



**PULLMAN PUBLIC  
COMMUNITY FREE  
MONTESSORI K-9**

## Pullman Community Montessori

### PCM Board Meeting

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#### Date and Time

Tuesday August 23, 2022 at 5:15 PM PDT

#### Location

PCM Board of Trustees meetings are held in the Gladish Community and Cultural Center room 100a. To increase accessibility we offer a virtual option for attendance. The Zoom link can be found below. If you attend in person please wear a mask upon entry into the building. Thank you for understanding and complying with these safety mitigation measures!

All board meetings are open to the public. Meetings begin at 5:15 PM PST the fourth (4th) Tuesday of each month. Public comment is a standing agenda item at each monthly meeting. Items will be addressed by the board according to the Meeting Agenda posted 48 hours prior to each meeting.

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#### Join Zoom Meeting

<https://us02web.zoom.us/j/89620042723?pwd=akVHUTI3eIMxSnoxelJwUTRwdEhodz09>

Meeting ID: 896-2004-2723

Password: 6615

#### Dial by your location

(929) 205 6099

(301) 715 8592

(312) 626 6799

(669) 900 6833

(253) 215 8782

(346) 248 7799

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If you would like to make public comment you will be called on in the order you arrived. We generally allow 5 minutes for presentation of personal comments/questions/concerns/grievances. You may view our PCM Grievance and Conflict Resolution Policy and Procedures [here](#). Public comment should be shared with the board in writing.

g in advance of the board meeting for us to better address you consideration. Please email to board@mypcm.org or submit in paper form to the PCM office in Gladish Community and Cultural Center STE 212. You should receive confirmation of receipt of your written statement within 48 hours of submission. If you do not receive confirmation, please email DesireeP@myPCM.org

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**PCM's Mission:** to prepare all students to reach their full potential for future success in high school, college, career, and life, using the rich resources of our community.

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## Agenda

### I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Take a moment before the meeting to review our operating norms (linked in the footer).

C. Approve Meeting Minutes: Regular Meeting on 06-28-22

Please come with amendments ready to put in the chat.

D. Approve Meeting Minutes: Regular Meeting on 07-26-22

E. Community Building

Aubree will be leading our session this meeting.

\*If you have not done so yet, please use [this google document](#) to sign up for the board meeting in which you would like to lead this activity." We should plan at least 6 meetings out.

F. DEI and Anti-racism Commitment

BCC update. Forward planning.

## II. Public Comment

### A. Making Public Comments

Welcome! If you would like to make public comment you will be called on in the order you logged in/arrived.

- We generally allow 5 minutes for presentation of personal comments/questions/concerns/grievances.
- You may view our PCM Grievance and Conflict Resolution Policy and Procedures [here](#).
- Public comment should be shared with the board in writing in advance of the board meeting for us to better address your consideration.
- Please email to [board@mypcm.org](mailto:board@mypcm.org) or submit in paper form to the PCM office in Gladish Community and Cultural Center.
- You should receive confirmation of receipt of your written statement within 48 hours of submission.

## III. LEADER Team Update & Compliance Check-in

Standing reminders:

Per PCM's [Charter School Contract](#) with the Commission, PCM Trustees should regularly review the [Statement of Assurances](#) (found in the Compliance folder linked in the footer) to ensure we are fulfilling our obligation to the contract.

For transparency this is a copy of the Commission's [Oversight Guidance Manual](#)

What rubrics does the Commission use for evaluation?

[Financial Performance Framework](#)

[Academic Performance Framework](#)

[Organizational Performance Framework \(expanded criterion\)](#)

[School Specific Goals \(2021-22\)](#) (1 Academic, 1 Operational)

### A. Governance - Management 2.0 Board PD session

BoardOnTrack will be delivering a refresher training on building good practices as school governors. Having a clear understanding of the role of governance versus the role of management is essential to a successful charter board and school.

### B. August Update

Please review the BOARD OF TRUSTEES DASHBORD prior to these updates. The majority of updates directly apply to this dashboard.

#### IV. Committee Updates

Please read through committee reports/minutes and come with questions. Committee chairs will not provide updates unless there is a motion or key items to address. Please communicate with committee chairs or the head of school in advance of the meeting if you have questions.

**A. LSEC (Leadership Evaluation & Support Committee)**

The LSEC will report on the HOS Annual Review will be presented at the August meeting.

**B. DC (Development Committee)**

No meeting minutes to present.

**C. GC (Governance Committee)**

GC did not meet in August.

**D. FC (Finance Committee)**

In advance of this meeting Trustees should:

1. Access the publicly accessible FC meeting notes and review.
2. Review the August financials recommended by the FC.

**Motion 1:** The FC recommends the Board approve the August financials as presented.

PCM has not received the final engagement letter from Eide Baily, the prospective year 1 audit firm. The soft estimate is \$18,000 which is \$6,000 less than the other competitor. To not lose our spot with Eide Baily in the event the engagement letter comes between board meetings, the FC discussed suggesting the board approve the HOS signing the engagement letter as long as the cost does not exceed \$25,000. Joule would review as well before the commitment is made.

Motion 2: The FC recommends the Board of trustees allow the Head of School to sign the forthcoming engagement letter with Eide Baily as the year 1 audit firm as long as the engagement letter fees do not to exceed \$25K.

#### V. Other Business



**A. Updated 2021-22 Policies/Procedures/Handbooks**

The SPED policies and procedures have been updated. Rather than using WSSDA policies and procedures as is the norm, WA Charters paid legal council to create a Charter specific SPED policy and procedure.

Proposed Motion:

The PCM Board of Trustees approve the updated documents as presented.

**VI. 2022-23 Annual Budget**

**A. Review of the 2022-23 Annual Budget**

The PCM Board of Trustees will review the 2022-23 Annual Budget.

This is the updated budget file based on enrollment as of 8-20-22.

**VII. New Business**

**VIII. Closing Items**

**A. Adjourn Meeting**

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**Grounding Docs:** [Board Norms-We are LEADERS too-Structure and Responsibilities Overview](#), [PCM Logic Model](#), [EEMPS Rubric](#), [School-Wide Reflective Practice Inventory](#), [Bylaws](#)

**Resources:** [Compliance Folder](#), [Planning Year Board Calendar](#), [Planning Yr Financials Considerations](#), [OPMA Resources](#), [App Board Commitments & Background](#), [Seat & Committee Descriptions](#), [Org Charts](#), [Board Member Application Full Packet](#), [Prospective Board Member Questionnaire](#)

# Coversheet

## Approve Meeting Minutes: Regular Meeting on 06-28-22

**Section:** I. Opening Items  
**Item:** C. Approve Meeting Minutes: Regular Meeting on 06-28-22  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for PCM Board Meeting on June 28, 2022

APPROVED



**PULLMAN** **PUBLIC**  
**COMMUNITY** **FREE**  
**MONTESSORI** **K-9**

## Pullman Community Montessori

### Minutes

#### PCM Board Meeting

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##### **Date and Time**

Tuesday June 28, 2022 at 5:15 PM

##### **Location**

PCM Board of Trustees meetings are held in the Gladish Community and Cultural Center room 100a. To increase accessibility we offer a virtual option for attendance. The Zoom link can be found below. If you attend in person please wear a mask upon entry into the building. Thank you for understanding and complying with these safety mitigation measures!

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#### **Trustees Present**

A. Guyton (remote), A. Rahmani, B. Wolff (remote), J. Cassleman (remote)

#### **Trustees Absent**

L. Bruno, M. Medalle

#### **Ex Officio Members Present**

L. Sullivan

#### **Non Voting Members Present**

L. Sullivan

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### **I. Opening Items**

#### **A. Record Attendance**

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

J. Cassleman called a meeting of the board of trustees of Pullman Community Montessori to order on Tuesday Jun 28, 2022 at 5:20 PM.

#### **C. Approve Meeting Minutes: Regular Meeting on 05-24-22**

B. Wolff made a motion to approve the minutes from PCM Board Meeting on 05-24-22.

J. Cassleman seconded the motion.

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

**D. Approve Meeting Minutes: Special Meeting on 06-14-22**

B. Wolff made a motion to approve the minutes from Board Meeting--Special on 06-14-22.

J. Cassleman seconded the motion.

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

**E. Community Building**

Each member shared celebrations.

**F. DEI and Anti-racism Commitment**

Each board member will send book recommendations to read over the summer and discuss at retreat.

**II. Annual Board Meeting Business**

**A. Officer Elections**

B. Wolff made a motion to accept the officer slate as presented.

A. Guyton seconded the motion.

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

**B. Trustee Elections**

J. Cassleman made a motion to re-elect Beverly Wolff to her second term with the PCM board of trustees.

A. Rahmani seconded the motion.

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

**III. LEADER Team Update & Compliance Check-in**

**A. May Update**

Laylah provided update in correspondence with attached workbook. She will provide updated weekly on staff hiring.

**IV. Committee Updates**

**A. LSEC (Leadership Evaluation & Support Committee)**

**B. DC (Development Committee)**

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**C. GC (Governance Committee)**

Talked about office hours with the HOS.

Talked about surveying to determine if we need an established working meeting.

John will send out survey to see what people need.

**D. FC (Finance Committee)**

A. Guyton made a motion to approve the May financials as presented.

B. Wolff seconded the motion.

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

**V. Other Business**

**A. Annual Budget & Five-year Budget Projection Review (cntd)**

Laylah provided updates on what had changed and what is still fluid.

**B. Adjustment to Salary Scale**

Postponed until next meeting

**VI. 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 7:27 PM.

Respectfully Submitted,

J. Cassleman

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**Grounding Docs:** [Board Norms-We are LEADERS too-Structure and Responsibilities Overview](#), [PCM Logic Model](#), [EEMPS Rubric](#), [School-Wide Reflective Practice Inventory](#), [Bylaws](#)

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# Coversheet

## Approve Meeting Minutes: Regular Meeting on 07-26-22

**Section:** I. Opening Items  
**Item:** D. Approve Meeting Minutes: Regular Meeting on 07-26-22  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for PCM Board Meeting on July 26, 2022

APPROVED



**PULLMAN PUBLIC  
COMMUNITY FREE  
MONTESSORI K-9**

## Pullman Community Montessori

### Minutes

#### PCM Board Meeting

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#### Date and Time

Tuesday July 26, 2022 at 5:15 PM

#### Location

PCM Board of Trustees meetings are held in the Gladish Community and Cultural Center room 100a. To increase accessibility we offer a virtual option for attendance. The Zoom link can be found below. If you attend in person please wear a mask upon entry into the building. Thank you for understanding and complying with these safety mitigation measures!

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#### **Trustees Present**

A. Guyton (remote), A. Rahmani, J. Cassleman (remote), L. Bruno (remote)

#### **Trustees Absent**

B. Wolff, M. Medalle

#### **Ex Officio Members Present**

L. Sullivan

#### **Non Voting Members Present**

L. Sullivan

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### **I. Opening Items**

#### **A. Record Attendance**

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

J. Cassleman called a meeting of the board of trustees of Pullman Community Montessori to order on Tuesday Jul 26, 2022 at 5:21 PM.

#### **C. Approve Meeting Minutes: Regular Meeting on 06-28-22**

Move to August because link was not made public for board members to view in time

#### **D. Community Building**

Community Building led by John. "Share interactions you have had out in the community about PCM"

#### **E. DEI and Anti-racism Commitment**

Laylah shared an update on the school's DEI and Anti-racism commitment. She shared she received candid and open feedback from families about the work they did this year. She is looking at joining a fellowship to engage in this year. We will hear more details at the August retreat.

### **II. Public Comment**

#### **A. Making Public Comments**

No public comments.

### **III. LEADER Team Update & Compliance Check-in**

#### **A. July Update**

Enrollment at 113 accepted seats, budgeted enrollment at 115

Compliance: all items are turned in

The school calendar will be approved by commission, but will need an adjustment to the charter contract as the number of days has changed.

Finances: targeted to meet cash convenance

#### **B. Staffing Discussion**

Staff hiring: everyone is hired except one position where we have 3 potential options

### **IV. Committee Updates**

#### **A. LSEC (Leadership Evaluation & Support Committee)**

Bev absent, no verbal update.

#### **B. DC (Development Committee)**

Did not meet in July

#### **C. GC (Governance Committee)**

Did not meet in July

John brought forth that it has been challenging to ensure that all tasks are complete in a timely manner. One way to have group accountability and support would be to have a time during the board meeting to share out update on action items that are assigned in BoT.

**D. FC (Finance Committee)**

A. Guyton made a motion to Approve June financials as written.

J. Cassleman seconded the motion.

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

**V. Other Business**

**A. Governance Vs. Management Refresh**

Moved to August retreat

**B. Adjustment to Salary Scale & Updates to Staff Handbook**

J. Cassleman made a motion to Approve the additions to the staff handbook as drafted with the updated and added compensation schedules.

A. Rahmani seconded the motion.

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

**C. Equity Plan**

Will postpone to August board meeting

**D. Sector Update**

There is currently discussion at the legislative level about finding ways to hold charter schools more accountable. The sector is working together to figure out how to educate people around the accountability measures that are already in place. As a board and PCM community, we look at things that we can do to ensure our community understands our values and are aware of the process that governs the school.

**E. Year in Review**

Moved to August Retreat

**VI. 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 6:51 PM.

Respectfully Submitted,

A. Guyton

**Grounding Docs:** [Board Norms-We are LEADERS too-Structure and Responsibilities Overview](#), [PCM Logic Model](#), [EEMPS Rubric](#), [School-Wide Reflective Practice Inventory](#), [Bylaws](#)

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# Coversheet

## August Update

**Section:** III. LEADER Team Update & Compliance Check-in  
**Item:** B. August Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** PCM Board Dashboard 08-01-22 .xlsx

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

PCM Board Dashboard 08-01-22 .xlsx

# Coversheet

## FC (Finance Committee)

**Section:** IV. Committee Updates  
**Item:** D. FC (Finance Committee)  
**Purpose:** Vote

**Submitted by:**

**Related Material:**

- 2. PCM Income Statement July 2022.pdf
- 3. PCM Balance Sheet July 2022.pdf
- 4. PCM Budget Status July 2022.pdf
- 1. PCM Finance Dashboard July 2022.pdf
- 5. PCM Statement of Cash Flows July 2022.pdf
- 6. PCM Payroll and AP Certification July 2022.pdf
- 6a. PCM Auditing Officer Approval July 2022.pdf
- 6c. PCM AP Register July 2022.pdf
- 6b. PCM Payroll Report July 2022.pdf
- Budget Resolution - PCM 22-23.pdf
- PCM 22-23 Budget Presentation.pdf
- PCM 22-23 Budget Detail.pdf
- JGP Workbook PCM 08.15 - 6 years - 22-23 workbook - FINAL BUDGET WORKBOOK.xlsm

# Pullman Community Montessori

## Profit and Loss

July 2022

	TOTAL			
	JUL 2022	JUN 2022 (PP)	CHANGE	SEP 2021 - JUL 2022 (YTD)
<b>Revenue</b>				
3100 Local Donations	1,115.00	164.80	950.20	5,839.55
3102 Sales - Student Activities	120.00		120.00	3,466.37
3201 Interest Income (Public)	0.02	0.02	0.00	0.20
3520 Private Foundations / Grants				105,000.00
4000 General Apportionment	102,170.96	49,042.05	53,128.91	735,630.87
4021 Special Education - General Apportionment	2,743.05	1,316.66	1,426.39	19,749.91
4121 Special Education - State	12,417.20	5,960.26	6,456.94	89,403.84
4155 Learning Assistance	1,663.19	798.34	864.85	11,974.98
4174 Highly Capable	269.04	1,668.08	-1,399.04	1,937.12
4198 State - School Food Service		329.44	-329.44	1,222.94
5101 Title 1	7,101.82		7,101.82	14,072.00
5102 Title 2				1,944.00
5124 Federal SPED - IDEA				11,568.58
5198 Federal - School Food Services (NSLP)	1,629.65	8,333.78	-6,704.13	46,669.81
5199 Federal - Misc Grants	2,880.00	39,411.80	-36,531.80	116,626.62
5200 Federal - CSP	15,777.84	11,328.44	4,449.40	227,160.46
<b>Total Revenue</b>	<b>\$147,887.77</b>	<b>\$118,353.67</b>	<b>\$29,534.10</b>	<b>\$1,392,267.25</b>
<b>GROSS PROFIT</b>	<b>\$147,887.77</b>	<b>\$118,353.67</b>	<b>\$29,534.10</b>	<b>\$1,392,267.25</b>
<b>Expenditures</b>				
6005 Certificated - Executive Management	7,500.00	7,500.00	0.00	82,916.68
6010 Certificated - Instructional Management				26,666.70
6106 Classified - Operations Staff	5,956.80	4,395.30	1,561.50	47,161.96
6190 Classified - Other - Non -Instructional	1,123.00	4,380.00	-3,257.00	41,440.32
6198 Classified - Lunch Staff	0.00	2,045.27	-2,045.27	26,059.37
6270 Certificated - Teachers - Regular	17,663.10	17,663.10	0.00	193,356.96
6271 Certificated - Teachers - Substitutes	0.00	635.21	-635.21	11,469.93
6275 Certificated - Teachers - SPED	5,374.92	5,374.94	-0.02	59,761.76
6278 Certificated - Stipends				720.00
6371 Classified - Teachers - Substitutes		0.00	0.00	786.21
6373 Classified - Aides - Regular	173.00	6,636.63	-6,463.63	76,509.88
7051 Social Security/Medicare/FUTA	2,540.73	2,840.15	-299.42	33,474.32
7052 Worker's Compensation Insurance	236.46	385.82	-149.36	4,540.75
7053 State Unemployment	296.73	666.24	-369.51	7,297.49
7055 Retirement Contribution - DRS	4,975.42	6,437.37	-1,461.95	73,688.83
7056 Health Insurance - SEBB	8,712.00	10,648.00	-1,936.00	120,032.00
8010 Legal				501.74
8015 Oversight Fee (3%)	3,580.60	1,764.86	1,815.74	25,780.34
8035 Payroll & Accounting Services	8,000.00	8,000.00	0.00	89,431.50
8040 Special Ed Services	4,520.32	2,645.00	1,875.32	46,552.99



# Pullman Community Montessori

## Profit and Loss

July 2022

	TOTAL			
	JUL 2022	JUN 2022 (PP)	CHANGE	SEP 2021 - JUL 2022 (YTD)
8050 Contracted Services - Tech	151.06	452.76	-301.70	21,789.23
8051 Contracted Services - Program Support / PD	4,558.40		4,558.40	19,008.34
8052 Contracted Services - Instructional				2,433.13
8053 Contracted Services - Misc	8,125.00	8,125.00	0.00	57,395.00
8054 Contracted Services - Afterschool		2,483.25	-2,483.25	28,380.37
8055 Printing		78.52	-78.52	1,747.85
8060 Dues & Memberships		150.00	-150.00	2,701.76
8505 Board Expenses	833.37	833.33	0.04	10,666.67
8510 Classroom / Teaching Supplies & Materials	7,506.87	771.47	6,735.40	40,954.93
8515 Special Ed Supplies & Materials				1,179.61
8520 Textbooks / Workbooks				3,884.66
8526 COVID-19 Expenses				635.29
8530 Equipment / Furniture	8,684.99		8,684.99	17,238.49
8535 Telephone / Internet	910.90	787.39	123.51	8,381.39
8540 Technology - Hardware		6.17	-6.17	12,626.97
8541 Technology - Software	3,635.44	4,203.10	-567.66	25,246.68
8550 Field Trips		363.04	-363.04	4,071.75
8564 Bank & Payment Processing Fees	3,044.34	0.45	3,043.89	3,281.05
8565 Office Expense	2,856.01	8,345.02	-5,489.01	18,375.51
8570 Staff Development	-259.82		-259.82	9,695.89
8575 Staff Recruitment	1,018.88	1,415.92	-397.04	2,595.55
8580 Student Recruitment / Marketing	3,341.84	145.00	3,196.84	12,666.98
8585 School Meals / Lunch		1,006.08	-1,006.08	43,301.81
8590 Travel (Staff)				95.58
8595 Fundraising		6.73	-6.73	502.03
8599 Transportation (student)		6,522.00	-6,522.00	6,522.00
9005 Insurance Expense	893.16	893.16	0.00	9,673.33
9010 Janitorial				1,517.01
9015 Building and Land Rent / Lease	14,042.42	14,042.42	0.00	154,733.95
9020 Repairs & Maintenance Bld	99.26		99.26	207.06
9045 Interest Expense	5,195.34	1,997.02	3,198.32	24,568.08
<b>Total Expenditures</b>	<b>\$135,290.54</b>	<b>\$134,645.72</b>	<b>\$644.82</b>	<b>\$1,514,227.68</b>
<b>NET OPERATING REVENUE</b>	<b>\$12,597.23</b>	<b>\$ -16,292.05</b>	<b>\$28,889.28</b>	<b>\$ -121,960.43</b>
<b>NET REVENUE</b>	<b>\$12,597.23</b>	<b>\$ -16,292.05</b>	<b>\$28,889.28</b>	<b>\$ -121,960.43</b>

# Pullman Community Montessori

## Balance Sheet As of July 31, 2022

	TOTAL		
	AS OF JUL 31, 2022	AS OF JUN 30, 2022 (PP)	CHANGE
<b>ASSETS</b>			
Current Assets			
Bank Accounts			
1000 Banner Bank x4353 - PUBLIC Checking	162,066.87	179,267.45	-17,200.58
1001 Banner Bank x4695 - PRIVATE Checking	1,214.39	1,217.39	-3.00
1005 Banner Bank x3234 - PUBLIC Savings	1,095.51	1,095.49	0.02
<b>Total Bank Accounts</b>	<b>\$164,376.77</b>	<b>\$181,580.33</b>	<b>\$ -17,203.56</b>
Accounts Receivable			
1100 Accounts Receivable (A/R)	66,306.64	61,857.24	4,449.40
<b>Total Accounts Receivable</b>	<b>\$66,306.64</b>	<b>\$61,857.24</b>	<b>\$4,449.40</b>
Other Current Assets			
1150 Prepays & Other Assets	17,167.22	11,323.82	5,843.40
<b>Total Other Current Assets</b>	<b>\$17,167.22</b>	<b>\$11,323.82</b>	<b>\$5,843.40</b>
<b>Total Current Assets</b>	<b>\$247,850.63</b>	<b>\$254,761.39</b>	<b>\$ -6,910.76</b>
Fixed Assets			
1501 Fixed Assets-Capitalized Equipment	46,770.36	46,770.36	0.00
1503 Fixed Assets-Leasehold Improvements	391,802.62	391,802.62	0.00
1504 Fixed Assets-Furniture, Fixtures & Other	68,838.42	68,838.42	0.00
1510 Facilities - In Progress	97,205.81	97,205.81	0.00
<b>Total Fixed Assets</b>	<b>\$604,617.21</b>	<b>\$604,617.21</b>	<b>\$0.00</b>
<b>TOTAL ASSETS</b>	<b>\$852,467.84</b>	<b>\$859,378.60</b>	<b>\$ -6,910.76</b>
<b>LIABILITIES AND EQUITY</b>			
Liabilities			
Current Liabilities			
Accounts Payable			
2100 Accounts Payable	19,472.57	37,159.99	-17,687.42
<b>Total Accounts Payable</b>	<b>\$19,472.57</b>	<b>\$37,159.99</b>	<b>\$ -17,687.42</b>
Other Current Liabilities			
2101 Accrued Accounts & Payroll Payable	29,945.59	31,301.15	-1,355.56
2155 Retirement Payable - DRS	8,119.33	10,592.06	-2,472.73
2156 Health Insurance Payable - SEBB	-15,677.50	-17,230.00	1,552.50
2158 LTD Payable	90.55	118.55	-28.00
2171 Use Tax Payable	1,226.43	428.69	797.74
<b>Total Other Current Liabilities</b>	<b>\$23,704.40</b>	<b>\$25,210.45</b>	<b>\$ -1,506.05</b>
<b>Total Current Liabilities</b>	<b>\$43,176.97</b>	<b>\$62,370.44</b>	<b>\$ -19,193.47</b>

# Pullman Community Montessori

## Balance Sheet As of July 31, 2022

	TOTAL		
	AS OF JUL 31, 2022	AS OF JUN 30, 2022 (PP)	CHANGE
Long-Term Liabilities			
2501 Construction Loan Payable	478,794.06	479,108.58	-314.52
<b>Total Long-Term Liabilities</b>	<b>\$478,794.06</b>	<b>\$479,108.58</b>	<b>\$ -314.52</b>
<b>Total Liabilities</b>	<b>\$521,971.03</b>	<b>\$541,479.02</b>	<b>\$ -19,507.99</b>
Equity			
2998 Unrestricted Net Assets	449,107.24	450,257.24	-1,150.00
2999 Restricted Net Assets	3,350.00	2,200.00	1,150.00
Net Revenue	-121,960.43	-134,557.66	12,597.23
<b>Total Equity</b>	<b>\$330,496.81</b>	<b>\$317,899.58</b>	<b>\$12,597.23</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$852,467.84</b>	<b>\$859,378.60</b>	<b>\$ -6,910.76</b>



## Pullman Community Montessori FY 21-22 Budget Status Report Jul-22

	Total			
	Actual	Budget	Over/(Under) Budget	% Received / Spent
<b>Revenue</b>				
Local Support	9,306.12	5,000.00	4,306.12	186.12%
State Revenue - General	735,630.87	784,175.00	-48,544.13	93.81%
State Revenue - Special Purpose	124,288.79	133,751.00	-9,462.21	92.93%
Federal Revenue	418,041.47	552,639.00	-134,597.53	75.64%
Grants & Other Sources	105,000.00	260,500.00	-155,500.00	40.31%
<b>Total Revenue</b>	<b>\$ 1,392,267.25</b>	<b>\$ 1,736,065.00</b>	<b>-\$ 343,797.75</b>	<b>80.20%</b>
<b>Gross Profit</b>	<b>\$ 1,392,267.25</b>	<b>\$ 1,736,065.00</b>	<b>-\$ 343,797.75</b>	<b>80.20%</b>
<b>Expenditures</b>				
Salaries	566,849.77	643,932.00	-77,082.23	88.03%
Personnel Taxes & Benefits	239,033.39	310,590.00	-71,556.61	76.96%
Contracted Services	291,272.64	323,794.00	-32,521.36	89.96%
School Operations	215,258.60	236,211.00	-20,952.40	91.13%
Facility Operations & Maintenance	190,699.43	179,368.00	11,331.43	106.32%
<b>Total Expenditures</b>	<b>\$ 1,503,113.83</b>	<b>\$ 1,693,895.00</b>	<b>-\$ 190,781.17</b>	<b>88.74%</b>
<b>Net Operating Revenue</b>	<b>-\$ 110,846.58</b>	<b>\$ 42,170.00</b>	<b>-\$ 153,016.58</b>	<b>-262.86%</b>
<b>Net Revenue</b>	<b>-\$ 110,846.58</b>	<b>\$ 42,170.00</b>	<b>-\$ 153,016.58</b>	<b>-262.86%</b>
<b>Capital Expenditures</b>				
1501 Fixed Assets-Capitalized Equipment (Tech)	11,113.85	17,206.00	-6,092.15	64.59%
1504 Fixed Assets-Furniture, Fixtures & Other	0.00	46,710.00	-46,710.00	0.00%
<b>Total Capital Expenditures</b>	<b>11,113.85</b>	<b>63,916.00</b>	<b>-52,802.15</b>	<b>17.39%</b>
<b>All Expenditures</b>	<b>1,514,227.68</b>	<b>1,757,811.00</b>	<b>-243,583.32</b>	<b>86.14%</b>



**Finance Dashboard**  
July 2022

	<b>Metric</b> <i>Description</i>	<b>Result</b>	<b>Goal</b>	<b>Status</b>	<b>Notes</b>
1.	<b>Current Student Recruitment Count</b> <i>Enrollment is the school's primary revenue driver</i>	99%	100%	○	<i>Current enrollment: 66 (AAFTE: 72.7) Budget: 73.5 SPED: 10 budget, 11.22 actual</i>
2.	<b>Public Revenue Received as a % of overall budget</b> <i>Measures rate of receipt of public funds to date</i>	87%	90%	○	<i>Federal grants mostly fully claimed in August</i>
3.	<b>Private Revenue Received as a % of overall budget</b> <i>Measures progress against fundraising goals</i>	85%	92%	○	<i>There is a WA Charters grant payment scheduled for July not received yet</i>
4.	<b>Expenditures to date as a % of overall budget</b> <i>Measures actual spending against planned spending</i>	86%	92%	○	<i>11 months into FY = 92%; overall tracking well</i>
5.	<b>Cash on Hand</b> <i>Measures operational and financial stability</i>	Current: \$181k Proj: \$200k	\$145k	○	<i>Cash is in a healthy place to meet current fiscal obligations and is projected to meet 30 days cash</i>

**Additional notes for discussion:**

The following accounts have material (\$10k) variances or may end the year with material variances:

- Unfavorable variance: office expenses (\$10k) student recruitment (\$10k), interest accrual (\$24k)
- Favorable variances: transpo (\$8.5k), teacher salaries (forecast: \$40k), employer paid taxes & benefits (forecast: \$40K), classroom supplies (\$19k), equipment/furniture (\$29k), school meals (\$17k)

CSP revenue may not hit budget but the full grant will be spent; as a reimbursement grant, would be neutral fiscal effect overall.

Current fiscal year count of missing documentation: ~\$28k.

jg<sup>P</sup>

# Pullman Community Montessori

## Statement of Cash Flows

May - July, 2022

	MAY 2022	JUN 2022	JUL 2022	TOTAL
<b>OPERATING ACTIVITIES</b>				
Net Revenue	-63,362.19	-16,292.05	12,597.23	\$ -67,057.01
Adjustments to reconcile Net Revenue to Net Cash provided by operations:				\$0.00
1100 Accounts Receivable (A/R)	103,826.59	508.48	-4,449.40	\$99,885.67
1150 Prepaids & Other Assets	2,013.26	-9,203.40	-5,843.40	\$ -13,033.54
2100 Accounts Payable	-15,288.94	29,746.62	-17,687.42	\$ -3,229.74
2101 Accrued Accounts & Payroll Payable	1,441.81	-6,772.26	-1,355.56	\$ -6,686.01
2155 Retirement Payable - DRS	367.23	421.93	-2,472.73	\$ -1,683.57
2156 Health Insurance Payable - SEBB	25.00	531.00	1,552.50	\$2,108.50
2158 LTD Payable	0.78	3.25	-28.00	\$ -23.97
2171 Use Tax Payable	8.69		797.74	\$806.43
<b>Total Adjustments to reconcile Net Revenue to Net Cash provided by operations:</b>	<b>92,394.42</b>	<b>15,235.62</b>	<b>-29,486.27</b>	<b>\$78,143.77</b>
<b>Net cash provided by operating activities</b>	<b>\$29,032.23</b>	<b>\$ -1,056.43</b>	<b>\$ -16,889.04</b>	<b>\$11,086.76</b>
<b>INVESTING ACTIVITIES</b>				
1510 Facilities - In Progress		-1,500.00		\$ -1,500.00
<b>Net cash provided by investing activities</b>	<b>\$0.00</b>	<b>\$ -1,500.00</b>	<b>\$0.00</b>	<b>\$ -1,500.00</b>
<b>FINANCING ACTIVITIES</b>				
2501 Construction Loan Payable	1,923.00	1,997.02	-314.52	\$3,605.50
2998 Unrestricted Net Assets			-1,150.00	\$ -1,150.00
2999 Restricted Net Assets			1,150.00	\$1,150.00
<b>Net cash provided by financing activities</b>	<b>\$1,923.00</b>	<b>\$1,997.02</b>	<b>\$ -314.52</b>	<b>\$3,605.50</b>
<b>NET CASH INCREASE FOR PERIOD</b>	<b>\$30,955.23</b>	<b>\$ -559.41</b>	<b>\$ -17,203.56</b>	<b>\$13,192.26</b>



**Payroll Check Summary**

*Payroll Runs: 07/08/2022 and 07/25/2022*

**BOARD CERTIFICATION STATEMENT**

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of August 23, 2022, the Board, by a \_\_\_\_\_ vote, approves payments totaling \$29,966.47. The payments are further identified in this document.

Total Payment by Type:  
Payroll Direct Deposit (\$29,966.47)

Secretary	<u>Melisa Medalle</u>	Board Member	<u>Ayad Rahmani</u>
Board Member	<u>John Cassleman</u>	Board Member	_____
Board Member	<u>Aubree Guyton</u>	Board Member	_____
Board Member	<u>Beverley Wolff</u>		

**Accounts Payable Register**

*July 2022*

**BOARD CERTIFICATION STATEMENT**

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of August 23, 2022, the Board, by a \_\_\_\_\_ vote, approves payments totaling \$103,323.66. The payments are further identified in this document.

Total Payment by Type:  
Electronic Funds Transfer (\$103,323.66)  
Reimbursement Direct Deposit (\$0)

Secretary	<u>Melisa Medalle</u>	Board Member	<u>Ayad Rahmani</u>
Board Member	<u>John Cassleman</u>	Board Member	_____
Board Member	<u>Aubree Guyton</u>	Board Member	_____
Board Member	<u>Beverley Wolff</u>		

AUDITING OFFICER CERTIFICATION AND APPROVAL  
(CHAPTER 42.24 RCW)

I, the undersigned, do hereby certify under penalty of perjury for the following vouchers, that the materials have been furnished, the services rendered or the labor performed as described herein and that the claim is a just, due and unpaid obligation against Pullman Community Montessori, and that I am authorized to authenticate and certify so said claim.

Pullman Community Montessori General Fund

July AP register totaling: \$103,323.66

Pay dates within 07/01/22 - 07/31/22

Board Date 08/23/22

\_\_\_\_\_  
Signature of Auditing Officer

\_\_\_\_\_  
Date



# Pullman Community Montessori

## Bill Payment List

July 2022

DATE	NUM	VENDOR	AMOUNT
1000 Banner Bank x4353 - PUBLIC Checking			
07/01/2022		BoardOnTrack Inc	-10,000.00
07/01/2022		Ccooper Services	-145.00
07/01/2022		First Step Internet	-300.00
07/01/2022		Galexis Technologies	-458.93
07/01/2022		HCA - SEBB	-11,849.00
07/01/2022		Palouse Residential Designs	-1,500.00
07/05/2022		Benjamin Heft	-102.58
07/06/2022		Christina Brandt	-254.39
07/05/2022		Darin McKee	-50.25
07/05/2022		Desiree Porter	-260.49
07/05/2022		Friends of Gladish	0.00
07/05/2022		Grant Farrand	-50.25
07/05/2022		Kris Rollins	-50.25
07/05/2022		Lindsey Smith	-50.25
07/05/2022		Mandi Nishimura	-50.25
07/05/2022		Marisa Nishimura	-50.25
07/05/2022		Mike Petlovany	-50.25
07/05/2022		Stacia McKee	-50.25
07/05/2022		Stefany Unda	-50.25
07/06/2022	EFT	WA Dept of Retirement Systems	-10,677.95
07/12/2022	EFT	URM Stores Inc	-903.50
07/08/2022	EFT	Great American Insurance Group	-653.33
07/15/2022		TPC Holdings, Inc	-286.24
07/21/2022	EFT	Joule Growth Partners	-8,000.00
07/21/2022	EFT	Public Montessori in Action International	-3,175.00
07/19/2022	1027	Friends of Gladish	-14,475.94
07/22/2022		Audalia Creative	-96.00
07/22/2022		Galexis Technologies	-151.06
07/22/2022		HCA - SEBB	-7,739.00
07/22/2022		Issaquah School District	-6,522.00
07/22/2022		Nathaniel A Porter	-1,050.67
07/22/2022		NEWESD 101	-3,625.00
07/22/2022		NWEA	-2,371.60
07/22/2022		PresenceLearning, Inc	-4,520.32
07/22/2022		Spokane International Academy	-8,125.00
07/22/2022		The Standard Insurance Company	-118.55
07/22/2022		WA State Charter Schools Association	-5,509.86
<b>Total for 1000 Banner Bank x4353 - PUBLIC Checking</b>			<b>\$ -103,323.66</b>
Not Specified			
07/06/2022		Cynthia LaMonica	0.00
<b>Total for Not Specified</b>			<b>\$0.00</b>

**Pullman Community Montessori  
Payroll Summary**

**Jul-22**



**Pay Code Totals**

Custodian	-
Kitchen Staff	510.77
Office Administration	5,855.30
School Administration	7,500.00
Special Education Staff	5,374.92
Student Support Staff	2,110.17
Substitute Teacher	191.34
Teacher	17,663.10
<b>Total</b>	<b>39,205.60</b>

**Deduction Totals**

State Pension	2,814.13
State Employees Benefits Board	1,063.50
Supplemental LTD	90.55
Wage Garnishments	-
Federal Income Tax	2,455.49
Social Security	1,943.85
Medicare	553.07
WA Long Term Care Insurance	-
WA Workers' Comp Insurance	146.32
WA Family and Medical Leave Insurance	172.22
<b>Total</b>	<b>9,239.13</b>

**Benefits Totals**

State Pension	5,391.09
State Employees Benefits Board	8,228.00
Social Security	1,943.85
Medicare	553.07
WA SUI	529.29
WA EAF	7.84
WA Family and Medical Leave Insurance	-
WA Workers' Comp Insurance	270.00
<b>Total</b>	<b>16,923.14</b>

**Direct Deposit Total** **29,966.47**

**Pullman Community Montessori Charter School  
Board Resolution**

**BUDGET ADOPTION**

WHEREAS, WAC 392-123-054 requires that the board of directors of every school meet for the purpose of fixing and adopting the budget of the district for the ensuing fiscal year;

WHEREAS, a public notice was published announcing that on August 23, 2022, the Board of Directors of Pullman Community Montessori would meet in a public meeting for the purpose of fixing and adopting the 2022-23 fiscal budget of the school, the four-year budget plan that includes a four-year enrollment projection; projection and the appropriations as so finally determined;

THEREFORE BE IT RESOLVED, the Board of Directors of Pullman Community Montessori, has determined that the final appropriation level of expenditures for each fund in 2022-23 will be as follows:

DATED this 23rd day of August 2022

APPROPRIATION LEVEL

A. General Fund \$ 2,428,056

APPROVED by the Board of Directors of Pullman Community Montessori Charter School, in a regular meeting thereof held on the 23<sup>rd</sup> day of August 2022.

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Treasurer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Date



# Pullman Community 22/23 August Proposed Budget

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# July/August Changes

## Changes made to the budget file since our last meeting

- Added local meal sales (\$22k)
- Moved up the hiring of a teacher / removed part-time (1 day/week) teacher
- Insurance increased to \$25k from \$12k (transpo addition)
- Lowered WA Charters repayment from 5 years to 3 (loan payments still only \$2.2k/mo)
- Audit cost increased to \$37K (\$19k SAO estimate + \$18.5K CPA estimate)
- Classroom supplies & furniture drop of ~\$55k
- Increase YMCA contract to \$39k (\$10k increase)
- Projected ending cash has decreased from \$277k to \$230k

## Final JGP questions

- How is enrollment looking?
- Any additional fundraising or private foundation revenue?

# Summary

Grade Levels	Enrollment	Total FTE Teacher FTE Assistant FTE SPED FTE	FRL% SPED% TBIP%	Budget cash effect	Ending Cash (08/31/23)
K-6	122 (+52)	19.9 (+7.8) 6.9 (+2.9) 4 (+0.7) 2 (+1)	25% 13.5% 5%	Net cash effect: +20k	230k (37 days)

# Key Data

<b>Staffing Costs</b>	<b>Tech Costs FY 22-23</b>	<b>Facility Costs FY 22-23</b>	<b>Per Pupil General Apportionment</b>	<b>Per Pupil Expenditures</b>	<b>Private Funding FY 22-23</b>
\$1.5M (+500k)	\$43k (+1k)	\$345k (+72k) (incl \$94k depreciation)	\$11.2k (-500)	\$18.8k (-5.2k)	\$222k (-126k)
<b>Average Teacher Salary</b>	<b>Local Donations Goal</b>	<b>Student : Teacher Ratio</b>	<b>Student : Adult Ratio</b>	<b>Projected Debt on 8/31/22</b>	<b>Projected Debt on 8/31/23</b>
\$58k (+3k)	\$25k	17.7 (+0.5)	6.42 (+1.34)	\$478k	\$435k

# Budget Summary & Narrative

PCM's proposed 2022-23 budget takes prioritizes PCM's mission and vision by ensuring that the model offered families is what has been promised.

This is accomplished by

1. **Staffing:** hiring the appropriate count Montessori guides and assistants for the student enrollment.
2. **Equipment and Materials:** purchasing high quality materials and equipment.
3. **Contractors:** hiring reputable contractors that will further PCM's mission and vision and provide high quality services.
4. **Facilities:** renting the appropriate square footage for the number of students and staff required to offer the Montessori model.

PCM is committed to providing a Montessori education with fidelity to what we promised our families and students. There are no material changes to the model or program at this time other than the lowered Montessori Coach responsibilities and the addition of an office assistant.

Pullman Community Montessori 22-23 Budget Summary		
Revenue	Amount	%
Local Support	\$ 46,905	2%
State Revenue - General	\$ 1,370,129	57%
State Revenue - Special Purpose	\$ 331,623	14%
Federal Revenue	\$ 501,753	21%
Grants & Other Sources	\$ 164,000	7%
<b>Total Revenue</b>	<b>\$ 2,414,410</b>	
Expenses	Amount	%
Salaries	\$ 1,040,462	45%
Personnel Taxes & Benefits	\$ 443,265	19%
Contracted Services	\$ 309,224	13%
School Operations	\$ 254,386	11%
Facility Operations & Maintenance	\$ 170,966	7%
Reserves / Contingency	\$ 75,979	3%
<b>PnL Expenditures</b>	<b>\$ 2,294,281</b>	
<b>Operating Net Income</b>	<b>\$ 120,129</b>	
Balance Sheet Expenses	Amount	
Minor Renovations	\$ 90,000	
Principal Loan Payments	\$ 79,373	
Capitalized Furniture / Equipment	\$ 19,800	
Prepays (Contractors)	\$ 23,975	
<b>Balance Sheet Expenditures</b>	<b>\$ 213,148</b>	
Balance Sheet Cash Effects	Amount	
PY Recognized Revenue Received	\$ 68,500	
Due to OSPI	\$ (45,031)	
Loan Proceeds	\$ 90,000	
<b>Total Cash Effects</b>	<b>\$ 113,469</b>	
<b>Final Cash Effect</b>	<b>\$ 20,451</b>	
<b>Beginning Cash</b>	<b>\$ 126,544</b>	
<b>Ending Cash</b>	<b>\$ 146,994</b>	
<b>Days Cash</b>	<b>37</b>	



# Budget Detail

<b>SUMMARY</b>	
<b>Total Enrollment</b>	122.0
<b>Staff FTE</b>	19.9
<b>Total Revenue</b>	2,414,410
<b>Total Expenses</b>	2,294,281
<b>Net Income</b>	120,129
<b>Revenue Per Pupil</b>	19,790
<b>General Apportionment Per Pupil</b>	11,231
<b>Expenses Per Pupil</b>	18,806

YEAR 2  
2022-23

**2022-23 Pullman Community Montessori Budget Detail**

**REVENUES**

<b>2000 - LOCAL SUPPORT - NON-TAX</b>	
2200 - Sale Of Goods, Supplies, & Services	-
2500 - Gifts Grants, and Donations (Local)	25,000
2298 - Local lunch sales	21,905
<b>TOTAL 2000 - LOCAL SUPPORT - NON-TAX</b>	<b>\$ 46,905</b>
<b>3000 - STATE REVENUE - GENERAL PURPOSE</b>	
3100 - Apportionment	1,370,129
3121 - Special Education - General Apportionment	12,486
<b>TOTAL 3000 - STATE REVENUE - GENERAL PURPOSE</b>	<b>\$ 1,382,615</b>
<b>4000 - STATE REVENUE - SPECIAL PURPOSE</b>	
4121 - Special Education - State	172,361
4155 - Learning Assistance	10,966
4165 - Transitional Bilingual	7,714
4174 - Highly Capable	3,621
4199 - Transportation - Operations	48,475
4201 - State - Misc Grants	76,000
<b>Total 4000 - STATE REVENUE - SPECIAL PURPOSE</b>	<b>\$ 319,137</b>
<b>5000 - FEDERAL REVENUE - RESTRICTED</b>	
Title I	12,973
Title II	1,608
Title III & IV	10,000
IDEA Funding	14,980
6198 - School Food Services	42,177
CSP	380,000
ESSER	40,015
<b>TOTAL 5000 - FEDERAL REVENUE - RESTRICTED</b>	<b>\$ 501,753</b>
<b>8000 - OTHER ENTITIES</b>	
8200 - Private Foundations	164,000
<b>TOTAL 8000 - OTHER ENTITIES</b>	<b>\$ 164,000</b>
<b>TOTAL REVENUE</b>	<b>\$ 2,414,410</b>

## EXPENSES

### ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	94,950
Instructional Management	78,000
Administrative Staff	99,520

### TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

**\$ 272,470**

### INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	401,542
Teachers - SPED	109,267
Teaching Assistants	120,618
Substitute Teachers	11,700

### TOTAL INSTRUCTIONAL PERSONNEL COSTS

**\$ 643,128**

### NON-INSTRUCTIONAL PERSONNEL COSTS

Other - Non-Instructional	124,864
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### TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

**\$ 124,864**

### TOTAL PERSONNEL SALARY COSTS

**\$ 1,040,462**

### PAYROLL TAXES AND BENEFITS

Social Security	46,769
Medicare	15,087
State Unemployment	14,359
Worker's Compensation Insurance	4,682
SEBB	233,928
SERS (Classified Retirement)	33,734
TRS (Certificated Retirement)	94,706

### TOTAL PAYROLL TAXES AND BENEFITS

**\$ 443,265**

### TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

**\$ 1,483,726**

### CONTRACTED SERVICES

Accounting / Audit	37,500
Legal	8,000
Oversight Fee (3%)	48,773
Substitute Teachers	-
Student Health	-
Back Office	125,800
Special Ed	50,151
Program Support / PD	
Afterschool	39,000
Tech support	-

### TOTAL CONTRACTED SERVICES

**\$ 309,224**

### SCHOOL OPERATIONS

Board Expenses	11,250
Classroom / Teaching Supplies & Materials	47,750
Special Ed Supplies & Materials	4,118
Textbooks / Workbooks	7,320

Equipment / Furniture	
Internet / Phone	7,680
Technology Hardware	13,418
Technology Software	29,930
Student Testing & Assessment	4,080
Field Trips	11,590
Transportation (student)	17,500
Student Services - other	3,050
Office Expense	10,000
Staff Development	9,938
Staff Recruitment	2,000
Student Recruitment / Marketing	3,000
School Meals / Lunch	58,763
Travel (Staff)	2,500
Fundraising	5,000
Dues & Memberships	3,000
Printer	2,500
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 254,386</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	24,800
Janitorial Services	20,000
Building and Land Rent / Lease	120,986
Repairs & Maintenance	3,000
Security Services	-
Utilities	-
Financing Costs (Loan Payments - Interest)	2,180
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ 170,966</b>
<b>RESERVES / CONTIGENCY</b>	<b>75,979</b>
<b>Total Expenses</b>	<b>\$ 2,294,281</b>
<b>Operating Net Income</b>	<b>\$ 120,129</b>
<b>DEPRECIATION / AMORTIZATION</b>	<b>94,883</b>
<b>Final Net Income (FASB)</b>	<b>\$ 25,246</b>

**Cash-Basis Adjustments****Liabilities**

Deferred Revenue - Revenue Recognized	(164,000)
Deferred Revenue / AR -Cash Received	232,500
Due to OSPI	(45,031)
Loan Proceeds	90,000
Principal Loan Payments	(79,373)
Depreciation - Add back	94,883
<b>Total Liability Adjustments</b>	<b>\$ 128,979</b>

**Assets**

Minor Renovations	90,000
Prepays - Contractors	23,975
Equipment/Furniture	19,800
<b>Total Asset Adjustments</b>	<b>\$ 133,775</b>

<b>Cash-Basis Net Inflows / (Outflows)</b>	<b>\$ (4,796)</b>
<b>Cash Basis Net Margin</b>	<b>\$ 20,451</b>
<b>Beginning Cash</b>	<b>\$ 210,000</b>
<b>Ending Cash</b>	<b>\$ 230,451</b>

<b>Total Approved Expenditures (per SDAM)</b>	<b>\$ 2,428,056</b>
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# Four Year Outlook

Pullman Community Montessori F-195F				
Enrollment	122.00	164.00	203.00	239.00
Staffing FTE	20	21	25	35
REVENUES AND OTHER FINANCING SOURCES	2022-23	2023-24	2024-25	2025-26
1000   Local Taxes	\$ -	\$ -	\$ -	\$ -
2000   Local Nontax Support	46,905	54,446	61,449	67,912
3000   State, General Purpose	1,382,615	1,835,062	2,161,824	4,004,526
4000   State, Special Purpose	319,137	329,058	414,235	492,156
5000   Federal, General Purpose	-	-	-	-
6000   Federal, Special Purpose	501,753	408,173	353,720	158,314
7000   Revenues from Other School Districts	-	-	-	-
8000   Revenues from Other Entities	164,000	-	-	-
9000   Other Financing Sources	-	-	-	-
<b>A. TOTAL REVENUES AND OTHER FINANCING SOURCES</b>	<b>2,414,410</b>	<b>2,626,738</b>	<b>2,991,228</b>	<b>4,722,909</b>
EXPENDITURES				
00   Regular Instruction	1,034,201	1,139,035	1,394,349	2,321,782
10   Federal Stimulus	-	-	-	-
20   Special Education Instruction	199,827	295,039	371,453	440,812
30   Vocational Education Instruction	-	-	-	-
40   Skill Center Instruction	-	-	-	-
50 and 60   Compensatory Education Instruction	36,882	54,042	69,224	83,826
70   Other Instructional Programs	380,000	300,000	220,000	-
80   Community Services	-	-	-	-
90   Support Services	643,371	796,153	901,970	1,199,057
<b>B. TOTAL EXPENDITURES</b>	<b>2,294,281</b>	<b>2,584,269</b>	<b>2,956,996</b>	<b>4,045,477</b>

<b>SUMMARY</b>	
<b>Total Enrollment</b>	122.0
<b>Staff FTE</b>	19.9
<b>Total Revenue</b>	2,414,410
<b>Total Expenses</b>	2,294,281
<b>Net Income</b>	120,129
<b>Revenue Per Pupil</b>	19,790
<b>General Apportionment Per Pupil</b>	11,231
<b>Expenses Per Pupil</b>	18,806

YEAR 2  
2022-23

**2022-23 Pullman Community Montessori Budget Detail**

**REVENUES**

<b>2000 - LOCAL SUPPORT - NON-TAX</b>	
2200 - Sale Of Goods, Supplies, & Services	-
2500 - Gifts Grants, and Donations (Local)	25,000
2298 - Local lunch sales	21,905
<b>TOTAL 2000 - LOCAL SUPPORT - NON-TAX</b>	<b>\$ 46,905</b>
<b>3000 - STATE REVENUE - GENERAL PURPOSE</b>	
3100 - Apportionment	1,370,129
3121 - Special Education - General Apportionment	12,486
<b>TOTAL 3000 - STATE REVENUE - GENERAL PURPOSE</b>	<b>\$ 1,382,615</b>
<b>4000 - STATE REVENUE - SPECIAL PURPOSE</b>	
4121 - Special Education - State	172,361
4155 - Learning Assistance	10,966
4165 - Transitional Bilingual	7,714
4174 - Highly Capable	3,621
4199 - Transportation - Operations	48,475
4201 - State - Misc Grants	76,000
<b>Total 4000 - STATE REVENUE - SPECIAL PURPOSE</b>	<b>\$ 319,137</b>
<b>5000 - FEDERAL REVENUE - RESTRICTED</b>	
Title I	12,973
Title II	1,608
Title III & IV	10,000
IDEA Funding	14,980
6198 - School Food Services	42,177
CSP	380,000
ESSER	40,015
<b>TOTAL 5000 - FEDERAL REVENUE - RESTRICTED</b>	<b>\$ 501,753</b>
<b>8000 - OTHER ENTITIES</b>	
8200 - Private Foundations	164,000
<b>TOTAL 8000 - OTHER ENTITIES</b>	<b>\$ 164,000</b>
<b>TOTAL REVENUE</b>	<b>\$ 2,414,410</b>

<b>EXPENSES</b>	
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	
Executive Management	94,950
Instructional Management	78,000
Administrative Staff	99,520
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b><u>\$ 272,470</u></b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>	
Teachers - Regular	401,542
Teachers - SPED	109,267
Teaching Assistants	120,618
Substitute Teachers	11,700
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b><u>\$ 643,128</u></b>
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## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

JGP Workbook PCM 08.15 - 6 years - 22-23 workbook - FINAL BUDGET  
WORKBOOK.xlsm

# Coversheet

## Updated 2021-22 Policies/Procedures/Handbooks

**Section:** V. Other Business  
**Item:** A. Updated 2021-22 Policies/Procedures/Handbooks  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
2161P - Special Education and Related Services Procedure updated 8-2022.docx  
2161-special education and related services.docx



**POLICY #2161P**

**Special Education and Related Services for Eligible Students Procedure**

**Adopted – X**

**Last Revised –** PCM: 8/2022, PCM: 5/2021, WSSDA: 3/2016

**Prior Revised Dates –** WSSDA: 10/2000, 10/2002, 12/2007, 10/2009, 12/2011, 06/2014

The purpose of the Pullman Community Montessori (PCM) school's special education program procedures is to address program areas where state and federal regulations require specific local procedures or permit local discretionary choices.

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

**Free Appropriate Public Education (FAPE)**

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

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

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

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

PCM provides a continuum of services for the students it serves who are eligible for special education services from kindergarten through age 21, regardless of the funding source. Where PCM is unable to provide all or part of the special education or necessary related services, it will make arrangements through contracts with other public or non-public sources, inter-PCM agreements, or interagency



42 coordination.

43

44 **Students Covered by Public or Private Insurance**

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

48

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

51

52 B. Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-  
 53 pay amount incurred in filing a claim;

54

55 C. Use a parent or student's benefits under a public insurance program if that use would:

56

57 1. Decrease available lifetime coverage or any other insured benefit;

58

59 2. Result in the family paying for services required after school hours that would otherwise  
 60 be covered by the public insurance program;

61

62 3. Increase premiums or result in discontinuation of insurance; or

63

64 4. Risk loss of eligibility for home and community-based waivers, based on aggregate  
 65 health-related expenditures.

66

67 PCM may access a parent's private insurance proceeds to provide FAPE to an eligible student only if the  
 68 parent provides informed consent to PCM. Whenever PCM proposes to access the parent's private  
 69 insurance proceeds, PCM will:

70

71 A. Obtain parent consent in accordance with [Chapter 392-172A WAC](#) each time PCM wishes to  
 72 access benefits for a new procedure; and

73

74 B. Inform the parents that their refusal to permit PCM to access their insurance does not relieve  
 75 PCM of its responsibility to ensure that all required services are provided at no cost to the parents.

76

77 Before first accessing a parent's or student's public benefits, for the first time and annually after the first  
 78 notification, PCM will provide written notification using the prior written notice provisions under [WAC](#)  
 79 [392-172A-07005\(3\)](#) that includes:

80

81 A. a statement of the parental consent provisions;

82



83 B. a statement of the “no cost” provisions;

84

85 C. a statement that the parents may withdraw their consent to disclose personally identifiable  
 86 information to the agency responsible for administering the state’s public benefits or insurance, and

87

88 D. a statement that a parent’s withdrawal or refusal to consent does not relieve the school PCM of  
 89 its responsibility to ensure that all required services are provided at no cost to the parents.

90

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

94

95 1. The personally identifiable information that may be disclosed, such as records or information  
 96 about the services that may be provided to the student;

97

98 2. The purpose of the disclosure;

99

100 3. The agency to which the disclosure will be made; and

101

102 4. That the parent understands and agrees that the public agency may access the parent’s or  
 103 student’s public benefits or insurance to pay for services under the act.

104

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

108

109 The *(appropriate staff at PCM)* is responsible for providing the required notices and requests for  
 110 consent to parents under this section.

111

### 112 **Parent Participation in Meetings**

113 PCM encourages parental involvement and sharing of information between PCM and parents to  
 114 support the provision of appropriate services to its students. As used in these procedures, the term  
 115 “parent” includes biological and adoptive parents, legal guardians, persons acting in the place of a  
 116 parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents, and  
 117 adult students whose rights to educational decision-making have transferred to them.

118

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

122

123 When a meeting is scheduled parents will be:

124



- 125 A. Notified of the meeting early enough that they will have an opportunity to attend;  
 126  
 127 A. Notified of the availability of interpretation and translation services at no cost to the parents;  
 128  
 129 B. Notified of the purpose, time, and location of the meeting and who will be in attendance;  
 130  
 131 A. The parent will be notified that PCM or the parent may invite others who have knowledge or  
 132 special expertise of the student; and  
 133

- 134  
 135 B. The meetings will be scheduled at a mutually agreeable time and place.  
 136  
 137

138 PCM will take whatever action is necessary to ensure that the parent understands invitations to attend  
 139 IEP meetings and the proceedings of the IEP team meeting, including but not limited to, notifying the  
 140 parents in their native language of the availability of interpretation/translation services at no cost to the  
 141 parents and arranging for an interpreter for parents who are deaf or hard of hearing or whose native  
 142 language is other than English. PCM will maintain documentation of the language in which families  
 143 prefer to communicate and whether a qualified interpreter for the student's family was provided.  
 144

145 The staff person responsible for inviting the parents to meetings will keep documentation of the  
 146 information provided and the methods used to notify the parents of the meeting. PCM may proceed  
 147 with a meeting only if PCM is not able to convince the parent to attend. In this case, PCM will  
 148 document its attempts to arrange the meeting. This documentation will include records of telephone  
 149 calls and the results, copies of correspondence sent to the parent, and/or other means used to contact  
 150 the parent.  
 151

152 This documentation will be kept in the student's special education file.  
 153

154 *(Describe who is responsible in your PCM for notification, form use and other arrangements.)*  
 155

156 If the parent cannot attend a meeting but wishes to participate, PCM will arrange for other means to  
 157 participate. This can include individual or conference phone calls, video, or other means of  
 158 conferencing. *(PCM: Do not include any methods of participation that you cannot technologically  
 159 provide.)*  
 160

161 A meeting does not include informal or unscheduled conversations involving PCM personnel;  
 162 conversations on issues such as teaching methodology, lesson plans, coordination of service provisions;  
 163 or preparatory activities that PCM personnel engage in to develop a proposal or a response to a parent  
 164 proposal to be discussed at a later meeting.  
 165





166 **Identification and Referral (Child Find)**

167

168 A. **Identification**

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

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PCM

PCM reaches students who may be eligible for special education services through: *(PCM adoption note: Include only those practices that are actually part of your child find program, but make sure PCM has enough practices to assure that PCM meets its obligation to reach all children including highly mobile children and children who may need special education even though they are advancing from grade to grade. If your PCM conducts other activities, describe and include those.)*

195

196

197

198

199

200

201

202

203

204

205

206

1. Notification to parents of child find activities in its annual informational packet;
2. Notification to parents PCM-wide through local papers or other media;
3. Information regarding child find on PCM's website;
4. PCM informational mailings;
5. Posting notices regarding screening and referral in school buildings and public locations including DSHS community service offices, Employment Security offices, grocery stores, Laundromats, day cares, community preschool sites, and physicians' offices;



- 207 6. Coordination with other public and private agencies and practitioners;  
 208  
 209 7. Written information provided to PCM staff on referral procedures;  
 210  
 211 8. Training teachers and administrators on referral/evaluation/identification procedures;  
 212  
 213 9. Review of student behavior, discipline, and absentee information and information  
 214 gathered from PCM-wide assessment activities; and  
 215  
 216  
 217 10. Provision of optional special education referral forms available in the requestor's native  
 218 language or with the support of a qualified interpreter for requesting an initial special education  
 219 evaluation.

220

221 When PCM staff have concerns that a student may have a suspected disability which could result  
 222 in eligibility for special education services, they will notify *(insert appropriate personnel and*  
 223 *process).*

224

225 *PCM*

226

227 **A. Referral**

228 A student, whether or not enrolled in school, may be referred for a special education evaluation by  
 229 parents, PCM staff, or other persons knowledgeable about the student. Each building principal will  
 230 designate a person responsible for ensuring that PCM staff understands the referral process and  
 231 maintain the availability of PCM's optional referral form. *(Or spell out the process you have at the*  
 232 *building based level.)* Referrals are required to be in writing unless the person referring is unable to  
 233 write and/or communicate orally. A person who makes a referral orally must be provided with the  
 234 optional PCM referral form in the requestor's native language and offered assistance in completing the  
 235 referral with the support of a qualified interpreter when needed.

236

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

239

240 All certificated employees will document referrals immediately upon a referral being made to or by  
 241 them. All other staff receiving a referral from another person will notify a certificated staff member *(or*  
 242 *the designated building based person).* The special education department *(or insert appropriate PCM*  
 243 *personnel or office);* (a) records the referral; (b) provides written notice of the referral to the parent,  
 244 including the date the request was received; and (c) advises *the (insert appropriate PCM personnel or*  
 245 *office)* to collect and review PCM data and information provided by the parent to determine whether  
 246 evaluation is warranted.

247

248 During the referral period *(insert appropriate PCM personnel or office)* will collect and review existing



249 information from all sources, including parents. Examples may include:

250

251 1. Child's history, including developmental milestones;

252

253 2. Report cards and progress reports;

254

255 3. Individual teacher's or other provider information regarding the child including  
 256 observations;

257

258 4. Assessment data;

259

260 5. Medical information, if provided; and

261

262 6. Other information that may be relevant to assist in determining whether the child should  
 263 be evaluated.

264

265 If the review of data occurs at a meeting, the parent will be invited. The special education  
 266 department *(or insert appropriate PCM personnel or office)* provides written notice to the parents  
 267 of the decision regarding evaluation, whether or not the parents attend the meeting.

268

269 Recommendations regarding evaluation are forwarded to the special education department *(or*  
 270 *insert appropriate PCM personnel or office)*.

271

272 After staff *(indicate who in PCM)* reviews the request for evaluation and supporting data and does  
 273 not suspect that the child has a disability, PCM may deny the request. In this case written notice,  
 274 including the reason for the denial and the information used as the basis for the denial, must be  
 275 given to the parent.

276

277 If the determination is that the child should be evaluated, the reviewers will include information  
 278 about the recommended areas of evaluation, including the need for further medical evaluation of  
 279 the student. This information will assist PCM in providing parents prior written notice and will  
 280 assist PCM in selecting appropriate evaluation group members. *(Indicate who in PCM)* is  
 281 responsible for notifying parents of the results using prior written notice. When the determination  
 282 is that the child will be evaluated, parent consent for evaluation and consent for release of  
 283 appropriate records will be sent with the notice.

284

285 PCM staff *(indicate who in PCM)* will attempt without unnecessary delay to obtain parental  
 286 consent to conduct the evaluation, fully evaluate the student, and arrive at a decision regarding  
 287 eligibility within 35 days of obtaining written consent for an evaluation, subject to limited  
 288 exceptions enumerated in WAC 392-172A-03005.

289



290 PCM is not required to obtain consent from the biological parent if:

291

292

1. The student is a ward of the state and does not reside with a parent;

293

294

2. The parent cannot be located, or their rights have been terminated; or

295

296

3. Consent for an evaluation is given by an individual appointed to represent the student.

297

298

When the parent provides consent, PCM will select an evaluation group. The evaluation group is to complete the evaluation within 35 school days after PCM's receipt of parent consent, unless:

299

300

301

1. The parents and PCM agree in writing to extend the timeline;

302

303

2. The parent fails or refuses to make the student available for the evaluation; or

304

305

3. The student enrolls in another LEA after the evaluation is begun, but before completion, and the parent and new LEA have an agreement for completion of the evaluation.

306

307

308

If a parent does not provide written, informed consent for the evaluation, notify *(appropriate PCM personnel or office)*. PCM staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. PCM may not override a parent's refusal to consent for an evaluation if the student is homeschooled. If the parent does not provide written informed consent and PCM does not use mediation or due process, the *(indicate appropriate staff)* will provide the parent with prior written notice informing the parent that PCM cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

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## **Evaluation and Reevaluation**

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### **A. PCM Evaluation Requirements**

321

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

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The evaluation must be an individual assessment designed to determine:

328

329

1. Whether the student is eligible for special education and any necessary related services;

330

and,

331



- 332 2. The nature and extent of special education and related services needed by the student,  
 333 including information related to enabling the child to be involved in and progress in the  
 334 general education curriculum.  
 335

336 PCM's *(insert appropriate personnel)* will select the members of the evaluation group. Members  
 337 selected must be knowledgeable about the student and the areas of suspected disabilities.  
 338 Qualifications of a group member include having the appropriate professional license or  
 339 certification and may include outside practitioners when necessary. When assessing for specific  
 340 learning disabilities, the parent and a group of qualified professionals must be part of the group.  
 341 If the student requires a medical evaluation in order to determine eligibility, PCM will coordinate  
 342 with the parents to arrange for the evaluation at PCM expense or through the use of public or  
 343 private insurance if the parent consents to allow PCM to use the insurance.  
 344

345 There are many legal requirements for conducting evaluations. They must be completed in  
 346 accordance with WAC 392-172A-03005 through 392-172A-03080. Evaluation procedures or  
 347 materials must be free of racial, cultural, or sexual/gender bias and they must be used for the  
 348 purpose for which they are valid and reliable. Tests must be appropriate for the student's age and  
 349 stage of developmental level. Tests should be administered in the native language of the student  
 350 or conducted in the mode of communication most familiar to the student. If it appears to be  
 351 clearly not feasible to conduct a procedure or test in the mode of communication most  
 352 frequently used by the student, the IEP team will contact the special education administrator to  
 353 develop an individualized strategy for valid evaluation of the student's skills. The inclusion of  
 354 parents in this collaboration is desirable and strongly encouraged.  
 355

356 Specific areas to be included in the evaluation are determined by *(insert appropriate personnel)*  
 357 and other qualified professionals, as appropriate, as part of a review of existing data concerning  
 358 the student. The evaluation does not rely on one source or procedure as the sole criterion for  
 359 determination and should include:  
 360

- 361 1. Review of existing data, including corresponding response to intervention (RTI) documentation;  
 362  
 363 2. Relevant functional and developmental information;  
 364  
 365 3. Information from parents;  
 366  
 367 4. Information from other providers;  
 368  
 369 5. Information related to enabling access to and progress within the general education curriculum  
 370 and assisting in determining whether there is a disability and the content of the IEP;  
 371





- 372 6. Current classroom-based evaluations, using criterion-referenced and curriculum-based methods,  
 373 anecdotal records, and observations;  
 374  
 375 7. Teacher and related service providers' observations; and  
 376  
 377 8. Testing and other evaluation materials, which may include medical or other evaluations when  
 378 necessary.  
 379

380 All current evaluation data as well as data previously reviewed by the team must be considered.  
 381 Professional members of the evaluation team need to be familiar with qualifying disability  
 382 definitions and criteria in federal and state rules.  
 383

384 This review of existing data may be in the form of a meeting of IEP team members, or may be  
 385 conducted without a meeting. It includes data provided by parents, data gathered in the general  
 386 education classroom, or data from state and PCM level assessments. The data may provide  
 387 information about the student's physical condition, social or cultural background, and adaptive  
 388 behavior.  
 389

390 When additional assessments are necessary, the group members have the responsibility of  
 391 selecting, administering, interpreting, and making judgments about evaluation methods and  
 392 results, and ensuring that the tests and assessments are administered by qualified personnel in  
 393 accordance with the instructions of the test producer. The gathering of additional data in  
 394 combination with existing data must be sufficiently comprehensive to address all areas of the  
 395 suspected disability and any special education needs, whether linked to the disability category or  
 396 not. If the IEP Team determines that no additional data are needed, the IEP team will notify the  
 397 student's parent of that determination and the reasons for it, and inform them of their right to  
 398 request additional assessments. PCM will complete the evaluation using existing data.  
 399

400 Parents and PCM staff are encouraged to work towards consensus, but PCM has the ultimate  
 401 responsibility to determine whether the student has a disability or not. The *(designate*  
 402 *appropriate staff)* will provide the parent with prior written notice of the eligibility decision, as  
 403 well as a copy of the evaluation report. If the parent disagrees with the eligibility decision they  
 404 will be informed of their dispute resolution options described in the procedural safeguards.  
 405

406 **A. Specific Learning Disability (SLD)**

407 *(Choose the criteria PCM will use for identifying students with SLD from one of the options below.)*  
 408

- 409 1. PCM continues to use the severe discrepancy approach for identifying students with a  
 410 SLD;  
 411  
 412 2. *PCM uses a process based on a student's response to scientific, research-based*  
 413 *intervention consistent with PCM's Response to Intervention (RTI) policy and procedures,*



414 numbers \_\_\_\_\_ and \_\_\_\_\_ (insert PCM policy number(s)) in determining the  
 415 identification of students with a specific learning disability; or

416

417

3. PCM uses a combination of severe discrepancy and a process based on a student's  
 418 response to scientific, research-based intervention in determining the identification of  
 419 students with a specific learning disability consistent with PCM's RTI policy and  
 420 procedures, numbers \_\_\_\_\_ and \_\_\_\_\_ (insert PCM policy number(s)). Grade levels  
 421 and content areas are described in PCM's RTI general education procedure \_\_\_\_\_  
 422 (insert PCM policy number).

423

424 (If PCM chooses the RTI model, insert the following and adopt an appropriate RTI policy and  
 425 procedure:

426

427

Student response is only one element of determining whether a child has a specific learning  
 428 disability. The evaluation will be comprehensive and address all areas of suspected disability and  
 429 will also include whether the child performs adequately to meet the grade-level standards in the  
 430 general curriculum. The evaluation will also include whether failure to make progress is or is not  
 431 the result of:

432

433

1. A physical, mental, emotional, cultural or environmental factor or limited English  
 434 proficiency; or
2. Inadequate instruction in reading or mathematics.

435

436

437

438

PCM must act promptly on a referral. Anyone, including parents and teachers, can make a referral  
 439 at any time. A student cannot be required to progress through all levels of intervention before  
 440 being evaluated if evidence exists to suspect a disability.)

441

442

#### A. Evaluation of Transfer Students

443

If a student transfers into PCM while an evaluation process is pending from the other PCM, the  
 444 (designate personnel) is responsible for determining the status of evaluations conducted to date and  
 445 making a determination as to whether the evaluation can be completed within the 35 school day  
 446 timeline from the date the parent provided consent. If the determination is that additional time will be  
 447 needed, (designate appropriate personnel) will notify the parent and obtain the parent's agreement to  
 448 establish a new timeline.

449

450

#### B. Eligibility

451

The evaluation group and the parent will determine whether or not the student is eligible for special  
 452 education services.

453

454

1. A student is not eligible if the determinant factor is lack of appropriate instruction in  
 455 reading or math, based upon the state's grade level expectations or limited English



456 proficiency; and

457

458 2. Eligibility may be determined by documented professional judgment when:

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

468

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471

Parents will also be provided with prior written notice of the eligibility decision within ten school days of the decision. The special education department *(or insert appropriate personnel)* is responsible for sending the notice.

472

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

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1. The student is determined through a reevaluation to no longer be eligible for special education;
2. The student has met PCM's high school graduation requirements;
3. The student has reached age 21. A special education student whose 21st birthday occurs after August 31, will continue to be eligible for special education and any necessary related services for the remainder of the school year; or
4. The student no longer receives special education services based upon a parent's written revocation of services.

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





497 *(PCM note: Please also note that [WAC 180-51-115](#) requires schools to develop procedures for*  
 498 *granting high school graduation credits for students with disabilities; the procedures in place by*  
 499 *PCM may be cross-referenced [here](#).)*

500

501 **A. Evaluation Report**

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

506

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

510

- 511 1. Identify the disability that requires special education and related services, if a disability  
 512 exists;
- 513 2. Discuss assessments and review data supporting conclusions regarding eligibility;
- 514 3. Include the additional information required for the specific learning disability eligibility  
 515 category;
- 516 4. Describe how the disability or disabilities affect the student's involvement and progress  
 517 in the general curriculum;
- 518 5. Make recommendations to the IEP team with respect to special education and related  
 519 services needed, materials or equipment, instructional and curricular practices, student  
 520 management strategies, the need for extended school year services beyond 180 school  
 521 days, and location of services;
- 522 6. Include other information, as determined through the evaluation process and parent  
 523 input;
- 524 7. Include the additional information required for the specific learning disability eligibility  
 525 category;
- 526 8. Provide any necessary professional judgments and the facts or reasons in support of the  
 527 judgments; and
- 528 9. Be signed and dated by the evaluation group members certifying their agreement. Any  
 529 group member who disagrees with the conclusions of the report will prepare a separate  
 530
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538 statement representing their own conclusion.

539

540 10. The *(name appropriate personnel)* is responsible for notifying parents of the date, time  
541 and location of evaluation meetings by following the procedures in the parent  
542 participation section for inviting parents to meetings. *(Describe methods or forms used,  
543 if applicable, here.)*

544

545 **A. Reevaluations**

546 A reevaluation of a student receiving special education or related services is conducted if academic  
547 achievement and functional performance has improved to warrant a reevaluation, if the IEP team  
548 suspects that the student may no longer be a student with a disability or if the child’s parent or teacher  
549 requests a reevaluation. A reevaluation does not occur more than once per year, unless parent and  
550 school agree otherwise. A reevaluation must occur at least once every three years, unless parent and  
551 school staff agree that a reevaluation is unnecessary. An agreement that an evaluation is unnecessary  
552 will be confirmed in writing to the parent. *(Designate the appropriate person)* will schedule a review of  
553 this determination and notify the special education department.

554

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

559

560 *(PCM adoption note: Substitute this paragraph for the one above if your PCM chooses to reevaluate all  
561 DD students at age six: “For students identified as Developmentally Delayed, three to six years,  
562 reevaluation will occur at age six to determine eligibility using criteria for students aged six to nine.”)*

563

564 Students who were previously eligible under the category “Developmentally Delayed” must be  
565 reevaluated before age ten to determine eligibility within another category in order to continue  
566 receiving special education services.

567

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

570

- 571 1. Evaluations and information provided by the parents;
- 572
- 573 2. Current classroom-based assessment, local or state assessments, and classroom-based  
574 observations; and
- 575
- 576 3. Observations by other teachers and related services providers data.
- 577

577

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



579 determine:

580

581 1. Whether the student continues to be eligible for special education and any necessary  
 582 related services;

583

584 2. The present levels of performance and educational needs; and

585

586 3. Whether any additions or modifications to the student's program are needed. This  
 587 review can occur with or without a meeting or through individual review. If the IEP team  
 588 members and any other persons reviewing the data determine that no further testing is  
 589 necessary, PCM will notify the parents of this determination, using written prior notice  
 590 and will inform parents that they have the right to request assessments if they disagree  
 591 with the determination that additional testing is not necessary. Parent consent is not  
 592 required if the reevaluation does not require additional testing.

593

594 4. If additional testing is needed:

595

596 1. The *(designate appropriate staff)* will request written parental consent for reevaluation  
 597 and provide prior written notice identifying the areas of assessment;

598

599 2. If the parents do not return the signed consent form, PCM will send another letter  
 600 explaining the need for reevaluation and parent consent and will enclose another  
 601 consent form and a copy of the prior written notice. In addition, PCM will document its  
 602 reasonable attempts to obtain consent such as telephone calls, emails, personal contact,  
 603 and other efforts to obtain consent;

604

605 3. If the parents do not respond to the request for consent, and PCM has documented its  
 606 reasonable attempts to obtain consent, PCM can proceed with the reevaluation; and

607

608 4. If the parents refuse to consent to the reevaluation, the evaluation group will notify the  
 609 *(identify personnel or department)* so that PCM can determine whether it will seek  
 610 mediation in order to obtain consent or request a due process hearing to ask an  
 611 administrative judge to override the parents' refusal to consent.

612

613 After the reevaluation is completed, the *(designate appropriate staff)* will both invite parents to  
 614 the eligibility meeting and will provide prior written notice after the meeting of the results of the  
 615 reevaluation to parents in their primary language, indicating one or more of the following:

616

617 1. Whether the student continues to be eligible and in need of special education;

618

619 2. Present levels of performance and educational needs of the student; and

620



- 621 3. Whether any additions or modifications to the special education and related services are  
 622 needed to enable the student to meet IEP annual goals and to participate, as  
 623 appropriate, in the general curriculum.  
 624

625 This notice will occur within ten school days of the eligibility decision. The special education  
 626 department *(or insert appropriate PCM personnel or office)* is responsible for sending the notice.  
 627

628 **A. Reevaluation and Graduation**

629 No reevaluation is required when special education eligibility terminates due to graduation from high  
 630 school with a regular diploma or due to reaching the end of the school year during which the student  
 631 turned 21. Instead, PCM will provide prior written notice to the student and the parent *(insert a time*  
 632 *period by which this must be done, i.e. one month before the student's anticipated last day of school)*  
 633 and the IEP team will provide the student with a summary of academic achievement and functional  
 634 performance including recommendations on how to assist the student in meeting post-secondary  
 635 goals. *(Optional: This summary will be provided to the student at the time of the final year's IEP meeting*  
 636 *(or insert other PCM process)).* The IEP team must also document that parents were informed whether it  
 637 is recommended that the student's academic achievement be measured using an alternative state  
 638 assessment. This notice must also explain whether and how alternate assessments may delay or  
 639 otherwise affect the student from completing the requirements for a regular high school diploma. The  
 640 *(designate appropriate person)* is responsible for assuring that the IEP team completes the summary of  
 641 academic achievement and functional performance.  
 642

643 **Independent Educational Evaluations (IEE)**

644 Parents of students eligible for special education, students referred for special education and  
 645 determined to not be eligible, or students determined not to need an evaluation have a right to obtain  
 646 an IEE at public expense, each time PCM has conducted or obtained an evaluation of the student.  
 647

648 When parents request an IEE, PCM must decide within 15 calendar days whether or not it agrees to  
 649 provide it. Any parent request for an independent evaluation should be immediately referred to *(insert*  
 650 *appropriate department or personnel)*. The *(insert appropriate personnel)* will review the request and  
 651 determine whether or not the request is warranted. If PCM agrees to provide an IEE, arrangements will  
 652 be made promptly. If PCM denies the request to pay for an IEE, it must file for a due process hearing  
 653 within 15 calendar days of the parent's request. PCM may request mediation as an option after filing the  
 654 due process hearing. If the parents withdraw their request for an IEE, the due process hearing can be  
 655 dismissed.  
 656

657 When a parent requests an IEE, PCM must provide parents a list of PCM criteria and evaluators. If PCM  
 658 initiates a hearing and a decision is made that PCM's evaluation is appropriate, the parent still has the  
 659 right to an IEE, but not at public expense. A parent is entitled to only one IEE at public expense each  
 660 time PCM has conducted an evaluation with which the parent disagrees.  
 661

662 If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered



663 by PCM if providing FAPE. The IEE may also be presented as evidence at a hearing regarding the  
 664 student.

665

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

670

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

679

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

682

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

687

### 688 **Individualized Education Programs (IEP)**

689

#### 690 **A. IEP Development**

691 The term IEP means a written statement for each student eligible for special education that is  
 692 developed, reviewed, and revised in a meeting in accordance with WAC 392-172A-03095  
 693 through WAC 392-172A-03100. The IEP reflects the implementation of instructional programs  
 694 and other services for students who are eligible for special education services, based on the  
 695 evaluation of student needs. IEP teams should be proactive in providing parents notice of their  
 696 right to observe proposed educational placements in order to delay implementation of an IEP.

697

698 An IEP must be in effect before initiation of special education services. The IEP must be  
 699 developed within 30 calendar days after the student's initial determination of eligibility for  
 700

701





705 special services. IEPs must be updated annually, or revised more frequently if needed to adjust  
706 the program and services.

707  
708 Parent consent is required before the initial provision of special education services. If a parent  
709 refuses to consent to the provision of special education services, PCM may not use mediation or  
710 due process to override a parent’s refusal. When a parent refuses to provide consent the  
711 *(designate person)* will notify the parent that PCM does not have a FAPE obligation to the  
712 student. The notification will be documented in the student’s file.

713  
714 PCM will maintain a copy of the current IEP, which is accessible to all staff members responsible  
715 for providing education, other services, or implementation of the IEP. All staff members will be  
716 informed of their responsibilities for its implementation. This includes not only teachers and  
717 other service providers, but also bus drivers, playground and lunchroom supervisors, nursing  
718 staff, and others who may be responsible for the proper implementation. The building principal  
719 *(or name other responsible person)* is responsible for ensuring that staff members are  
720 knowledgeable about their responsibilities.

721  
722 IEPs will be implemented without undue delay following IEP meetings, regardless of the  
723 payment source for special education and or related services.

724  
725 Parents are members of the IEP team and will have the opportunity to participate fully. PCM will  
726 make sure that the parents understand the proceedings, including arranging for an interpreter  
727 for parents who are deaf or whose native language is other than English. PCM will also ensure  
728 that meeting locations are accessible. The special education department *(or name appropriate  
729 personnel)* is responsible for coordinating interpreters and making arrangements for the  
730 meeting location.

731  
732 PCM will provide parents/guardians with a copy of PCM’s Restraint, Isolation and Other Uses of  
733 Reasonable Force *(Policy 3246)* with each initial and annual IEP.

734  
735 **A. IEP Team**

736 The IEP team includes:

- 737
- 738 1. The parent(s) of the student;
- 739
- 740 2. Not less than one general education teacher (or preschool teacher) of the student if the
- 741 student is, or will be, participating in the general education environment. The general
- 742 education teacher will, to the extent appropriate, participate in development of the
- 743 student’s IEP, including determinations of: 1) appropriate positive behavioral
- 744 interventions and supports for the student; and 2) supplementary aids and services,
- 745 program modifications, and support for school personnel consistent with WAC 392-



- 746 172A-01185 and WAC 392-172A-03110(2)(b);
- 747
- 748 3. Not less than one special education teacher, or if appropriate, not less than one special
- 749 education provider of the student;
- 750
- 751 4. A representative of PCM, who is qualified to provide or supervise the provision of special
- 752 education and related services, is knowledgeable about general education curriculum,
- 753 and is knowledgeable about the availability of PCM resources; *(Adoption note: PCM may*
- 754 *wish to designate a specific person/position within PCM to participate in all IEPs, if*
- 755 *practical, or designating a category of personnel to represent the capacity of PCM to*
- 756 *provide the program under consideration.)*
- 757
- 758 5. An individual who can interpret the instructional implications of the evaluation results;
- 759
- 760 6. Any other individuals who have knowledge or special expertise about the student. These
- 761 individuals may be invited by both PCM and the parents, at the discretion of the person
- 762 making the invitation;
- 763
- 764 7. The student, when appropriate, or when required;
- 765
- 766 8. Students must be invited when the purpose of the meeting includes discussion of
- 767 transition needs or services;
- 768
- 769 9. If another agency is or may be responsible for payment or provision of transition
- 770 services, an agency representative will be invited, with the parent's consent. If the agency
- 771 representative cannot attend the meeting, PCM personnel will keep the representative
- 772 informed of the meeting and obtain agency information that will assist in the service
- 773 provision; and
- 774
- 775 10. Parents will be notified of the participation of the Part C service coordinator or other
- 776 designated representatives of the Part C system as specified by the state PCMD
- 777 educational agency for Part C at the initial IEP meeting for a child previously served
- 778 under Part C of IDEA.
- 779

780 The parent and PCM must agree in writing before any of the above team members are excused

781 from all or part of a meeting. If a team member's area of the IEP is being discussed or modified,

782 then the parent and PCM must consent to their excusal; and that specific team member must

783 provide advance written input for their part of the IEP prior to the meeting. *(Describe PCM's*

784 *process for excusal of an IEP team member.)* Parents may record meetings in accordance with

785 PCM policies.

786

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



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*(Refer to the Parent Participation in Meetings for the requirements of a parent invitation to IEP meetings.)*

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

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

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

When making changes to an IEP after the annual IEP meeting for a school year, the parent and PCM may agree not to convene an IEP meeting for the purpose of making changes. The parent and PCM must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. *(Indicate PCM staff responsible for IEP amendments.)* If the parent requests that PCM revise the IEP to include the amendments, the *(designate staff person)* will revise the IEP.

**A. IEP Preparation and Content**

IEP teams will consider the recommendations in the initial or most recent evaluation to develop the IEP. In developing each IEP, the team must provide parents notice of their right to observe proposed educational placements and consider:

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





- 830 2. Whether positive behavioral interventions and supports, including a behavioral
- 831 intervention plan, as defined by WAC 392-172A-01031, are needed to address the
- 832 student’s behavior;
- 833
- 834 3. The language needs of the student as those needs relate to the student’s IEP, for a
- 835 student with limited English proficiency;
- 836
- 837 4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;
- 838
- 839 5. The communication needs of the student (and in the case of a student who is deaf or
- 840 hard of hearing, consider the student’s language and communication needs),
- 841 opportunities for direct communications with peers and professional personnel in the
- 842 student’s language and communication mode; academic level; and full range of needs,
- 843 including opportunity for direct instruction in the student’s language and
- 844 communication mode; and
- 845
- 846 6. Whether assistive technology devices or services are needed.

847 IEP content must include:

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- 849
- 850 1. The student’s present levels of academic and functional performance with a description
- 851 of how the disability(ies) affect the student’s involvement and progress in the general
- 852 curriculum or preschool activities;
- 853
- 854 2. Measurable academic and functional annual goals for the student (including benchmarks
- 855 or short term objectives if the student is participating in alternate assessments) that will
- 856 meet the student’s needs resulting from the disability(ies) to enable involvement and
- 857 progress in the general curriculum or in preschool activities, and will meet the student’s
- 858 other educational needs;
- 859
- 860 3. A statement of special education services, any necessary related services, and
- 861 supplementary aids and services based on peer-reviewed research to the extent
- 862 practicable to be provided to the student and program modifications or supports for
- 863 personnel so that the student may advance towards annual goals, progress in the
- 864 general curriculum, and be educated and participate with other special education
- 865 students and non-disabled students, and participate in extracurricular and other
- 866 nonacademic activities. Special education services may not be solely based on the
- 867 disability category for which the student is eligible;
- 868
- 869 4. A statement of the extent, if any, that the student will not participate with non-disabled
- 870 students in general classroom, extra-curricular, and non-academic activities;
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5. A statement of any individual appropriate accommodations in the administration of state or PCM-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s), why the particular alternative assessment is appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
  6. The date for the beginning of services and the anticipated frequency, location, and duration of services and modifications;
  7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals, and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time PCM issues progress reports or report cards, or other agreed times as identified in the IEP.
  8. The projected beginning date for the special education and related services;
  9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment, and independent living skills where appropriate; the transition services (including courses of study) needed to assist the child in reaching those goals; and a description of how the postsecondary goals and transition services align with the high school and beyond plan (HSBP);
  10. Emergency response protocols, if determined necessary by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105;
  11. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01031;



- 914 12. The procedures by which parents/guardians will be notified of the use of isolation or  
 915 restraint or a restraint device on their student (*see Procedure 3246*).  
 916
- 917 13. A statement regarding transfer of rights at the age of majority. (*Indicate the appropriate*  
 918 *staff*) will provide prior written notice to the student one year prior to student turning 18  
 919 years of age; and  
 920
- 921 14. Extended school year (ESY) services. The consideration for ESY services is a team  
 922 decision, based on information provided in the evaluation report and based on the  
 923 individual needs of a student. ESY services are not limited by categories of disability, or  
 924 limited by type amount or duration of the services. If the need for ESY services is not  
 925 addressed in the IEP and ESY services may be appropriate for the student, the IEP team  
 926 will meet by (*insert date here*) to address the need for ESY. Factors for the team to  
 927 consider when determining the need for ESY may include, but are not limited to: 1)  
 928 Evidence of regression or recoupment time based on documented evidence; or 2) A  
 929 documented determination based on the professional judgment of the IEP team  
 930 including consideration of the nature and severity of the student's disability, the rate of  
 931 progress, and emerging skills.  
 932

### 933 Use of isolation, restraint and restraint devices:

#### 934 A. Definitions

- 935
- 936
- 937 1. **Imminent:** The state or condition of being likely to occur at any moment or near at  
 938 hand, rather than distant or remote.  
 939
- 940 2. **Isolation:** Restricting a student alone within a room or any other form of enclosure, from  
 941 which the student may not leave. It does not include a student's voluntary use of a quiet  
 942 space for self-calming, or temporary removal of a student from his or her regular  
 943 instructional area to an unlocked area for purposes of carrying out an appropriate  
 944 positive behavior intervention plan.  
 945
- 946 3. **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a  
 947 student:  
 948
- 949 1. upon his or her own person, as evidenced by threats or attempts to die by suicide  
 950 or inflict physical harm on oneself;  
 951
- 952 2. upon another, as evidenced by behavior that has caused such harm or that places  
 953 another person or persons in reasonable fear of sustaining such harm;  
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3. upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
  4. after the student has threatened the physical safety of another and has history of one or more violent acts.
4. **Positive behavioral intervention:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
  5. **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment, or to permit a student to safely participate in activities. Restraints that involve prone (lying face-down), supine (lying face-up), wall restraints, or any other restraint that interferes with a student's breathing are prohibited.
  6. **Restraint device:** A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers, or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485(1)(c) and is not intended to endorse or encourage the use of such devices or techniques with PCM students.

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

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

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1. throwing, kicking, burning, or cutting a child;
  2. striking a child with a closed fist;
  3. shaking a child under the age of three;
  4. interfering with a child's breathing;
  5. threatening a child with a deadly weapon; or



- 997 6. doing any other act that is likely to cause bodily harm to a student greater than transient
- 998 pain or minor temporary marks.
- 999

1000 This non-exclusive list should not be read so as to imply that another, unlisted form of correction  
 1001 or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively  
 1002 permissible depends upon a balanced consideration of all relevant state laws and regulations, and  
 1003 whether the use is reasonable under the totality of the circumstances.

1004  
 1005 **A. Conditions specific to use of isolation:**

- 1006
- 1007 1. The isolation must be discontinued as soon as the likelihood of serious harm has
- 1008 dissipated;
- 1009
- 1010 2. The enclosure will be ventilated, lighted, and temperature controlled from inside or
- 1011 outside for purposes of human occupancy.
- 1012
- 1013 3. The isolation enclosure will permit continuous visual monitoring of the student from
- 1014 outside the enclosure.
- 1015
- 1016 4. An adult responsible for supervising the student will remain in visual or auditory range of
- 1017 the student at all times.
- 1018
- 1019 5. Either the student shall be capable of releasing himself or herself from the enclosure, or
- 1020 the student shall continuously remain within view of an adult responsible for supervising
- 1021 the student.
- 1022
- 1023 6. Any staff member or other adults using isolation must be trained and currently certified
- 1024 by a qualified provider in the use of trauma-informed crisis intervention (including de-
- 1025 escalation techniques), and also trained by PCM in isolation requirements, unless trained
- 1026 personnel are not immediately available due to the unforeseeable nature of the
- 1027 emergency.
- 1028

1029 **B. Conditions specific to use of restraint and restraint devices:**

- 1030
- 1031 1. The use of restraint or a restraint device must be discontinued as soon as the likelihood
- 1032 of serious harm has dissipated;
- 1033
- 1034 2. The restraint or restraint device will not interfere with the student's breathing. This
- 1035 includes, but is not limited to prone (lying face-down), supine (lying face-up), and wall
- 1036 restraints;
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3. Any staff member or other adults using restraint or restraint devices must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques), and such restraint or restraint devices, or otherwise available in the case of an emergency unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.
4. In the case of a restraint device, either the student will be capable of releasing himself or herself from the restraint device or the student shall continuously remain within view of an adult responsible for supervising the student.

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

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

1. PCM personnel are prohibited from using aversive interventions;
2. PCM personnel are prohibited from physically restraining or isolating a student, except when the student’s behavior poses an imminent likelihood of serious harm as defined above;
3. No student may be stimulated by contact with electric current, including, but not limited to, tasers;
4. A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid as a form of punishment;
5. A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);
6. A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
7. A student must not be denied or subjected to an unreasonable delay in the provision of medication;
8. A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;
9. A student must not be forced to listen to noise or sound that the student finds painful;





- 1080 10. A student must not be forced to smell or be sprayed in the face with a noxious or
- 1081 potentially harmful substance;
- 1082
- 1083 11. A student must not be forced to taste or ingest a substance which is not commonly
- 1084 consumed or which is not commonly consumed in its existing form or concentration;
- 1085
- 1086 12. A student’s head must not be partially or wholly submerged in water or any other
- 1087 liquid;
- 1088
- 1089 13. A student must not be physically restrained or immobilized by binding or otherwise
- 1090 attaching the student’s limbs together or by binding or otherwise attaching any part of
- 1091 the student’s body to an object, except under the conditions set forth in WAC 392-
- 1092 172A.02110;
- 1093

1094 A.

1095 0. A student must not be subjected to the use of prone (lying face-down) and supine (lying face-

1096 up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

1097

1098 **B. Documentation and Reporting Requirements**

1099 PCMs must follow the documentation and reporting requirements for any use of isolation, restraint, or a

1100 restraint device consistent with RCW 28A.600.485 and the parental notification requirement of RCW

1101 28A.155.210. See Policy and Procedure 3246. *(PCM note: Insert here PCM’s process for documentation*

1102 *and reporting and include the person(s) responsible.)*

1103

1104 **Transfer Students**

1105 Students who transfer from one PCM to another within the state continue to be eligible for special

1106 education and any necessary related services. When an eligible student transfers into PCM, the building

1107 principal *(or designate appropriate personnel)* will notify the special education department. The special

1108 education department and principal *(or designate appropriate personnel)* in consultation with

1109 parents will review the student’s IEP to ensure PCM provides services comparable to those in the

1110 previous IEP until PCM adopts the previous IEP or develops, adopts and implements a new IEP.

1111

1112 When a student who was identified as eligible for special education transfers from out of state into

1113 PCM, the building principal *(or designate appropriate personnel)* will notify the special education

1114 department as soon as possible. The *(name personnel)* will review the evaluation, eligibility

1115 documentation, and IEP to determine whether or not the student meets state eligibility criteria. If the

1116 student meets the state eligibility criteria, PCM will follow the procedures described in the previous

1117 paragraph to provide comparable services until PCM develops an IEP for the student. If the student

1118 needs to be evaluated to determine eligibility in this state, *(designate appropriate personnel)* will notify

1119 the parents, obtain consent, and evaluate the student for eligibility within 35 school days of the receipt



1120 of the parent's consent. PCM, in consultation with the parents, will continue to provide special  
1121 education services comparable to the services on the student's IEP, pending the results of the initial  
1122 evaluation.

1123  
1124 PCM must take reasonable steps to obtain records promptly, including IEP supporting documents and  
1125 any other records related to special education or related services from the previous school. *(Designate*  
1126 *who is responsible for obtaining records and ensuring follow-up if the records are not provided).*

1127  
1128 **Placement**

1129 No student may receive special education and related services without being determined eligible for  
1130 services, and thus the evaluation process and IEP development precedes the determination of the  
1131 special education placement. When a student has been evaluated and the evaluation team and parent  
1132 have determined student eligibility and the need for special education and related services,  
1133 programming decisions must occur. These decisions are made on the basis of information generated  
1134 through the evaluation and IEP processes. The actual program is considered within the context of least  
1135 restrictive environment (LRE) and the continuum of placement alternatives (reviewed below). When  
1136 determining initial eligibility for special education, including determination of the appropriate  
1137 placement, the parent or adult student must provide written consent for services before the student  
1138 receives special education services. If the parents do not consent to the provision of special education  
1139 and related services, PCM will not provide special education services to the student. PCM will notify the  
1140 parents that the student is eligible for services and that PCM is willing to provide the services when the  
1141 parent provides written consent. The notification will also inform parents that PCM has no FAPE  
1142 obligation to the student when parents refuse to provide consent.

1143  
1144 When program decisions are addressed by the IEP team, proper consideration must be given to the  
1145 LRE. Within the educational setting, the student should be placed, whenever possible:

- 1146  
1147 1. In the school the disabled student would normally attend; and  
1148  
1149 2. With non-disabled students in the general educational setting to the maximum extent possible.

1150  
1151 Special classes, separate schools, or removal of students with disabilities from the general education  
1152 environment occurs only when the nature or severity of the disability is such that education in the  
1153 general education classroom with use of supplementary aids and services cannot be satisfactorily  
1154 achieved.

1155  
1156 If the IEP team believes that the student will not be successful within the general education classroom,  
1157 the team will consider:

- 1158  
1159 1. The educational benefits of full-time placement in a regular classroom;

1160





- 1161 2. The non-academic benefits of such a placement;
- 1162
- 1163 3. The effect the student will have on the teacher and other students in the regular classroom; and
- 1164
- 1165 4. The costs of placing the student in the regular classroom.
- 1166

1167 The degree to which the student is to be integrated into the general classroom setting is dependent  
1168 upon the identified needs of the student. This placement is to occur unless the nature of the needs are  
1169 so severe that this cannot be satisfactorily achieved, even with supplementary aids and services. If the  
1170 placement is in another building, the appropriate educational placement will be as close to the  
1171 student's home as reasonably possible.

1172  
1173 Within the nonacademic setting, students will be provided nonacademic and extracurricular activities  
1174 with non-disabled students. *(PCM note: You need to describe the opportunities available within PCM*  
1175 *for participation. See WAC 392-171A-02025, which includes counseling services, athletics,*  
1176 *transportation, health services, recreational activities, clubs, etc.)* Limits on nonparticipation or  
1177 conditions of participation must be designated in the IEP.

1178  
1179 PCM will also make opportunities available for students eligible for special education to participate with  
1180 non-disabled students in PCM's art, music, industrial arts, computer, consumer classes, and home  
1181 economics classes. *(PCM note: Describe the classes applicable to your PCM.)*

1182  
1183 Within PCM, a continuum of alternative placement options exists spanning within a general education  
1184 class or regular early childhood program, resource room, self-contained, home-bound, and out-of-PCM  
1185 provisions. *(PCM adoption note: the specific span of placement options within your PCM should be*  
1186 *spelled out here, in some detail.)* These options are intended to address the individual needs of  
1187 students, including preschool students with disabilities, and they are considered according to the  
1188 following process:

1189  
1190 The placement of each student with a disability will be determined annually, or sooner if appropriate, by  
1191 the IEP team.

1192  
1193 The appropriateness of placement options will be based upon various decisions including:

- 1194 1. Data-based judgments in IEP development;
- 1195
- 1196 2. Judgments (data-based) in determining LRE;
- 1197
- 1198 3. The reasonable probability of the placement option(s) assisting the student to attain annual
- 1199 goals and objectives and the quality of services needed; and
- 1200
- 1201



- 1202 4. The consideration of potentially harmful effects upon the student or on the quality of services  
1203 needed.

1204  
1205 Placement options along the continuum must include alternative placement options identified in the  
1206 definition of special education and make provisions for supplementary services such as resource room  
1207 or itinerant instruction to be provided in concert with the general education placement.

1208  
1209 The procedural safeguard notice used by PCM includes a full explanation of all the procedural  
1210 safeguards relating to independent educational evaluation, prior written notice, parental consent,  
1211 access to educational records, discipline procedures for students who are subject to placement in an  
1212 interim alternative educational setting, state complaint procedures, mediation, the child's placement  
1213 during pendency of due process proceedings including requirements for disclosure of evidence, due  
1214 process hearings, civil actions and attorney's fees. Copies of PCM's special education procedural  
1215 safeguards are available at *(describe the locations where available, including if applicable PCM Web site,  
1216 and describe the staff responsible, ensuring that the procedural safeguards are provided and when they  
1217 are required)*.

1218  
1219 **A. Consent**

1220 PCM will obtain informed, written parental consent before:

- 1221  
1222 1. Conducting an initial evaluation;  
1223  
1224 2. Providing initial special education and related services to a student; and  
1225  
1226 3. Conducting a reevaluation if the reevaluation includes administration of additional  
1227 assessments.

1228  
1229 Parental consent is not required to review existing data as part of an evaluation or reevaluation,  
1230 or to administer a test or other evaluation that is administered to all students unless consent is  
1231 required of all students' parents.

1232  
1233 Informed consent means that the parent or adult student:

- 1234  
1235 1. Has been fully informed of all information that is relevant to the activity for which PCM is  
1236 asking consent, and that the information is provided in his or her native language or  
1237 other mode of communication;  
1238  
1239 2. Understands and agrees in writing to the activity for which consent is sought and the  
1240 consent describes the activity and lists any records which will be released and to whom;  
1241 and  
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- 3. Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

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

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

**A. Revocation of Consent**

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to *(insert appropriate staff member)*.

Upon receipt of the parent’s written notice of revocation, the *(specify who in PCM is responsible for providing the notice)*.

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

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

**A. Prior Written Notice**

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

PCM will provide prior written notice to the parent whenever PCM proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a FAPE to the student.



1285 The prior written notice will include:

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

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

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

PCM will document in writing how this information was provided and that the parent understands the content of the notice. *(Insert PCM personnel responsible for sending prior written notices after evaluation, eligibility, IEP team and placement decisions.)*

**A. Transfer of Educational Rights to an Adult Student**

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding or PCM has appointed an educational representative for the student. When the student turns 18, PCM will notify the parent and student that the educational rights have transferred to the student and will send any required notices to both the parent and the adult student. *(Designate who is responsible for providing the notice.)*



1327

1328 At an IEP meeting occurring one year before the student turns 18, PCM will inform the parents and the  
1329 student that educational rights will transfer to the student and PCM will inform the student about those  
1330 educational rights. This information will be documented on the IEP.

1331

### 1332 **Appointment of an Educational Representative**

1333 A student over the age of eighteen is presumed to be capable of making educational decisions and  
1334 able to provide informed consent unless he or she is determined to be "incapacitated" through a legal  
1335 guardianship proceeding. If a parent, another interested party, or PCM believes that a student over the  
1336 age of eighteen is unable to provide informed consent or to make educational decisions, and the  
1337 student does not have a legal guardian, the parent or other interested party may ask PCM to appoint an  
1338 educational representative. This determination will only be made if two separate professionals, as  
1339 defined by WAC 392-172A-05135(5)(a), state that they conducted an examination and interviewed the  
1340 student, and concluded the student is incapable of providing informed consent. PCM will inform the  
1341 student of the decision and appoint either, the spouse, the student's parents, another adult or a  
1342 surrogate educational representative to represent the student. The appointment of the educational  
1343 representative will continue for one year.

1344

1345 The student or other adult may challenge the certification at any time. If a challenge occurs, PCM will  
1346 not rely on the education representative, until the representative is recertified.

1347

### 1348 **Confidentiality and Records Management**

1349 The superintendent *(or name designee, i.e. each principal at each building)* is responsible for  
1350 maintaining the confidentiality of personally identifiable information pertaining to special education  
1351 and all other students. The *(name designee)* will maintain, for public inspection, a current list of the  
1352 names and positions of PCM employees who have access to personally identifiable information of  
1353 special education students. PCM will provide parent and adult students, upon request, a list of the types  
1354 and locations of educational records collected, maintained or used by PCM.

1355

1356 PCM will provide instruction annually *(or describe timeframe or type of training)* to employees  
1357 collecting or using personally identifiable information on the procedures to protect the confidentiality  
1358 of personally identifiable information. The training will address the protections outlined in [WAC 392-  
1359 172A](#), state law and federal regulations implementing the [Family Educational Rights and Privacy Act,  
1360 FERPA, \(34 CFR Part 99\)](#).

1361

1362 Upon request, the parent(s) of a special education student or adult student will be afforded an  
1363 opportunity to inspect, review, and challenge all educational records, which will include, but not be  
1364 limited to, the identification, evaluation, delivery of educational services and provision of FAPE to the  
1365 student. PCM will comply with the request promptly and before any meeting regarding an IEP or  
1366 hearing relating to the identification, evaluation, educational placement of the student, or provision of  
1367 FAPE to the student, including disciplinary proceedings. In any case, PCM will respond no more than 45-  
1368 calendar days after the date PCM received the request. If an educational record includes information on





1369 more than one student, the parents (and/or adult student) may inspect and review only information  
 1370 relating to their child. School personnel receiving requests for educational records will immediately  
 1371 forward the request to *(name appropriate personnel or describe PCM process).*  
 1372

1373 If parents believe that information in an education record is inaccurate or misleading or violates the  
 1374 privacy or rights of the student, they may request that PCM amend the information. Policy and  
 1375 Procedure 3231, Student Records, describes the process and timelines for challenges and hearings  
 1376 regarding student records *(PCM note: please make sure that this is the correct cross-reference to the*  
 1377 *general education student record procedure. You may also wish to reprint the procedure here. If you*  
 1378 *are unfamiliar with this or do not have the policy, please refer to WSSDA sample policy and procedure*  
 1379 *3231, Student Records.)*  
 1380

1381 PCM follows the guidelines for records retention outlined in the Secretary of State's *General Records*  
 1382 *Retention Schedule and Records Management Manual*. PCM will inform parents or adult students when  
 1383 personally identifiable information collected, maintained, or used is no longer needed to provide  
 1384 educational services to the student. The information will be destroyed at the request of the parent(s) or  
 1385 adult student, or will be provided to the parent or adult student upon their request. However, a  
 1386 permanent record of the student's name, address and phone number, his or her grades, attendance,  
 1387 record, classes attended, grade level completed and year completed will be maintained without time  
 1388 limitation.  
 1389

1390 Records management is also governed by Policy and Procedure 4040, Public Access to PCM Records.  
 1391 *(PCM note: please make sure that this is the correct cross-reference to the general education student*  
 1392 *record procedure. You may also wish to reprint the procedure here. If you are unfamiliar with this or do*  
 1393 *not have the policy, please refer to WSSDA sample policy and procedure 4040, Public Access to PCM*  
 1394 *Records.)*  
 1395

#### 1396 A. **Surrogate Parents**

1397 A surrogate parent is a person appointed by PCM to act on behalf of a student to help ensure the rights  
 1398 of the student to a FAPE when a parent cannot be identified, the whereabouts of the parent are  
 1399 unknown or the student is a ward of the state and does not have a foster parent.  
 1400

1401 The *(name appropriate department or personnel)* is responsible for determining the need for  
 1402 appointment of a surrogate parent.  
 1403

1404 Natural or adoptive parents, foster parents, persons acting in the place of a parent such as stepparents  
 1405 or relatives, and persons with legal custody or guardianship are considered parents. Students who are  
 1406 homeless and not living with a parent may need a surrogate parent.  
 1407

1408 The following is guidance for PCM to follow to assist in determining the status of the parent's rights to  
 1409 make educational decisions:  
 1410



- 1411 1. In cases where the student is in and out of home care PCM must determine the legal  
 1412 custodial status of the child.  
 1413  
 1414 2. Parents who have voluntarily placed their child in state placement still retain legal  
 1415 custody of the child and retain the right to make educational decisions. In this situation  
 1416 the student is not a ward of the state;  
 1417  
 1418 3. Parents whose children are placed in group care, pending a determination of  
 1419 "dependency" may still retain rights to make educational decisions unless otherwise  
 1420 ordered by the court;  
 1421  
 1422 4. When a disposition order and order of dependency is issued, the state becomes the legal  
 1423 as well as physical custodian of the child. Parents may no longer have the right to make  
 1424 educational decisions during this stage of dependency; and  
 1425  
 1426 5. Parents whose parental rights are terminated no longer have the right to make  
 1427 educational decisions on behalf their child.  
 1428

1429 When a student is placed in foster care the foster parent may act as the parent. When a student is  
 1430 placed in group care, PCM will work with the parents, case-worker(s), foster parents, and others  
 1431 who have knowledge of the student's legal status in order to determine the need for  
 1432 appointment of a surrogate.  
 1433

1434 When selecting a surrogate parent, PCM will select a person willing to participate in making  
 1435 decisions regarding the student's educational program, including participation in the  
 1436 identification, evaluation, placement of, and provisions of FAPE to the student.  
 1437

1438 If a student is referred for special education or a student eligible for special education who may  
 1439 require a surrogate parent transfers into PCM, PCM special education office *(or insert appropriate*  
 1440 *PCM personnel or office)* will be notified of the potential need. The special education office *(or*  
 1441 *insert appropriate PCM personnel or office)* will then select a trained individual who can  
 1442 adequately represent the student to ensure that all student rights are observed.  
 1443

1444 The person selected as a surrogate:

- 1445  
 1446 1. Must have no interest that conflicts with the interests of the student he or she  
 1447 represents;  
 1448  
 1449 2. Must have knowledge and skills that assure adequate representation of the student; and  
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- 3. May not be an employee of a PCM and/or other agency which is involved in the education or care of the student. This includes OSPI, DSHS, PCM employees, and group care providers.

PCM will at a minimum, review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications, and special education regulations. PCM will also cooperate with other PCMs, the ESD, or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents. *(If you have a more specific training schedule or process, describe it here.)*

**A. Mediation**

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

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

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

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

*(PCM note: [WAC 392-172A-05075](#) allows PCM to establish a procedure to require parents to understand the benefits of mediation. The procedure allows PCM to contract with a parent resource center or an alternative dispute center to explain the benefits of mediation. If you have elected to adopt this procedure, describe it here.)*

**Due Process Hearing**

Both parents and PCMs may file due process hearings involving the identification, evaluation, placement, or provision of FAPE to a student. IDEA requires that specific information be provided as part of a due process hearing request. The requirements are identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, PCM will provide the parent with a due process hearing request that contains the required information. Due process





1493 hearing request forms are available *(designate where they may be obtained in PCM)* and on the OSPI  
1494 Special Education website.

1495  
1496 If any staff receives a request for a due process hearing, a copy of the request should be immediately  
1497 forwarded to the *(name appropriate personnel or department)*. If the parent has not filed the request  
1498 for hearing with the Washington State Office of Administrative Hearings (OAH) , PCM will forward the  
1499 parent's request to OAH . PCM may not delay or deny a parent's due process hearing request. Parents  
1500 are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a  
1501 school year. PCM *(specify personnel)* is responsible for providing the parents a copy of the procedural  
1502 safeguards in this situation, and documenting that the safeguards were provided to the parent.

1503  
1504 When a parent files a due process hearing, the student remains in the placement and receives the same  
1505 services in place at the time of the request for hearing, unless the parents and PCM agree to a different  
1506 placement. The student's status during the pendency of any proceedings does not preclude the IEP  
1507 team from meeting, as needed or as required, and updating and implementing the student's IEP or  
1508 services, unless those changes are in dispute. See the discipline section below for placements when a  
1509 disciplinary action is challenged.

1510  
1511 When parents file a request for a due process hearing, the *(specify personnel)* will immediately schedule  
1512 a resolution meeting. The meeting must occur within 15 days after a parent files a due process request  
1513 with PCM and provides a copy of the request to OAH ,or, within seven days if the hearing request  
1514 involves an expedited hearing regarding discipline. The *(name personnel)* will determine the  
1515 appropriate PCM staff that will attend the resolution meeting. PCM will ensure that one of PCM  
1516 representatives attending the resolution meeting has authority to bind PCM in any resolution  
1517 agreement. PCM will not bring PCM counsel to a resolution meeting unless the parent is bringing an  
1518 attorney to the meeting.

1519  
1520 Any resolution agreement reached will be documented in writing and is binding on the parties. The  
1521 document will inform the parent of their right to void the agreement within three business days of  
1522 signing the agreement.

## 1523 1524 **Discipline**

1525 Students eligible for special education services may be disciplined consistent with the disciplinary rules  
1526 that apply to all students. PCM will determine on a case by case basis whether discipline that is  
1527 permitted under [WAC 392-400](#) should occur. However, students eligible for special education services  
1528 must not be improperly excluded from school for disciplinary reasons that are related to their disability  
1529 or related to PCM's failure to implement a student's IEP. PCM will take steps to ensure that each  
1530 employee, contractor, and other agents of PCM responsible for education or care of a student is  
1531 knowledgeable of special education disciplinary rules.

### 1532 1533 **A. Removal Up to Ten Days**

1534 *(Insert appropriate staff)* may order the removal of a special education student from a current



1535 placement. PCM need not provide services to a student who is removed from the current placement for  
 1536 ten school days or less in any school year, if services are not provided to a student without disabilities.

1537

1538 **B. Removal for More than Ten Days**

1539 Once a student has been removed from placement for a total of ten school days in the same school  
 1540 year, and if PCM determines that the removal is not a change of placement, PCM must, during  
 1541 subsequent days of removal, provide appropriate services to the extent necessary to enable the student  
 1542 to participate in the general curriculum, although in another setting, and to progress toward meeting  
 1543 the goals set out in the student's IEP *(Designate which school personnel)* in consultation with one or  
 1544 more of the student's teachers, will make the determination of such necessary services.

1545

1546 **C. Change in Placement**

1547 A change of placement occurs when an eligible student is:

1548

- 1549 1. Removed from his or her current placement for more than ten consecutive school days  
 1550 in a school year; or
- 1551 2. Subjected to a series of removals in a school year that constitute a pattern of removal  
 1552 because: 1) the series of removals total more than ten school days in a year; 2) the  
 1553 student behavior is substantially similar to the student's behavior in previous incidents  
 1554 that resulted in the series of removals; and 3) because of factors such as the length of  
 1555 each removal, the total amount of time a student is removed, and the proximity of the  
 1556 removals to one another.

1557

1558 Whether a pattern of removal constitutes a change in placement is determined on a case-by-case  
 1559 basis by the building principal and special education director *(or designate who makes the*  
 1560 *decision)* and is subject to review through due process and judicial proceedings. *(Describe the*  
 1561 *procedure for notifying the special education department of disciplinary removals that may*  
 1562 *exceed ten days.)*

1563

1564 **A. Manifestation Determination**

1565 Within ten school days after the date on which PCM makes a decision to change the student's  
 1566 placement, PCM will conduct a manifestation determination meeting to determine the relationship  
 1567 between the student's disability and the behavior subject to the disciplinary action.

1568

1569 The review of the relationship between a student's disability and the behavior subject to the disciplinary  
 1570 action will occur at meeting that includes the parent and relevant members of the IEP team who are  
 1571 selected by the parent and PCM. *(Describe who is responsible for contacting the parent in order to*  
 1572 *determine relevant IEP team members and providing notice of the meeting.)* The team will review all  
 1573 relevant information in the student's file, including the IEP, teacher observations, and information  
 1574 provided by the parent to determine:  
 1575  
 1576



- 1577 1. If the conduct was caused by or had a direct and substantial relationship to the child’s
- 1578 disability; or
- 1579
- 1580 2. If the conduct in question was the direct result of PCM’s failure to implement the
- 1581 student’s IEP.
- 1582

1583 If the team determines that the behavior resulted from any of the above, the behavior must be  
 1584 considered a manifestation of the student’s disability.

1585 PCM will take immediate action to remedy the deficiencies, and will:

- 1586
- 1587
- 1588 1. Conduct a functional behavioral assessment (unless already completed) and implement a
- 1589 behavioral intervention plan if one is not already in place; or
- 1590
- 1591 2. Review the existing behavioral intervention plan and modify it to address the behavior;
- 1592 and
- 1593
- 1594 3. Return the child to the placement from which he or she was removed from unless the
- 1595 parents and PCM agree a change is necessary as part of the behavioral intervention plan,
- 1596 or unless the infraction involves drugs, weapons, or serious bodily injury.
- 1597

1598 **A. Special Circumstances**

1599 School personnel may order a change in placement to an appropriate interim alternative educational  
 1600 setting for the same amount of time that a student without disabilities would be subject to discipline,  
 1601 but for not more than 45 school days, if a special education student:

- 1602
- 1603 1. Possesses a “dangerous weapon” or carries such a weapon to school or to a school
- 1604 function;
- 1605
- 1606 2. Knowingly possesses or uses “illegal drugs” while at school or a school function;
- 1607
- 1608 3. Sells or solicits the sale of a “controlled substance” while at school or a school function;
- 1609 or
- 1610
- 1611 4. Inflicts serious bodily injury upon another person while at school or a school function.
- 1612 Serious bodily injury means a substantial risk of death, extreme physical pain, protracted
- 1613 and obvious disfigurement, or protracted loss or impairment of the function of a bodily
- 1614 member, organ, or mental faculty.
- 1615

1616 Any interim alternative educational setting in which the student is placed is determined by the  
 1617 student’s IEP team and will:

1618



- 1619 1. Be selected so as to enable the student to participate in the general curriculum, although in  
 1620 another setting and to progress toward meeting the goals set out in the student's IEP; and  
 1621  
 1622 2. Include services and modifications designed to address the behavior or to prevent the behavior  
 1623 from recurring.  
 1624

1625 PCM may ask an administrative law judge, or seek injunctive relief through a court having  
 1626 jurisdiction of the parties, to order a change in placement to an appropriate interim alternative  
 1627 educational setting for not more than 45 school days or seek injunctive relief through a court  
 1628 having jurisdiction of the parties when:  
 1629

- 1630 1. PCM believes that maintaining the student's current placement is substantially likely to result in  
 1631 injury to the student or others. If the student's IEP team believes that the student may not be  
 1632 maintained in his or her current placement, the IEP team should work with PCM's *(name*  
 1633 *appropriate person, e.g. director of support services).*  
 1634

1635 Unless the parent and PCM agree otherwise, if a parent requests a hearing to challenge either the  
 1636 manifestation determination or the interim alternative educational setting, the student must  
 1637 remain in the interim alternative educational setting pending the decision of the hearing officer  
 1638 or until the expiration of the 45 day period, whichever occurs first.  
 1639

1640 **A. Basis of Knowledge**

1641 A student who has not been determined eligible for special education services may assert the  
 1642 protections if PCM had knowledge that the student was eligible for special education services before  
 1643 the behavior that precipitated disciplinary action occurred.  
 1644

1645 PCM is deemed to have knowledge if:  
 1646

- 1647 1. The parent expressed concern in writing (or orally if the parent does not know how to  
 1648 write or has a disability the prevents a written statement) to PCM supervisory or  
 1649 administrative personnel or a teacher that the student is in need of special education and  
 1650 related services;  
 1651  
 1652 2. The parent requested that the student be evaluated for special education services; or  
 1653  
 1654 3. The teacher or other school personnel has expressed specific concern about a pattern of  
 1655 behavior demonstrated by the student to the director of the special education  
 1656 department or to other supervisory staff.  
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1658 If instituting disciplinary action that would exceed ten days and the principal believes that one or  
 1659 more of these events applies to the student, the principal will notify the special education  
 1660 department to determine the appropriate disciplinary procedures.



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

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

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

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

**Staff Qualifications**

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

All employees will hold such credentials, certificates, or permits as are now or hereafter required by the PESB for the particular position of employment and will meet such supplemental standards established by PCM. *(If PCM has supplemental standards describe them here.)*

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

In the event a special education teacher does not have a certificate endorsed in special education (or early childhood special education endorsement, deaf education endorsement, deaf education with





1703 American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), a  
1704 PCM may apply for a pre-endorsement waiver through the special education section of the OSPI. To  
1705 qualify for the special education pre-endorsement waiver, the teacher must meet PESB criteria outlined  
1706 in WAC 181-82-110.

1707  
1708 If PCM must temporarily assign a classroom teacher without a special education endorsement (or early  
1709 childhood special education endorsement, deaf education endorsement, deaf education with American  
1710 Sign Language proficiency endorsement, teacher of the visually impaired endorsement) to a special  
1711 education position, PCM *(name the appropriate personnel)* will document in writing that:

- 1712 A. PCM is unable to recruit a teacher with the proper endorsement who was qualified for the
- 1713 position;
- 1714
- 1715 B. The need for a teacher with such an endorsement could not have been reasonably anticipated
- 1716 and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical;
- 1717 and/or
- 1718
- 1719 C. The reassignment of another teacher within PCM would be unreasonably disruptive to the
- 1720 current assignments of other classroom teachers or would have an adverse effect on the educational
- 1721 program of the students assigned to the other teacher.
- 1722
- 1723

1724 If one or more of these criteria can be documented and PCM determines that a teacher has the  
1725 competencies to be an effective special education teacher and the teacher has completed two hundred  
1726 forty clock hours (or the equivalent of 24 quarter or 16 semester credits) applicable to one or more  
1727 Washington state special education teaching certificates (early childhood special education  
1728 endorsement, deaf education endorsement, deaf education with American Sign Language proficiency  
1729 endorsement, teacher of the visually impaired endorsement), PCM can assign the teacher to special  
1730 education in compliance with the process for making out-of-endorsement assignments and reporting  
1731 them to the state.

1732  
1733 Classified staff will present evidence of skills and knowledge necessary to meet the needs of students  
1734 with disabilities. PCM will provide training to classified staff to meet the state recommended core  
1735 competencies.

1736  
1737 **Personnel Development**

1738 In order to provide a staff development program to improve the quality of instructional programs, the  
1739 following procedures will be employed: *(LEA note: you will have to describe your specific staff  
1740 development procedures, including training for classified staff in the recommended core competencies.  
1741 The following are examples.)*

- 1742
- 1743 1. Special education concerns will be identified through a staff needs assessment completed by
- 1744 administrators, teachers, educational staff associates, program assistants, parents, and



1745 volunteers;

- 1746
- 1747 2. All personnel who use restraint, restraint devices and/or isolation must be certified and annually
- 1748 trained in the use of such restraint, restraint devices, and/or isolation;
- 1749
- 1750 3. In-service training schedules will be developed based upon the results of PCM assessment and
- 1751 in support of needs identified;
- 1752
- 1753 4. Training activities will be conducted for regular general and special education staff providing
- 1754 services for students eligible for special education; and
- 1755
- 1756 5. Training for classified staff in the state recommended core competencies will occur through
- 1757 *(Describe the methods your LEA employs).*
- 1758

1759 **Public Participation**

1760 Any application and any required policies, procedures, evaluations, plans, and reports are readily

1761 available to parents and other members of the public through PCM's special education office and the

1762 office of the superintendent. A notice regarding the availability of such documents will be placed on

1763 PCM's Web site and in PCM's newsletter. *(LEA note: Adapt the last sentence to conform with actual*

1764 *PCM practice in providing public notice of the availability of documents.)*



**POLICY #2161**

**Special Education and Related Services for Eligible Students**

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**Adopted** – X

**Last Revised** – PCM: 8/2022, PCM: 6/2021, WSSDA: 3/2016

**Prior Revised Dates** – WSSDA: 2/2000, 6/2007, 12/2007, 10/2009, 12/2011, 6/2014

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

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

Not all students with disabilities are eligible for special education services. The needs of students with disabilities will be addressed individually and, if appropriate, students will be provided accommodations, modifications, and/or related aids and services as required under Section 504 of the Rehabilitation Act of 1973 in accordance with PCM policy and procedures.

**Mediation or Resolution Agreements**

The board authorizes the Head of School or a designee to bind PCM to a mediation or resolution agreement.

**Commencement Exercises/Certificate of Attendance**

In order to participate in commencement exercises, students must have met the minimum criteria for graduation prior to the date of the exercise and otherwise be in good standing with their school through the commencement date. Minimum criteria for participation may be adjusted for students with an Individualized Education Program (IEP) whose disabilities have impacted their opportunity to accumulate credits. In limited circumstances, when determined necessary by the individualized education program team due to the unique needs resulting from the student's disability, a graduation credit and subject area requirement may be substituted with comparable content course work, as identified in the individualized education program team course of study and aligned to the student's high school and beyond plan. Each student's IEP team will determine the student's graduation plan, including graduation date. Students with an IEP who have attended four years of high school and need additional time to complete IEP goals and/or credits may request participation in commencement exercises. Students with an IEP will receive a certificate of attendance until they complete their credits for graduation.





42  
 43 The PCM Head of School will develop and maintain special education procedures necessary to  
 44 implement this policy. This policy and the procedures will be available to the public.

45  
 46 **Legal References:**

47 [Chapter 28A.155 RCW Special education](#)  
 48 [RCW 28A.600.485 Restraint of students with individualized education programs or plans developed](#)  
 49 [under section 504 of the rehabilitation act of 1973 — Procedures — Definitions.](#)  
 50 [RCW 28A.600.486 District policy on the use of isolation and restraint — Notice to parents and guardians](#)  
 51 [of children who have individualized education programs or plans developed under section 504 of the](#)  
 52 [rehabilitation act of 1973.](#)  
 53 [RCW 28A.605.020 Parents' Access to Classroom or School Sponsored Activities — Limitation](#)  
 54 [Chapter 49.60 RCW Discrimination — Human rights commission](#)  
 55 [Chapter 392-172A, WAC Rules for the provision of special education](#)  
 56 [29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act](#)  
 57 [Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794](#)  
 58 [20 U.S.C. 1400 et seq. Individuals with Disabilities Education Act of 2004](#)  
 59 [42 U.S.C. 12131-12133 Americans with Disabilities Act of 1990](#)  
 60 [28 CFR Part 35 Nondiscrimination on the Basis of Disability in State and Local Government Services](#)  
 61 [34 CFR Part 99 Family Education Rights and Privacy Act \(FERPA\)](#)  
 62 [34 CFR Part 104 Nondiscrimination on the basis of handicap in programs and activities receiving federal](#)  
 63 [financial assistance](#)  
 64 [34 CFR Part 300 Assistance to States for the Education of Children With Disabilities](#)  
 65 [34 CFR Part 303 Early Intervention Program for Infants and Toddlers with Disabilities](#)

66  
 67 **Cross References:**

68 [2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973](#)  
 69 2163 - Response to Intervention  
 70 2410 - High School Graduation Requirements  
 71 [3231 - Student Records](#)  
 72 [3241 - Student Discipline](#)  
 73 [3246 - Restraint, Isolation and Other Uses of Reasonable Force](#)  
 74 4217 - Effective Communication

75  
 76 **Management Resources:**

77 2021 - December Issue  
 78 2016 - March Issue  
 79 2014 - June Issue  
 80 2009 - October Issue  
 81 Policy News, December 2007 Updated Special Education  
 82 Policy and Procedure  
 83 Policy News, June 2007 Graduation Ceremonies for Special



**PULLMAN PUBLIC**  
**COMMUNITY FREE**  
**MONTessori K-9**

- 84 Education Students
- 85 Policy News, December 1999 Rule Adoption Leads to Special

# Coversheet

## Review of the 2022-23 Annual Budget

**Section:** VI. 2022-23 Annual Budget  
**Item:** A. Review of the 2022-23 Annual Budget  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** PCM 22-23 Budget Presentation.pdf  
22-23 Budget Detail 08.22.pdf  
Budget Resolution - PCM 22-23.pdf  
JGP Workbook PCM 08.22 - 6 years - 22-23 workbook.xlsm



# Pullman Community 22/23 August Proposed Budget

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# July/August Changes

## Changes made to the budget file since our last meeting

- Reduced enrollment to 100 from 122: approximately \$250k loss in State revenues
- Moved up the hiring of a teacher / removed part-time (1 day/week) teacher / removed international candidate
  - 6 total teachers / guides + 4 classroom assistants
  - 16.7:1 student to teacher ratio
  - 5.5:1 students to FTE ratio
  - Narrative: being slightly overstaffed this year will help to cement PCM's reputation as a stable organization and desirable school for future enrollment.
  - Fallout: there is the **need for further fundraising (\$110k)** as the staffing is not sustainable on current funding.
- Added local meal sales (\$18k)
- Insurance increased to \$25k from \$12k (transpo addition)
- Lowered WA Charters repayment from 5 years to 3 and added \$40k of loans (loan payments still only \$3.8k/mo on \$130k of loans with WA Charters)
- Audit cost increased to \$37K (\$19k SAO estimate + \$18.5K CPA estimate)
- Classroom supplies & furniture drop of ~\$55k
- Increase YMCA contract to \$39k (\$10k increase)
- Projected ending cash has decreased from \$277k to \$183k (31 days of cash)
  - Projected 23-24 ending cash decreased to \$330k (47 days of cash, \$95k short of 60 days)

## Talking points

- Is the fundraising goal obtainable?
- Are there any months where cash will be dangerously low?
  - Current modeling shows starting in January 2023 we *may* need to start timing AP/Payroll with the receiving of State funds
  - June 2023 to August 2023 we will *definitely* need to keep an eye on cash prior to running AP and Payroll
- What is the plan if enrollment is lower than 100?
- How confident is management in getting enrollment back on track in 23-24? (164 planned enrollment)

# Summary

Grade Levels	Enrollment	Total FTE Teacher FTE Assistant FTE SPED FTE	FRL% SPED% TBIP%	Budget cash effect	Ending Cash (08/31/23)
K-6	100 (+30)	18.8 (+6.8) 6 (+2) 4 (+0.7) 2 (+1)	25% 13.5% 5%	Net cash effect: -26k	183k (30 days)

# Key Data

<b>Staffing Costs</b>	<b>Tech Costs FY 22-23</b>	<b>Facility Costs FY 22-23</b>	<b>Per Pupil General Apportionment</b>	<b>Per Pupil Expenditures</b>	<b>Private Funding FY 22-23</b>
\$1.4M (+400k)	\$42k (+1k)	\$343k (+70k) (incl \$94k depreciation)	\$11.4k (-300)	\$22.4k (-1.6k)	\$222k (-126k)
<b>Average Teacher Salary</b>	<b>Local Donations Goal</b>	<b>Student : Teacher Ratio</b>	<b>Student : Adult Ratio</b>	<b>Projected Debt on 8/31/22</b>	<b>Projected Debt on 8/31/23</b>
\$59.7k (+4.7k)	\$110k	16.7	5.56	\$520k	\$475k

# Budget Summary & Narrative

PCM's proposed 2022-23 budget takes prioritizes PCM's mission and vision by ensuring that the model offered families is what has been promised.

This is accomplished by

1. **Staffing:** hiring the appropriate count Montessori guides and assistants for the student enrollment.
2. **Equipment and Materials:** purchasing high quality materials and equipment.
3. **Contractors:** hiring reputable contractors that will further PCM's mission and vision and provide high quality services.
4. **Facilities:** renting the appropriate square footage for the number of students and staff required to offer the Montessori model.

PCM is committed to providing a Montessori education with fidelity to what we promised our families and students. There are no material changes to the model or program at this time other than the lowered Montessori Coach responsibilities and the addition of an office assistant.

Pullman Community Montessori 22-23 Budget Summary		
Revenue	Amount	%
Local Support	\$ 128,563	6%
State Revenue - General	\$ 1,144,287	51%
State Revenue - Special Purpose	\$ 305,212	14%
Federal Revenue	\$ 511,741	23%
Grants & Other Sources	\$ 164,000	7%
<b>Total Revenue</b>	<b>\$ 2,253,802</b>	
Expenses	Amount	%
Salaries	\$ 975,792	44%
Personnel Taxes & Benefits	\$ 422,085	19%
Contracted Services	\$ 301,363	14%
School Operations	\$ 231,451	11%
Facility Operations & Maintenance	\$ 195,517	9%
Reserves / Contingency	\$ 69,742	3%
<b>PnL Expenditures</b>	<b>\$ 2,195,951</b>	
<b>Operating Net Income</b>	<b>\$ 57,852</b>	
Balance Sheet Expenses	Amount	
Depreciation	\$ 94,883	
Principal Loan Payments	\$ 53,295	
Capitalized Furniture / Equipment	\$ 19,800	
Prepays (Contractors)	\$ 23,975	
<b>Balance Sheet Expenditures</b>	<b>\$ 191,953</b>	
Balance Sheet Cash Effects	Amount	
Due to OSPI	\$ (45,031)	
PY Recognized Revenue Received	\$ 58,000	
Depreciation (non-cash expense)	\$ 94,883	
<b>Total Cash Effects</b>	<b>\$ 107,852</b>	
<b>Final Cash Effect</b>	<b>\$ (26,249)</b>	
<b>Beginning Cash</b>	<b>\$ 210,000</b>	
<b>Ending Cash</b>	<b>\$ 183,751</b>	
<b>Days Cash</b>	<b>30</b>	



# Budget Detail

SUMMARY	
Total Enrollment	100.0
Staff FTE	18.8
Total Revenue	2,253,802
Total Expenses (SDAM)	2,239,726
Total Expenses (FASB)	2,195,951
Net Income	14,077
Revenue Per Pupil	22,538
General Apportionment Per Pupil	11,443
Expenses Per Pupil	22,397

YEAR 2 2022-23	
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Description of Assumptions

**2022-23 Pullman Community Montessori Budget Detail**  
**REVENUES**

<b>2000 - LOCAL SUPPORT - NON-TAX</b>		
2500 - Gifts Grants, and Donations (Local)	110,000	Local donations
2298 - Local lunch sales	18,563	Local lunch sales
<b>TOTAL 2000 - LOCAL SUPPORT - NON-TAX</b>	<b>\$ 128,563</b>	
<b>3000 - STATE REVENUE - GENERAL PURPOSE</b>		
3100 - Apportionment	1,144,287	From F-203 (100 students)
3121 - Special Education - General Apportionment	11,370	
<b>TOTAL 3000 - STATE REVENUE - GENERAL PURPOSE</b>	<b>\$ 1,155,657</b>	
<b>4000 - STATE REVENUE - SPECIAL PURPOSE</b>		
4121 - Special Education - State	141,472	
4155 - Learning Assistance	10,966	
4165 - Transitional Bilingual	12,891	
4174 - Highly Capable	3,000	
4199 - Transportation - Operations	39,734	
4201 - State - Misc Grants	85,779	Learn to return+ School Health Workforce + Meals grants
<b>Total 4000 - STATE REVENUE - SPECIAL PURPOSE</b>	<b>\$ 293,842</b>	
<b>5000 - FEDERAL REVENUE - RESTRICTED</b>		
Title I	12,973	
Title II	1,608	
Title III & IV	10,000	
IDEA Funding	14,980	
6198 - School Food Services	34,571	
CSP	380,000	
ESSER	57,609	ESSER III
<b>TOTAL 5000 - FEDERAL REVENUE - RESTRICTED</b>	<b>\$ 511,741</b>	
<b>8000 - OTHER ENTITIES</b>		
8200 - Private Foundations	164,000	WA Charters
<b>TOTAL 8000 - OTHER ENTITIES</b>	<b>\$ 164,000</b>	
<b>TOTAL REVENUE</b>	<b>\$ 2,253,802</b>	

**EXPENSES**

<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		
Executive Management	90,000	Head of School
Instructional Management	78,000	Montessori Coach
Administrative Staff	94,520	Office Manager + Office Assistant
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$ 262,520</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>		
Teachers - Regular	358,599	
Teachers - SPED	109,267	
Teaching Assistants	120,618	
Substitute Teachers	11,700	
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 600,184</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>		
Other - Non-Instructional	113,088	Lunch server & Nurse
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 113,088</b>	
<b>TOTAL PERSONNEL SALARY COSTS</b>	<b>\$ 975,792</b>	
<b>PAYROLL TAXES AND BENEFITS</b>		
Social Security	43,070	
Medicare	14,149	
State Unemployment	13,467	
Worker's Compensation Insurance	4,391	
SEBB	221,616	
SERS (Classified Retirement)	33,144	
TRS (Certificated Retirement)	92,249	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ 422,085</b>	
<b>TOTAL PERSONNEL, TAX &amp; BENEFIT EXPENSES</b>	<b>\$ 1,397,878</b>	

27%

	<b>62%</b>		
<b>CONTRACTED SERVICES</b>			
Accounting / Audit	37,500	SAO (\$19k) + CPA (\$18.5k) audits	
Legal	8,000	Flat yearly "in case" amount + int'l teacher fees	
Oversight Fee (3%)	40,912	Calculates as a % of total revenue for lines 3100, 3121, 4121, 4155, 4165, 4174 & 4199	
Substitute Teachers	-	Subs handled in-house	
Student Health	-	Nurse hired in-house	
Back Office	125,800	JGP + SIA	
Special Ed	50,151	Presence Learning, TMC contracts; other misc SPED costs	
Program Support / PD	-	Moved to balance sheet expenses	
Afterschool	39,000	YMCA	
Tech support	-	Included with SIA contract	
<b>TOTAL CONTRACTED SERVICES</b>	<b>\$ 301,363</b>		3%
<b>SCHOOL OPERATIONS</b>			
Board Expenses	11,250	Yearly Board OnTrack + supplies	
Classroom / Teaching Supplies & Materials	47,750	Classroom & teacher supplies	
Special Ed Supplies & Materials	3,375	Estimate per SPED student	
Textbooks / Workbooks	6,000	\$60 per student	
Equipment / Furniture	-	Moved to balance sheet expenses	
Internet / Phone	7,680	Internet / phone costs	
Technology Hardware	13,418	Student & staff tech hardware	
Technology Software	28,610	Student & staff tech software	
Student Testing & Assessment	4,080	MAP tests & Reflection services	
Field Trips	9,500	\$95 per student	
Transportation (student)	15,000	Bus maintenance + gas costs	
Student Services - other	2,500	\$25 per student for clubs, dances, other school events	
Office Expense	10,000	Flat amount for pens, hole punchers, etc	
Staff Development	9,400	\$500 Per employee	
Staff Recruitment	2,000	Flat amount for fingerprints and background checks	
Student Recruitment / Marketing	3,000	Flat amount	
School Meals / Lunch	44,888		
Travel (Staff)	2,500	Flat amount	
Fundraising	5,000	Database renewal costs, gift processing fees, printing of collateral, event costs	
Dues & Memberships	3,000	Various	
Printer	2,500	Printer rental costs	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 231,451</b>		4%
<b>FACILITY OPERATION &amp; MAINTENANCE</b>			
Insurance	24,600	Property, general liability, transportation etc	
Janitorial Services	20,000	Purchased from Gladish	
Building and Land Rent / Lease	120,986	Based on Gladish rent agreement	
Repairs & Maintenance	3,000	Covered by landlord; flat amount for incidentals	
Security Services	-	Covered by landlord	
Utilities	-	Covered by landlord	
Financing Costs (Loan Payments - Interest)	26,931	Interest only - principal payments in balance sheet expenses	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ 195,517</b>		66%
<b>RESERVES / CONTINGENCY</b>	69,742	Attrition - 3% of State funding	
<b>Total Expenses</b>	<b>\$ 2,195,951</b>		
<b>Operating Net Income</b>	<b>\$ 57,852</b>		
<b>DEPRECIATION / AMORTIZATION</b>	94,883		
<b>Final Net Income (FASB)</b>	<b>\$ (37,031)</b>		
<b>Cash-Basis Adjustments</b>			
<b>Liabilities</b>			
Deferred Revenue - Revenue Recognized	(164,000)	Grant revenue recognized but funds not received	
Deferred Revenue / AR -Cash Received	222,000	Actual grant revenue funds received - if recognized in a prior year	
Due to OSPI	(45,031)	21-22 overpayment of State revenues	
Loan Proceeds	-	Loans taken out increase the cash balance	
Principal Loan Payments	(53,295)	Loan payments - Principal (only affects the balance sheet)	
Depreciation - Add back	94,883	Depreciation is not a cash expense and gets "added back" for cash effect calculations	
<b>Total Liability Adjustments</b>	<b>\$ 54,558</b>		
<b>Assets</b>			
Kitchen Renovations	-	Removed	
Prepays - Contractors	23,975	Contractor costs that are paid upfront for a full year of service are recorded as prepaid assets and expensed monthly	
Equipment/Furniture	19,800	Large furniture and equipment purchases are recorded as assets and depreciated over time	
<b>Total Asset Adjustments</b>	<b>\$ 43,775</b>		
<b>Cash-Basis Net Inflows / (Outflows)</b>	<b>\$ 10,783</b>		
<b>Cash Basis Net Margin</b>	<b>\$ (26,249)</b>		
<b>Beginning Cash</b>	<b>\$ 210,000</b>		
<b>Ending Cash</b>	<b>\$ 183,751</b>		
<b>Total Approved Expenditures (per SDAM)</b>	<b>\$ 2,239,726</b>		

# Four Year Outlook

F-195F Tool - Pullman Community Montessori				
Enrollment	100.00	164.00	203.00	239.00
Staffing FTE	18.8	20.85	26.1	34.1
REVENUES AND OTHER FINANCING SOURCES	2022-23	2023-24	2024-25	2025-26
1000   Local Taxes	\$ -	\$ -	\$ -	\$ -
2000   Local Nontax Support	128,563	55,443	62,682	69,364
3000   State, General Purpose	1,155,657	1,835,062	2,161,824	4,004,526
4000   State, Special Purpose	293,842	325,323	414,235	492,156
5000   Federal, General Purpose	-	-	-	-
6000   Federal, Special Purpose	511,741	417,048	364,876	171,653
7000   Revenues from Other School Districts	-	-	-	-
8000   Revenues from Other Entities	164,000	-	-	-
9000   Other Financing Sources	-	-	-	-
<b>A. TOTAL REVENUES AND OTHER FINANCING SOURCES</b>	<b>2,253,802</b>	<b>2,632,875</b>	<b>3,003,617</b>	<b>4,737,700</b>
EXPENDITURES				
00   Regular Instruction	1,016,729	1,139,741	1,407,203	2,239,252
10   Federal Stimulus	-	-	-	-
20   Special Education Instruction	167,822	299,602	377,270	447,866
30   Vocational Education Instruction	-	-	-	-
40   Skill Center Instruction	-	-	-	-
50 and 60   Compensatory Education Instruction	41,438	54,620	74,561	90,110
70   Other Instructional Programs	380,000	300,000	220,000	-
80   Community Services	-	-	-	-
90   Support Services	687,031	791,021	896,743	1,148,677
<b>B. TOTAL EXPENDITURES</b>	<b>2,293,020</b>	<b>2,584,985</b>	<b>2,975,778</b>	<b>3,925,905</b>

<b>SUMMARY</b>	
<b>Total Enrollment</b>	100.0
<b>Staff FTE</b>	18.8
<b>Total Revenue</b>	2,253,802
<b>Total Expenses</b>	2,239,726
<b>Net Income</b>	14,077
<b>Revenue Per Pupil</b>	22,538
<b>General Apportionment Per Pupil</b>	11,443
<b>Expenses Per Pupil</b>	22,397

YEAR 2  
2022-23

**2022-23 Pullman Community Montessori Budget Detail**  
**REVENUES**

<b>2000 - LOCAL SUPPORT - NON-TAX</b>	
2500 - Gifts Grants, and Donations (Local)	110,000
2298 - Local lunch sales	18,563
<b>TOTAL 2000 - LOCAL SUPPORT - NON-TAX</b>	<b>\$ 128,563</b>
<b>3000 - STATE REVENUE - GENERAL PURPOSE</b>	
3100 - Apportionment	1,144,287
3121 - Special Education - General Apportionment	11,370
<b>TOTAL 3000 - STATE REVENUE - GENERAL PURPOSE</b>	<b>\$ 1,155,657</b>
<b>4000 - STATE REVENUE - SPECIAL PURPOSE</b>	
4121 - Special Education - State	141,472
4155 - Learning Assistance	10,966
4165 - Transitional Bilingual	12,891
4174 - Highly Capable	3,000
4199 - Transportation - Operations	39,734
4201 - State - Misc Grants	85,779
<b>Total 4000 - STATE REVENUE - SPECIAL PURPOSE</b>	<b>\$ 293,842</b>
<b>5000 - FEDERAL REVENUE - RESTRICTED</b>	
Title I	12,973
Title II	1,608
Title III & IV	10,000
IDEA Funding	14,980
6198 - School Food Services	34,571
CSP	380,000
ESSER	57,609
<b>TOTAL 5000 - FEDERAL REVENUE - RESTRICTED</b>	<b>\$ 511,741</b>
<b>8000 - OTHER ENTITIES</b>	
8200 - Private Foundations	164,000
<b>TOTAL 8000 - OTHER ENTITIES</b>	<b>\$ 164,000</b>
<b>TOTAL REVENUE</b>	<b>\$ 2,253,802</b>

## EXPENSES

### ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	90,000
Instructional Management	78,000
Administrative Staff	94,520

### TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

**\$ 262,520**

### INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	358,599
Teachers - SPED	109,267
Teaching Assistants	120,618
Substitute Teachers	11,700

### TOTAL INSTRUCTIONAL PERSONNEL COSTS

**\$ 600,184**

### NON-INSTRUCTIONAL PERSONNEL COSTS

Other - Non-Instructional	113,088
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### TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

**\$ 113,088**

### TOTAL PERSONNEL SALARY COSTS

**\$ 975,792**

### PAYROLL TAXES AND BENEFITS

Social Security	43,070
Medicare	14,149
State Unemployment	13,467
Worker's Compensation Insurance	4,391
SEBB	221,616
SERS (Classified Retirement)	33,144
TRS (Certificated Retirement)	92,249

### TOTAL PAYROLL TAXES AND BENEFITS

**\$ 422,085**

### TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

**\$ 1,397,878**

	<b>62%</b>
<b>CONTRACTED SERVICES</b>	
Accounting / Audit	37,500
Legal	8,000
Oversight Fee (3%)	40,912
Substitute Teachers	-
Student Health	-
Back Office	125,800
Special Ed	50,151
Program Support / PD	
Afterschool	39,000
Tech support	-
<b>TOTAL CONTRACTED SERVICES</b>	<b><u>\$ 301,363</u></b>
<b>SCHOOL OPERATIONS</b>	
Board Expenses	11,250
Classroom / Teaching Supplies & Materials	47,750
Special Ed Supplies & Materials	3,375
Textbooks / Workbooks	6,000
Equipment / Furniture	
Internet / Phone	7,680
Technology Hardware	13,418
Technology Software	28,610
Student Testing & Assessment	4,080
Field Trips	9,500
Transportation (student)	15,000
Student Services - other	2,500
Office Expense	10,000
Staff Development	9,400
Staff Recruitment	2,000
Student Recruitment / Marketing	3,000
School Meals / Lunch	44,888
Travel (Staff)	2,500
Fundraising	5,000
Dues & Memberships	3,000
Printer	2,500
<b>TOTAL SCHOOL OPERATIONS</b>	<b><u>\$ 231,451</u></b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>	
Insurance	24,600
Janitorial Services	20,000
Building and Land Rent / Lease	120,986
Repairs & Maintenance	3,000
Security Services	-
Utilities	-
Financing Costs (Loan Payments - Interest)	26,931
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b><u>\$ 195,517</u></b>
<b>RESERVES / CONTIGENCY</b>	<b>69,742</b>

<b>Total Expenses</b>	<b>\$ 2,195,951</b>
<b>Operating Net Income</b>	<b>\$ 57,852</b>
<b>DEPRECIATION / AMORTIZATION</b>	<b>94,883</b>
<b>Final Net Income (FASB)</b>	<b>\$ (37,031)</b>
<b>Cash-Basis Adjustments</b>	
<b>Liabilities</b>	
Deferred Revenue - Revenue Recognized	(164,000)
Deferred Revenue / AR -Cash Received	222,000
Due to OSPI	(45,031)
Loan Proceeds	-
Principal Loan Payments	(50,262)
Depreciation - Add back	94,883
<b>Total Liability Adjustments</b>	<b>\$ 57,591</b>
<b>Assets</b>	
Kitchen Renovations	-
Prepays - Contractors	23,975
Equipment/Furniture	19,800
<b>Total Asset Adjustments</b>	<b>\$ 43,775</b>
<b>Cash-Basis Net Inflows / (Outflows)</b>	<b>\$ 13,816</b>
<b>Cash Basis Net Margin</b>	<b>\$ (23,216)</b>
<b>Beginning Cash</b>	<b>\$ 210,000</b>
<b>Ending Cash</b>	<b>\$ 186,784</b>



**Pullman Community Montessori Charter School  
Board Resolution**

**BUDGET ADOPTION**

WHEREAS, WAC 392-123-054 requires that the board of directors of every school meet for the purpose of fixing and adopting the budget of the district for the ensuing fiscal year;

WHEREAS, a public notice was published announcing that on August 23, 2022, the Board of Directors of Pullman Community Montessori would meet in a public meeting for the purpose of fixing and adopting the 2022-23 fiscal budget of the school, the four-year budget plan that includes a four-year enrollment projection; projection and the appropriations as so finally determined;

THEREFORE BE IT RESOLVED, the Board of Directors of Pullman Community Montessori, has determined that the final appropriation level of expenditures for each fund in 2022-23 will be as follows:

DATED this 23rd day of August 2022

APPROPRIATION LEVEL

A. General Fund \$ 2,239,726

APPROVED by the Board of Directors of Pullman Community Montessori Charter School, in a regular meeting thereof held on the 23<sup>rd</sup> day of August 2022.

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Treasurer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Date

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

JGP Workbook PCM 08.22 - 6 years - 22-23 workbook.xlsm