0000 1			62-8615-00	EHS AG BLDG	0	304.73	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			304.73	
10 E 530 9700 65 7410 3330 0000 0000 1			62-8620-00	EHS	0	3,229.87	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			1,348.30	
10 E 530 9700 65 7621 3330 0000 0000 1						1,881.57	
10 E 530 9700 65 7410 3330 0000 0000 1			62-8625-00	EHS	0	527.44	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			527.44	
10 E 530 9700 65 7621 3330 0000 0000 1			62-8640-00	NATURAL GAS- 226 SEMANSKI ST H	0	2,708.94	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			2,708.94	
10 E 530 9700 65 7420 3330 0000 0000 1			62-8675-00	EHS EHS	0	1,200.07	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			20.54	
10 E 530 9700 65 7410 3330 0000 0000 1						777.98	
10 E 530 9700 65 7621 3330 0000 0000 1						401.55	
10 E 530 9700 65 7410 3330 0000 0000 1			62-8775-00	EHS	0	796.74	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			777.98	
10 E 530 9700 65 7621 3330 0000 0000 1						18.76	
10 E 530 9700 65 7410 3330 0000 0000 1			62-8780-00	EHS	0	108.02	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			108.02	
10 E 530 9700 65 7410 1077 0000 0000 1			62-8900-00	DIST OFFICE	0	1,201.80	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			708.86	
10 E 530 9700 65 7420 1077 0000 0000 1						371.86	
10 E 530 9700 65 7621 1077 0000 0000 1						121.08	
10 E 530 9700 65 7420 4210 0000 0000 1			62-8950-00	EMS EMS	0	3,834.27	
			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			1,860.64	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7410 4210 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,109.41	
10 E 530 9700 65 7621 4210 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		864.22	
			62-8975-00	GROUNDS	0	270.24	
10 E 530 9700 65 7621 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		270.24	
			62-9000-00	TRANSPORTATION	0	1,406.54	
10 E 530 9700 65 7410 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,007.21	
10 E 530 9700 65 7420 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		189.74	
10 E 530 9700 65 7621 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		209.59	
485212	COCHRAN, TARA	12/04/2025	NOV 2025	WSSDA ANNUAL CONFERENCE MILEAGE AND PARKING REIMBUREMENT	0	135.50	135.50
10 E 530 9701 11 8580 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/BOARD BUDGET DISTRICT SUPPORT		135.50	
485213	COMPASSION PHYS THERAPY. LLC	12/04/2025	04-25	Contracted Physical Therapy services provided during the 25-26 school year and ESY. Services to be provided as per contract up to 30 hours per week and up to 70 hours of PTO/PD. Bill rate is \$90 per hour. PO not to exceed \$90,000.	651250003	8,640.00	8,640.00
10 E 530 2100 26 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		5,702.40	
10 E 530 2101 26 7340 5491 0000 0000 0				GENERAL FUND/EXPENDITURES/SPECIAL ED PRE-SCHOOL		2,937.60	
485214	Connelly, Steven	12/04/2025	CONNELLY JACK	ATHLETIC USER FEE REFUND	0	65.00	65.00
10 R 960 0000 22 0090 3330 0000 0000 1				GENERAL FUND/REVENUES/Program 00		65.00	
485215	CUMMINS INC	12/04/2025	07-251137768	Purchase of diesel engine parts for the Transportation Department bus fleet for the 2025-2026 school year	615250008	1,796.85	1,796.85
10 E 530 9900 53 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		1,796.85	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
485216	DE LAGE LANDEN FINANCIAL SERVI	12/04/2025	593375294	2025-2026 LEASE OF PACIFIC OFFICE AUTOMATION CANON COPIERS - CONTRACT #500-50190489	6072500002	3,715.23	3,715.23
10 E 530 0100 27 7432 3430 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		250.43	
10 E 530 0100 27 7432 2980 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		323.37	
10 E 530 0100 27 7432 4550 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		250.43	
10 E 530 0100 27 7432 3330 0000 5018 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		759.98	
10 E 530 9900 51 7432 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		208.55	
10 E 530 0100 27 7432 3585 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		250.43	
10 E 530 0100 27 7432 4289 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		311.40	
10 E 530 0100 27 7432 3739 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		263.13	
10 E 530 0100 27 7432 4210 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		250.43	
10 E 530 9707 13 7432 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/BUSINESS OFFICE EXPENSES		417.01	
10 E 530 0150 28 7432 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/EHS ATHLETIC BUDGET		430.07	
485217	DeCamp, Laura Angelica	12/04/2025	BETANCOURT LANDON	ATHLETIC USER FEE REFUND	0	65.00	65.00
10 R 960 0000 22 0090 3330 0000 0000 1				GENERAL FUND/REVENUES/Program 00		65.00	
485218	DEMCO INC	12/04/2025	7728848	Book cover materials for the Middle School Amplify Pilot	6402500079	236.35	236.35
10 E 530 0140 27 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET		236.35	
485219	DRUG FREE BUSINESS, INC.	12/04/2025	00000000	DRUG TESTING	0	335.00	335.00
10 E 530 9900 52 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		335.00	
485220	EFAX CORPORATE	12/04/2025	5731410	Twenty fax numbers.	6212500002	435.22	435.22
10 E 530 0121 32 7530 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/TECH SUPPORT- BASIC ED		435.22	
485221	EK BEVERAGE COMPANY	12/04/2025	562047	BEVERAGES For School Year 2025-2026	6242500001	1,375.35	1,375.35
10 E 530 9800 42 5630 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		1,375.35	
485222	ENUMCLAW SCHOOL DISTRICT #216	12/04/2025	1	To purchase Christmas cards for CTE to recognize staff members	1302500159	72.00	9,072.00
10 E 530 3151 27 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/CTE ADMINISTRAIVE		72.00	
			7972	Start up money transferred from CTE to CTSO clubs	1302500160	9,000.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 3151 28 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/CTE ADMINISTRAIVE	for the 2025-26 school year		9,000.00	
485223	FENTON WALSH CO	12/04/2025	00022	Brittany Walsh, Service Provider, will be responsible for utilizing pieces of agreed upon "out of the box" content, in addition to creating original artwork and content, in an effort to effectively advertise and bring awareness to the Coalition. Service Provider agrees to ensure the voice, tone and overall communication across all platforms represent the brand and its mission, vision and goals. Service Provider agrees to submit artwork for approval prior to distribution. Service Provider shall communicate with the Coalition Coordinator if agreed upon deadlines cannot be met and/or a change in schedule is needed. Service Provider shall be responsible for	650250002	200.00	200.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				invoicing the district monthly and shall provide a copy of these invoices to the Coalition Coordinator for tracking purposes.			
10 E 530 6910 24 7340 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CPWI Grant		200.00	
485224	FIRST CHOICE HEALTH NETWORK IN	12/04/2025	0125730	Employee Assistance Services	6052400006	796.65	1,593.30
10 E 530 9705 14 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/HR BUDGET-DISTRICT SUPPORT		796.65	
			0129222	Employee Assistance Services for 565 Employees @ \$1.41	6052500009	796.65	
10 E 530 9705 14 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/HR BUDGET-DISTRICT SUPPORT		796.65	
485225	FRANZ FAMILY BAKERIES	12/04/2025	115855013117	Bakery items, Breads, Buns, Rolls, Bagels for 2025-2026 school year	6242500005	674.19	674.19
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		674.19	
485226	Freightliner Northwest	12/04/2025	PC301833480:01	PO for parts needed for the Transportation Department bus fleet for 2025-2026 school year	6152500026	145.34	464.46
10 E 530 9900 53 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		145.34	
			PC301833480:02	PO for parts needed for the Transportation Department bus fleet for 2025-2026 school year	6152500026	101.32	
10 E 530 9900 53 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		101.32	
			PC301836496:01	PO for parts needed for the Transportation	6152500026	68.06	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9900 53 5610 1077 0000 0000 0				Department bus fleet for 2025-2026 school year		68.06	
			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS				
			PC301836496:02	PO for parts needed for the Transportation Department bus fleet for 2025-2026 school year	6152500026	13.61	
10 E 530 9900 53 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS			13.61	
			PC301836497:01	PO for parts needed for the Transportation Department bus fleet for 2025-2026 school year	6152500026	136.13	
10 E 530 9900 53 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS			136.13	
485227	Garrison, Melissa	12/04/2025	GARRISON KARMA	FOOD SERVICE REFUND	0	71.50	71.50
10 R 960 9800 22 0000 3330 0000 0000 0			GENERAL FUND/REVENUES/Food Services			71.50	
485228	GATEWAY TRUE VALUE	12/04/2025	171051	TO GATEWAY TRUE VALUE BLANKET P/O NTE \$800.00 HARDWARE STORE ENUMCLAW CUSTODIAL BUILDING USE NUTS, BOLTS, PAINT, GLOVES SCHOOL C/O GARY K CUSTODIAL SUPERVISOR	1472500011	23.51	33.04
10 E 530 9700 63 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			23.51	
			171588	for custodial needs during the 2025-2026 school year, not to exceed \$350.00	1132500010	9.53	
10 E 530 9700 63 5610 4289 0000 0000 0			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			9.53	
485229	Harrington, Melanie	12/04/2025	108	Melanie	6502500023	90.00	90.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Harrington, Service Provider, will be assisting Enumclaw Youth Empowered and Thrive Clubs with project work on an as-needed and agreed upon basis. Scope of work may include: meeting with Coalition members or students to understand project(s) scope, attending coalition or Thrive Club meetings as needed to guide the project's process, creating flyers or messaging that promote projects, facilitating printing of design materials, and connecting with community partners to expand knowledge of the coalition and Thrive. Projects may include: Thrive Club activities and events, Guiding Good Choices coordination, Drug Take Back Day advertising, Key Leader event promotion, Community Outreach and Public Awareness activities.			

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 6910 24 7340 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CPWI Grant		90.00	
485230	HEALTH EQUITY (HSA)	12/04/2025	PAYROLL ADJ 2025	BLAIR, JOHN 1507 \$600.00 TAK, AYUSHA 4734 \$650.00 ANDERSON, CASEY 8946 \$650.00 MARQUARDT, LINDSEY 7971 \$629.20 FLETCHER, KYLE 5626 \$639.60 LONGMIRE, JENNIFER 7338 \$650.00 GIBB, DESIREE 1560 \$511.67 GUNDERSON, MARK 1534 \$650.00	0	4,980.47	4,980.47
10 L 610 0000 00 0000 0000 0000 0000				GENERAL FUND/PAYROLL DED & TAX PAYABLE		4,980.47	
485231	Heggen, Jessica	12/04/2025	11/15/25-11/30/2025	MV MILEAGE	0	240.80	240.80
10 E 530 9900 52 7519 2980 4324 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		240.80	
485232	Heintzinger, Eric T	12/04/2025	HEINTZINGER TREVOR	ATHLETIC USER FEE REFUND	0	65.00	65.00
10 R 960 0000 22 0090 3330 0000 0000 1				GENERAL FUND/REVENUES/Program 00		65.00	
485233	Hernandez, Kena	12/04/2025	HERNANDEZ GABRIYELA	FOOD SERVICE REFUND	0	24.85	24.85
10 R 960 9800 22 0000 3330 0000 0000 0				GENERAL FUND/REVENUES/Food Services		24.85	
485234	HOME DEPOT CREDIT SERVICES	12/04/2025	6013481	To purchase supplies or Welding Classes for the 25-26 school year not to exceed \$3,000.	1302500014	556.61	556.61
10 E 530 3160 27 5610 3330 4001 0000 0				GENERAL FUND/EXPENDITURES/CTE AGRISCIENCE		556.61	
485235	HOPSKIPDRIVE INC	12/04/2025	575273_251130	MV AND SPED TRANSPORTATION	0	13,805.83	13,805.83
10 E 530 9900 52 7519 1077 4324 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		2,875.89	
10 E 530 9900 52 7519 1077 0000 0521 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		10,929.94	
485236	IMAGE MASTERS INC	12/04/2025	133499	Nametags for Lea Tiger-Tice and Ashley Ferguson-new district leaders	6022400100	46.17	46.17

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9702 12 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SUPT BUDGET		46.17	
485237	IMPERIAL DADE WEST COAST	12/04/2025	39801823	Paper products and container supplies for school year 2025-2026	6242500012	353.54	353.54
10 E 530 9800 44 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		353.54	
485238	JAYABALAN, ARUN	12/04/2025	ARUN AADESH KRISHNA	ATHLETIC USER FEE REFUND	0	65.00	65.00
10 R 960 0000 22 0090 3330 0000 0000 1				GENERAL FUND/REVENUES/Program 00		65.00	
485239	K C D A	12/04/2025	300879252	Tombow Removable Tape refills for EHS Transition Card making program	6512500058	83.20	1,194.75
10 E 530 2126 27 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/QTP PROGRAM		83.20	
			300880611	25 - 26: KCDA - recurring paper order for 2025 - 2026 school year	1162500000	474.56	
10 E 530 0100 27 5610 3585 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		474.56	
			300881177	25-26 School Year On-Demand Paper Order	1182500000	474.56	
10 E 530 0100 27 5610 3430 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		474.56	
			300881178	Two rolls of butcher paper. Red and Green	1182500022	162.43	
10 E 530 0100 27 5610 3430 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		162.43	
485240	LINDE GAS & EQUIPMENT INC	12/04/2025	53619293	PO for rental cost for acetylene bottles for the Transportation Department shop for the 2025-2026 school year	6152500010	29.08	29.08
10 E 530 9900 53 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		29.08	
485241	Loranger, Kristen	12/04/2025	LORANGER KRISTEN	FOOD SERVICE REFUND	0	43.50	73.10
10 R 960 9800 22 0000 3330 0000 0000 0				GENERAL FUND/REVENUES/Food Services		43.50	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			LORANGER MAX/JOEY	FOOD SERVICE	0	29.60	
				REFUND			
10 R 960 9800 22 0000 3330 0000 0000 0	GENERAL FUND/REVENUES/Food Services					29.60	
485242	LOWE'S COMMERCIAL SERVICES	12/04/2025	94450	BLANKET	6092500042	394.25	394.25
				PO-Maintenance			
				Dept.			
10 E 530 9709 64 5610 1077 0000 0000 0	GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS					394.25	
485243	MAJOR AUTOGLASS LLC	12/04/2025	13299	CREDIT INVOICE PO	6152500000	-49.50	495.00
				for the parts and			
				labor for the			
				install and			
				repair of			
				windshields for			
				the			
				Transportation			
				Department			
				vehicle fleet for			
				2025-2026 school			
				year			
10 E 530 9900 53 5610 1077 0000 0000 0	GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS					-24.75	
10 E 530 9900 53 7340 1077 0000 0000 0	GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS					-24.75	
			13323	PO for the parts	6152500000	544.50	
				and labor for the			
				install and			
				repair of			
				windshields for			
				the			
				Transportation			
				Department			
				vehicle fleet for			
				2025-2026 school			
				year			
10 E 530 9900 53 5610 1077 0000 0000 0	GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS					272.25	
10 E 530 9900 53 7340 1077 0000 0000 0	GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS					272.25	
485244	Mason, Mark	12/04/2025	MASON ALEXANDER	ATHLETIC USER FEE	0	65.00	65.00
				REFUND			
10 R 960 0000 22 0090 3330 0000 0000 1	GENERAL FUND/REVENUES/Program 00					65.00	
485245	Mason, Scott	12/04/2025	NOV 2025	WSSDA ANNUAL CONF	0	59.92	59.92
				MILEAGE			
				REIMBURSEMENT			
10 E 530 9701 11 8580 1077 0000 0000 1	GENERAL FUND/EXPENDITURES/BOARD BUDGET DISTRICT SUPPORT					59.92	
485246	MEL PONDER PHOTOGRAPHY	12/04/2025	2025-350	Cultural Program	6412500002	1,432.60	1,432.60
				Photography			
				Services			

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 6968 27 7340 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		1,432.60	
485247	MOUNTAIN VIEW AUTO SUPPLY INC	12/04/2025	689234	EAR PLUG DAVES TOOLS	0	28.31	910.64
10 E 530 9954 53 5610 1077 4013 0000 1				GENERAL FUND/EXPENDITURES/TOOLS		28.31	
			689896	WHEEL CYLINDER IT VAN	0	17.13	
10 E 530 9721 72 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/TECH SUPPORT- DISTRICT		17.13	
			690247	2 WRENCH SETS DAVES TOOL	0	43.82	
10 E 530 9954 53 5610 1077 4013 0000 1				GENERAL FUND/EXPENDITURES/TOOLS		43.82	
			693735	PO for the purchase of parts for the Transportation vehicle fleet for the 2025-2026 school year	6152500013	-39.20	
10 E 530 9900 53 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		-39.20	
			694384	PO for the purchase of parts for the Transportation vehicle fleet for the 2025-2026 school year	6152500013	11.30	
10 E 530 9900 53 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		11.30	
			694543	PO for the purchase of parts for the Transportation vehicle fleet for the 2025-2026 school year	6152500013	87.03	
10 E 530 9900 53 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		87.03	
			694571	BIT DRIVER SET MARCUS TOOL	0	2.55	
10 E 530 9954 53 5610 1077 4012 0000 1				GENERAL FUND/EXPENDITURES/TOOLS		2.55	
			695076	2 SOCKET SETS TOOLS	0	97.90	
10 E 530 9954 53 5610 1077 4012 0000 1				GENERAL FUND/EXPENDITURES/TOOLS		97.90	
			695290	PO for the	6152500013	548.14	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9900 53 5610 1077 0000 0000 0				purchase of parts for the Transportation vehicle fleet for the 2025-2026 school year		548.14	
			695387	To purchase supplies for Automotive classes for the 25-26 school year not to exceed \$5,000.	1302500012	101.11	
10 E 530 3164 27 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/CTE AUTOMOTIVE		101.11	
			696098	To purchase supplies for Automotive classes for the 25-26 school year not to exceed \$5,000.	1302500012	12.55	
10 E 530 3164 27 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/CTE AUTOMOTIVE		12.55	
485248	NORTHWEST ESD 189	12/04/2025	9002600214	Printing for student workbooks for the EL Education pilot for EMS and TMMS	6402500026	16,956.95	34,965.05
10 E 530 0140 33 7550 1077 0065 0000 1				GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET		16,956.95	
			9002600280	NWRDC/WSIPC FTE FEES FOR 2024-2025 SCHOOL YEAR	6072500007	18,008.10	
10 E 530 9707 72 7351 1077 8120 0000 0				GENERAL FUND/EXPENDITURES/BUSINESS OFFICE EXPENSES		9,877.53	
10 E 530 9707 72 9735 1077 8110 0000 0				GENERAL FUND/EXPENDITURES/BUSINESS OFFICE EXPENSES		8,130.57	
485249	NW PSYCH CONSULTING PLLC	12/04/2025	1024	Contracted School Psychology during the 25-26 school year and summer months. Bill rate \$100 per hour. PO not to exceed \$150,000	6512500008	13,800.00	13,800.00
10 E 530 2101 26 7340 5491 0000 0000 0				GENERAL FUND/EXPENDITURES/SPECIAL ED PRE-SCHOOL		13,800.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
485250	OLYMPIC ESD 114	12/04/2025	2002600321	Contracted TVI / Orientation Mobility services provided during the 25-26 school year. PO not to exceed \$74,400	6512500014	6,200.00	6,200.00
10 E 530 2100 26 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		6,200.00	
485251	OSPI	12/04/2025	20034	OSPI New Hire Fingerprinting done in HR	6052500000	150.00	550.00
10 E 530 9705 14 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/HR BUDGET-DISTRICT SUPPORT		150.00	
			20048	OSPI New Hire Fingerprinting done in HR	6052500000	300.00	
10 E 530 9705 14 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/HR BUDGET-DISTRICT SUPPORT		300.00	
			20160	OSPI New Hire Fingerprinting done in HR	6052500000	100.00	
10 E 530 9705 14 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/HR BUDGET-DISTRICT SUPPORT		100.00	
485252	PEARSON	12/04/2025	30362088	Q Global and Q Interactive licenses / pay as you go assessments during the 25-26 school year. PO not to exceed \$10,000	6542500006	62.70	317.50
10 E 530 2400 26 7530 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/IDEA GRANT SPECIAL ED		62.70	
			30362197	Q Global and Q Interactive licenses / pay as you go assessments during the 25-26 school year. PO not to exceed \$10,000	6542500006	91.40	
10 E 530 2400 26 7530 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/IDEA GRANT SPECIAL ED		91.40	
			30362254	Q Global and Q Interactive licenses / pay as you go	6542500006	62.70	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 2400 26 7530 1077 0000 0000 0				assessments during the 25-26 school year. PO not to exceed \$10,000			
			GENERAL FUND/EXPENDITURES/IDEA GRANT SPECIAL ED			62.70	
			30367245	Q Global and Q Interactive licenses / pay as you go assessments during the 25-26 school year. PO not to exceed \$10,000	6542500006	27.55	
10 E 530 2400 26 7530 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/IDEA GRANT SPECIAL ED			27.55	
			30367274	Q Global and Q Interactive licenses / pay as you go assessments during the 25-26 school year. PO not to exceed \$10,000	6542500006	73.15	
10 E 530 2400 26 7530 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/IDEA GRANT SPECIAL ED			73.15	
485253	Pioneer Healthcare Services, L	12/04/2025	80467	Contracted SLP during the 25-26 school year. Bill rate of \$110 per hour. PO not to exceed \$160,000.	6512500012	2,557.50	6,710.00
10 E 530 2100 26 7340 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			2,557.50	
			80573	Contracted SLP during the 25-26 school year. Bill rate of \$110 per hour. PO not to exceed \$160,000.	6512500012	4,152.50	
10 E 530 2100 26 7340 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			4,152.50	
485254	PLATEAU POWER WASHING	12/04/2025	2388	SMALL AND LARGE BUS WASHES	0	1,724.31	1,887.51
10 E 530 9900 53 7420 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS			1,724.31	
			2389	BOX TRUCK VANS	0	163.20	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				WASHING			
10 E 530 9700 75 7420 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		163.20	
485255	Preferred Healthcare Registry,	12/04/2025	22499	Contracted School OT during the 25-26 school year. Bill rate of \$97 per hour. PO not to exceed \$65,000.	6512500011	2,910.00	6,620.25
10 E 530 2100 26 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		2,910.00	
			22653	Contracted School OT during the 25-26 school year. Bill rate of \$97 per hour. PO not to exceed \$65,000.	6512500011	3,710.25	
10 E 530 2100 26 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		3,710.25	
485256	QFC/KROGER CUSTOMER CHARGES	12/04/2025	006957	FOOD PRODUCTS FOR THE FS DEPT 2025-2026	6242500009	87.46	406.76
10 E 530 9800 42 5630 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		87.46	
			012929	To purchase supplies for Human Biology classes for the 25-26 school year not to exceed \$100.00	1302500009	8.32	
10 E 530 3166 27 5610 3330 4001 0000 0				GENERAL FUND/EXPENDITURES/BIOMEDICAL SCIENCE		8.32	
			027616	QFC-FOOD SUPPLIES-SCOTT	1262500024	103.51	
10 E 530 0100 27 5610 4550 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		103.51	
			035257	To purchase culinary supplies for Culinary and Baking classes for the 25-26 school year not to exceed \$5,000.	1302500005	66.38	
10 E 530 3165 27 5610 3330 4002 0000 0				GENERAL FUND/EXPENDITURES/CTE FACSE		66.38	
			055297	Snacks for Technology Team	6212500039	32.03	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0121 32 5610 1077 0000 0000 0				Meeting on 11/21/25 GENERAL FUND/EXPENDITURES/TECH SUPPORT- BASIC ED		32.03	
			064836	TO QFC BLANKET P O NTE 2500.00 ENUMCLAW GENERAL STAFF MEETING/STAFF SNACKS SUPPLIES DONUTS, WATER, NAPKINS C/O OFFICE MGR-PRINCIPAL	1472500062	41.19	
10 E 530 0100 23 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		41.19	
			074194	for food & drink items for volunteers during Book Fair	1132500040	21.84	
10 E 530 0100 22 5610 4289 1420 0000 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		21.84	
			097689	BKE QFC account to be used for food related items throughout the 2025-26 school year for building/meetings.	1122500004	46.03	
10 E 530 0100 23 5610 2980 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		46.03	
485257	RIVERSIDE INSIGHTS	12/04/2025	INV263798	CogAT screening and assessments for the 25-26 school year. PO not to exceed \$17,000.00	6502500024	339.93	339.93
10 E 530 7400 27 7530 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/HIGHLY CAPABLE		339.93	
485258	Rodriguez, Maria	12/04/2025	NOV 2025	MV MILEAGE	0	365.40	365.40
10 E 530 9900 52 7519 2980 4324 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		365.40	
485259	ROSE BRAND WIPERS INC	12/04/2025	948004	TO ROSE BRAND EHS AUDITORIUM SUPPLIES MATERIALS C/O W. ABRAHAMSE	1472500066	9,467.54	9,467.54
10 E 530 0100 28 5610 3330 0000 6414 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		9,467.54	
485260	RWTD TOOLS LLC	12/04/2025	33272	M18 COMPACT H	0	219.92	219.92

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9954 53 5610 1077 4015 0000 1			GENERAL FUND/EXPENDITURES/TOOLS	WITH WARRANTY LANCE TOOL ALLOWANCE		219.92	
485261	Sandoval, Shanna	12/04/2025	SANDOVAL MARIO	ATHLETIC USER FEE REFUND	0	65.00	65.00
10 R 960 0000 22 0090 3330 0000 0000 1			GENERAL FUND/REVENUES/Program 00			65.00	
485262	SFSPAC	12/04/2025	3562	Maintenance and Supplies of Sanitation Products for all Kitchens and Dish Machines School Year 2025-2026	6242500006	1,372.14	1,372.14
10 E 530 9800 44 7431 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			1,372.14	
485263	SNIDER PETROLEUM	12/04/2025	0561061-IN	Purchase of bulk DEF fluid for the Transportation Department bus fleet for the 2025-2025 school year	6152500018	412.12	412.12
10 E 530 9900 53 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS			412.12	
485264	SPRINGBROOK FARMS INC	12/04/2025	674794	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	117.32	4,732.87
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			117.32	
			676139	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	206.72	
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			206.72	
			677004	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	162.67	
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			162.67	
			677043	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	176.92	
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			176.92	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			677076	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	203.88	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			203.88
			677116	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	162.96	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			162.96
			677143	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	147.12	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			147.12
			677168	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	176.92	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			176.92
			677171	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	97.68	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			97.68
			677346	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	147.12	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			147.12
			677348	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	300.77	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			300.77
			677489	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	146.17	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			146.17
			677516	BLANKET PO FOR DAIRY & JUICE	6242500000	234.62	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 42 5630 1077 0000 0000 0				PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		234.62	
			677531	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES	6242500000	279.33	
10 E 530 9800 42 5630 1077 0000 0000 0				PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		279.33	
			677532	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES	6242500000	147.12	
10 E 530 9800 42 5630 1077 0000 0000 0				PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		147.12	
			677538	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES	6242500000	69.77	
10 E 530 9800 42 5630 1077 0000 0000 0				PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		69.77	
			677549	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES	6242500000	87.51	
10 E 530 9800 42 5630 1077 0000 0000 0				PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		87.51	
			677598	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES	6242500000	176.92	
10 E 530 9800 42 5630 1077 0000 0000 0				PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		176.92	
			677653	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES	6242500000	147.12	
10 E 530 9800 42 5630 1077 0000 0000 0				PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		147.12	
			678313	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES	6242500000	220.67	
10 E 530 9800 42 5630 1077 0000 0000 0				PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		220.67	
			678329	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	101.46	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		101.46	
			678349	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	125.58	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		125.58	
			678387	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	176.92	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		176.92	
			678420	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	228.14	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		228.14	
			678436	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	176.92	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		176.92	
			678469	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	176.92	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		176.92	
			678471	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	220.67	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		220.67	
			679613	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	116.95	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		116.95	
485265	SUMNER BONNEY LAKE SCHOOL DIST	12/04/2025	2112526013	Contracted Audiology services provided to identified students during the 25-26 school	6512500031	1,542.81	1,542.81

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				year. Bill rate is \$166.79 per hour. Service charges not to exceed \$12509.25. Mileage to be billed at current IRS rate not to exceed \$100.00. Total contract not to exceed \$12,609.25.			
10 E 530 2100 26 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		1,542.81	
485266	SWANK MOVIE LICENSING USA	12/04/2025	4152820	Renewal of SWANK Movie Licenses	6252500004	4,907.00	4,907.00
10 E 530 0125 32 7530 1077 7003 0000 1				GENERAL FUND/EXPENDITURES/INSTRUCTIONAL TECH		4,907.00	
485267	SWIRE COCA-COLA USA	12/04/2025	50029739021	COCA COLA - PRODUCTS school year 2025-2026	6242500004	368.60	368.60
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		368.60	
485268	TEACHERGEEK INC	12/04/2025	INV-76886	To purchase supplies for Energy classes at TMMS	1302500146	86.42	86.42
10 L 611 0000 00 0000 0000 0000 0000				GENERAL FUND/CompTax Payable		-7.69	
10 E 530 3400 27 5610 4550 0000 0000 0				GENERAL FUND/EXPENDITURES/MID SCHOOL,CAREER TECH,ST		94.11	
485269	Telos Academy	12/04/2025	7727	Contracted services to identified special education students (MC) during the 25-26 school year and ESY. PO not to exceed \$302,695.00	6512500020	23,570.00	23,570.00
10 E 530 2100 27 7569 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		23,570.00	
485270	THE PART WORKS INC.	12/04/2025	INV124371R	BLANKET PO-Maintenance Dept.	6092500030	19.08	19.08
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		19.08	
485271	Tollefsen, Pam	12/04/2025	NOV 2025	MV MILEAGE	0	634.48	634.48
10 E 530 9900 52 7519 3330 4324 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		634.48	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
485272	Trubac, William	12/04/2025	TRUBAC ADAM	ATHLETIC USER FEE REFUND	0	65.00	65.00
10 R 960 0000 22 0090 3330 0000 0000 1			GENERAL FUND/REVENUES/Program 00			65.00	
485273	US FOODS INC	12/04/2025	5268008	Food Supplies for School Year 2025-2026	624250008	7,006.42	30,093.61
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			6,731.60	
10 E 530 9800 44 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			274.82	
			5268009	Food Supplies for School Year 2025-2026	624250008	33.22	
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			33.22	
			5268010	Food Supplies for School Year 2025-2026	624250008	2,282.13	
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			2,114.17	
10 E 530 9800 44 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			167.96	
			5381733	Food Supplies for School Year 2025-2026	624250008	11,258.15	
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			11,059.97	
10 E 530 9800 44 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			198.18	
			5381734	Food Supplies for School Year 2025-2026	624250008	284.40	
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			284.40	
			5449514	Food Supplies for School Year 2025-2026	624250008	274.52	
10 E 530 9800 44 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			274.52	
			5476456	Food Supplies for School Year 2025-2026	624250008	5,480.57	
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			5,278.92	
10 E 530 9800 44 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			201.65	
			5476457	Food Supplies for School Year 2025-2026	624250008	3,400.32	
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			3,231.14	
10 E 530 9800 44 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			169.18	
			5476458	Food Supplies for	624250008	73.88	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 42 5630 1077 0000 0000 0				School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		73.88	
485274	VESTIS SERVICES LLC	12/04/2025	5120781956	PO for the rental cost of shop staff uniforms, rugs, and oil rags for the Transportation Department for the 2025-2026 school year	6152500003	54.85	216.01
10 E 530 9900 53 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		54.85	
			5120785700	PO for the rental cost of shop staff uniforms, rugs, and oil rags for the Transportation Department for the 2025-2026 school year	6152500003	53.72	
10 E 530 9900 53 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		53.72	
			5120789058	PO for the rental cost of shop staff uniforms, rugs, and oil rags for the Transportation Department for the 2025-2026 school year	6152500003	53.72	
10 E 530 9900 53 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		53.72	
			5120793170	PO for the rental cost of shop staff uniforms, rugs, and oil rags for the Transportation Department for the 2025-2026 school year	6152500003	53.72	
10 E 530 9900 53 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		53.72	
485275	VEX ROBOTICS INC	12/04/2025	847717	To purchase supplies for	1302500145	119.93	119.93

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 3400 27 5610 4210 0000 0000 0			GENERAL FUND/EXPENDITURES/MID SCHOOL,CAREER TECH,ST	Robotics classes at EMS		119.93	
485276	WALTER E. NELSON CO OF WESTERN	12/04/2025	1097413	Black Diamond Floor Scrubber Repair	6092500066	1,619.49	1,787.50
10 E 530 9709 64 5610 3430 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			1,260.45	
10 E 530 9709 64 7431 3430 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			359.04	
			1098106	25 - 26: Walter E. Nelson, custodial supplies	1162500060	168.01	
10 E 530 9700 63 5610 3585 0000 0000 0			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			168.01	
485277	WASHINGTON STATE UNIVERSITY	12/04/2025	2025082	Washington State University High School and Middle School WARNS Assessment Tool annual subscription	6252500007	350.00	350.00
10 E 530 0125 27 7530 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/INSTRUCTIONAL TECH			350.00	
485278	WASTE MANAGEMENT	12/04/2025	2125085-1055-4	WASTE REMOVAL/WESTWOOD	0	575.08	1,761.65
10 E 530 9700 65 7420 3585 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			575.08	
			2125445-1055-6	WASTE REMOVAL - EHS	0	1,186.57	
10 E 530 9700 65 7420 3330 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			1,186.57	
485279	WHITE RIVER FAMILY CARE	12/04/2025	GRAU DEANNA	PO for the purchase of DOT physicals for the Transportation staff for 2025-2026 school year	6152500004	130.00	130.00
10 E 530 9900 51 7340 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS			130.00	
485280	WSIPC	12/04/2025	1002501014	New Student Online Enrollment Provided by WSIPC for the 2025-26 School Year	6252500001	494.67	494.67
10 E 530 0125 32 7351 1077 7003 0000 1			GENERAL FUND/EXPENDITURES/INSTRUCTIONAL TECH			494.67	
485281	YELLOW WOOD ACADEMY	12/04/2025	66578	Contracted	6512500015	10,681.80	22,352.66

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 2100 27 7569 1077 0000 0000 1				services provided to identified students (M. BM and H.M.) during the 25-26 school year. PO not to exceed \$223,526.56			
			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			10,681.80	
			66597	Contracted services provided to identified students (M. BM and H.M.) during the 25-26 school year. PO not to exceed \$223,526.56	6512500015	10,681.80	
10 E 530 2100 27 7569 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			10,681.80	
			66598	Contracted services provided to identified students (M. BM and H.M.) during the 25-26 school year. PO not to exceed \$223,526.56	6512500015	989.06	
10 E 530 2100 27 7569 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			989.06	
485282	YOUNG, MELISSA S	12/04/2025	25-2	Contracted teacher of the Deaf / Hard of Hearing services for the 25-26 school year. Bill rate of \$125 per hour or \$50 per hr consultation/trave l. PO not to exceed \$3,000.	6512500007	631.25	631.25
10 E 530 2100 26 7340 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			631.25	
485283	AMAZON CAPITAL SERVICES	12/04/2025	1DP9-9TWM-M37Y	AMAZON-JOLLY RANCHER LOLLIPOPS FOR CANDY GRAM SALE-JESSIE EAMES	4262500006	69.98	1,090.66

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 1015 00 0000 4550 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/GENERAL ASB		69.98	
			1QYM-T43M-YT7D	Supplies for Winter Wishes Week	4472500140	583.91	
40 E 530 1023 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/SPIRIT		583.91	
			1V1Y-T7CV-XT1H	Cardstock for Athletics/Activities	4472500141	63.50	
40 E 530 1110 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/PAPER SUPPLIE		63.50	
			1XDT-RMH3-FQ9X	Supplies for Winter Wishes Week	4472500140	373.27	
40 E 530 1023 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/SPIRIT		373.27	
485284 ANNIS & ASSOCIATES, INC		12/04/2025	N003423576	Varsity Chevron Bars for Letter Awards	4472500107	314.45	314.45
40 E 530 2235 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/ATHLETIC RECO		314.45	
485285 BIG JOHN'S TROPHIES, INC.		12/04/2025	156019	Boys Water Polo Awards	4472500109	69.49	69.49
40 E 530 2230 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/AWARDS ASSEMB		48.64	
40 E 530 4315 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/B WATER POLO		20.85	
485286 CENTENNIAL SALES INC		12/04/2025	72012	Medical Supplies for Athletics Season 2025/26	4472500018	89.70	89.70
40 L 611 0000 00 0000 0000 0000 0000	Associated Student Body			Fund/CompTax Payable		-7.98	
40 E 530 2185 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/MEDICAL SUPPL		97.68	
485287 CITY OF ENUMCLAW		12/04/2025	07316	Football Game Security	4472500143	3,000.00	5,016.25
40 E 530 2220 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/SECURITY		3,000.00	
			07333	Pool Rental for Boys Waterpolo Oct 1-31 2025	4472500148	1,200.00	
40 E 530 4315 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/B WATER POLO		1,200.00	
			07334*	Pool Rental for Girls Swim	4472500146	316.25	
40 E 530 4305 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/GIRLS SWIM CL		316.25	
			07342	Security for Football Game 11/07/2025	4472500147	500.00	
40 E 530 2220 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/SECURITY		500.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
485288	ENUMCLAW SCHOOL DISTRICT #216	12/04/2025	7963	EHS ASB FCCLA TRANSPORTATION /VAN 10/12/2025	0	49.95	49.95
40 E 530 4065 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FCCLA		49.95	
485289	GAME ONE	12/04/2025	10521420	GAME ONE-CROSS COUNTRY UNIFORMS-SIERRA MYERS	4262500005	208.92	726.05
40 E 530 2205 00 0000 4550 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/UNIFORM REPLA		208.92	
			10524560	GAME ONE-CROSS COUNTRY UNIFORMS-SIERRA MYERS	4262500005	517.13	
40 E 530 2205 00 0000 4550 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/UNIFORM REPLA		517.13	
485290	NATIONAL FFA ORGANIZATION	12/04/2025	MDS366700	FFA Officer Team Uniforms for 2025/26	4472500026	668.00	668.00
40 E 530 4045 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FFA		668.00	
485291	PRINCIPALS ASSOC OF NORTH PUGE	12/04/2025	25-15	2025/26 Gold Mountain Golf Course Entry Fee	4472500144	915.00	915.00
40 E 530 2200 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/ENTRY FEES		915.00	
485292	QFC/KROGER CUSTOMER CHARGES	12/04/2025	022127	FFA Chapter Meeting Food and Supplies	4472500119	9.18	166.59
40 E 530 4045 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FFA		9.18	
			060018	FFA Chapter Meeting Food and Supplies	4472500119	157.41	
40 E 530 4045 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FFA		157.41	
			92	Computer	Check(s) For a Total of		407,906.46

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
484238	IMAGE MASTERS INC	11/18/2025	133499	Nametags for Lea Tiger-Tice and Ashley Ferguson-new district leaders	6022400100	46.17	46.17
10 E 530 9702 12 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SUPT BUDGET		46.17	
			1	Void	Check(s) For a Total of		46.17

Check Summary

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	92	Computer	Checks For a Total of	407,906.46
Total For	92	Manual, Wire Tran, ACH & Computer	Checks	407,906.46
Less	1	Voided	Checks For a Total of	46.17
			Net Amount	407,860.29

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	GENERAL FUND	4,972.78	689.45	393,091.92	398,754.15
40	Associated Student Body Fund	-7.98	0.00	9,114.12	9,106.14

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 January 20, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$80.44. The payments are further identified in this document.

Total by Payment Type for Cash Account, U.S. Bank Warrants:

Wire Transfer Payments 202500082 through 202500085, totaling \$80.44

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount	
202500082	DEPARTMENT OF REVENUE	12/05/2025	CTAXKCT3320251205AAA	Comp Tax owed for Cash Account KCT33 through 12/05/2025	0	32.61	32.61	
10 L	611 0000 00 0000 0000 0000 0000		GENERAL FUND/CompTax Payable			32.61		
202500083	DEPARTMENT OF REVENUE	12/05/2025	CTAXKCT3320251205AAB	Comp Tax owed for Cash Account KCT33 through 12/05/2025	0	31.07	31.07	
40 L	611 0000 00 0000 0000 0000 0000		Associated Student Body Fund/CompTax Payable			31.07		
202500084	DEPARTMENT OF REVENUE	12/05/2025		PARKING COMP TAX	0	16.74	16.74	
10 R	960 0000 22 0000 3330 1500 0000 1		GENERAL FUND/REVENUES/Program 00			16.74		
202500085	DEPARTMENT OF REVENUE	12/05/2025	COMP TAX ADJ	NOV 2025 COMP TAX ADJUSTMENT	0	0.02	0.02	
10 L	611 0000 00 0000 0000 0000 0000		GENERAL FUND/CompTax Payable			0.02		
4 Wire Transfer Check(s) For a Total of							80.44	

Check Summary

	0	Manual	Checks For a Total of	0.00
	4	Wire Transfer	Checks For a Total of	80.44
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	4	Manual, Wire Tran, ACH & Computer	Checks	80.44
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	80.44

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	GENERAL FUND	32.63	16.74	0.00	49.37
40	Associated Student Body Fund	31.07	0.00	0.00	31.07

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 January 20, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$37,561.85. The payments are further identified in this document.

Total by Payment Type for Cash Account, U.S. Bank Warrants:  
Warrant Numbers 485293 through 485294, totaling \$37,561.85

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
485293	BMO MASTERCARD	12/10/2025		CREDIT CARD PAYMENT CHECK			35,294.27
	BMO MASTERCARD		DEC 202500001	BMO TO 5TH AVE THEATRE C/O PAUL SCOTT 22 TICKETS FOR STUDENTS	1472500071	450.00	
10 E 530 0100 28 7810 3330 0000 6414 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		450.00	
	BMO MASTERCARD		DEC 202500002	NCAI Youth Conference Group - November 18th & November 19, 2025 Location: Seattle. Group under supervision of Rod Merrell EHS Principal Attending: 2 EHS Staff & 7 students PO to cover: Registration, Meals, Parking, and other travel related incidentals	6412500001	80.40	
10 E 530 6968 28 8580 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		80.40	
	BMO MASTERCARD		DEC 202500003	Hotel Accommodations for the NCAI Youth Conference	6412500000	241.91	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 6968 28 8580 3330 0000 0000 1	Vendor on Invoice			at the Hyatt Regency Seattle		241.91	
	BMO MASTERCARD	DEC 202500004		Hotel Accommodations for the NCAI Youth Conference at the Hyatt Regency Seattle	6412500000	277.22	
10 E 530 6968 28 8580 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		277.22	
	BMO MASTERCARD	DEC 202500005		Hotel Accommodations for the NCAI Youth Conference at the Hyatt Regency Seattle	6412500000	241.91	
10 E 530 6968 28 8580 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		241.91	
	BMO MASTERCARD	DEC 202500006		NCAI Youth Conference Group - November 18th & November 19, 2025 Location: Seattle. Group under supervision of Rod Merrell EHS Principal Attending: 2 EHS Staff & 7 students PO to cover: Registration, Meals, Parking, and other travel related incidentals	6412500001	24.99	
10 E 530 6968 28 8580 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		24.99	
	BMO MASTERCARD	DEC 202500007		NCAI Youth Conference Group - November 18th & November 19, 2025 Location: Seattle. Group under supervision of Rod Merrell EHS Principal	6412500001	38.13	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice			Attending: 2 EHS Staff & 7 students PO to cover: Registration, Meals, Parking, and other travel related incidentals			
10 E 530 6968 28 8580 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		6.88	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		31.25	
	BMO MASTERCARD	DEC 202500008		Hotel Accommodations for the NCAI Youth Conference at the Hyatt Regency Seattle	6412500000	241.91	
10 E 530 6968 28 8580 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		241.91	
	BMO MASTERCARD	DEC 202500009		Hotel Accommodations for the NCAI Youth Conference at the Hyatt Regency Seattle	6412500000	241.91	
10 E 530 6968 28 8580 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		241.91	
	BMO MASTERCARD	DEC 202500010		NCAI Youth Conference Group - November 18th & November 19, 2025 Location: Seattle. Group under supervision of Rod Merrell EHS Principal Attending: 2 EHS Staff & 7 students PO to cover: Registration, Meals, Parking, and other travel related incidentals	6412500001	157.81	
10 E 530 6968 28 8580 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		28.46	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		129.35	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
	BMO MASTERCARD	DEC 202500011		Credit Card Payment AP Invoice.	0	1,342.36	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		-300.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		-300.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		-300.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		-300.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		-300.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		-300.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		-300.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		-650.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		-650.00	
10 E 530 6968 28 8580 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		49.98	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		300.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		650.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		300.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		300.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		300.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		650.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		300.00	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		300.00	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		81.64	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		19.82	
10 E 530 9702 12 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SUPT BUDGET		-217.52	
10 E 530 9702 15 7530 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SUPT BUDGET		267.72	
10 E 530 9702 12 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SUPT BUDGET		16.00	
10 E 530 9702 12 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SUPT BUDGET		217.52	
10 E 530 9702 12 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SUPT BUDGET		35.00	
10 E 530 9702 15 7530 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SUPT BUDGET		33.76	
10 E 530 9709 62 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		27.21	
10 E 530 9709 62 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		272.23	
10 E 530 9709 62 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		9.81	
10 E 530 9709 62 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		8.70	
10 E 530 0150 28 7330 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/EHS ATHLETIC BUDGET		-529.00	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		771.39	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		87.10	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		99.04	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		48.96	
10 E 530 9900 52 7352 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		3.00	
10 E 530 9900 52 7352 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		13.00	
10 E 530 0140 31 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET		27.00	

BMO MASTERCARD	DEC 202500012	NCAI Youth Conference Group - November 18th & November 19, 2025 Location: Seattle. Group under supervision of Rod Merrell	6412500001	207.13
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Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice			EHS Principal Attending: 2 EHS Staff & 7 students PO to cover: Registration, Meals, Parking, and other travel related incidentals			
10 E 530 6968 28 8580 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		37.35	
10 E 530 6968 28 7810 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/INDIAN ED PROGRAM		169.78	
	BMO MASTERCARD	DEC 202500013		BMO TO 5TH AVE THEATRE C/O PAUL SCOTT 22 TICKETS FOR STUDENTS	1472500071	770.00	
10 E 530 0100 28 7810 3330 0000 6414 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		770.00	
	BMO MASTERCARD	DEC 202500014		AIRFARE, HOTEL & CONFERENCE REGISTRATION FOR KYLE FLETCHER JAN 28 - JAN 31, 2026 IN NEW ORLEANS, LA	6072500028	457.97	
10 E 530 9707 13 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/BUSINESS OFFICE EXPENSES		9.22	
10 E 530 9703 13 7330 1077 0023 0000 1				GENERAL FUND/EXPENDITURES/PRO-GROWTH		224.38	
10 E 530 9703 13 8580 1077 0023 0000 1				GENERAL FUND/EXPENDITURES/PRO-GROWTH		224.37	
	BMO MASTERCARD	DEC 202500015		AIRFARE, HOTEL & CONFERENCE REGISTRATION FOR KYLE FLETCHER JAN 28 - JAN 31, 2026 IN NEW ORLEANS, LA	6072500028	1,484.00	
10 E 530 9707 13 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/BUSINESS OFFICE EXPENSES		29.86	
10 E 530 9703 13 7330 1077 0023 0000 1				GENERAL FUND/EXPENDITURES/PRO-GROWTH		727.07	
10 E 530 9703 13 8580 1077 0023 0000 1				GENERAL FUND/EXPENDITURES/PRO-GROWTH		727.07	
	BMO MASTERCARD	DEC 202500016		AIRFARE, HOTEL & CONFERENCE REGISTRATION FOR KYLE FLETCHER JAN 28 - JAN 31, 2026 IN NEW ORLEANS, LA	6072500028	31.37	
10 E 530 9707 13 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/BUSINESS OFFICE EXPENSES		0.63	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9703 13 7330 1077 0023 0000 1	Vendor on Invoice			GENERAL FUND/EXPENDITURES/PRO-GROWTH		15.37	
10 E 530 9703 13 8580 1077 0023 0000 1				GENERAL FUND/EXPENDITURES/PRO-GROWTH		15.37	
	BMO MASTERCARD	DEC 202500020		Jersey Mikes-Sandwich platter/lunch for PDB meeting-12.03.2025 -7 participants	6022500035	106.96	
10 E 530 9702 12 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SUPT BUDGET		106.96	
	BMO MASTERCARD	DEC 202500021		WAPRO Annual Membership-12.2025 -11.2026-for M. Tuttle	6032500010	25.00	
10 E 530 0103 31 7810 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/PRO-GROWTH		25.00	
	BMO MASTERCARD	DEC 202500022		WSSDA Conference-Hyatt Regency Seattle-11.20-22.2 025-Hotel accommodations for Board of Directors - Julianne DeShayes, Paul Fisher, Tyson Gamblin, Scott Mason, Ben Stouffer	6012500007	221.84	
10 E 530 9701 11 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/BOARD BUDGET DISTRICT SUPPORT		221.84	
	BMO MASTERCARD	DEC 202500023		Alder & Ash-WSSDA Annual Conference "Board Night Out" Dinner for board members, superintendent and student representatives-11 .21.2025	6012500016	465.90	
10 E 530 9701 11 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/BOARD BUDGET DISTRICT SUPPORT		165.90	
10 E 530 9701 11 8580 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/BOARD BUDGET DISTRICT SUPPORT		300.00	
	BMO MASTERCARD	DEC 202500024		WSSDA Conference-Hyatt Regency Seattle-11.20-22.2	6012500007	443.68	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
10 E 530 9701 11 8580 1077 0000 0000 0				025-Hotel accommodations for Board of Directors - Julianne DeShayes, Paul Fisher, Tyson Gamblin, Scott Mason, Ben Stouffer			
			GENERAL FUND/EXPENDITURES/BOARD BUDGET DISTRICT SUPPORT			443.68	
	BMO MASTERCARD	DEC 202500025	WSSDA	6012500007		443.68	
			Conference-Hyatt Regency Seattle-11.20-22.2				
			025-Hotel accommodations for Board of Directors - Julianne DeShayes, Paul Fisher, Tyson Gamblin, Scott Mason, Ben Stouffer				
10 E 530 9701 11 8580 1077 0000 0000 0				025-Hotel accommodations for Board of Directors - Julianne DeShayes, Paul Fisher, Tyson Gamblin, Scott Mason, Ben Stouffer			
			GENERAL FUND/EXPENDITURES/BOARD BUDGET DISTRICT SUPPORT			443.68	
	BMO MASTERCARD	DEC 202500026	WSSDA	6012500007		443.68	
			Conference-Hyatt Regency Seattle-11.20-22.2				
			025-Hotel accommodations for Board of Directors - Julianne DeShayes, Paul Fisher, Tyson Gamblin, Scott Mason, Ben Stouffer				
10 E 530 9701 11 8580 1077 0000 0000 0				025-Hotel accommodations for Board of Directors - Julianne DeShayes, Paul Fisher, Tyson Gamblin, Scott Mason, Ben Stouffer			
			GENERAL FUND/EXPENDITURES/BOARD BUDGET DISTRICT SUPPORT			443.68	
	BMO MASTERCARD	DEC 202500027	WSSDA	6022500017		443.68	
			Conference-Hyatt Regency Seattle-11.20-22.2				
			025-Hotel				

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
10 E 530 9702 12 8580 1077 0000 0000 1				accommodations for Superintendent Shaun Carey			
			GENERAL FUND/EXPENDITURES/SUPT BUDGET			443.68	
	BMO MASTERCARD	DEC 202500028	WSSDA	6012500006		443.68	
			Conference-Hyatt Regency Seattle-11.20-22.2 025-Hotel accommodations for student representative Makhya Walls				
10 E 530 9701 11 8580 1077 0000 0000 0							
			GENERAL FUND/EXPENDITURES/BOARD BUDGET DISTRICT SUPPORT			443.68	
	BMO MASTERCARD	DEC 202500029	WSSDA	6012500005		443.68	
			Conference-Hyatt Regency Seattle-11.20-22.2 025-Hotel accommodations for student representative Elliott Cheney				
10 E 530 9701 11 8580 1077 0000 0000 0							
			GENERAL FUND/EXPENDITURES/BOARD BUDGET DISTRICT SUPPORT			443.68	
	BMO MASTERCARD	DEC 202500030	WSSDA	6012500014		420.00	
			Pre-Conference Registration-Board Boot Camp-Tara Cochran and Shaun Carey-11.20.2025				
10 E 530 9701 11 7330 1077 0000 0000 0							
			GENERAL FUND/EXPENDITURES/BOARD BUDGET DISTRICT SUPPORT			420.00	
	BMO MASTERCARD	DEC 202500031	Frankie's Pizza	6022500029		44.92	
			Lunch (2 pizzas)-11.12.25.S OQ Committee for project design and construction				
10 E 530 9702 12 5610 1077 0000 0000 0							
			GENERAL FUND/EXPENDITURES/SUPT BUDGET			44.92	
	BMO MASTERCARD	DEC 202500032	Masterpark-SeaTac	6022500031		128.37	
			Travel to Spartanburg, NC-WASA Leadership				

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice			Conference-Shaun Carey-11.04-07.202 5			
10 E 530 9702 12 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SUPT BUDGET		128.37	
	BMO MASTERCARD	DEC 202500033		BMO to Jersey Mike's to provide lunch for two CTE guest speakers here all day 12/1/25	1302500162	39.68	
10 E 530 3151 27 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/CTE ADMINISTRATIVE		39.68	
	BMO MASTERCARD	DEC 202500034		BMO to National CPR Foundation to purchase 30 CPR cards for Sports Medicine students	1302500158	336.38	
10 E 530 3166 27 5610 3330 4003 0000 0				GENERAL FUND/EXPENDITURES/BIOMEDICAL SCIENCE		336.38	
	BMO MASTERCARD	DEC 202500035		BMO to Serve it Safe for food handlers permits for approx 40 students and 2 teachers for The Hive class.	1302500078	20.00	
10 E 530 3151 27 5610 3330 5650 3156 1				GENERAL FUND/EXPENDITURES/CTE ADMINISTRATIVE		20.00	
	BMO MASTERCARD	DEC 202500036		BMO to Tres Renas to purchase food for parents, staff and students for approx 300 people who attend the Beyond the Hive night not to exceed \$3,500.	1302500142	3,300.00	
10 E 530 3151 27 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/CTE ADMINISTRATIVE		3,300.00	
	BMO MASTERCARD	DEC 202500037		BMO to Springer Equipment Services to purchase parts and labor to fix wheel aligner for auto classes	1302500128	1,731.78	
10 E 530 3164 27 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/CTE AUTOMOTIVE		1,350.62	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 3164 27 7431 3330 0000 0000 0	Vendor on Invoice			GENERAL FUND/EXPENDITURES/CTE AUTOMOTIVE		381.16	
	BMO MASTERCARD	DEC 202500038		BMO to Barton International topurchase supplies for welding classes	1302500117	1,509.35	
10 E 530 3160 27 5610 3330 4001 0000 0				GENERAL FUND/EXPENDITURES/CTE AGRISCIENCE		1,509.35	
	BMO MASTERCARD	DEC 202500039		BMO to Breville to purchase espresso machine and supplies to run The Hive enterprise.	1302500131	1,992.64	
10 E 530 3151 27 5610 3330 5650 3156 1				GENERAL FUND/EXPENDITURES/CTE ADMINISTRATIVE		1,992.64	
	BMO MASTERCARD	DEC 202500040		BMO to St Louis Union Station Hotel in St Louis MO to attend A Biology Conference for Tyler McCarthy, Allison Abrahamse and Barbie Becker on Oct 30th -Nov 2nd.	1302500034	-224.78	
10 E 530 3151 31 8580 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/CTE ADMINISTRATIVE		-224.78	
	BMO MASTERCARD	DEC 202500041		BMO to FCCLA for membership dues for Sammy Shaffer and Heather Oliver for the 2025-26 school year	1302500127	40.00	
10 E 530 3151 27 7810 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/CTE ADMINISTRATIVE		40.00	
	BMO MASTERCARD	DEC 202500042		BMO: Alaska Air Travel to CADCA February, 2026. Participants L. Sawyer, L.Pyavulla, N. Engebretsen, O. Sawyer, L Slavin and T. Tice.	6502500029	422.60	
10 E 530 6910 31 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CPWI Grant		422.60	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
	BMO MASTERCARD	DEC 202500043		BMO: Alaska Air Travel to CADCA February, 2026. Participants L. Sawyer, L.Pyavulla, N. Engebretsen, O. Sawyer, L Slavin and T. Tice.	6502500029	422.60	
10 E 530 6910 31 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CPWI Grant			422.60
	BMO MASTERCARD	DEC 202500044		BMO: Alaska Air Travel to CADCA February, 2026. Participants L. Sawyer, L.Pyavulla, N. Engebretsen, O. Sawyer, L Slavin and T. Tice.	6502500029	422.60	
10 E 530 6910 31 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CPWI Grant			422.60
	BMO MASTERCARD	DEC 202500045		BMO: Alaska Air Travel to CADCA February, 2026. Participants L. Sawyer, L.Pyavulla, N. Engebretsen, O. Sawyer, L Slavin and T. Tice.	6502500029	422.60	
10 E 530 6910 31 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CPWI Grant			422.60
	BMO MASTERCARD	DEC 202500046		BMO: Alaska Air Travel to CADCA February, 2026. Participants L. Sawyer, L.Pyavulla, N. Engebretsen, O. Sawyer, L Slavin and T. Tice.	6502500029	422.60	
10 E 530 6910 31 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CPWI Grant			422.60
	BMO MASTERCARD	DEC 202500047		BMO: Alaska Air Travel to CADCA February, 2026. Participants L. Sawyer,	6502500029	422.60	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
10 E 530 6910 31 8580 1077 0000 0000 0				L.Pyavulla, N. Engebretsen, O. Sawyer, L Slavin and T. Tice.			422.60
	BMO MASTERCARD	DEC 202500048		BMO: Grocery Outlet EHS transition program supplies and materials	6512500061	85.09	
10 E 530 2126 27 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/QTP PROGRAM			85.09
	BMO MASTERCARD	DEC 202500049		BMO: 2026 CACDA Forum Registrations. Maryland February 2-5, 2026. Group leaders and student registrations PO not to exceed \$5,000	6502500028	649.00	
10 E 530 6910 31 7330 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CPWI Grant			649.00
	BMO MASTERCARD	DEC 202500050		BMO: 2026 CACDA Forum Registrations. Maryland February 2-5, 2026. Group leaders and student registrations PO not to exceed \$5,000	6502500028	649.00	
10 E 530 6910 31 7330 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CPWI Grant			649.00
	BMO MASTERCARD	DEC 202500051		BMO: 2026 CACDA Forum Registrations. Maryland February 2-5, 2026. Group leaders and student registrations PO not to exceed \$5,000	6502500028	400.00	
10 E 530 6910 31 7330 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CPWI Grant			400.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
	BMO MASTERCARD	DEC 2025	202500052	BMO: 2026 CACDA Forum Registrations. Maryland February 2-5, 2026. Group leaders and student registrations PO not to exceed \$5,000	6502500028	2,139.00	
10 E 530 6910 31 7330 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CPWI Grant		2,139.00	
	BMO MASTERCARD	DEC 2025	202500053	BMO: Safeway From The Heart Store Cards for McKinney Vento Use Qty 80 Value \$25 each (5% discount)	6502500025	1,900.00	
10 E 530 9900 52 7519 1077 4324 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		1,900.00	
	BMO MASTERCARD	DEC 2025	202500054	Gaylord International Hotel: CPWI travel to CADCA Convention in Maryland, February 2-5, 2026. Participants: LouAnn Sawyer, Necia Engebretsen and up to four students. PO not to exceed \$1500	6502500027	346.92	
10 E 530 6910 31 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CPWI Grant		346.92	
	BMO MASTERCARD	DEC 2025	202500055	Gaylord International Hotel: CPWI travel to CADCA Convention in Maryland, February 2-5, 2026. Participants: LouAnn Sawyer, Necia Engebretsen and up to four	6502500027	346.92	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 6910 31 8580 1077 0000 0000 0	Vendor on Invoice			students. PO not to exceed \$1500			
			GENERAL FUND/EXPENDITURES/CPWI Grant			346.92	
	BMO MASTERCARD	DEC 202500056	Gaylord International Hotel: CPWI travel to CADCA Convention in Maryland, February 2-5, 2026. Participants: LouAnn Sawyer, Necia Engebretsen and up to four students. PO not to exceed \$1500	6502500027		311.52	
10 E 530 6910 31 8580 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/CPWI Grant			311.52	
	BMO MASTERCARD	DEC 202500057	Gaylord International Hotel: CPWI travel to CADCA Convention in Maryland, February 2-5, 2026. Participants: LouAnn Sawyer, Necia Engebretsen and up to four students. PO not to exceed \$1500	6502500027		311.52	
10 E 530 6910 31 8580 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/CPWI Grant			311.52	
	BMO MASTERCARD	DEC 202500059	BMO for incidentals such as parking, uber, car rental, gas and food for the Vision Conference for Kim Herd, Kim Sales and Kody Dribnak in Nashville TN December 8th - 12th 2025 not to exceed \$1,500.	1302500141		70.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 3151 31 8580 3330 0000 0000 0	GENERAL FUND/EXPENDITURES/CTE ADMINISTRATIVE					70.00	
	BMO MASTERCARD	DEC 202500061	25 - 26:	Classroomscreen, yearly subscription to classroom screens	1162500071	36.00	
10 E 530 0100 27 7530 3585 0000 0000 0	GENERAL FUND/EXPENDITURES/BASIC EDUCATION					36.00	
	BMO MASTERCARD	DEC 202500062	BMO	MASTERCARD-ONLINE PETCO ORDER-KAMELE KIMBALL	1262500042	281.72	
10 E 530 0100 27 5610 4550 0000 5007 0	GENERAL FUND/EXPENDITURES/BASIC EDUCATION					281.72	
	BMO MASTERCARD	DEC 202500063	Sales taxes on 3	WASBO online Accounting courses see PO 6072500014.	6072500015	140.18	
10 E 530 9707 13 7330 1077 0000 0000 0	GENERAL FUND/EXPENDITURES/BUSINESS OFFICE EXPENSES					140.18	
	BMO MASTERCARD	DEC 202500064	BMO	MASTERCARD-ONLINE PETCO ORDER-KAMELE KIMBALL	1262500042	38.74	
10 E 530 0100 27 5610 4550 0000 5007 0	GENERAL FUND/EXPENDITURES/BASIC EDUCATION					38.74	
	BMO MASTERCARD	DEC 202500065	TO BMO TO USE	FOR SUBSCRIPTION C/O A HOLMQUIST, SPENSER A. KIM H. CONJUGUEMOS OCT. 29, 2025 - OCT. 29, 2026	1472500067	110.00	
10 E 530 0100 27 5610 3330 0000 6201 1	GENERAL FUND/EXPENDITURES/BASIC EDUCATION					110.00	
	BMO MASTERCARD	DEC 202500066	WASBO Trainings	for the following staff: (1) Andreas Ellis - School Accounting II (2) Elise Goudy - Intro. to School Accounting and School Accounting I	6072500014	1,575.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9707 13 7330 1077 0000 0000 0	Vendor on Invoice			GENERAL FUND/EXPENDITURES/BUSINESS OFFICE EXPENSES		1,575.00	
	BMO MASTERCARD	DEC 2025	20500069	Fuel for XC State Nov 7-8	1502500016	87.30	
10 E 530 0150 28 5626 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/EHS ATHLETIC BUDGET		87.30	
	BMO MASTERCARD	DEC 2025	20500070	Fuel for XC State Nov 7-8	1502500016	69.78	
10 E 530 0150 28 5626 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/EHS ATHLETIC BUDGET		69.78	
	BMO MASTERCARD	DEC 2025	20500071	FreePBX CM Endpoint Manager 25 Year License	6212500040	199.00	
10 E 530 9721 72 7530 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/TECH SUPPORT- DISTRICT		199.00	
	BMO MASTERCARD	DEC 2025	20500074	Scribe charges for October 2025- October 2026	6402500088	279.06	
10 E 530 0121 32 7530 1077 7003 0000 1				GENERAL FUND/EXPENDITURES/TECH SUPPORT- BASIC ED		186.04	
10 E 530 2100 32 7530 1077 7003 0000 0				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		93.02	
	BMO MASTERCARD	DEC 2025	20500075	Hotel Accommodations at the Hyatt Regency Seattle for Lindsey Marquardt to attend the WSSDA Annual Conference 2025, November 20,2025-November 22,2025	6402500046	443.68	
10 E 530 0140 31 8580 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET		443.68	
	BMO MASTERCARD	DEC 2025	20500076	Renewal of Pear Deck Science License for EMS Science Department	6252500003	149.99	
10 E 530 0125 32 7530 1077 7003 0000 1				GENERAL FUND/EXPENDITURES/INSTRUCTIONAL TECH		149.99	
	BMO MASTERCARD	DEC 2025	20500077	Renewal of Pear Deck Science License for EMS Science Department	6252500003	149.99	
10 E 530 0125 32 7530 1077 7003 0000 1				GENERAL FUND/EXPENDITURES/INSTRUCTIONAL TECH		149.99	
	BMO MASTERCARD	DEC 2025	20500078	Renewal of Pear	6252500003	149.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
10 E 530 0125 32 7530 1077 7003 0000 1				Deck Science License for EMS Science Department		149.99	
	BMO MASTERCARD	DEC 202500079		Renewal of Pear Deck Science License for EMS Science Department	6252500003	149.99	
10 E 530 0125 32 7530 1077 7003 0000 1				GENERAL FUND/EXPENDITURES/INSTRUCTIONAL TECH		149.99	
	FRED MEYER STORES INC/KROGER	DEC 202500017		Credit Card Payment AP Invoice.	0	217.07	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		217.07	
	JOHNSONS HOME & GARDEN	DEC 202500018		Credit Card Payment AP Invoice.	0	29.39	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		29.39	
	PARTSTOWN	DEC 202500000		Credit Card Payment AP Invoice.	0	2,242.08	
10 E 530 9800 44 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		182.78	
10 E 530 9800 44 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		707.66	
10 E 530 9800 44 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		277.42	
10 E 530 9800 44 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		576.17	
10 E 530 9800 44 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		498.05	
	POSTMASTER	DEC 202500019		Credit Card Payment AP Invoice.	0	16.85	
10 E 530 9702 12 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SUPT BUDGET		16.85	
	SAFEWAY STORES	DEC 202500072		Credit Card Payment AP Invoice.	0	74.75	
10 E 530 9900 51 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS		74.75	
485294	BMO MASTERCARD	12/10/2025	DEC 202500058	Food, Supplies for State Girls Soccer	4472500127	141.10	2,267.58
40 E 530 4075 00 0000 3330 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GIRLS FOOTY		141.10	
		DEC 202500060		Resistance Bands for Fastpitch	4472500115	584.85	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
Vendor on Invoice							
40 E 530 4161 00 0000 3330 0000 0000 0				Team Associated Student Body Fund/EXPENDITURES/DIAMOND		584.85	
		DEC 202500067		Money raised by InterAct Club for Breast Cancer Research	4472500138	486.00	
40 E 530 6030 00 0000 3330 0000 0000 0				Associated Student Body Fund/EXPENDITURES/CHARITABLE DO		486.00	
		DEC 202500068		Hotel Rooms for State XC in Richland Wa	4472500118	1,039.00	
40 E 530 2196 00 0000 3330 0000 0000 0				Associated Student Body Fund/EXPENDITURES/LODGING		1,039.00	
		DEC 202500073		Supplies for October Drama Meeting	4472500094	16.63	
40 E 530 4040 00 0000 3330 0000 0000 0				Associated Student Body Fund/EXPENDITURES/DRAMA		16.63	
			2	Computer	Check(s) For a Total of		37,561.85

Check Summary

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	37,561.85
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	37,561.85
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	37,561.85

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	GENERAL FUND	0.00	0.00	35,294.27	35,294.27
40	Associated Student Body Fund	0.00	0.00	2,267.58	2,267.58

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

As of January 20, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$491,879.29. The payments are further identified in this document.

Total by Payment Type for Cash Account, U.S. Bank Warrants:  
Warrant Numbers 485295 through 485347, totaling \$491,879.29

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
485295	ACER AMERICA CORP	12/12/2025	BPU581217	Purchase order not to exceed \$10,000 plus tax for Chromebook parts.	6212500015	1,043.79	6,342.82
10 E 530 0121 32 5650 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/TECH SUPPORT-	BASIC ED		1,043.79	
			BPU583668	Purchase order not to exceed \$10,000 plus tax for Chromebook parts.	6212500015	5,363.11	
10 E 530 0121 32 5650 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/TECH SUPPORT-	BASIC ED		5,363.11	
			CNA29844U	Purchase order not to exceed \$10,000 plus tax for Chromebook parts.	6212500015	-10.44	
10 E 530 0121 32 5650 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/TECH SUPPORT-	BASIC ED		-10.44	
			CNA29845U	Purchase order not to exceed \$10,000 plus tax for Chromebook parts.	6212500015	-53.64	
10 E 530 0121 32 5650 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/TECH SUPPORT-	BASIC ED		-53.64	
485296	AMAZON CAPITAL SERVICES	12/12/2025	11TW-JCNY-H4QQ	Library books and supplies	1152500022	6.52	1,507.49
10 E 530 0100 22 5640 3739 1420 5200 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			5.89	
10 E 530 0100 22 5610 3739 1420 5200 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			0.63	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			13LL-RVGV-KGG7	BUSINESS OFFICE BANK BAGS	6072500023	43.55	
10 E 530 9707 13 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/BUSINESS OFFICE EXPENSES		43.55	
			1717-9MQF-7LW9	Book order for the Library.	1182500018	30.45	
10 E 530 0100 22 5650 3430 0000 5200 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		2.43	
10 E 530 0100 22 5610 3430 0000 5200 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		14.31	
10 E 530 0100 22 5640 3430 1420 5200 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		13.71	
			197D-WTJM-C4LG	library books and supplies - list 3	1152500038	34.70	
10 E 530 0100 22 5640 3739 1420 5200 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		14.20	
10 E 530 0100 22 5640 3739 0000 6024 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		3.94	
10 E 530 0100 22 5640 3739 0000 6408 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		16.56	
			1FDD-FGCX-WQCF	\$100.00 Class Supplies for Natalie Raum - New 4th Grade Teacher at BDE.	1182500023	97.95	
10 E 530 0100 27 5610 3430 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		97.95	
			1HHV-NKX4-MTTL	fly trap	1152500031	10.78	
10 E 530 9700 63 5610 3739 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		10.78	
			1HJH-R39D-GV1G	BD chair order	6092500061	770.28	
10 E 530 9709 64 5610 3430 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		770.28	
			1JFH-Y4L1-D7TX	Purchase for library books from the Nolan Carroll Grant Funds.	1122500030	64.99	
10 E 530 0100 27 5640 2980 0000 6355 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		64.99	
			1JQ3-PWHQ-YNT3	25 - 26: Amazon, classroom supplies - classroomscreen, magnets, laminating sheets, rolling cart, red pens	1162500072	92.57	
10 E 530 0100 27 5610 3585 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		92.57	
			1K7K-RY93-4L9M	color ink	1152500045	195.90	
10 E 530 0100 27 5610 3739 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		195.90	
			1Q1L-NJ3W-CHTK	Maintenance Dept.	6092500060	27.96	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Supplies			
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			27.96	
			1TRG-R1H4-HWK4	library books - list 1	1152500036	17.29	
10 E 530 0100 22 5640 3739 0000 6024 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			15.87	
10 E 530 0100 22 5610 3739 1420 5200 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			1.42	
			1VT3-X7KM-FM7C	BKE New Teachers Funds of \$100 for Monica Curtin, 4th grade	1122500031	74.82	
10 E 530 0100 27 5650 2980 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			20.94	
10 E 530 0100 27 5610 2980 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			53.88	
			1YJR-4JPL-WY4X	library books and supplies - list 2	1152500037	39.73	
10 E 530 0100 22 5640 3739 0000 6024 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			39.19	
10 E 530 0100 22 5610 3739 1420 5200 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			0.54	
485297	AVANT ASSESSMENT LLC	12/12/2025	42465	TO AVANT ASSESSMENTS STUDENT TEST C/O COUNSELING OFFICE KAMI J STAMPS	1472500070	572.70	572.70
10 E 530 0100 27 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			572.70	
485298	BRYSON SALES & SERVICE OF WA	12/12/2025	100-304018	PO for purchase of bus parts for the Transportation Department bus fleet for the 2025-2026 school year	6152500027	53.17	220.37
10 E 530 9900 53 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS			53.17	
			100-305318	PO for purchase of bus parts for the Transportation Department bus fleet for the 2025-2026 school year	6152500027	267.93	
10 E 530 9900 53 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS			267.93	
			100-305396	PO for purchase of bus parts for the	6152500027	72.07	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9900 53 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS	Transportation Department bus fleet for the 2025-2026 school year		72.07	
			100-308178	PO for purchase of bus parts for the Transportation Department bus fleet for the 2025-2026 school year	6152500027	58.59	
10 E 530 9900 53 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS	Transportation Department bus fleet for the 2025-2026 school year		58.59	
			100-313568	PO for purchase of bus parts for the Transportation Department bus fleet for the 2025-2026 school year	6152500027	-309.37	
10 E 530 9900 53 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS	Transportation Department bus fleet for the 2025-2026 school year		-309.37	
			100-313587	PO for purchase of bus parts for the Transportation Department bus fleet for the 2025-2026 school year	6152500027	77.98	
10 E 530 9900 53 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS	Transportation Department bus fleet for the 2025-2026 school year		77.98	
485299	Cano, Leah	12/12/2025	11/24/25-12/5/2025	MV MILEAGE	0	394.24	394.24
10 E 530 9900 52 7519 3330 4324 0000 0			GENERAL FUND/EXPENDITURES/PUPIL TRANSPORTATIONS			394.24	
485300	CITY OF ENUMCLAW	12/12/2025	59-5175-01	STADIUM FIELD WATER	0	846.96	41,988.33
10 E 530 9700 65 7410 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			103.24	
10 E 530 9700 65 7420 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			743.72	
			59-5176-01	STADIUM FIELD RESTROOMS	0	201.70	
10 E 530 9700 65 7410 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			201.70	
			60-0050-00	JJ SMITH	0	3,631.66	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7410 5491 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		889.58	
10 E 530 9700 65 7420 5491 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		930.32	
10 E 530 9700 65 7621 5491 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,811.76	
			60-0075-04	JJ SMITH PORTABLE	0	182.75	
10 E 530 9700 65 7410 5491 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		162.21	
10 E 530 9700 65 7420 5491 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		20.54	
			60-0100-00	ANNEX	0	288.64	
10 E 530 9700 65 7410 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		98.90	
10 E 530 9700 65 7420 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		189.74	
			60-0200-00	KIBLER	0	5,480.20	
10 E 530 9700 65 7410 2980 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,403.30	
10 E 530 9700 65 7420 2980 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,860.64	
10 E 530 9700 65 7621 2980 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		2,216.26	
			61-4435-01	TMS	0	4,597.15	
10 E 530 9700 65 7410 4550 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,639.19	
10 E 530 9700 65 7621 4550 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		2,957.96	
			61-5550-00	WESTWOOD	0	260.15	
10 E 530 9700 65 7410 3585 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		260.15	
			62-7000-00	SUNRISE	0	2,835.05	
10 E 530 9700 65 7410 4289 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,187.44	
10 E 530 9700 65 7420 4289 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		930.32	
10 E 530 9700 65 7621 4289 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		717.29	
			62-7150-00	SW SOCCER	0	53.34	
10 E 530 9700 65 7410 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		53.34	
			62-7200-00	SOUTHWOOD	0	2,355.30	
10 E 530 9700 65 7420 3739 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		930.32	
10 E 530 9700 65 7410 3739 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,226.09	
10 E 530 9700 65 7621 3739 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		198.89	
			62-7205-00	SOUTHWOOD	0	273.68	
10 E 530 9700 65 7621 3739 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		273.68	
			62-7210-00	SOUTHWOOD	0	305.01	
10 E 530 9700 65 7621 3739 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		305.01	
			62-7215-00	SOUTHWOOD	0	294.37	
10 E 530 9700 65 7621 3739 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		294.37	
			62-7220-00	SOUTHWOOD	0	209.43	
10 E 530 9700 65 7621 3739 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		209.43	
			62-7225-00	SOUTHWOOD	0	306.34	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7621 3739 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		306.34	
			62-8605-00	EHS AUTO SHOP	0	481.54	
10 E 530 9700 65 7621 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		481.54	
			62-8608-00	226 SEMANSKI ST BARN	0	16.26	
10 E 530 9700 65 7410 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		16.26	
			62-8610-00	EHS	0	923.17	
10 E 530 9700 65 7410 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		923.17	
			62-8612-01	WATER - EHS- 226 SEMANSKI ST S	0	42.50	
10 E 530 9700 65 7410 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		42.50	
			62-8615-00	EHS AG BLDG	0	400.34	
10 E 530 9700 65 7621 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		400.34	
			62-8620-00	EHS	0	3,405.16	
10 E 530 9700 65 7410 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,187.44	
10 E 530 9700 65 7621 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		2,217.72	
			62-8625-00	EHS	0	481.48	
10 E 530 9700 65 7410 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		481.48	
			62-8640-00	NATURAL GAS- 226 SEMANSKI ST H	0	4,430.18	
10 E 530 9700 65 7621 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		4,430.18	
			62-8675-00	EHS EHS	0	1,447.82	
10 E 530 9700 65 7420 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		20.54	
10 E 530 9700 65 7410 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		789.47	
10 E 530 9700 65 7621 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		637.81	
			62-8775-00	EHS	0	785.25	
10 E 530 9700 65 7410 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		766.49	
10 E 530 9700 65 7621 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		18.76	
			62-8780-00	EHS	0	72.79	
10 E 530 9700 65 7410 3330 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		72.79	
			62-8900-00	DIST OFFICE	0	1,255.73	
10 E 530 9700 65 7410 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		708.86	
10 E 530 9700 65 7420 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		371.86	
10 E 530 9700 65 7621 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		175.01	
			62-8950-00	EMS EMS	0	4,245.03	
10 E 530 9700 65 7420 4210 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,860.64	
10 E 530 9700 65 7410 4210 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,020.07	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7621 4210 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,364.32	
			62-8975-00	GROUNDS	0	339.44	
10 E 530 9700 65 7621 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		339.44	
			62-9000-00	TRANSPORTATION	0	1,539.91	
10 E 530 9700 65 7410 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		984.23	
10 E 530 9700 65 7420 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		189.74	
10 E 530 9700 65 7621 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		365.94	
485301	COMCAST	12/12/2025	8498340140151137	NOV 27 - DEC 26 2025 Internet service for Black Diamond Elementary.	6212500003	244.26	244.26
10 E 530 0121 32 7530 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/TECH SUPPORT- BASIC ED		244.26	
485302	CUTTER'S SUPPLY INC	12/12/2025	163772	BLANKET PO-GROUNDS/SUPPLY PURCHASES	6192500021	86.00	840.66
10 E 530 9709 62 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		86.00	
			163809	BLANKET PO-GROUNDS/SUPPLY PURCHASES	6192500021	754.66	
10 E 530 9709 62 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		754.66	
485303	DEPT OF LABOR & INDUSTRIES	12/12/2025	394380	BOILER,PRESSURE VESSEL CERTS -INVOICE #394380	6092500067	304.20	304.20
10 E 530 9709 64 7340 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		304.20	
485304	DM PLUMBING & BACKFLOW TESTING	12/12/2025	55494	Backflow Repairs - District Wide	6092500056	2,884.76	2,884.76
10 E 530 9709 64 7431 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		2,884.76	
485305	EFAX CORPORATE	12/12/2025	5785202	Twenty fax numbers.	6212500002	410.05	410.05
10 E 530 0121 32 7530 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/TECH SUPPORT- BASIC ED		410.05	
485306	ENUMCLAW FIRE DEPARTMENT	12/12/2025	25-015	District Fire Protection Service	6092500070	4,397.73	4,397.73
10 E 530 9709 64 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		4,397.73	
485307	ESD 121 PUGET SOUND EDUC SERVI	12/12/2025	2002600040	Technical and administrative support in accounting, audit response, fiscal	6072500027	8,000.00	8,000.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				system oversight related to fiscal year end for the Enumclaw School District. PSESD will perform assigned functions including but not limited to duties specific to the financial year end close processes for the 2024-2025 FY. Not to exceed: \$10,000.00 (excluding taxes)			
10 E 530 9707 13 7340 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/BUSINESS OFFICE EXPENSES		8,000.00	
485308	FIRST CHOICE HEALTH NETWORK IN	12/12/2025	0129802	Employee Assistance Services for 565 Employees @ \$1.41	6052500009	796.65	796.65
10 E 530 9705 14 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/HR BUDGET-DISTRICT SUPPORT		796.65	
485309	FIRST STUDENT	12/12/2025	633068	FIRST STUDENT-ATHLETIC BUS TMMS TO MTN VIEW-FIRNKOESS	1532500007	940.50	940.50
10 E 530 0151 28 7519 4550 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICT ATHLETIC TRANSPORT		940.50	
485310	FLINN SCIENTIFIC INC.	12/12/2025	3206330	TO FLINN SCI EHS SCIENCE CLASS GENERAL LAB SUPPLIES C/O LAB TECH T. HARBERG	1472500060	942.11	942.11
10 L 611 0000 00 0000 0000 0000 0000				GENERAL FUND/CompTax Payable		-83.85	
10 E 530 0100 27 5610 3330 5650 0000 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		1,025.96	
485311	GATEWAY TRUE VALUE	12/12/2025	171005	BLANKET PO-Maintenance Dept.	6092500039	67.51	483.62
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		67.51	
			171044	BLANKET PO-Maintenance Dept.	6092500039	9.18	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		9.18	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			171192	BLANKET PO-GROUNDS/SUPPLY PURCHASES	6192500008	5.84	
10 E 530 9709 62 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		5.84	
			171223	BLANKET PO-Maintenance Dept.	6092500039	38.17	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		38.17	
			171249	BLANKET PO-Maintenance Dept.	6092500039	13.49	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		13.49	
			171270	BLANKET PO-Maintenance Dept.	6092500039	16.43	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		16.43	
			171352	BLANKET PO-Maintenance Dept.	6092500039	69.08	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		69.08	
			171356	BLANKET PO-Maintenance Dept.	6092500039	5.44	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		5.44	
			171433	BLANKET PO-Maintenance Dept.	6092500039	21.53	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		21.53	
			171455	BLANKET PO-Maintenance Dept.	6092500039	36.50	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		36.50	
			171460	BLANKET PO-Maintenance Dept.	6092500039	28.76	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		28.76	
			171547	BLANKET PO-Maintenance Dept.	6092500039	105.67	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		105.67	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			171642	BLANKET PO-Maintenance Dept.	6092500039	9.77	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			9.77	
			171731	Blanket PO for custodial supplies and materials	1152500000	56.25	
10 E 530 9700 63 5610 3739 0000 0000 0			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			56.25	
485312	GENSCO INC	12/12/2025	860769897	BLANKET PO-Maintenance Dept.	6092500024	121.15	121.15
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			121.15	
485313	GRAINGER	12/12/2025	9678641490	BLANKET PO-Maintenance Dept.	6092500041	131.33	986.10
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			131.33	
			9691360797	BLANKET PO-Maintenance Dept.	6092500041	374.25	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			374.25	
			9703550849	BLANKET PO-Maintenance Dept.	6092500041	-131.33	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			-131.33	
			9721899780	BLANKET PO-Maintenance Dept.	6092500041	199.78	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			199.78	
			9726254890	BLANKET PO-Maintenance Dept.	6092500041	412.07	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			412.07	
485314	HOME DEPOT CREDIT SERVICES	12/12/2025	0021082	BLANKET PO-GROUNDS/SUPPLY PURCHASES	6192500007	29.50	1,109.17
10 E 530 9709 62 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			29.50	
			0527520	BLANKET PO-Maintenance Dept.	6092500021	16.34	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			16.34	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			3622629	BLANKET PO-Maintenance Dept.	6092500021	16.39	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			16.39	
			4014431	BLANKET PO-Maintenance Dept.	6092500021	191.01	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			191.01	
			4014445	BLANKET PO-Maintenance Dept.	6092500021	264.72	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			264.72	
			4627234	BLANKET PO-Maintenance Dept.	6092500021	54.73	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			54.73	
			7100179	BLANKET PO-Maintenance Dept.	6092500021	138.74	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			138.74	
			7188620	BLANKET PO-Maintenance Dept.	6092500021	44.48	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			44.48	
			7527845	BLANKET PO-GROUNDS/SUPPLY PURCHASES	6192500007	19.67	
10 E 530 9709 62 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			19.67	
			8012019	BLANKET PO-Maintenance Dept.	6092500021	145.07	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			145.07	
			9093828	BLANKET PO-Maintenance Dept.	6092500021	141.26	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			141.26	
			9610171	BLANKET PO-Maintenance Dept.	6092500021	47.26	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			47.26	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
485315	K C D A	12/12/2025	300872918	paper- construction, card stock, easel, Other general supplies	1152500024	370.98	1,934.51
10 E 530 0100 27 5610 3739 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			370.98	
			300872919	custodial supplies	1152500025	393.02	
10 E 530 9700 63 5610 3739 0000 0000 0			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			393.02	
			300881179	EMS: Custodial Supplies	1212500040	384.38	
10 E 530 9700 63 5610 4210 0000 0000 0			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			384.38	
			300881180	25 - 26: KCDA, paints, laminate, construction paper, copy paper	1162500067	562.97	
10 E 530 0100 27 5610 3585 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			562.97	
			300881679	2025-26 DISTRICT OFFICE PAPER ORDER	6072500000	142.47	
10 E 530 9700 13 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			142.47	
			300881680	DO CUSTODIAL SUPPLIES	6072500024	80.69	
10 E 530 9700 63 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			80.69	
485316	LOWE'S COMMERCIAL SERVICES	12/12/2025	71528	BLANKET PO-Maintenance Dept.	6092500042	8.83	1,179.68
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			8.83	
			75116	BLANKET PO-Maintenance Dept.	6092500042	32.84	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			32.84	
			78656	BLANKET PO-Maintenance Dept.	6092500042	305.02	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			305.02	
			80778	BLANKET PO-Maintenance Dept.	6092500042	199.66	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			199.66	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			94471	BLANKET PO-Maintenance Dept.	6092500042	92.58	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			92.58	
			98158	BLANKET PO-Maintenance Dept.	6092500042	166.07	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			166.07	
			98477	BLANKET PO-Maintenance Dept.	6092500042	374.68	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			374.68	
485317	MOUNTAIN VIEW FIRE AND RESCUE	12/12/2025	25-1027	BLACK DIAMOND ES FIRE PROTECTION SERVICES	6092500077	451.49	451.49
10 E 530 9709 64 7340 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			451.49	
485318	NO WORRIES COMM PEST CONTROL	12/12/2025	15057	PEST CONTROL GROUNDS DEPT 2025-26 year	6192500000	2,983.07	2,983.07
10 E 530 9709 62 7420 1077 7005 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			2,983.07	
485319	NORTHWEST CASCADE INC	12/12/2025	0554993441	BLANKET PO-Pete's Pool Honey Bucket Rental	6192500015	125.00	250.00
10 E 530 9709 62 7420 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			125.00	
			0555214679	BLANKET PO-Pete's Pool Honey Bucket Rental	6192500015	125.00	
10 E 530 9709 62 7420 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			125.00	
485320	OSPI	12/12/2025	20191	OSPI New Hire Fingerprinting done in HR	6052500000	150.00	150.00
10 E 530 9705 14 7340 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/HR BUDGET-DISTRICT SUPPORT			150.00	
485321	PACIFIC OFFICE AUTOMATION	12/12/2025	789030	BLANKET PO NTE \$1000.00 TO POA COPY MACHINE CO SUPPLIES WORK ROOM#1 AND WORKROOM #2	1472500073	467.13	989.41
10 E 530 0100 23 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			467.13	
			809788	Copier Maintenance not	1182500024	522.28	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 7432 3430 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION	covered by contract and copy counts for 25/26 school year.		522.28	
485322	PACIFIC BALLROOM DANCE	12/12/2025	13291	Dancing Classrooms	1152500044	3,000.00	3,000.00
10 E 530 0100 27 7340 3739 0000 6366 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			2,000.00	
10 E 530 0100 27 7340 3739 0000 6406 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			1,000.00	
485323	PETROCARD INC	12/12/2025	0572324-IN	BLANKET PO-Generator Diesel Fuel	6092500059	674.39	674.39
10 E 530 9709 64 5627 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			674.39	
485324	POSTMASTER	12/12/2025	2025-26 STAMPS	DISTRICT STAMPS	6072500026	3,120.00	3,120.00
10 E 530 9707 13 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/BUSINESS OFFICE EXPENSES			3,120.00	
485325	PROJECT LEAD THE WAY INC	12/12/2025	519202	Training for Carri Enright for Medical Careers classes she is teaching.	1302400444	2,400.00	2,400.00
10 E 530 3151 31 7330 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/CTE ADMINISTRAIVE			2,400.00	
485326	PUGET SOUND ENERGY	12/12/2025	220013278621	BLACK DIAMOND SITES	0	5,745.16	64,874.16
10 E 530 9700 65 7622 3430 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			4,040.65	
10 E 530 9700 65 7621 3430 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			1,704.51	
			220038217554	550 SEMANSKI ST PORTABLE 1	0	362.35	
10 E 530 9700 65 7622 4210 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			362.35	
			300000250005	ENUMCLAW SITES	0	58,766.65	
10 E 530 9700 65 7622 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			4,933.67	
10 E 530 9700 65 7622 3585 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			5,027.68	
10 E 530 9700 65 7622 2980 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			4,904.88	
10 E 530 9700 65 7622 4550 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			6,523.14	
10 E 530 9700 65 7622 3330 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			22,814.21	
10 E 530 9700 65 7622 4289 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			2,381.04	
10 E 530 9700 65 7622 5491 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			2,064.88	
10 E 530 9700 65 7622 3739 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			3,169.65	
10 E 530 9700 65 7622 4210 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			6,947.50	
485327	QFC/KROGER CUSTOMER CHARGES	12/12/2025	035700	Breakfast, snacks and drinks for PDB meeting-12.03.2025	6022500034	50.11	103.94

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				-7 participants			
10 E 530 9702 12 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SUPT BUDGET			50.11	
			062482	To purchase food and drink for CTE Meetings from September - June 2026 not to exceed \$750.00	1302500015	53.83	
10 E 530 3151 27 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/CTE ADMINISTRAIVE			53.83	
485328	RAE SECURITY INC	12/12/2025	INV-RS-TX-56021	BLANKET PO- door supplies	6092500051	426.89	2,384.61
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			426.89	
			INV-RS-TX-65400	BLANKET PO- door supplies	6092500051	1,957.72	
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			1,957.72	
485329	REPUBLIC SERVICES #176	12/12/2025	3-0176-0807900	TRASH COLLECTION/BLACK DIAMOND	0	1,252.00	1,252.00
10 E 530 9700 65 7420 3430 0000 0000 1			GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT			1,252.00	
485330	SOLARWINDS INC	12/12/2025	IN726567	WebHelpDesk Renewal 3-year term billed annually Year 1: 31 Dec 2025 - 30 Dec 2026	6212500034	5,776.24	5,776.24
10 E 530 0121 32 7530 7770 7003 0000 1			GENERAL FUND/EXPENDITURES/TECH SUPPORT- BASIC ED			5,776.24	
485331	SOUND ENERGY SYSTEMS	12/12/2025	110594	BLANKET PO-Maintenance Dept	6092500072	289.04	1,213.84
10 E 530 9709 64 7431 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			289.04	
			110767	BLANKET PO-Maintenance Dept	6092500072	924.80	
10 E 530 9709 64 7431 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			924.80	
485332	TED BROWN MUSIC COMPANY INC	12/12/2025	6128852	Tool Kit for Ainsley Holz, EMS Music Program	6402500065	34.77	34.77
10 E 530 0140 27 5610 4210 4002 5002 0			GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET			34.77	
485333	THE PART WORKS INC.	12/12/2025	INV124573	BLANKET PO-Maintenance Dept.	6092500030	244.18	1,175.31

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		244.18	
			INV124766	BLANKET PO-Maintenance Dept.	6092500030	365.16	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		365.16	
			INV124870	BLANKET PO-Maintenance Dept.	6092500030	8.70	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		8.70	
			INV125061	BLANKET PO-Maintenance Dept.	6092500030	557.27	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		557.27	
485334	US FOODS INC	12/12/2025	4383468	Food Supplies for School Year 2025-2026	6242500008	239.42	239.42
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		239.42	
485335	VEX ROBOTICS INC	12/12/2025	848231	To purchase supplies for Energy classes at TMMS	1302500147	77.27	77.27
10 E 530 3400 27 5610 4550 0000 0000 0				GENERAL FUND/EXPENDITURES/MID SCHOOL,CAREER TECH,ST		77.27	
485336	WALTER E. NELSON CO OF WESTERN	12/12/2025	1068474	BLANKET P/O TO WALTER E NELSON NTE 20,000.00 EHS CLEANING SUPPLIES CLEANSERS, CHEMICALS, MOPS, TOILETRIES USED FOR CLEANING AND MAINTAINING EHSSCHOOL BUILDING, COMMONS, CENTRAL KITCHEN AND AUDITORIUM AREAS C/O GARY K. EHS CUSTODIAL SUPERVISOR	1472500003	156.03	5,147.27
10 E 530 9700 63 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		78.01	
10 E 530 9700 63 5610 3330 7330 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		39.01	
10 E 530 9700 63 5610 3330 7330 3331 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		39.01	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1084351	BLANKET PO-GROUNDS/SUPPLY PURCHASES	6192500030	1,089.04	
10 E 530 9709 62 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		1,089.04	
			1088954	Custodial supplies	1152500023	1,129.01	
10 E 530 9700 63 5610 3739 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,129.01	
			1093844	BLANKET PO-GROUNDS/SUPPLY PURCHASES	6192500030	253.91	
10 E 530 9709 62 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		253.91	
			1095783	WALTER E NELSON-TP/PT/FOAM SOAP/DISPENSERS-CA MBER NASH	1262500043	1,203.07	
10 E 530 9700 63 5610 4550 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,203.07	
			1098101	BKE Custodial Supplies	1122500027	593.61	
10 E 530 9700 63 5610 2980 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		593.61	
			1099178	EMS: Custodial Supplies Quote Number: 79061	1212500041	722.60	
10 E 530 9700 63 5610 4210 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		722.60	
485337	WASHINGTON FLORAL SERVICE	12/12/2025	520006	To Purchase floral supplies for various projects for Floral Classes for the 2025-2026 school year not to exceed \$8,000	1302500000	1,219.52	1,349.66
10 E 530 3160 27 5610 3330 4002 0000 0				GENERAL FUND/EXPENDITURES/CTE AGRISCIENCE		1,219.52	
			521147	To Purchase floral supplies for various projects for Floral Classes for the 2025-2026 school year not to exceed \$8,000	1302500000	130.14	
10 E 530 3160 27 5610 3330 4002 0000 0				GENERAL FUND/EXPENDITURES/CTE AGRISCIENCE		130.14	
485338	WASHINGTON ALARM INC.	12/12/2025	670021	ALARM MONITORING	6092500074	5,313.84	5,313.84

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				( 2nd QTR 2025-26 )			
10 E 530 9709 64 7431 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		5,313.84	
485339	WASTE MANAGEMENT	12/12/2025	2653051-1055-2	WASTE REMOVAL - TMMS	0	1,573.92	2,027.35
10 E 530 9700 65 7420 4550 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		1,573.92	
			2653144-1055-5	EMS NEW PORTABLE (#2) CLASSROOM	0	453.43	
10 E 530 9700 65 7420 4210 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		453.43	
485340	WHITE RIVER SCHOOL DISTRICT	12/12/2025	1002526030	EMS: Transporation costs from Buckley to Orting MS, due to the White River Bridge being closed.	1522500006	270.69	546.15
10 E 530 0152 28 7519 4210 0000 0000 1				GENERAL FUND/EXPENDITURES/EMS ATHLETIC BUDGET		270.69	
			1002526047	WHITE RIVER S.D.-TRANSPORTATIO N-FIRNKOESS	1532500006	275.46	
10 E 530 0151 28 7519 4550 0000 0000 1				GENERAL FUND/EXPENDITURES/DISTRICT ATHLETIC TRANSPORT		275.46	
485341	K C D A	12/12/2025	300876914	Byron Kibler Roof Restoration	7202400051	290,050.78	300,217.18
20 E 530 7400 22 9710 0000 9000 2980 0				Capital Projects/EXPENDITURES/KIBLER RENOVATION		290,050.78	
			300879703	BASEBALL FIELD LIGHT PROJECT	7202400012	10,166.40	
20 E 530 7203 32 9740 0000 2023 3330 0				Capital Projects/EXPENDITURES/EHS EMERGENCY PROJECT		10,166.40	
485342	SYNCHRONOUS TECHNOLOGIES	12/12/2025	168415837	Computer Monitor Replacements 2025-2026	6212500035	3,751.17	3,751.17
20 E 530 7777 32 9734 2000 0000 0000 0				Capital Projects/EXPENDITURES/TECHNOLOGY UPGRDS- DISTRI		3,751.17	
485343	BIG JOHN'S TROPHIES, INC.	12/12/2025	156104	Plaques for Football Awards Banquet	4472500150	169.59	169.59
40 E 530 2230 00 0000 3330 0000 0000 0				Associated Student Body Fund/EXPENDITURES/AWARDS ASSEMB		169.59	
485344	BSN SPORTS	12/12/2025	932120721	Uniforms and Equipment for Flag Football	4472500135	1,109.08	1,109.08
40 E 530 2175 00 0000 3330 0000 0000 0				Associated Student Body Fund/EXPENDITURES/ATHLETIC EMER		332.73	
40 E 530 2001 00 0000 3330 0000 0000 0				Associated Student Body Fund/EXPENDITURES/ATHLETIC UNIF		776.35	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
485345	BUCKLEY FEED AND FARM SUPPLY	12/12/2025	316459	FFA Pig Feed and Other Materials for Barn	4472500136	865.17	865.17
40 E 530 4045 00 0000 3330 0000 0000 0			Associated Student Body Fund/EXPENDITURES/FFA			865.17	
485346	ENUMCLAW SCHOOL DISTRICT #216	12/12/2025	7976	EHS ASB SECURITY GROVES 4 FOOTBALL GAMES IN OCT	0	1,207.21	1,631.81
40 E 530 2220 00 0000 3330 0000 0000 0			Associated Student Body Fund/EXPENDITURES/SECURITY			1,207.21	
			7977	EHS ASB SECURITY DANCE	0	284.05	
40 E 530 1021 00 0000 3330 0000 0000 0			Associated Student Body Fund/EXPENDITURES/HOMECOMING			284.05	
			7978	EHS ASB SECURITY HOMECOMING DANCE 10/18/2025	0	140.55	
40 E 530 1021 00 0000 3330 0000 0000 0			Associated Student Body Fund/EXPENDITURES/HOMECOMING			140.55	
485347	HUBLEY, ROBERT	12/12/2025	124	Professional Piano Services for Drama Production	4472500093	2,000.00	2,000.00
40 E 530 4040 00 0000 3330 0000 0000 0			Associated Student Body Fund/EXPENDITURES/DRAMA			2,000.00	
			53	Computer	Check(s) For a Total of		491,879.29

Check Summary

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	53	Computer	Checks For a Total of	491,879.29
Total For	53	Manual, Wire Tran, ACH & Computer	Checks	491,879.29
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	491,879.29

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	GENERAL FUND	-83.85	0.00	182,219.14	182,135.29
20	Capital Projects	0.00	0.00	303,968.35	303,968.35
40	Associated Student Body Fund	0.00	0.00	5,775.65	5,775.65

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 January 20, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$129,460.75. The payments are further identified in this document.

Total by Payment Type for Cash Account, U.S. Bank Warrants:  
Warrant Numbers 485348 through 485390, totaling \$129,460.75

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
485348	AMAZON CAPITAL SERVICES	12/16/2025	11MF-WRGC-4G73	TO AMAZON GENERAL SUPPLIES C/O A HOLMQUIST	1472500051	34.22	6,033.41
10 E 530 0100 22 5640 3330 0000 5022 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		34.22	
			13WL-F9N7-FL31	Amazon/Fertilizer Spreader/Nash	1262500058	126.20	
10 E 530 9700 64 5610 4550 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		126.20	
			17MY-FYCQ-GPHM	25 - 26: Amazon - fake plants for lunchroom	1162500066	140.64	
10 E 530 0100 23 5610 3585 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		140.64	
			17VR-1RKQ-WDV4	Library books and supplies requested by Shannon Paladini, Library Media Certificated Specialist, to be used for the Winter Book Fair at BKE	1122500033	9.77	
10 E 530 0100 22 5640 2980 1420 0000 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		8.53	
10 E 530 0100 22 5650 2980 1420 0000 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		1.24	
			193Y-W399-N4QJ	TO AMAZON C/O SCI-LABTECH T.HARBERG CLASSROOM GENERAL SUPPLY MARKERS, BOWLS	1472500081	116.66	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			116.66	
			19PM-RXGN-HHF4	Supplies and Materials for SLP staff and students	6542500026	133.54	
10 E 530 2400 26 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/IDEA GRANT SPECIAL ED			133.54	
			19XL-WJD7-TWF9	25 - 26: Amazon - color ink printer, ink cartridges	1162500068	771.18	
10 E 530 0100 27 5610 3585 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			771.18	
			1C1M-MQQL-FTYV	TO AMAZON GENERAL SUPPLIES C/O A HOLMQUIST	1472500051	51.46	
10 E 530 0100 22 5640 3330 0000 5022 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			51.46	
			1F9D-X7K7-WJ4D	Supplies and materials for Special Education students at Byron Kibler Elementary	6512500060	32.66	
10 E 530 2100 27 5610 2980 0000 0000 0			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			32.66	
			1FDD-FGCX-PG6F	TO AMAZON C/O EHS LIBRARY MONICA G BOOKS	1472500084	522.62	
10 E 530 0100 22 5640 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			522.62	
			1FNT-PXGJ-P37F	TO AMAZON EHS MEDIA CENTER BOOKS C/O MONICA G	1472500063	16.83	
10 E 530 0100 22 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			5.60	
10 E 530 0100 22 5640 3330 0000 5022 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			11.23	
			1FXQ-3NVP-NG47*	TAX FROM ORIGANAL INVOICE WAS NOT PAID library books & prizes	1132500033	36.02	
10 E 530 0100 22 5610 4289 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			1.34	
10 E 530 0100 22 5640 4289 0000 5200 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			34.68	
			1JC3-P79C-QNXV	25 - 26: Amazon, classroom supplies for Saggau	1162500070	75.76	
10 E 530 0100 27 5610 3585 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			60.61	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5640 3585 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		15.15	
			1KKC-JPCV-W6TR	AMAZON-SCIENCE REPTILE SUPPLIES-SHATSWELL	1262500057	275.85	
10 E 530 0100 27 5610 4550 0000 5007 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		275.85	
			1KLH-TWMQ-MNWX	Library books and supplies requested by Shannon Paladini, Library Media Certificated Specialist, to be used for the Winter Book Fair at BKE	1122500033	318.27	
10 E 530 0100 22 5640 2980 1420 0000 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		277.67	
10 E 530 0100 22 5650 2980 1420 0000 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		40.60	
			1KTW-P3NH-N4VT	TO AMAZON GENERAL SUPPLIES MATH PENCILS, PROTRACTORS	1472500061	75.95	
10 E 530 0100 27 5610 3330 0000 5008 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		75.95	
			1LF9-G61C-QLP4	PTA trimester grant requests by Breana Crossley, Kindergarten Teacher and Susan Heater, 5th Grade Teacher to purchase teaching supplies/materials for their classrooms.	1122500035	376.14	
10 E 530 0100 27 5610 2980 0000 6433 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		376.14	
			1NGR-VPW1-N3FQ	Supplies and materials for Special Education students at Byron Kibler Elementary	6512500060	101.21	
10 E 530 2100 27 5610 2980 0000 0000 0				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		101.21	
			1P3R-KLD7-LJ4H	misc. school & teaching needs	1132500043	95.72	
10 E 530 0100 27 5610 4289 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		7.16	
10 E 530 0100 23 5610 4289 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		88.56	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1RRF-MM91-JGH3	EMS: Literacy Classroom Tech Supplies	1212500039	222.09	
10 E 530 0100 27 5650 4210 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			195.96	
10 E 530 0100 27 5610 4210 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			26.13	
			1RWC-9VJT-66RF	TO AMAZON CHORAL STUDENTS TIES C/O PAUL SCOTT	1472500059	251.14	
10 E 530 0100 27 5610 3330 5650 5002 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			251.14	
			1TYL-V4FD-HH7G	TO AMAZON C/O EHS LIBRARY MONICA G BOOKS	1472500084	48.45	
10 E 530 0100 22 5640 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			48.45	
			1V1N-4LVX-HXDW	pins for leadership, and labels for Delaney's class	1132500044	14.14	
10 E 530 0100 27 5610 4289 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			14.14	
			1VQD-P9M3-NF3W	TO AMAZON EHS GENERAL SUPPLIES FOR CERT STAFF	1472500086	116.28	
10 E 530 0100 23 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			116.28	
			1WDY-N7LN-FFTR	TO AMAZON SPED GENERAL CLASSROOM SUPPLIES FOLDERS, MARKERS, PAPER,	1472500077	214.29	
10 E 530 0100 27 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			214.29	
			1Y6R-M6KW-NPQG	TO AMAZON PE HEALTH SUPPLIES FOR PE GLASS BALLS, MITTS, CLIPS BAR BELL	1472500082	592.28	
10 E 530 0100 27 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			592.28	
			1Y6R-M6KW-QP1P	TO AMAZON EHS MEDIA CNTR GENERAL SUPPLIES TONER	1472500087	1,264.04	
10 E 530 0100 22 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			1,220.01	
10 E 530 0100 23 5610 3330 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			44.03	
485349	AMERGIS EDUCATIONAL STAFFING	12/16/2025	E18002860294	Contracted CBA (bill rate \$110/hr) and CBT	6512500004	1,785.75	4,088.75

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 2100 26 7340 1077 0000 0000 1				(bill rate \$57/hr) services provided during the 25-26 school year. PO not to exceed \$75,000. REVISED 11.26.2025 Not to exceed \$391,500.00			
			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			1,785.75	
			E18003290294	Contracted CBA (bill rate \$110/hr) and CBT (bill rate \$57/hr) services provided during the 25-26 school year. PO not to exceed \$75,000. REVISED 11.26.2025 Not to exceed \$391,500.00	6512500004	2,303.00	
10 E 530 2100 26 7340 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			2,303.00	
485350	CHARLIE'S PRODUCE	12/16/2025	101688932	Produce for the 2025-2026 school year	6242500003	860.70	860.70
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			860.70	
485351	CHRISTOPHER BEINKE	12/16/2025	1125 TMMS	Band Class Coaching for TMMS	6402500092	219.00	219.00
10 E 530 0140 27 7340 4550 0000 5002 0			GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET			219.00	
485352	CONTINUA CONSULTING GROUP LLC	12/16/2025	1586	Contracted consulting services provided during the 25-26 school year. PO not to exceed \$61,500	6502500005	2,300.00	2,300.00
10 E 530 6911 31 7330 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/SBIRT GRANT			2,300.00	
485353	CTS LanguageLink	12/16/2025	317936	Telephonic interpreter services provided during the 25-26 school year. PO	6502500018	105.21	105.21

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				not to exceed \$800. Client Account #22358			
10 E 530 6500 27 7530 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/TRANS BILINGUAL, STATE			105.21	
485354	DEMCO INC	12/16/2025	7733400	library supplies	1132500038	156.50	156.50
10 E 530 0100 22 5610 4289 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			80.58	
10 E 530 0100 22 5610 4289 5650 5200 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			75.92	
485355	DM PLUMBING & BACKFLOW TESTING	12/16/2025	55578	JJ Smith/B25 Backflow Testing	6092500068	193.84	193.84
10 E 530 9709 64 7431 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			193.84	
485356	EK BEVERAGE COMPANY	12/16/2025	562571	BEVERAGES For School Year 2025-2026	6242500001	911.61	911.61
10 E 530 9800 42 5630 1077 0000 0000 1			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			911.61	
485357	ESD 121 PUGET SOUND EDUC SERVI	12/16/2025	3452500159	Contracted services provided to identified special education students during the 24-25 school year and ESY	6512400015	14,622.00	29,244.00
10 E 530 2100 27 7569 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			9,769.84	
10 E 530 2100 27 7810 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			4,852.16	
			3452500189	Contracted services provided to identified special education students during the 24-25 school year and ESY	6512400015	14,622.00	
10 E 530 2100 27 7569 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			9,769.84	
10 E 530 2100 27 7810 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE			4,852.16	
485358	FERGUSON ENTERPRISES LLC	12/16/2025	4180463	BLANKET PO-Maintenance Dept.	6092500040	93.84	93.84
10 E 530 9709 64 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS			93.84	
485359	FRANZ FAMILY BAKERIES	12/16/2025	115855013176	Bakery items, Breads, Buns, Rolls, Bagels for 2025-2026 school year	6242500005	326.07	326.07
10 E 530 9800 42 5630 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES			326.07	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
485360	GATEWAY TRUE VALUE	12/16/2025	171784	BKE Gateway True Value account to be used for custodial related items throughout the 2025-26 school year.	1122500021	6.35	6.35
10 E 530 9700 63 5610 2980 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		6.35	
485361	GRADUATION ALLIANCE	12/16/2025	GA79756	BLANKET PO NTE \$65,000.00 TO GRAD-ALLIANCE EHS ALTER-GRAD PROGRAM FOR STUDENTS	1472500068	14,170.86	14,170.86
10 E 530 0300 27 7569 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/DROP OUT RECOVERY PROGRAM		14,170.86	
485362	JOHNSON CONTROLS FIRE PROTECTI	12/16/2025	24959066	District Wide Fire Extinguisher & Kitchen Hood Inspections	6092500001	446.40	5,186.77
10 L 611 0000 00 0000 0000 0000 0000				GENERAL FUND/CompTax Payable		-39.73	
10 E 530 9709 64 7431 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		486.13	
			25025820	District Wide Fire Extinguisher & Kitchen Hood Inspections	6092500001	324.00	
10 E 530 9709 64 7431 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		324.00	
			53560322	District Wide Fire Extinguisher Deficiency Repairs	6092500008	262.71	
10 E 530 9709 64 7431 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		262.71	
			53560341	District Wide Fire Extinguisher Deficiency Repairs	6092500008	259.49	
10 E 530 9709 64 7431 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		259.49	
			53560370	District Wide Fire Extinguisher Deficiency Repairs	6092500008	889.39	
10 E 530 9709 64 7431 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		889.39	
			53561464	District Wide Fire Extinguisher	6092500008	747.64	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9709 64 7431 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS	Deficiency Repairs		747.64	
			53561497	District Wide	609250008	451.13	
10 E 530 9709 64 7431 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS	Fire Extinguisher Deficiency Repairs		451.13	
			53561503	District Wide	609250008	576.90	
10 E 530 9709 64 7431 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS	Fire Extinguisher Deficiency Repairs		576.90	
			53561516	District Wide	609250008	474.66	
10 E 530 9709 64 7431 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS	Fire Extinguisher Deficiency Repairs		474.66	
			53561864	District Wide	609250008	494.96	
10 E 530 9709 64 7431 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS	Fire Extinguisher Deficiency Repairs		494.96	
			5356230	District Wide	609250008	259.49	
10 E 530 9709 64 7431 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS	Fire Extinguisher Deficiency Repairs		259.49	
485363	K C D A	12/16/2025	300881249	cardstock for Soaring Eagle Feathers	1132500042	57.43	627.32
10 E 530 0100 27 5610 4289 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			57.43	
			300881681	KCDA Recurring Paper Order for 2025-2026 School Year	1122500001	569.89	
10 E 530 0100 27 5610 2980 0000 0000 0			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			569.89	
485364	KING COUNTY RECORDER	12/16/2025	COCHRAN FISHER 2025	Recording fee for Tara Cochran, Paul Fisher newly elected board director	6012500017	609.00	609.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9701 11 7810 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/BOARD BUDGET DISTRICT SUPPORT		609.00	
485365	LITERACY RESOURCES LLC	12/16/2025	INV-251201-0211468	25 - 26: Literacy Resources (Heggerty), curriculum for 3rd grade pilot program	1162500038	66.38	66.38
10 E 530 0100 27 5640 3585 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		66.38	
485366	LOWE'S COMMERCIAL SERVICES	12/16/2025	95669	BLANKET PO-Maintenance Dept.	6092500042	77.96	77.96
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		77.96	
485367	Miller, Wendi	12/16/2025	MILLER ETHAN	ATHLETIC USER FEE REFUND	0	65.00	65.00
10 R 960 0000 22 0090 3330 0000 0000 1				GENERAL FUND/REVENUES/Program 00		65.00	
485368	NO WORRIES COMM PEST CONTROL	12/16/2025	15084	PEST CONTROL GROUNDS DEPT 2025-26 year	6192500000	2,983.07	2,983.07
10 E 530 9709 62 7420 1077 7005 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		2,983.07	
485369	ODP BUSINESS SOLUTIONS LLC	12/16/2025	423341046001	TO OFFICE DEPT GENERAL CLASSROOM SUPPLIES EHS SPED DEPT C/O H.HITCH	1472400139	17.18	82.16
10 E 530 0100 27 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		17.18	
			423341047001	TO OFFICE DEPT GENERAL CLASSROOM SUPPLIES EHS SPED DEPT C/O H.HITCH	1472400139	28.52	
10 E 530 0100 27 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		28.52	
			423341048001	TO OFFICE DEPT GENERAL CLASSROOM SUPPLIES EHS SPED DEPT C/O H.HITCH	1472400139	19.05	
10 E 530 0100 27 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		19.05	
			437222721001	TO OFFICE DEPOT GENERAL SUPPLIES MAIN OF STOCK CABUNETS FOR STAFF PENS,	1472500020	8.92	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5610 3330 0000 0000 0				MARKS, PAPER, CARDSTOCK GENERAL FUND/EXPENDITURES/BASIC EDUCATION		8.92	
			437222724001	TO OFFICE DEPOT GENERAL SUPPLIES MAIN OF STOCK CABUNETS FOR STAFF PENS, MARKS, PAPER, CARDSTOCK	1472500020	8.49	
10 E 530 0100 27 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		8.49	
485370	OUR SCHOOL THINGS	12/16/2025	1550	TO OUR SCHOOL THINGS GENERAL PE CLASS SUPPLIES SHIRTS	1472500058	2,002.00	2,002.00
10 L 611 0000 00 0000 0000 0000 0000				GENERAL FUND/CompTax Payable		-178.18	
10 E 530 0100 27 5610 3330 5650 5006 1				GENERAL FUND/EXPENDITURES/BASIC EDUCATION		2,180.18	
485371	Pioneer Healthcare Services, L	12/16/2025	80635	Contracted SLP during the 25-26 school year. Bill rate of \$110 per hour. PO not to exceed \$160,000.	6512500012	2,145.00	2,145.00
10 E 530 2100 26 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		2,145.00	
485372	PLATT ELECTRIC SUPPLY	12/16/2025	6S75488	BLANKET PO-Maintenance Dept.	6092500022	84.77	1,595.92
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		84.77	
			6S90257	BLANKET PO-Maintenance Dept.	6092500022	8.01	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		8.01	
			6T13018	BLANKET PO-Maintenance Dept.	6092500022	8.01	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		8.01	
			6T48478	BLANKET PO-Maintenance Dept.	6092500022	75.05	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		75.05	
			6U28884	BLANKET PO-Maintenance	6092500022	21.30	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9709 64 5610 1077 0000 0000 0				Dept. GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		21.30	
			6U38909	BLANKET PO-Maintenance Dept.	6092500022	7.92	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		7.92	
			6U46999	BLANKET PO-Maintenance Dept.	6092500022	58.59	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		58.59	
			6U48065	BLANKET PO-Maintenance Dept.	6092500022	38.34	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		38.34	
			6U64759	BLANKET PO-Maintenance Dept.	6092500022	75.45	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		75.45	
			6V39225	BLANKET PO-Maintenance Dept.	6092500022	160.10	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		160.10	
			6V69489	BLANKET PO-Maintenance Dept.	6092500022	962.57	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		962.57	
			6W07163	BLANKET PO-Maintenance Dept.	6092500022	95.81	
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		95.81	
485373	Preferred Healthcare Registry, 12/16/2025	22668		Contracted School OT during the 25-26 school year. Bill rate of \$97 per hour. PO not to exceed \$65,000.	6512500011	2,182.50	2,182.50
10 E 530 2100 26 7340 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE		2,182.50	
485374	QFC/KROGER CUSTOMER CHARGES	12/16/2025	041704	for food & related items during 2025-2026	1132500009	51.62	72.09

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 23 5610 4289 0000 0000 0				school year, not to exceed \$500.00 GENERAL FUND/EXPENDITURES/BASIC EDUCATION		51.62	
			27150	FOOD PRODUCTS FOR THE FS DEPT 2025-2026	6242500009	20.47	
10 E 530 9800 42 5630 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		20.47	
485375	SPRINGBROOK FARMS INC	12/16/2025	679448	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	173.22	2,871.86
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		173.22	
			679476	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	252.83	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		252.83	
			679535	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	184.83	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		184.83	
			679539	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	192.02	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		192.02	
			679545	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	182.54	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		182.54	
			679561	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	56.02	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		56.02	
			679565	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	224.82	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		224.82	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			679612	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	192.02	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		192.02	
			679902	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	148.61	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		148.61	
			679911	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	181.01	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		181.01	
			679920	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	179.47	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		179.47	
			680059	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	151.46	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		151.46	
			680060	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	287.49	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		287.49	
			680064	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	70.02	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		70.02	
			680084	BLANKET PO FOR DAIRY & JUICE PRODUCTS School Year 2025-2026	6242500000	182.32	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		182.32	
			680088	BLANKET PO FOR DAIRY & JUICE	6242500000	213.18	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 42 5630 1077 0000 0000 0				PRODUCTS School Year 2025-2026 GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		213.18	
485376	SYNCHRONOUS TECHNOLOGIES	12/16/2025	168521126	Color Laser Printers	6212500042	1,057.90	1,057.90
10 E 530 0121 32 5650 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/TECH SUPPORT- BASIC ED		1,057.90	
485377	TED BROWN MUSIC COMPANY INC	12/16/2025	6077622	Instrument repairs for EMS Music Program	6402500075	427.73	1,840.05
10 E 530 0140 27 7340 4210 4002 5002 0				GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET		427.73	
			6082724	Instrument repairs for TMMS Music Program	6402500077	41.31	
10 E 530 0140 27 7340 1077 0000 5002 0				GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET		41.31	
			6082747	Instrument Repairs for TMMS Music Program	6402500076	122.83	
10 E 530 0140 27 7340 1077 0000 5002 0				GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET		122.83	
			6091235	Supplies for EHS Band/Orchestra	6402500054	264.09	
10 E 530 0140 27 5610 3330 4000 5002 0				GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET		264.09	
			6093229	Instrument repairs for TMMS Music program	6402500087	217.39	
10 E 530 0140 27 7340 4550 0000 5002 0				GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET		217.39	
			6093235	Instrument repairs for TMMS Music program	6402500087	349.47	
10 E 530 0140 27 7340 4550 0000 5002 0				GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET		349.47	
			6093636	Instrument repairs for TMMS Music Program	6402500085	168.99	
10 E 530 0140 27 7340 1077 0000 5002 0				GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET		168.99	
			6100870	Supplies for TMMS Music Program	6402500074	248.24	
10 E 530 0140 27 5610 4550 0000 5002 0				GENERAL FUND/EXPENDITURES/CURRICULUM BUDGET		248.24	
485378	TRANE U.S. INC	12/16/2025	20470034	BLANKET PO-Maintenance Dept.	6092500010	130.95	130.95
10 E 530 9709 64 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/MAINTENANCE/GROUNDS		130.95	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
485379	U P S	12/16/2025	0000972967505	TECH SHIPPING	0	194.07	194.07
10 E 530 9721 72 7530 1077 0000 0000 1				GENERAL FUND/EXPENDITURES/TECH SUPPORT- DISTRICT		194.07	
485380	US FOODS INC	12/16/2025	5626660	Food Supplies for School Year 2025-2026	6242500008	7,692.87	23,559.98
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		7,535.63	
10 E 530 9800 44 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		157.24	
			5626662	Food Supplies for School Year 2025-2026	6242500008	42.39	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		42.39	
			5626663	Food Supplies for School Year 2025-2026	6242500008	204.35	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		204.35	
			5626664	Food Supplies for School Year 2025-2026	6242500008	762.52	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		762.52	
			5733539	Food Supplies for School Year 2025-2026	6242500008	14,016.12	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		13,696.10	
10 E 530 9800 44 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		320.02	
			5733540	Food Supplies for School Year 2025-2026	6242500008	162.72	
10 E 530 9800 42 5630 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		162.72	
			5758629	Food Supplies for School Year 2025-2026	6242500008	679.01	
10 E 530 9800 44 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/SCHOOL FOOD SERVICES		679.01	
485381	WALTER E. NELSON CO OF WESTERN	12/16/2025	1085839	WALTER E NELSON-REPAIR UPRIGHT PROTEAM VACUUM-CAMBER NASH	1262500026	238.29	1,749.47
10 E 530 9700 63 5610 4550 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		99.46	
10 E 530 9700 63 7431 4550 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		138.83	
			1099661	BLANKET P/O TO WALTER E NELSON	1472500003	1,073.14	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				NTE 20,000.00 EHS CLEANING SUPPLIES CLEANSERS, CHEMICALS, MOPS, TOILETRIES USED FOR CLEANING AND MAINTAINING EHSSCHOOL BUILDING, COMMONS, CENTRAL KITCHEN AND AUDITORIUM AREAS C/O GARY K. EHS CUSTODIAL SUPERVISOR			
10 E 530 9700 63 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		536.56	
10 E 530 9700 63 5610 3330 7330 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		268.29	
10 E 530 9700 63 5610 3330 7330 3331 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		268.29	
			1099917	BLANKET P/O TO WALTER E NELSON NTE 20,000.00 EHS CLEANING SUPPLIES CLEANSERS, CHEMICALS, MOPS, TOILETRIES USED FOR CLEANING AND MAINTAINING EHSSCHOOL BUILDING, COMMONS, CENTRAL KITCHEN AND AUDITORIUM AREAS C/O GARY K. EHS CUSTODIAL SUPERVISOR	1472500003	104.44	
10 E 530 9700 63 5610 3330 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		52.20	
10 E 530 9700 63 5610 3330 7330 0000 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		26.12	
10 E 530 9700 63 5610 3330 7330 3331 1				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		26.12	
			1100388	CUSTODIAL SUPPLIES FOR THE DO / QUOTE #79356	6072500025	333.60	
10 E 530 9700 63 5610 1077 0000 0000 0				GENERAL FUND/EXPENDITURES/DISTRICTWIDE SUPPORT		333.60	
485382	CDW GOVERNMENT, INC.	12/16/2025	AH21Z2U	Battery backup equipment for network closets.	6212500032	4,639.14	6,717.01

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20 E 530 7777 32 9734 2000 0000 0000 0	Capital Projects/EXPENDITURES/TECHNOLOGY UPGRDS- DISTRI					4,639.14	
	AH2JS4G			Battery backup equipment for network closets.	6212500032	2,077.87	
20 E 530 7777 32 9734 2000 0000 0000 0	Capital Projects/EXPENDITURES/TECHNOLOGY UPGRDS- DISTRI					2,077.87	
485383	JOHNSON CONTROLS FIRE PROTECTI	12/16/2025	41847485	EMS new portable fire alarm system	7202400035	3,755.65	7,054.12
20 E 530 7301 21 9942 6000 0000 0201 0	Capital Projects/EXPENDITURES/EMS PORTABLES					3,755.65	
	41854544			EMS new portable fire alarm system	7202400035	3,298.47	
20 E 530 7301 21 9942 6000 0000 0201 0	Capital Projects/EXPENDITURES/EMS PORTABLES					3,298.47	
485384	SYNCHRONOUS TECHNOLOGIES	12/16/2025	168416277	HP Printers 2025-2026	6212500037	1,607.53	1,607.53
20 E 530 7777 32 9734 2000 0000 0000 0	Capital Projects/EXPENDITURES/TECHNOLOGY UPGRDS- DISTRI					1,607.53	
485385	AMAZON CAPITAL SERVICES	12/16/2025	1FVV-CLG9-J341	BKE Student Council fundraiser to support K-5th grade students	4122500001	-87.11	268.36
40 E 530 1015 00 0000 2980 0000 0000 0	Associated Student Body Fund/EXPENDITURES/GENERAL ASB					-87.11	
	1P3R-KLD7-WXKH			Supplies for Drama Production of White Christmas	4472500102	69.66	
40 E 530 4040 00 0000 3330 0000 0000 0	Associated Student Body Fund/EXPENDITURES/DRAMA					69.66	
	1WH7-TKV9-LTTL			EMS: ASB Supplies for new D&D Club	4212500009	231.39	
40 E 530 1005 00 0000 4210 0000 0000 0	Associated Student Body Fund/EXPENDITURES/ASB CARDS					231.39	
	1YTD-3NN6-GTKH			Fundraiser Supplies for Sophomore Class	4472500145	54.42	
40 E 530 3128 00 0000 3330 0000 0000 0	Associated Student Body Fund/EXPENDITURES/CLASS OF 2028					54.42	
485386	DECA INC	12/16/2025	2 01288M	Memberships for Students and Advisors for DECA	4472500158	60.00	480.00
40 E 530 4285 00 0000 3330 0000 0000 0	Associated Student Body Fund/EXPENDITURES/DECA					60.00	
	201304M			Memberships for Students and Advisors for DECA	4472500158	20.00	
40 E 530 4285 00 0000 3330 0000 0000 0	Associated Student Body Fund/EXPENDITURES/DECA					20.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			201308M	Memberships for Students and Advisors for DECA	4472500158	100.00	
40 E 530 4285 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/DECA		100.00	
			208419M	Memberships for Students and Advisors for DECA	4472500158	260.00	
40 E 530 4285 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/DECA		260.00	
			211898M	Memberships for Students and Advisors for DECA	4472500158	40.00	
40 E 530 4285 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/DECA		40.00	
485387	DJ IMPRINTS/DJ TROPHY	12/16/2025	292578	End of Season, Girls Soccer Plaque Awards	4472500149	144.64	144.64
40 E 530 2075 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/G SOCCER		12.40	
40 E 530 2230 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/AWARDS ASSEMB		132.24	
485388	ENUMCLAW SCHOOL DISTRICT #216	12/16/2025	7966	WW ASB TRANSPORTATION FIRE STATION CITY HALL THOMASSON FARMS	0	729.50	729.50
40 E 530 1630 00 0000 3585 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FIELD TRIPS		729.50	
485389	Kelly, Amanda	12/16/2025	201	Choreography Design for Choirs participating in Drama Club's White Christmas	4472500105	650.00	3,650.00
40 E 530 4035 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/CHORUS		650.00	
			202	Professional Choreography for EHS Drama Fall Musical White Christmas Dec 2025	4472500098	3,000.00	
40 E 530 4040 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/DRAMA		3,000.00	
485390	Shaw, Judith	12/16/2025	1120	Costume Design for Drama White Christmas	4472500100	1,000.00	1,000.00
40 E 530 4040 00 0000 3330 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/DRAMA		1,000.00	
			43	Computer	Check(s) For a Total of		129,460.75

Check Summary

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	43	Computer	Checks For a Total of	129,460.75
Total For	43	Manual, Wire Tran,	ACH & Computer Checks	129,460.75
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	129,460.75

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	GENERAL FUND	-217.91	65.00	107,962.50	107,809.59
20	Capital Projects	0.00	0.00	15,378.66	15,378.66
40	Associated Student Body Fund	0.00	0.00	6,272.50	6,272.50

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 January 20, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,551.81. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP DIRECT DEP SETTLEMENT:  
ACH Numbers 252600090 through 252600100, totaling \$1,551.81

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
252600090	Anderson, Julie	12/30/2025	DECEMBER 2025	DRIVERS ABSTRACT	0	15.45	15.45
	10 E 530 0150 28 7340 3330 0000 0000 1		GENERAL FUND/EXPENDITURES/EHS ATHLETIC BUDGET			15.45	
252600091	Becker, Barbara V	12/30/2025	DECEMBER 2025	OCT-NOV 2025	0	207.00	207.00
	10 E 530 3151 31 8580 3330 0000 0000 0		GENERAL FUND/EXPENDITURES/CTE ADMINISTRAIVE	BIOLOGY CONFERENCE MEALS		207.00	
252600092	Blechs Schmidt, Corrie Ann	12/30/2025	DECEMBER 2025	NOV 2025 SPED	0	56.05	56.05
	10 E 530 2100 21 8580 1077 0000 0000 0		GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE	MILEAGE		56.05	
252600093	Bookter, Sonja M	12/30/2025	DECEMBER 2025	OCTOBER NOVEMBER	0	102.90	102.90
	10 E 530 0161 26 8580 1077 0000 0000 0		GENERAL FUND/EXPENDITURES/NURSE PROGRAM	2025 NURSE MILEAGE		102.90	
252600094	Evans, Angela	12/30/2025	DECEMBER 2025	OCT AND NOV 2025	0	70.00	70.00
	10 E 530 6500 27 8580 1077 0000 0000 0		GENERAL FUND/EXPENDITURES/TRANS BILINGUAL, STATE	MLL MILEAGE		70.00	
252600095	Horton, Ashley Joy	12/30/2025	DECEMBER 2025	NOV 2025 OT	0	18.35	18.35
	10 E 530 2100 26 8580 1077 0000 0000 0		GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE	MILEAGE		18.35	
252600096	Pugh, Jennifer K	12/30/2025	DECEMBER 2025	MILEGE FOR	0	523.32	523.32
	10 E 530 0150 28 8580 3330 0000 0000 1		GENERAL FUND/EXPENDITURES/EHS ATHLETIC BUDGET	PLAYOFF GAMES		523.32	
252600097	Salve, Shanna	12/30/2025	DECEMBER 2025	NOVEMBER AND	0	54.74	54.74
	10 E 530 2100 26 8580 1077 0000 0000 0		GENERAL FUND/EXPENDITURES/SPECIAL ED, BASIC, STATE	DECEMBER 2025 OT PARA MILEAGE		54.74	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
252600098	Sawyer, Louisa Ann	12/30/2025	DECEMBER 2025	THRIVE CLUB SUPPLIES FOR NOV 2025	0	66.21	66.21
10 E 530 5809 24 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/CTV	COMMUNITY CHANGE GRANT		66.21	
252600099	Strong, Regina M	12/30/2025	DECEMBER 2025	ESF GRANT THANKSGIVING FEAST NOV 2025	0	380.83	380.83
10 E 530 0100 27 5610 4550 0000 6321 1			GENERAL FUND/EXPENDITURES/BASIC EDUCATION			380.83	
252600100	Whitten, Stacey June	12/30/2025	DECEMBER 2025	BOARD WORK STUDY DINNER 12/1/2025	0	56.96	56.96
10 E 530 9701 11 5610 1077 0000 0000 0			GENERAL FUND/EXPENDITURES/BOARD BUDGET	DISTRICT SUPPORT		56.96	
			11	ACH	Check(s) For a Total of		1,551.81

Check Summary

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	11	ACH	Checks For a Total of	1,551.81
	0	Computer	Checks For a Total of	0.00
Total For	11	Manual, Wire Tran, ACH & Computer	Checks	1,551.81
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,551.81

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	GENERAL FUND	0.00	0.00	1,551.81	1,551.81



**Enumclaw School District**  
2929 McDougall Avenue  
Enumclaw, Washington 98022  
(360) 802-7100

*Inspiring students to learn, lead and impact their community and the world.*

ENUMCLAW SCHOOL DISTRICT NO. 216

Payroll for month of December 2025

We, the undersigned, do hereby certify that the foregoing Payroll is just, true and correct; that the persons whose names appear hereon actually performed services as stated for the time shown, and that the amounts are actually due and unpaid.

\_\_\_\_\_  
DIRECTOR OF BUSINESS

WARRANT ISSUE AND ELECTRONIC TRANSFERS

Warrants # 265907 through # 265922

Approved gross in the sum of \$ 5,681,482.60

DIRECTORS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Provision is made for the adjusting of employee and employer benefits as necessary.

**Board of Directors**

■ Paul Fisher ■ Julianne DeShayes ■ Tyson Gamblin ■ Scott Mason ■ Ben Stouffer

# Coversheet

## Personnel Report

**Section:** V. CONSENT AGENDA  
**Item:** A. Personnel Report  
**Purpose:**  
**Submitted by:**  
**Related Material:** Personnel Report - January 20, 2026.pdf



## Personnel Report - January 20, 2026

Employment with the district will be conditional upon the district’s receipt of a criminal conviction history record that is clear of any convictions, adjudications, protective orders, final decisions or criminal charges in accordance with Washington State Law.

### Certificated:

#### A. Change of Assignment

1. Coyer, Kenna, Teacher, BD, Effective 01.05.2026 (non-continuing through 06.16.2026)

#### B. Resignation

1. Leshner, Kyra, Teacher, EMS/TMMS, Effective 01.05.2026

### Classified:

#### A. New Hire

1. Pate, Amy, Resource/General Para, TMMS, Effective 01.05.2026
2. Liebel, Brenna, Licensed HRP, EHS, Effective 01.05.2026
3. Studer, Traci, Para Educator, Kibler, Effective 01.05.2026

#### B. Re-Hire

1. Frantz, Megan, Para Educator, BTF, Effective 01.07.2026
2. Ostgard, Deanna, Occupational Therapist, BD, Effective 01.07.2026 (temporary to 06.10.2026)

#### C. Change of Assignment

1. Hammond, Thomas, Kitchen Asst., EMS, Effective 01.20.2026
2. Olson, Danica, Library Para, WW, Effective 01.05.2026

#### D. Additional Assignment

1. Carnino, Yvonne, Kitchen Asst., TMMS, Effective 01.05.2026
2. Fleming, Maria, Kitchen Asst., TMMS, Effective 01.05.2026

#### E. Resignation

1. Olson, Danica, Para Educator, WW, Effective 01.09.2026
2. Tormanen, Michael, Kitchen Asst., EMS, Effective 12.25.2025
3. Vigoreaux, Cynthia, Licensed HRP, EHS, Effective 12.15.2025
4. Wychor-Polson, Gillian, Counseling Secretary, EHS, Effective 02.16.2026

#### F. Retirement

1. Arroyo, Jaimie, Custodian, WW, Effective 02.10.2026
2. Holyan, Tracy, Food Services Supervisor, EHS, Effective 05.29.2026

#### G. Coaching Assignment

1. Dudley, Kaleb, Asst. Basketball Coach, TMMS, Effective 01.12.2026
2. Howell, Kennedy, Asst. Basketball Coach, TMMS, Effective 01.12.2026

# Coversheet

## Field Trip Requests

**Section:** V. CONSENT AGENDA  
**Item:** B. Field Trip Requests  
**Purpose:**  
**Submitted by:**  
**Related Material:** Field Trip Request-Model United Nations.pdf



### Enumclaw School District Overnight or Out of State Field Trip Application

All overnight and/or out of state trips require School Board Approval. For overnight trips please submit this form to the Activities/Main office at least 2 school weeks before the intended School Board Meeting. For international travel this form must be submitted at least 12 school weeks prior to departure.

Date of Request	12/12/2025	Trip Destination	Madrid, Spain
Class or Group	Model United Nations	Educational Objective	Attend Madrid MUN
Teacher/Advisor	Brandon Guglielmetti	Number of Students	5
Departure Date	5/16/26	Number of Chaperones	2
Departure Time	TBD (check flights)	Anticipated Cost	\$14,000
Return Date	5/24/26	Method of Travel	Plane
Return Time	TBD (depends on flights)	Charge to Budget Code	4006

<p><b>Before the Trip: These forms retained at the school</b></p> <p><input type="checkbox"/> Parental Permission slip</p> <p><input type="checkbox"/> Emergency Health Form</p> <p><input type="checkbox"/> Medical Authorization Form</p>	<p><b>Before the Trip: Discuss medical needs with school nurse</b></p> <p>Sponsor agrees to have medication authorization forms for all students by <u>5/19/26</u> (date)</p> <p>Nurse initials <u>BUL</u> Sponsor Initials <u>[Signature]</u></p>
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**Trip Costs:** No funds can be committed to pay travel costs prior to Board Approval

Transportation	\$ 4200
Housing	\$ <del>8000</del> 7,000
Substitute Teacher # Days Needed: <u>4</u>	<input type="checkbox"/> \$104 Half Day <input checked="" type="checkbox"/> \$192 Full Day
Meals	\$ 1000
Other (Registration, etc)	\$ 1000
<b>Total Trip Cost</b>	<b>\$ 14,000</b>

**Approval Signatures**

Principal <u>[Signature]</u>	Date <u>1/5/26</u>	Bookkeeper/Office Manager <u>[Signature]</u>	Date
Activities/Athletics Director <u>[Signature]</u>	Date <u>1/6/26</u>	ASB Officer	Date
School Nurse <u>[Signature]</u>	Date <u>1-7-26</u>	District Activities Director <u>[Signature]</u>	Date <u>1-15-26</u>
Deputy Superintendent <u>[Signature]</u>	Date <u>1-15-26</u>	School Board Approval Signature	Date

District Office 3.28.2023



### Enumclaw School District Overnight or Out of State Field Trip Application

All overnight and/or out of state trips require School Board Approval. For overnight trips please submit this form to the Activities/Main office at least 2 school weeks before the intended School Board Meeting. For international travel this form must be submitted at least 12 school weeks prior to departure.

#### Required Supplementary Information: Trip Sponsors and Chaperones

##### Trip Sponsor/Emergency Contact

<b>Name</b> Brandon Guglielmetti	<b>Title</b> Teacher	<b>Cell #</b> 253-670-1029	<b>Email</b> brandon.guglielmetti@enumclaw.wednet.edu
-------------------------------------	-------------------------	-------------------------------	--

List additional chaperones (ratio determined by the Principal). If unsure, list an approximate student to chaperone ratio (Example: 10:1). Indicate whether they are certificated/classified employees; parents; or others.

- Background Check:** I confirm all volunteer chaperones will be approved through the ESD background check prior to travel
- Chaperone Drivers-** if applicable: I confirm all volunteer chaperones or ESD staff have completed the Driver Authorization form if transporting students.

##### Staff Member/Chaperones in Attendance:

Name	Position
Brandon Guglielmetti	Advisor-Teacher
TBD Female Chaperone	

**Trip Plans:** Attach a document to this form and include all the information below in the following order:

- Detailed Itinerary:** dates, daily schedule/times, and educational activities/excursions
- Complete Transportation Details:** to/from destination and during trip (carpool, van, bus, transit, air travel) including transportation to and from airport. Ride sharing (Uber, Lyft) are not allowed
- Accommodations:** hotel/facility name, location, and phone of all lodging
- Plan for Meals:** See student medical health forms for specific needs
- Funding:** how the trip will be funded and how costs for students in financial need will be met so no student will be denied participation due to lack of funds (If ASB funds used, attach meeting minutes indicating field trip approval by ASB.)

Itinerary:

- May 16: Fly to Madrid
- May 17, 18: Prepare for conference and explore the history and culture of Spain (some options listed below but nothing booked until fieldtrip is approved)
- May 19, 20, 21st: Participate in conference debate
- May 22, 23: Explore the history and culture of Madrid further and hopefully celebrate an award or two won at the conference

Options for non-conference time in Madrid:

- Royal Palace of Madrid (Palacio Real)
- National Archaeological Museum (MAN)
- Plaza Mayor
- Basílica de San Francisco El Grande
- Spanish Civil War Monuments
- Try local cuisines and just enable students to see a new part of the world

Transportation Details:

- 5/16/26
  - Students will have their own transportation to Seatac International Airport where they will meet Brandon Guglielmetti.
  - Students will fly to Madrid from there together.
- All transportation within Madrid will be by foot or local public transport (primarily train including from the airport to the hotel).
- 5/24/26
  - The group will train back to the airport and fly home as a group.
  - Students will be picked up from the airport in Seatac.

Accommodations:

NH Madrid Zurbano

NH Madrid Zurbano, Calle de Zurbano, 79-81, Chamberí, 28003 Madrid, Spagna

+34 91 4414500

Plans for meal:

- The group will do a combination of eating out and getting easy meal food from grocery stores. All dietary restrictions will be accounted for upon finalizing health details with the school nurse.

Funding:

- The Model UN Club is doing and will be continuing to fundraise as much as possible to financially support students that cannot afford this trip on their own. There will also be similar opportunities available more locally with more financial aid available through those conferences.
- Otherwise, students will be funding their own way minus whatever funds the club does manage to raise between now and then.



mymun

# MUN MADRID.Es

## MUN MADRID 2026

Apply Now

---

Mail Team 



### Conference

-  Madrid, Spain
-  May 19 - May 21, 2026
-  500 delegates expected
-  University Students and School Students

### Applications

Chairs	Jun 8, 2025 - May 1, 2026
Delegates	Jun 8, 2025 - May 12, 2026

### MUN•MADRID 2026: A Premier Model United Nations Simulation

Part of MUN•EUROPE Network ( [www.mun-europe.com](http://www.mun-europe.com) ) & MIO Network "Model International Organizations" .

### Event Overview

MUN•MADRID 2026 is an immersive Model United Nations (MUN) conference set to take place in the Capital city of Spain. This

prestigious event is part of the MUN•EUROPE network, bringing together students from middle schools, high schools, and universities around the world to engage in diplomatic discourse, enhance their understanding of international relations, and develop critical thinking and public speaking skills.

### **Date and Venue**

Dates: May 19-21, 2026

Venue: Calle de Zurbano, 79-81, Chamberí, 28003 Madrid, Spagna

### **Participation**

MUN•MADRID 2026 is open to students from various educational levels who are passionate about global issues, soft skills, and diplomacy. Participants can apply in the following capacities:

- **Delegates:** Individual students representing a specific country in various UN committees.
  - **Middle School Delegates:** Ages under 10.
  - **High School Delegates:** Ages 11 to 19.
  - **University Delegates:** Students enrolled in any university worldwide.
- **Head Delegates (HD):** Leaders representing and coordinating a group of delegates from their institution.
- **Faculties (FA):** Educators or advisors guiding and mentoring delegations.

### **Committees and Topics**

Participants will engage in simulations of different UN committees, each addressing pressing global issues. The committees may include, but are not limited to:

- General Assembly (GA)
- Security Council (SC)
- Food and Agriculture Organization (FAO)

- United Nations High Commissioner for Refugees (UNHCR)
- Economic and Social Council (ECOSOC)
- UN Convention against Transnational Organized Crime (UNTOC)
- United Nations Environment Assembly (UNEA)
- North Atlantic Treaty Council (NATO)
- European Council (EuCO)

### **Application Process**

- **Delegates:** Individual students must complete an online application form.
- **Head Delegates (HD):** Those wishing to lead a delegation must submit a single application indicating the number of his/her delegation.
- **Faculties (FA):** Educators must provide their credentials and the ones of the school/university submitting a single application for the group.

### **Program Highlights**

- Opening Ceremony: keynote speakers and guests.
- Committee Sessions: Intensive debates and negotiations where delegates will draft resolutions and collaborate on solutions to global issues.
- Workshops and Training: Skill-building sessions on public speaking, negotiation tactics, and research methodologies.
- Cultural Exchange: Opportunities to experience the rich cultural heritage of Madrid through organized tours and social events.
- Closing Ceremony and Award Ceremony: Recognising outstanding delegates, delegations, and resolutions at the conclusion of the conference.

### **Benefits of Participation**



- Educational Enrichment: Gain in-depth knowledge of international affairs and the workings of the United Nations.
- Skill Development: Enhance leadership, negotiation, and public speaking skills.
- Networking: Connect with like-minded peers, educators, and professionals from around the globe.
- Cultural Exposure: Experience the unique history and culture of Madrid, fostering a global perspective.

### How to Apply

Interested students, Head Delegates, and Faculties are encouraged to visit the official MUN•MADRID 2026 website for detailed application guidelines, deadlines, and additional information or at MyMun portal. Early registration is recommended as spots are limited and highly competitive.

Join us at MUN•MADRID 2026 for an unforgettable experience of diplomacy, learning, and cultural exchange in one of the world's most iconic cities!

## Ratings

### MUN MADRID 2025



6 Ratings

## Committees

# Coversheet

## Memos to the Board

**Section:** V. CONSENT AGENDA

**Item:** C. Memos to the Board

**Purpose:**

**Submitted by:**

**Related Material:**

Memo to the Board-Highly Capable Plan.pdf

Highly Capable District Plan 2025-26.pdf

Memo to the Board-EHS Auditorium Light Upgrade.pdf

NOC 7202400041 EHS Auditorium Light Upgrade.pdf

Memo to the Board-EHS LED Upgrade Phase 1.pdf

NOC 1302400459 EHS-LED Upgrade-Phase 1.pdf

Memo to the Board-EMS-TMMS Portable Cabling Project.pdf

NOC 6212400102 EMS-TMMS Portable Cabling Project.pdf

Memo to the Board-EHS Tennis Court Resurfacing.pdf

NOC 7202400022 Tennis Court Resurfacing.pdf



TO: Board of Directors

FR: Carlyne Zieske

DATE: January 2026

RE: Highly Capable Plan Approval Request

---

Dear Board of Directors,

We are seeking the board's approval for Enumclaw School District's Highly Capable (HiCap) Plan, designed in alignment with Washington State's requirements under RCW 28A.185.020 and WAC 392-170. The HiCap Plan supports our district's commitment to identifying and serving students with exceptional academic potential or achievement, ensuring equitable access to services that meet their unique learning needs.

The attached survey consists of four parts.

- Form 1 - District Validation
- Form 2 - Universal Screening (RCW 28A.185.030)
- Form 3 - Identification Measures
- Form 4 - Variety and Continuum of Program Services

Please let me know if you have any questions.

Thank you,

Carolyne Zieske  
Director of Student Support Services

## 2025–26 Highly Capable District Plan

### LEA Name | Organization

Enumclaw School District 17216

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#### Purpose

The Highly Capable (HiCap) District Plan is completed by each LEA (Local Education Agency, school district, charter or tribal compact) through a Smartsheet survey to describe Grades K–12 comprehensive HiCap District Plan to identify and serve HiCap learners.

#### Funding

The HiCap funding formula is based on 5.0 percent of each LEA's student population. This does not mean a certain percentage or number of students must be identified. There is no upper limit to how many students may be identified.

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### Part 1–District Validations (9 Survey Items)

**LEA understands the nine District Validations listed.**

1. Universal screening must occur once in or before second grade, and once in or before sixth grade.
  2. Ensure that all students across all LEA educational settings at the identified grade levels are included in the screening process. Universal screening means using data to include, not exclude, a student to receive Hicap services.
  3. Every student must be screened for both math and reading strengths.
  4. Every student must be screened using at least two student data points.
  5. Data sources do not have to be the same for every student.
  6. Review student IEP and 504 plans for supportive data and follow accommodations.
  7. Review data for Multilingual students for rapid language acquisition and use nonverbal assessments if native language assessments are not available.
  8. LEAs must prioritize equitable identification of low-income students.
  9. Universal screening is not used to exit students from placement for services.
- 

### Part 2–Universal Screening (7 Survey Items)

Universal screening must occur once in or before second grade, and again in or before sixth grade. ([RCW 28A.185.030](#)). Every student in the selected grade levels must be screened using at least **two student data points**.

**Universal Screening Grade Level K–2** 1

**Universal Screening Grade Level 3–6** 5



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

## **Academic Achievement**

State Standard-Based Assessments, Classroom-Based Assessments, aimswebPlus

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## **Cognitive**

CogAt 7 or 8 Screening Form, CogAt 7 or 8 Full Battery

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## **Creativity**

Other Creativity Screening Procedure

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## **Supportive Norm-Referenced Scales Resources**

WA Kindergarten Inventory of Developing Skills (WaKIDS)

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## **Supporting Data**

WIDA (Language Proficiency Assessment), Mastery-based Proficiency Screener in Primary Language, Individual Educational Plan (IEP), ADA Section 504 (accommodation plan for disability)



### **Part 3–Identification Measures (5 Survey Items)**

Annual HiCap identification procedures must be offered for enrolled students in all grade levels served by the LEA. Services must match the identified strengths of the student. Students identified with strengths in only one domain (either math or literacy) must receive services in that area.

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#### **Identification Measures-Academic Achievement**

State Standard-Based Assessments, Classroom-Based Assessments, aimswebPlus

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#### **Identification Measures-Cognitive**

CogAt 7 or 8 Screening Form, CogAt 7 or 8 Full Battery

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#### **Identification Measures-Creativity**

Other Creativity Identification Measure

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#### **Identification Measures-Research-Based Rating Scale**

WA Kindergarten Inventory of Developing Skills (WaKIDS)

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#### **Identification Measures-Informal Measures**

Report Card, Portfolio–Work Samples

## Part 4–Variety and Continuum of Program Services (4 Survey Items)

Comprehensive Education Data and Research System (CEDARS) gifted/HiCap values identify four primary administrative structures for HiCap Program (HCP) service delivery.

### **CEDARS Gifted Value 32–General Education Classroom-based Services/Programs**

Differentiation, Cluster/Flexible Grouping, Curriculum Compacting, Independent Study/Projects, Content Acceleration, Supplemental Instruction in Strength/Interest Areas

### **CEDARS Gifted Value 33–Unique HCP Services/Programs**

Self-contained Accelerated Classroom, Specialty Online Courses, Supplemental Pull-Out Services, Supplemental Push-In Services

### **CEDARS Gifted Value 34–Acceleration Services/Programs**

Subject Acceleration under RCW 28A.320.195, Grade Level Advancement, Advanced Placement, Running Start, Dual Enrollment/Dual Enrollment, College in HS, Cambridge, Early Entrance to Kindergarten, Honors, Accelerated Pacing

### **CEDARS Gifted Value 35–Non-Traditional Services/Programs**

CEDARS Value 35 Does Not Apply

---

## School District Board Approval

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**Authorized Representative Name (Print)**

**Email Address**

---

**Authorized Representative Signature**

**Date**



**Enumclaw School District**  
2929 McDougall Avenue  
Enumclaw, Washington 98022  
(360) 802-7100

*Inspiring students to learn, lead and impact their community and the world.*

---

## **Board Memo – Acceptance of Completed Public Works Project**

**To:** Board of Directors  
**From:** Kyle Fletcher, Director of Business  
**Subject:** EHS Auditorium Light Upgrade  
**Date:** January 20, 2026

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### **Background:**

Enumclaw School District entered into a public works contract with Hollywood Lights Inc for auditorium light upgrades at Enumclaw High School, 226 Semanski Street South, Enumclaw, WA 98022. The work commenced on September 11, 2025, was completed on September 12, 2025, and was administratively accepted by the district on October 1, 2025.

### **Project Summary:**

- Contractor: Hollywood Lights Inc
- Contract Amount: \$54,777.00
- Sales Tax: \$4,875.15
- Total Amount (including tax): \$59,652.15
- Amount Retained: \$2,982.61
- No subcontractors used
- Apprentice utilization not required
- District Project Lead: Will Abrahamse & Phil Engebretsen

### **Retainage and Closeout:**

Final retainage in the amount of \$2,982.61 is currently being held. While there is no indication of liens filed as of the submission of the Notice of Completion, the district is still in the process of obtaining all required release certificates and affidavits from relevant agencies, including L&I, ESD, and the Department of Revenue.

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#### **Board of Directors**

Tyson Gamblin ■ Paul Fisher ■ Ben Stouffer ■ Scott Mason ■ Tara Cochran



**Enumclaw School District**  
2929 McDougall Avenue  
Enumclaw, Washington 98022  
(360) 802-7100

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### **Action Requested:**

In accordance with Board Policy 6959, district administration requests that the Board formally accept the EHS Auditorium Light Upgrade project as complete. Upon approval, staff will proceed with filing all final reports and releasing retainage once the required clearances have been received.

### **Recommendation:**

It is recommended that the Board move to accept the EHS Auditorium Light Upgrade project as complete and authorize district staff to proceed with final closeout actions, including the release of retained funds in compliance with state law and policy.



# NOTICE OF COMPLETION OF PUBLIC WORKS CONTRACT

Department Use Only	
Assigned to:	Date Assigned:

Date 10/02/2025	Form Version Original	Revision Reason	
Awarding Agency Information		Prime Contractor Information	
Name ENUMCLAW SCHOOL DISTRICT #216	UBI 172000194	Name HOLLYWOOD LIGHTS INC	UBI 601105087
Address 2929 MCDOUGALL AVE ENUMCLAW,WA-98022		Address 5251 SE MCLOUGHLIN BLVD PORTLAND,OR-97202	
Email Address elizabeth_thomas@enumclaw.wednet.edu		Email Address donnaw@hollywoodlights.com	
Contact Name Elizzabeth Thomas	Phone 360-802-7262 x_____	Contact Name HOLLYWOOD LIGHTS INC	Phone 206-510-2982
Project Information			
Project Name EHS Auditorium Light Upgrade		Contract # 7202400041	Affidavit ID 1456696
Jobsite Address Enumclaw High School - Auditorium 226 Semanski St. Enumclaw WA 98022			
Date Awarded 06/25/2025	Date Work Commenced 09/11/2025	Date Work Completed 09/12/2025	Date Work Accepted 10/01/2025
Federally Funded Transportation Project <i>If yes, attach Contract Bond Statement.</i> <input type="checkbox"/>			
Bond Waived?	Retainage Waived? <input type="checkbox"/>	Subcontractors Used? <i>If yes, complete Addendum A.</i> <input type="checkbox"/>	
Detailed Description of Work Completed Electrical services - removal of existing house light lamps, inspect wiring and sockets, replace with Canto RETRO Fusion 2.0 500 LED. Includes materials and permits Prevailing Wage.			
DOR Tax Information			
<i>*Right-click on the total field and select Update Field to auto-calculate.</i>			
Contract Amount	\$54,777.00	Liquidated Damages	\$56,669.54
Additions (+)	\$ 0.00	Amount Disbursed	\$ 0.00
Reductions (-)	\$ 0.00	Amount Retained	\$2,982.61
<b>Sub-Total*</b>	<b>\$54,777.00</b>	Other	\$ 0.00
Sales Tax Amount	\$4,875.15	Sales Tax Rate <i>If multiple rates, attach a list.</i>	8.90%
<b>TOTAL*</b>	<b>\$59,652.15</b>	<b>TOTAL*</b>	<b>\$59,652.15</b>
<i>These two totals must be equal.</i>			
Apprentice Utilization Information			
Was Apprentice Utilization Required? <i>If yes, complete this entire section.</i> <input type="checkbox"/>		Engineer's Estimate \$ 0.00	
Utilization % 0.00%	Was a Good Faith Effort approved?	Penalty Amount \$ 0.00	
Comments			
PROJECT MANAGER: WILL ABRAHAMSE & PHIL ENGBRETSSEN			

The Disbursing Officer must submit this completed notice immediately after acceptance of the work done under this contract. NO PAYMENT SHALL BE MADE FROM THE RETAINED FUNDS until receipt of all release certificates and affidavits.

**Submitting Form:** Submit the completed form by email to all three agencies below.



**Addendum A: Please List all Subcontractors and Sub-tiers Below**

This addendum can be submitted in other formats.

Provide known affidavits at this time. **No L&I release will be granted until all affidavits are listed.**

<b>Subcontractor's Name:</b>	<b>UBI Number: (Required)</b>	<b>Affidavit ID*</b>



**Enumclaw School District**  
2929 McDougall Avenue  
Enumclaw, Washington 98022  
(360) 802-7100

*Inspiring students to learn, lead and impact their community and the world.*

---

## **Board Memo – Acceptance of Completed Public Works Project**

**To:** Board of Directors  
**From:** Kyle Fletcher, Director of Business  
**Subject:** Enumclaw High School - LED Upgrade - Phase 1  
**Date:** January 20, 2026

---

### **Background:**

Enumclaw School District entered into a public works contract with Hollywood Lights Inc for installation of LED upgrades at Enumclaw High School, 226 Semanski Street South, Enumclaw, WA 98022. The work commenced on August 29, 2025, was completed on August 29, 2025, and was administratively accepted by the district on September 2, 2025.

### **Project Summary:**

- Contractor: Hollywood Lights Inc
- Contract Amount: \$46,322.00
- Sales Tax: \$4,122.66
- Total Amount (including tax): \$50,444.66
- Amount Retained: \$2,522.23
- No subcontractors used
- Apprentice utilization required
- District Project Lead: Will Abrahamse, CTE Department

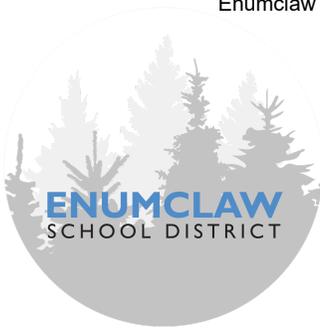
### **Retainage and Closeout:**

Final retainage in the amount of \$2,522.23 is currently being held. While there is no indication of liens filed as of the submission of the Notice of Completion, the district is still in the process of obtaining all required release certificates and affidavits from relevant agencies, including L&I, ESD, and the Department of Revenue.

---

#### **Board of Directors**

Tyson Gamblin ■ Paul Fisher ■ Ben Stouffer ■ Scott Mason ■ Tara Cochran



**Enumclaw School District**  
2929 McDougall Avenue  
Enumclaw, Washington 98022  
(360) 802-7100

---

### **Action Requested:**

In accordance with Board Policy 6959, district administration requests that the Board formally accept the Enumclaw High School - LED Upgrade - Phase 1 project as complete. Upon approval, staff will proceed with filing all final reports and releasing retainage once the required clearances have been received.

### **Recommendation:**

It is recommended that the Board move to accept the Enumclaw High School - LED Upgrade - Phase 1 project as complete and authorize district staff to proceed with final closeout actions, including the release of retained funds in compliance with state law and policy.



# NOTICE OF COMPLETION OF PUBLIC WORKS CONTRACT

Department Use Only	
Assigned to:	Date Assigned:

Date 10/01/2025	Form Version Original	Revision Reason	
Awarding Agency Information		Prime Contractor Information	
Name ENUMCLAW SCHOOL DISTRICT #216	UBI 172000194	Name HOLLYWOOD LIGHTS INC	UBI 601105087
Address 2929 MCDOUGALL AVE ENUMCLAW,WA-98022		Address 5251 SE MCLOUGHLIN BLVD PORTLAND,OR-97202	
Email Address elizabeth_thomas@enumclaw.wednet.edu		Email Address donnaw@hollywoodlights.com	
Contact Name Elizabeth Thomas	Phone 360-802-7262	Contact Name HOLLYWOOD LIGHTS INC	Phone 206-510-2982
Project Information			
Project Name Enumclaw High School - LED Upgrade - Phase 1		Contract # 1302400459	Affidavit ID 1455364
Jobsite Address Enumclaw High School 226 Semanski St. South Enumclaw, WA 98022			
Date Awarded 07/03/2025	Date Work Commenced 08/29/2025	Date Work Completed 08/29/2025	Date Work Accepted 09/02/2025
Federally Funded Transportation Project <i>If yes, attach Contract Bond Statement.</i> <input type="checkbox"/>			
Bond Waived?	Retainage Waived? <input type="checkbox"/>	Subcontractors Used? <i>If yes, complete Addendum A.</i> <input type="checkbox"/>	
Detailed Description of Work Completed System Sales installation services: Clean Strand CD-80 supervisor dimmer rack, remove and replace Strand CD-80 supervisor processor with JSI retrofit processor, replace CD-80 dimmer modules with (12) JSI retrofit relay modules, program & test system.			
DOR Tax Information			
<i>*Right-click on the total field and select Update Field to auto-calculate.</i>			
Contract Amount	\$46,322.00	Liquidated Damages	\$47,922.43
Additions (+)	\$ 0.00	Amount Disbursed	\$ 0.00
Reductions (-)	\$ 0.00	Amount Retained	\$2,522.23
<b>Sub-Total*</b>	<b>\$46,322.00</b>	Other	\$ 0.00
Sales Tax Amount	\$4,122.66	Sales Tax Rate <i>If multiple rates, attach a list.</i>	8.90%
<b>TOTAL*</b>	<b>\$50,444.66</b>	<b>TOTAL*</b>	<b>\$50,444.66</b>
<i>These two totals must be equal.</i>			
Apprentice Utilization Information			
Was Apprentice Utilization Required? <i>If yes, complete this entire section.</i> <input checked="" type="checkbox"/>		Engineer's Estimate \$ 0.00	
Utilization % 0.00%	Was a Good Faith Effort approved? <input checked="" type="checkbox"/>	Incentive Amount \$ 0.00	
Comments			
Project Manager: Will Abrahamse / CTE DEPT			

The Disbursing Officer must submit this completed notice immediately after acceptance of the work done under this contract. NO PAYMENT SHALL BE MADE FROM THE RETAINED FUNDS until receipt of all release certificates and affidavits.

**Submitting Form:** Submit the completed form by email to all three agencies below.



**Addendum A: Please List all Subcontractors and Sub-tiers Below**

This addendum can be submitted in other formats.

Provide known affidavits at this time. No L&I release will be granted until all affidavits are listed.

<b>Subcontractor's Name:</b>	<b>UBI Number: (Required)</b>	<b>Affidavit ID*</b>



**Enumclaw School District**  
2929 McDougall Avenue  
Enumclaw, Washington 98022  
(360) 802-7100

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---

## **Board Memo – Acceptance of Completed Public Works Project**

**To:** Board of Directors  
**From:** Kyle Fletcher, Director of Business  
**Subject:** EMS and TMMS Portable Cabling Project  
**Date:** January 20, 2026

---

### **Background:**

Enumclaw School District entered into a public works contract with Sequoyah Electric LLC for installation of category 6 cabling for a new portable located at 2929 McDougall Avenue, Enumclaw, WA 98022. The work commenced on July 8th, 2025, was completed on July 29, 2025, and was administratively accepted by the district on September 17, 2025.

### **Project Summary:**

- Contractor: Sequoyah Electric LLC
- Contract Amount: \$72,202.00
- Sales Tax: \$6,425.98
- Total Amount (including tax): \$78,627.98
- Amount Retained: \$3,610.10
- No subcontractors used
- Apprentice utilization not required
- District Project Lead: Tom Alexander, Technology Department

### **Retainage and Closeout:**

Final retainage in the amount of \$3,610.10 is currently being held. While there is no indication of liens filed as of the submission of the Notice of Completion, the district is still in the process of obtaining all required release certificates and affidavits from relevant agencies, including L&I, ESD, and the Department of Revenue.

---

#### **Board of Directors**

Tyson Gamblin ■ Paul Fisher ■ Ben Stouffer ■ Scott Mason ■ Tara Cochran



**Enumclaw School District**  
2929 McDougall Avenue  
Enumclaw, Washington 98022  
(360) 802-7100

---

### **Action Requested:**

In accordance with Board Policy 6959, district administration requests that the Board formally accept the EMS and TMMS Portable Cabling Project project as complete. Upon approval, staff will proceed with filing all final reports and releasing retainage once the required clearances have been received.

### **Recommendation:**

It is recommended that the Board move to accept the EMS and TMMS Portable Cabling Project project as complete and authorize district staff to proceed with final closeout actions, including the release of retained funds in compliance with state law and policy.



# NOTICE OF COMPLETION OF PUBLIC WORKS CONTRACT

Department Use Only	
Assigned to:	Date Assigned:

Date 09/18/2025	Form Version Original	Revision Reason	
<b>Awarding Agency Information</b>		<b>Prime Contractor Information</b>	
Name ENUMCLAW SCHOOL DISTRICT #216	UBI 172000194	Name SEQUOYAH ELECTRIC LLC	UBI 602252591
Address 2929 MCDOUGALL AVE ENUMCLAW,WA-98022		Address 15135 NE 92ND ST REDMOND,WA-98052	
Email Address elizabeth_thomas@enumclaw.wednet.edu		Email Address Pamela.Maxwell@Sequoyah.com	
Contact Name Elizabeth Thomas	Phone 360-802-7262 x_____	Contact Name SEQUOYAH ELECTRIC LLC	Phone 425-814-6000
<b>Project Information</b>			
Project Name Portable Cabling		Contract # 6212400102	Affidavit ID 1443782
Jobsite Address 2929 McDougall Ave			
Date Awarded 06/04/2025	Date Work Commenced 07/08/2025	Date Work Completed 07/29/2025	Date Work Accepted 09/17/2025
Federally Funded Transportation Project <i>If yes, attach Contract Bond Statement.</i> <input type="checkbox"/>			
Bond Waived?	Retainage Waived?	Subcontractors Used? <i>If yes, complete Addendum A.</i> <input type="checkbox"/>	
Detailed Description of Work Completed Category 6 cabling for new portable.			
<b>DOR Tax Information</b>			
<i>*Right-click on the total field and select <u>Update Field</u> to auto-calculate.</i>			
Contract Amount	\$72,202.00	Liquidated Damages	\$ 0.00
Additions (+)	\$ 0.00	Amount Disbursed	\$75,017.88
Reductions (-)	\$ 0.00	Amount Retained	\$3,610.10
<b>Sub-Total*</b>	<b>\$72,202.00</b>	Other	\$ 0.00
Sales Tax Amount	\$6,425.98	Sales Tax Rate <i>If multiple rates, attach a list.</i>	8.90%
<b>TOTAL*</b>	<b>\$78,627.98</b>	<b>TOTAL*</b>	<b>\$78,627.98</b>
<b><i>These two totals must be equal.</i></b>			
<b>Apprentice Utilization Information</b>			
Was Apprentice Utilization Required? <i>If yes, complete this entire section.</i> <input type="checkbox"/>		Engineer's Estimate \$ 0.00	
Utilization % 11.11%	Was a Good Faith Effort approved?	Penalty Amount \$ 0.00	
<b>Comments</b>			
Tech Dept. Project-Tom Alexander			

The Disbursing Officer must submit this completed notice immediately after acceptance of the work done under this contract. NO PAYMENT SHALL BE MADE FROM THE RETAINED FUNDS until receipt of all release certificates and affidavits.

**Submitting Form:** Submit the completed form by email to all three agencies below.

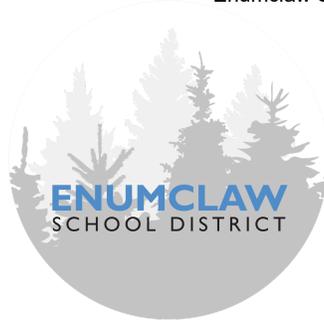


### Addendum A: Please List all Subcontractors and Sub-tiers Below

This addendum can be submitted in other formats.

Provide known affidavits at this time. **No L&I release will be granted until all affidavits are listed.**

<b>Subcontractor's Name:</b>	<b>UBI Number: (Required)</b>	<b>Affidavit ID*</b>



**Enumclaw School District**  
2929 McDougall Avenue  
Enumclaw, Washington 98022  
(360) 802-7100

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---

## **Board Memo – Acceptance of Completed Public Works Project**

**To:** Board of Directors  
**From:** Kyle Fletcher, Director of Business  
**Subject:** EHS Tennis Court Resurfacing  
**Date:** January 20, 2026

---

### **Background:**

Enumclaw School District entered into a public works contract with Fieldturf USA Inc for tennis court resurfacing at Enumclaw High School, 226 Semanski Street South, Enumclaw, WA 98022. The work commenced on July 21, 2025, was completed on August 4, 2025, and was administratively accepted by the district on October 1, 2025.

### **Project Summary:**

- Contractor: Fieldturf USA Inc
- Contract Amount: \$73,514.00
- Sales Tax: \$6,542.74
- Total Amount (including tax): \$80,056.74
- Amount Retained: \$0.00
- Subcontractors used: Benyon Sports Surfaces Inc
- Apprentice utilization not required
- District Project Lead: Phil Engebretsen, Director of Operations

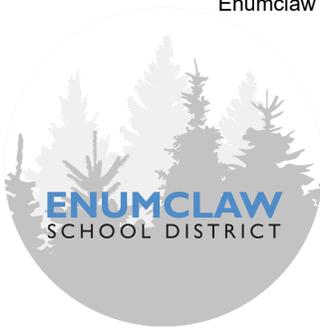
### **Retainage and Closeout:**

No final retainage is currently being held. While there is no indication of liens filed as of the submission of the Notice of Completion, the district is still in the process of obtaining all required release certificates and affidavits from relevant agencies, including L&I, ESD, and the Department of Revenue.

---

#### **Board of Directors**

Tyson Gamblin ■ Paul Fisher ■ Ben Stouffer ■ Scott Mason ■ Tara Cochran



**Enumclaw School District**  
2929 McDougall Avenue  
Enumclaw, Washington 98022  
(360) 802-7100

---

### **Action Requested:**

In accordance with Board Policy 6959, district administration requests that the Board formally accept the EHS Tennis Court Resurfacing project as complete. Upon approval, staff will proceed with filing all final reports and releasing retainage once the required clearances have been received.

### **Recommendation:**

It is recommended that the Board move to accept the EHS Tennis Court Resurfacing project as complete and authorize district staff to proceed with final closeout actions, including the release of retained funds in compliance with state law and policy.



# NOTICE OF COMPLETION OF PUBLIC WORKS CONTRACT

Department Use Only	
Assigned to:	Date Assigned:

Date 10/06/2025	Form Version Original	Revision Reason	
<b>Awarding Agency Information</b>		<b>Prime Contractor Information</b>	
Name ENUMCLAW SCHOOL DISTRICT #216	UBI 172000194	Name FIELDTURF USA INC	UBI 602048132
Address 2929 MCDOUGALL AVE ENUMCLAW,WA-98022		Address 7445 Cote de Liesse Rd Montreal,QC-H4T1G	
Email Address elizabeth_thomas@enumclaw.wednet.edu		Email Address kelly.taylor@fieldturf.com	
Contact Name Elizabeth Thomas	Phone 360-802-7262	Contact Name FIELDTURF USA INC	Phone 514-375-2570

**Project Information**

Project Name Tennis Court Resurfacing	Contract # 7202400022	Affidavit ID 1451564	
Jobsite Address 226 Semanski St S Enumclaw, WA 98022			
Date Awarded 03/18/2025	Date Work Commenced 07/21/2025	Date Work Completed 08/04/2025	Date Work Accepted 10/01/2025

Federally Funded Transportation Project *If yes, attach Contract Bond Statement.*

Bond Waived?	Retainage Waived? <input type="checkbox"/>	Subcontractors Used? <i>If yes, complete Addendum A.</i> <input checked="" type="checkbox"/>
--------------	--	--

Detailed Description of Work Completed Tennis court resurfacing

**DOR Tax Information**

*\*Right-click on the total field and select Update Field to auto-calculate.*

Contract Amount	\$73,514.00	Liquidated Damages	\$ 0.00
Additions (+)	\$ 0.00	Amount Disbursed	\$80,056.74
Reductions (-)	\$ 0.00	Amount Retained	\$ 0.00
<b>Sub-Total*</b>	<b>\$73,514.00</b>	Other	\$ 0.00
Sales Tax Amount	\$6,542.74	Sales Tax Rate <i>If multiple rates, attach a list.</i>	8.90%
<b>TOTAL*</b>	<b>\$80,056.74</b>	<b>TOTAL*</b>	<b>\$80,056.74</b>

*These two totals must be equal.*

**Apprentice Utilization Information**

Was Apprentice Utilization Required? <i>If yes, complete this entire section.</i> <input type="checkbox"/>	Engineer's Estimate \$ 0.00
Utilization % 0.00%	Was a Good Faith Effort approved? <input type="checkbox"/>
Penalty Amount \$ 0.00	

**Comments**

Project Manager: Phil Engrebretsen, Director of Operations

The Disbursing Officer must submit this completed notice immediately after acceptance of the work done under this contract. NO PAYMENT SHALL BE MADE FROM THE RETAINED FUNDS until receipt of all release certificates and affidavits.

**Submitting Form:** Submit the completed form by email to all three agencies below.



**Addendum A: Please List all Subcontractors and Sub-tiers Below**  
 This addendum can be submitted in other formats.  
 Provide known affidavits at this time. **No L&I release will be granted until all affidavits are listed.**

<b>Subcontractor's Name:</b>	<b>UBI Number: (Required)</b>	<b>Affidavit ID*</b>
BEYNON SPORTS SURFACES INC	602735618	<b>1460093</b>

# Coversheet

## Donations

**Section:** V. CONSENT AGENDA

**Item:** D. Donations

**Purpose:**

**Submitted by:**

**Related Material:**

Monetary Donation Agreement - Enumclaw Schools Foundation 11.23.2025.pdf

Monetary Donation Agreement - Southwood Elementary PTO 11.23.2025.pdf



Enumclaw School District  
2929 McDougall Avenue  
Enumclaw, Washington 98022  
(360) 802-7100

**MONETARY DONATION AGREEMENT**  
**Policy 6114**

Date: 11/18/25

**DONOR:**

Organization Name (printed): Enumclaw Schools Foundation

Individual Name (printed): \_\_\_\_\_

Address: PO Box 1361 City/State/Zip: Enumclaw, WA 98022

Email Address: brittany@enumclaw-schools-foundation.org

**The District's Tax ID# is 91-6007327. Under IRS guidelines, only the amount of your contribution that exceeds the amount of the goods or services provided to you is tax deductible as a charitable contribution. Please retain this document for your tax records and consult a tax advisor if you have any questions.**

The donor listed above hereby gives to the Enumclaw School District #216 a monetary donation in the amount of \$13,000 (Check # 20497), and wishes the money be spent for:

Dancing Classrooms

BD = 2 SR = 3  
WW = 3 SW = 2

KB-3  
③

(Attach documents as necessary)

**Required (Select one below):**

School Name: BDE, Southwood, Byron Kibler, Westwood, Sunrise

Instructional Program, please specify what program: Dancing Classrooms

Or ASB Activity, please specify what ASB club: \_\_\_\_\_ Club # \_\_\_\_\_

District (Only complete if not for a specific school as listed above):

District Program/Department, please specify what department: \_\_\_\_\_

**Required (Select one below):**

Disbursement of unspent/residual funds if directed for a specific purpose:

To be used for a similar purpose.

Balance to be returned to donor at year end close after 10/31 of the following year.

Donor Signature: Stephanie Berryhill

Date: 11/18/25

Copies of this form shall be provided to the donor, Business Office and to the school or district department receiving the donation after all required approvals have been received.

**General Acceptance Criteria – DISTRICT USE ONLY**

The proposed gift meets the following general district gift criteria. The gift:

- a) must be consistent with the mission of the school district.
- b) is appropriate to the best interest of students.
- c) creates no significant, ongoing inequity of programs available to students within or between schools.
- d) will not obligate the district to support the program after the gift/grant funds are exhausted.
- e) will not include undesirable or hidden costs to the school district (e.g. installation, maintenance).
- f) will not unreasonably add to staff workload.
- g) for curriculum materials and/or programs is subject to the normal curriculum approval process prior to acceptance of the gift.
- h) will not place any restrictions on the school program or district operations.
- i) will not imply endorsement of any business or product.
- j) will not be in conflict with any provision of board policy, collective bargaining agreements, or public law.

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_ OR Maryquenda District Department Supervisor Signature Date 11/23/25

Fiscal Signature KJR Date 11/23/25

Please email this completed form, a copy of the receipt, and any additional documents/quotes to [fiscal@enumclaw.wednet.edu](mailto:fiscal@enumclaw.wednet.edu).

**Enumclaw School District #216**  
**2929 McDougall Ave**  
**Enumclaw WA 98022**

Receipt #: 219322  
 Clerk: VanHoof  
 Terminal: 1  
 11/20/2025 8:06 AM

NENUM SCL FOUNDA  
 Enumclaw Schools Foundation, Enumclaw Schools Foundation  
 PO Box 1361  
 Enumclaw, WA 98022

Qty	Item	Amount
1	DONATION/GRANTS DONATIONS AND GRANTS Dancing Classrooms	3000.00
1	DONATIONS/GRANT DONATIONS/GRANTS Dancing Classrooms	3000.00
1	GIFTS/DONATIONS Gift/Donation given Charitable donation to Black Diamond Dancing Classrooms	2000.00
1	GF GIFTS/DONATI GF GIFTS/DONATIONS/G Dancing Classrooms	3000.00
1	GF DONATIONS/GR DONATIONS AND GRANTS Dancing Classrooms	2000.00
	Sub Total	13000.00
	Tax	0.00
	Total	13000.00
	Check 20497	13000.00
	Change Due	0.00

Please Keep This Receipt

**Enumclaw Schools Foundation**  
 PO Box 1361  
 Enumclaw, WA 98022

**Columbia Bank**  
 501 Roosevelt Ave  
 Enumclaw, WA 98022  
 34-827/1251

20497

11/18/25

PAY TO THE ORDER OF Enumclaw School District \$ 13,000.<sup>00</sup>

Thirteen thousand 00/100 DOLLARS

MEMO  
 Dancing Classrooms 25-26

*Stephanie Benzhill*  
 AUTHORIZED SIGNATURE

⑈020497⑈ ⑆125108272⑆7000589957⑈

Enumclaw School District  
2929 McDougall Avenue  
Enumclaw, Washington 98022  
(360) 802-7100



**MONETARY DONATION AGREEMENT**

**Policy 6114**

(Any donation for ASB less than \$500 is exempt from completing this form.)

Date: 11/20/25

**DONOR:**

Organization Name (printed): Southwood Elementary PTO

Individual Name (printed): Ruby Haskell

Address: 3240 McDougall Ave. City/State/Zip: Enumclaw, WA 98022

Email Address: southwood.pantherg.pto@gmail.com

**The District's Tax ID# is 91-6007327. Under IRS guidelines, only the amount of your contribution that exceeds the amount of the goods or services provided to you is tax deductible as a charitable contribution. Please retain this document for your tax records and consult a tax advisor if you have any questions.**

The donor listed above hereby gives to the Enumclaw School District #216 a monetary donation in the amount of \$10,153 (Check # 1246), and wishes the money be spent for:

(Attach documents as necessary)

**Required (Select one below):**

School Name: Southwood Elementary

Instructional Program, please specify what program: \_\_\_\_\_

Or ASB Activity, please specify what ASB club: \_\_\_\_\_ Club # \_\_\_\_\_

District (Only complete if not for a specific school as listed above):

District Program/Department, please specify what department: \_\_\_\_\_

**Required (Select one below):**

Disbursement of unspent/residual funds if directed for a specific purpose:

To be used for a similar purpose.

Balance to be returned to donor at year end close after 10/31 of the following year.

Donor Signature: Ruby Haskell

Date: 11/20/25

Copies of this form shall be provided to the donor, Business Office and to the school or district department receiving the donation after all required approvals have been received.

**General Acceptance Criteria – DISTRICT USE ONLY**

The proposed gift meets the following general district gift criteria. The gift:

- a) must be consistent with the mission of the school district.
- b) is appropriate to the best interest of students.
- c) creates no significant, ongoing inequity of programs available to students within or between schools.
- d) will not obligate the district to support the program after the gift/grant funds are exhausted.
- e) will not include undesirable or hidden costs to the school district (e.g. installation, maintenance).
- f) will not unreasonably add to staff workload.
- g) for curriculum materials and/or programs is subject to the normal curriculum approval process prior to acceptance of the gift.
- h) will not place any restrictions on the school program or district operations.
- i) will not imply endorsement of any business or product.
- j) will not be in conflict with any provision of board policy, collective bargaining agreements, or public law.

Ruby Haskell  
Principal Signature

11/20/25  
Date

OR

\_\_\_\_\_  
District Department Supervisor Signature Date

K R F  
Fiscal Signature

11/23/25  
Date

Please email this completed form, a copy of the receipt, and any additional documents/quotes to [fiscal@enumclaw.wednet.edu](mailto:fiscal@enumclaw.wednet.edu).

Southwood Elementary PTO  
3240 McDougall Ave  
Enumclaw, WA 98022

1246

19-9040/2251

DATE 11/20/2025

PAY TO THE ORDER OF Southwood Elementary \$ 10,153.00

Ten thousand one hundred fifty three and 00/100 DOLLARS

White River Credit Union  
1499 Garrett St - PO Box 35  
Enumclaw, WA 98022



*Suley Tashell*  
*Jaffar Botto*

FOR Readathon

⑆001246⑆ ⑆32518040⑆ 790980298927⑆

# Revenue Summary

**Site:** Southwood Elementary

**Terminal:** All

**Receipts:** 219330 - 219330

**At Site, For All Sites**

**Tenders:** Cash, Check, Credit, Other, Account

**Origin Site:** Southwood Elementary

**Destination Site:** Southwood Elementary

Fund	Account	Description	Total
1	10 R 960 0000 25 0000 3739 0000 0000 1	GRANTS/DONATIONS	\$10,153.00
<b>Fund Total</b>			<b>\$10,153.00</b>
<b>Site Total</b>			<b>\$10,153.00</b>
<b>Fund 1 Total</b>			<b>\$10,153.00</b>
<b>Grand Total</b>			<b>\$10,153.00</b>

# Coversheet

## School Calendars

**Section:** V. CONSENT AGENDA  
**Item:** E. School Calendars  
**Purpose:**  
**Submitted by:**  
**Related Material:** 2026-27 School Year Calendar.docx.pdf  
2027-28 School Year Calendar.pdf

**OPTION A: Aug Start - 1 week Mid-Winter Break**

**ENUMCLAW SCHOOL DISTRICT | 2026-2027**

Mon.	Tues.	Wed.	Thurs.	Fri.	Days Taught
<b>AUGUST</b>					
17	18	19	20	21	
24	25	26°	27	28	3
31					1(4)
<b>SEPTEMBER</b>					
	1	2	3	4^	4
7	8	9	10	11^	4
14	15	16	17	18^	5
21	22	23	24	25^	5
28	29	30			3(21)
<b>OCTOBER</b>					
			1	2^	2
5	6	7	8	9^	4
12	13	14	15	16^	5
19	20	21	22	23^	5
26	27	28	29	30^*	5(21)
<b>NOVEMBER</b>					
2	3	4	5	6^	4
9	10	11	12	13^	4
16	17	18	(19+)	(20+)	5
(23+)	(24+)	25+	26	27	3
30					1(17)
<b>DECEMBER</b>					
	1	2	3	4^	4
7	8	9	10	11^	5
14	15	16	17	18^	5
21	22	23	24	25	
28	29	30	31		(14)
<b>JANUARY</b>					
				1^	
4	5	6	7	8^	5
11	12	13	14	15^	5
18	19	20	21*#	22^	3
25	26	27	28	29^	5(18)
<b>NON-SCHOOL DAYS</b>					
<b>HOLIDAYS/VACATIONS</b>					
SEPT 7	Labor Day				
NOV 11	Veterans' Day Observed				
NOV 27 & 28	Thanksgiving Break				
DEC 21-jan 1	Winter Break				
JAN 18	Martin Luther King Day				
FEB 15	Presidents' Day				
FEB 15-19	Mid-Winter Break				
APRIL 19-23	Spring Break				
MAY 31	Memorial Day				
JUNE 18	June 19th				
<b>STAFF IN-SERVICE DAYS</b>					
AUG ☘	New Teacher Orientation				
AUG /20/	Teacher In-service Day				
AUG /21/	Teacher In-service				
AUG /22/	District Day				
NOV /2/	Teacher Planning (Non-Paid)				
3/26 & 5/28	Snow Makeup Days				

Mon.	Tues.	Wed.	Thurs	Fri.	Days Taught
<b>FEBRUARY</b>					
1	2	3	4	5^	5
8	9	10	11	12^	5
15	16	17	18	19^	
22	23	24	25	26^	5
					(15)
<b>MARCH</b>					
1	2	3	4	5^	5
8	9	10	11	12^	5
15	16	17	18	19^	5
22	23	24	25	26^	4
29	30	31			3(22)
<b>APRIL</b>					
			1	2^*	2
5	6	7	8	9^	5
12	13	14	15	16^	5
19	20	21	22	23^	
26	27	28	29	30^	5(17)
<b>MAY</b>					
3	4	5	6	7^	5
10	11	12	13	14^	5
17	18	19	20	21^	5
24	25	26	27	28^	4
31					(19)
<b>JUNE</b>					
	1	2	3	4^	4
7	8	9	10	11^	5
14	15	16°*#+	17	18	3
21	22	23	24	25^	(12)
28	29	30			

<b>SPECIAL NOTES – SCHOOL IN SESSION</b>	
<b>STAFF COLLABORATION RELEASE DAYS</b>	
^	K-12 Staff Collaboration
	1:15 EMS & EHS
	1:25 TMMS
	2:15 Elementary Schools
<b>K-12 HALF-DAY RELEASE</b>	
11/19, 20, 21,24,25,26	Conference Days ( )
11/19, 20, 21,24,25,26	Early Release Days +
	8:00 – 11:15 EMS & EHS
	8:10 – 11:25 TMMS
	9:00 – 12:15 Elementary Schools
<b>CALENDAR NOTES</b>	
°	School Starts / School Closes
*	K-12 Quarter Ending
#	K-12 Semester Ending
+	Early Release Days
R	Elementary Report Cards Sent Home
~	High School Graduation (to be determined)

**OPTION A: Aug Start- 1 week Mid-Winter Break**

Mon.	Tues.	Wed.	Thurs.	Fri.	Days Taught
<b>AUGUST</b>					
16	17	18	19	20	
23	24	25°	26	27	3
30	31				2 (5)
<b>SEPTEMBER</b>					
		1	2	3^	3
6	7	8	9	10^	4
13	14	15	16	17^	5
20	21	22	23	24^	5
27	28	29	30		4 (21)
<b>OCTOBER</b>					
				1^	1
4	5	6	7	8^	4
11	12	13	14	15^	5
18	19	20	21	22^	5
25	26	27	28	29*^	5 (20)
<b>NOVEMBER</b>					
1	2	3	4	5^	5
8	9	10	11	12^	3
15	16	17	(18+)	(19+)	5
(22+)	(23+)	24+	25	26	3
29	30				2 (18)
<b>DECEMBER</b>					
		1	2	3^	3
6	7	8	9	10^	5
13	14	15	16	17^	5
20	21	22	23	24	
27	28	29	30	31	(13)
<b>JANUARY</b>					
3	4	5	6	7^	5
10	11	12	13	14^	5
17	18	19	20*#	21^	3
24	25	26	27	28^	5
31					1 (19)

<b>NON-SCHOOL DAYS</b>	
<b>HOLIDAYS/VACATIONS</b>	
SEPT 6	Labor Day
NOV 11	Veterans' Day Observed
NOV 25 & 26	Thanksgiving Break
DEC 20-31	Winter Break
JAN 17	Martin Luther King Day
FEB 21	Presidents' Day
FEB 21-25	Mid-Winter Break
APRIL 17-21	Spring Break
MAY 29	Memorial Day
<b>STAFF IN-SERVICE DAYS</b>	
AUG ☞	New Teacher Orientation
AUG /19 /	Teacher In-service Day
AUG /20 /	Teacher In-service
AUG /23 /	District Day
NOV /12 /	Teacher Planning (Non-Paid)

3/24 & 5/26	Snow Makeup Days
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**ENUMCLAW SCHOOL DISTRICT | 2027-2028**

Mon.	Tues.	Wed.	Thurs	Fri.	Days Taught
<b>FEBRUARY</b>					
	1	2	3	4^	4
7	8	9	10	11^	5
14	15	16	17	18^	5
21	22	23	24	25^	
28	29				2 (16)
<b>MARCH</b>					
		1	2	3^	3
6	7	8	9	10^	5
13	14	15	16	17^	5
20	21	22	23	24^	4
27	28	29	30	31*	5 (22)
<b>APRIL</b>					
3	4	5	6	7^	5
10	11	12	13	14^	5
17	18	19	20	21^	
24	25	26	27	28^	5 (15)
<b>MAY</b>					
1	2	3	4	5^	5
8	9	10	11	12^	5
15	16	17	18	19^	5
22	23	24	25	26^	4
29	30	31			2 (21)
<b>JUNE</b>					
			1	2^	2
5	6	7	8	9^	5
12	13	14°*#+	15	16^	3
19	20	21	22	23	
26	27	28	29	30	(10)

<b>SPECIAL NOTES – SCHOOL IN SESSION</b>		
<b>STAFF COLLABORATION EARLY RELEASE DAYS</b>		
^	K-12 Staff Collaboration	
	1:15 EMS & EHS	
	1:25 TMMS	
	2:15 Elementary Schools	
<b>K-12 HALF-DAY RELEASE</b>		
11/18,19,22,23,24	Conference Days ( )	
	Early Release Days +	
	8:00 – 11:15 EMS & EHS	
	8:10 – 11:25 TMMS	
	9:00 – 12:15 Elementary Schools	
<b>CALENDAR NOTES</b>		
°	School Starts / School Closes	
*	K-12 Quarter Ending	Oct & March
#	K-12 Semester Ending	Jan & June
+	Early Release Days	As noted above
R	Elementary Report Cards Sent Home	
~	High School Graduation (to be determined)	