



Freeman School District

Freeman School District Board Meeting

Published on November 19, 2024 at 8:41 AM PST

Date and Time

Monday September 23, 2024 at 6:00 PM PDT

Location

Palouse Regional Transportation Cooperative

Vision Statement

Continuing Our Tradition of Excellence in Education

Mission Statement

The Freeman School District is the center of a unique, rural community. With pride, commitment and caring, we provide a safe environment for all students to experience meaningful, rigorous learning opportunities that allow them to dream and develop into capable, confident and ethical members of the 21st Century.

Agenda

I. Opening Items

- A.** Record Attendance
- B.** Call the Meeting to Order
- C.** Pledge of Allegiance

D. Establish Quorum

II. Consent Agenda

A. Consent Agenda Items

III. Board Recognition

A. Above and Beyond Award - Janna Saeger "Fill The Gap"

B. Cory Plager - D.A. Davidson

IV. Pace Character Trait

A. RESPECT - Recognizing, considering and properly honoring the worth of one's self and others

V. Correspondence

A. AESD

VI. Building Reports

A. Lisa Phelan, Elementary Principal

B. Jim Straw, Middle School Principal

C. Jeff Smith, High School Principal

D. Chad Ripke, HS Assistant Principal/Athletic Director

E. Mike Allen, K-8 TOSA/Athletic Director

VII. Department Reports

A. Kent Bevers, Nutrition Services Director

B. Everett Combs - Transportation Supervisor

C. Kirk Lally - Maintenance/Ground Director

D. Todd Reed - Director of Technology

E. Jody Sweeney - Special Ed Director / School Psychologist

VIII. Superintendent's Report

- A. School Safety, Security & Tech Levy Discussion
- B. Curriculum, Instruction and Assessment
- C. School Safety, Culture and Environment
- D. Partnering with Parents and School/Community
- E. Fiscal & Legal Accountability

- Ending Cash Balance
- Enrollment

IX. Board Comments

X. Visitor Comments & Concerns

XI. Unfinished Business

- A. Approval of Board Policy & Prodedure No. 2401 - 2nd Reading
- B. Approval of Board Policy & Procedure No. 2402 - 2nd Reading
- C. Approval of Board Policy & Procedure No. 2403 - 2nd Reading
- D. Approval of Board Policy & Procedure No. 2404 - 2nd Reading
- E. Approval of Board Policy & Procedure No. 2405 - 2nd Reading
- F. Approval of Board Policy & Procedure No. 2406 - 2nd Reading
- G. Approval of Board Policy & Procedure No. 2407- 2nd Reading
- H. Approval of Board Policy & Procedure No. 2408 - 2nd Reading

XII. New Business

- A. Approval of Freeman CTE 4-Year Plan
- B. Approval of FSD Board-Superintendent Expectations & Goals 2024-2025

- C. Approval of FSD Co-Curricular Contract 2024/2025
- D. Approval of Surplus Property
- E. Approval of Interfund Loan Resolution No. 1-24/25
- F. Approval of Board Policy & Procedure No. 2410 - 1st Reading
- G. Approval of Board Policy & Procedure No. 3246 - 1st Reading
- H. Approval of Board Policy No. 3432 - 1st Reading
- I. Approval of Board Policy & Procedure No. 6220 - 1st Reading
- J. Approval of Board Policy No. 6690 - 1st Reading

XIII. Other Information

- A. Future Board Meetings

XIV. Personnel

- A. Personnel Action

XV. Closing Items

- A. Adjourn Meeting

Freeman School District 15001 South Jackson Road Rockford, WA 99030 Pride | Commitment | Caring

Dave Teague

Signed by Dave Teague (Director District #4) on 11/20/2024

Coversheet

Consent Agenda Items

Section: II. Consent Agenda
Item: A. Consent Agenda Items
Purpose:
Submitted by:
Related Material: CONSENT AGENDA September 23rd 2024 (002).pdf
8-28-24 Minutes.pdf
Sept Credit Card AP Board Report.pdf
September General Fund AP Board Report.pdf
September ASB AP Board Report.pdf
September GF ASB ACH AP Board Book.pdf
September Capital Projects AP Board Report.pdf
September Payroll Board Report.pdf
2024.08 Co Tr Statement.pdf
Budget Status - August.pdf

CONSENT AGENDA:

August 28th, 2024 Board Minutes

Credit Card (BMO) Payment General Fund	\$19,656.81
Credit Card (BMO) Payment ASB Fund	\$6,483.54
September General Fund Payments	\$339,191.67
September General Fund ACH Payments	\$7,087.60
September ASB Fund ACH Payments	\$456.57
September ASB Fund Payments	\$23,082.97
September Capital Projects Fund Payments	\$11,480.22
September Payroll	\$942,931.99
October Mid-month Payments, not to exceed	\$40,000.00
August County Treasurer Report	
August Budget Status Report	

BOARD MEETING MINUTES
 FREEMAN SCHOOL DISTRICT NO. 358
 August 28, 2024

You can copy the board meeting recording information below and share with others
https://freemansd-org.zoom.us/rec/share/G5m84_Ui5lcmJK8iRD7qWilnOMB4rRVYxyRQaYLY9j-bTAtHd4SjxDPO6idy3D6B.YzxaSJZEKUByUpVb

You can copy the work session recording information below and share with others
https://freemansd-org.zoom.us/rec/share/seTcsIFn51xTBtZ1cU38cFicAlfpb5RETnr2aR8hhFOpzsDsimWGT5xVURV-DOR.GAsXVTYkLdzmTO_I

MEETING CALLED TO ORDER: The regularly scheduled meeting of the Freeman School District Board of Directors was called to order at 6:00 p.m. by Board Chair Dave Teague. There was a quorum present.

MEMBERS PRESENT: Annie Keebler, Bill Morphy, Danielle Santman, Nate Talbott, Dave Teague, Randy Russell and Alan Steinolfson were present.

GUESTS: Lisa Phelan, Jeff Smith, Debbie Morphy, Regina Simon, Everett Combs, Jim Straw, Chad Ripke, Mike Allen, Jody Sweeney, Todd Reed, Kirk Lally, Lisa Frazier, Glenn Hawk, Rick Plumbo, Jessica Whitney, Aimee Hoyt, Kellie Miner, Kyle Monasmith, Rachel Burgess, Joanna DePeralta, Emily Lagreid, and Gretchen Brebner.

FLAG SALUTE: Todd Reed led us in the flag salute.

CONSENT AGENDA:

July 29th, 2024 Board Minutes	
Credit Card (BMO) Payment General Fund	\$ 32,354.32
Credit Card (BMO) Payment ASB Fund	\$ 4,030.15
August General Fund Payments	\$ 139,758.72
August General Fund ACH Payments	\$ 4,975.74
August ASB Fund ACH Payments	\$ 655.18
August ASB Fund Payments	\$ 7,557.09
August Special Capital Projects Fund AP	\$ 20,000.00
August Capital Projects Fund Payments	\$ 123,781.04
August Payroll	\$1,001,456.04
September Mid-month Payments, not to exceed	\$ 40,000.00
July County Treasurer Report	
July Budget Status Report	

Annie Keebler moved the Board approve the August 28, 2024, consent agenda as presented. Bill Morphy seconded the motion and it passed unanimously.

BOARD RECOGNITION

- Introduction of new staff in attendance:
 - Rick Plumbo – Bus Driver
 - Kyle Monasmith – HS CTE Business & Marketing Teacher/FBLA Advisor
 - Emily Lagreid – HS Secretary
 - Lisa Frazier – HS CTE Foods Culinary Teacher
- Directors recognized new staff not in attendance.

PACE CHARACTER TRAIT:

GRATITUDE – Feeling and expressing thankful appreciation for benefits received

CORRESPONDENCE:

- FSD Website – Strategic Plan Flyer updated by CEE

BUILDING REPORTS:**Lisa Phelan, Elementary Principal, reports:**Overview

- During the 24-25 school year, FES will focus on Multi-Tiered Systems of Support, Professional Learning Communities and Freeman School District's three focus areas:
 1. Embrace challenging and necessary conversations with students and staff;
 2. Expect Civility and Respect from everyone; and
 3. Enhance our MTSS grades TK-12.

Areas of Focus

- TK/K WaKids family meetings were last week, and students will start this week.
- PBIS rotations for grades 1-5 are led by the paraeducator staff and 5th-grade students.
- aimswebPLUS screener will be administered beginning the week of August 26-30
- Multi-Tiered Systems of Support District Team

Enrollment

TK-4, K-42, 1-65, 2-57, 3-66, 4-56, 5-54 = 386 Total

Jim Straw, Middle School Principal, reports:Overview

- During the 2024-25 school year, FMS staff and students are focused on our academic programs as we implement a seven-period day, incorporating social emotional learning into content classes and the consistent, constant growth of our positive learning community and culture.

Areas of Focus

- ASB Officers met on Wednesday, August 14th to plan for the 2024-25 school year. They discussed their goals for the year, planned a new student tour and laid out their activity calendar for the year.
- The FMS Building Leadership Team met before school to review and refine our Building Processes, the specifics around Advisory procedures and content being delivered through content classes and the FMS role in the implementation of MTSS.
- Students have returned and classes are in session! The first few days have been energetic and positive! Staff and students are focusing on getting to know each other and establishing guidelines for a great year.

Enrollment

6-70, 7-63, 8-68 = 201 Total

Jeff Smith, High School Principal, reports:Overview

- FHS is continuing to improve. As a team, we are specifically focusing on Tier 1 MTSS Instruction, Assessment in PLCs (Professional Learning Communities), and PBIS (Positive Behavior Interventions & Support).

Areas of Focus

- We welcome a new Office Secretary: Emily Lagreid
- We welcome one new teacher to FHS: Kyle Monasmith (Business Ed Teacher, FBLA and ASB Advisor, and SOARS Director)
- We welcome 2 current FSD staff to new positions at FHS: Lisa Frazier (Culinary); Jim Rae (Metals and Woods).
- We are running a 7-period daily bell schedule
- We are continuing to work with the MS in Professional Learning Communities
- ASB Theme for the year is "Determine Your Path". ASB welcomed 9th graders before Monday's Open House

Enrollment

9-65, 10-79, 11-76, 12-80 = 300 Total

Chad Ripke, Dean of Students/HS Athletic Director:Overview

- Kickoff to the 2024 fall sports season.
 - Football and cheer started on Wednesday 8/21.
 - Volleyball, Soccer, and Cross Country started on Monday 8/26.

Areas of Focus

- Annual athletics golf tournament fundraiser on August 17th at the Links golf course was a huge success again. Don't have final numbers yet, but those that participated had a lot of fun.

- Pre-season meetings with all fall head coaches. We will also do a mid-season and post season as well.

Enrollment

Football-56, Volleyball-30, Soccer-26, XC-25, Cheer-16

Mike Allen, K-8 TOSA/MS Athletic Director:

Overview

- Work to improve programs and support our student athletes.
- Participate in partnership with the Greater Spokane County League (GSCL).

Area of Focus

- FMS Football, Softball and Cross Country start this week. Great turn out for our fall sports.
- We will host end of season football games at Kent Smith Field again and continue to host the GSCL All-League Cross-Country Meet.

Enrollment

Football-27, Softball-18, XC-31

DEPARTMENT REPORTS:

Kent Bevers, Nutrition Services Directors, reported:

Overview

- Freeman SD Nutrition Services supports the philosophy of the National School Lunch and Breakfast Programs and will provide wholesome and nutritious meals for children in the district's schools.

Areas of Focus

- Received a \$5,800.00 grant to help pay off school meal debt
 - With the grant, and with what was already in Brenda's HH, we are able to pay off ALL negative meal debt (about \$7,000.00)
 - After paying off all meal debt, just over \$3,000.00 will be left in Brenda's Helping Hand
 - So far, every negative meal balance in excess of \$10.00 has been paid off
- OSPI Child Nutrition Administrative Review
 - Probably late February or early March
 - No specific date yet
 - No schools selected yet
 - The OSPI CN Specialist will be here for one week
 - Looking at backend policies and procedures
 - Will be monitoring meal service to ensure compliance

Kirk Lally, Director of Maintenance and Grounds:

Areas of Focus

- Custodial did a fantastic job of getting the schools ready for the start of school.
- Completed patch work on the parking lots.
- Several projects that needed repairs are done. Still have a few to go depending on budget. Working close with Alan and Randy on those.

Safety

- Nothing to report at this time.

Everett Combs, Transportation Supervisor, reported:

Areas of Focus

- Mileage for June:
 - To/From – 8633 miles
 - Athletics/Field Trips – 346 miles
 - Total miles for June – 8979 miles
- Very well attended open house here at the transportation building. Every driver was here to meet parents and students.
- The drivers bid on their routes on Monday at our state required in-service.
- We currently have:
 - 12 regular ED bus routes
 - 2 SPED bus routes
 - 2 after school, 2nd PM bus routes
 - 16 Total Routes
- We adjusted some of the routes so we don't have overlap.

Todd Reed, Technology Director, reported:Areas of Focus

- We cleaned, updated, and prepared technology in each classroom to ensure an effective and smooth launch to the new school year, setting the stage for effective teaching and learning
- The Chromebook check out process was concluded efficiently within the allocated time slot; FHS-241/FMS-192
- We installed and configured a new camera surveillance server for FHS to distribute the load across 2 servers, enhancing system performance and reliability
- Skyward has implemented mandatory two-factor authentication (2FA) for staff logins, and we assisted everyone in setting up 2FA on their phones as needed. We will soon be rolling out our own 2FA system for email access as the next security measure.

Jody Sweeney, SpEd Director/School Psych, reported:Overview

- School Psychologist:
 - Initial evaluations and reevaluations within FSD – academic, cognitive, social/emotional, developmental, health, and adaptive assessments within a legal timeline.
- Special Ed Director:
 - Focused on Special Education processes, legal and team expectations.
 - Communication and collaboration with Admin/Leadership Team and Special Ed Team.
 - ELL and Highly Capable work within the district.

Areas of Focus

- Special Ed Team
 - Leah Heideman - Speech/Language Pathologist
 - Josie Moore – School Psychologist T/W/Th
 - Tanya Felvarg & Kaylynn Mendenhall - Paras
- Meetings, Training, Schedules, Transfers, Paperwork

SUPERINTENDENT’S REPORT:

- Review Board Policy No. 1005 – Key Functions of the Board: Vision, Structure, Accountability, Advocacy
- Review Board Policy No. 1810 – Annual Goals and Objectives
- Review FSD School Board-Superintendent Expectations and Goals for 2024/2025

Curriculum, Instruction and Assessment:School Safety, Culture, and Environment:

- The start of the school year is the best that it has been for a few years; lots of great energy. Departments and buildings are running smooth. Dr. Russell has been in every classroom and has met new staff. We had a great staff kickoff. Positive things are happening. Staff are encouraged to contribute not complain. Positive things are happening. Treat everyone with civility and dignity. We have 20 new students. The all-school assembly felt really good. A great start to the school year.

Partnering with Parents and School/Community:

- Review Freeman 2025 Strategic Plan
 - Highlights of our Key Actions & Proposed Metrics
 - Proud of the staff. Every kid counts. They deserve our best every day. We lost our way a little bit last year but have found our way this year. Stay connected and involved.
 - Balancing new classes this year.
 - We have the best TK program. We are a model for other districts.
- Capital Projects Levy Discussion
 - During the work session, an hour was spent on the 2023-2024 budget and our financial future.
 - Another hour was spent discussing if the district should have another Capital Projects Levy. Do we take money out of the General Funds to pay to maintain the campus and repairs or run a levy as an option.
 - Will invite Cory Plager, DA Davidson, to our next work session and then present at the board meeting.

Fiscal and Legal Accountability:

- Enrollment is in good shape. Enrollment is up a little more than in July.
- Ending Cash Balance – On track with financial. Ending with a little less than \$200,00 in the budget. We had to make some hard decisions but needed the changes to be sustainable.

BOARD COMMENTS: No comments.

VISITORS COMMENTS & CONCERNS: No comments.

NEW BUSINESS

APPROVAL OF BOARD POLICY & PROCEDURE NO. 2401 (NEW) – 1ST READING

Annie Keebler moved the Board approve Board Policy & Procedure No. 2401 – Financial Education Master-Based Learning and Credit, as presented. Danielle Santman seconded the motion and it passed unanimously.

APPROVAL OF BOARD POLICY & PROCEDURE NO. 2402 (NEW) – 1ST READING

Annie Keebler moved the Board approve Board Policy & Procedure No. 2402 – English Language Arts Mastery-Based Credit, as presented. Bill Morphy seconded the motion and it passed unanimously.

APPROVAL OF BOARD POLICY & PROCEDURE NO. 2403 (NEW) – 1ST READING

Annie Keebler moved the Board approve Board Policy & Procedure No. 2403 – Math Mastery-Based Credit, as presented. Bill Morphy seconded the motion and it passed unanimously.

APPROVAL OF BOARD POLICY & PROCEDURE NO. 2404 (NEW) – 1ST READING

Annie Keebler moved the Board approve Board Policy & Procedure No. 2404 – Science Mastery-Based Credit, as presented. Danielle Santman seconded the motion and it passed unanimously.

APPROVAL OF BOARD POLICY & PROCEDURE NO. 2405 (NEW) – 1ST READING

Annie Keebler moved the Board approve Board Policy & Procedure No.2405 – Social Studies Mastery-Based Credit. Nate Talbott seconded the motion and it passed unanimously.

APPROVAL OF BOARD POLICY & PROCEDURE NO. 2406 (NEW) – 1ST READING

Annie Keebler moved the Board approve Board Policy & Procedure No. 2406 – The Arts Mastery-Based Credit. Bill Morphy seconded the motion and it passed unanimously.

APPROVAL OF BOARD POLICY & PROCEDURE NO. 2407 (NEW) – 1ST READING

Annie Keebler moved the Board approve Board Policy & Procedure No. 2407 – Health and Physical Education Mastery-Based Credit. Danielle Santman seconded the motion and it passed unanimously.

APPROVAL OF BOARD POLICY & PROCEDURE NO. 2408 (NEW) – 1ST READING

Annie Keebler moved the Board approve Board Policy & Procedure No. 2408 – Integrated Environmental and Sustainability Education Mastery-Based Credit. Nate Talbott seconded the motion and it passed unanimously.

OTHER INFORMATION:

- The next regular board meeting is scheduled for Monday, September 23, 2024, at the PRTC building at 6:00 pm.
- The October board meeting will be Wednesday, the 23rd, 2024, at the PRTC building at 6:00 pm.
- The December 11th work session is scheduled for 2:00 pm.

PERSONNEL ACTION:

Certified: Alan Larsen – Substitute Teacher
 Jami Backell – Substitute Teacher
 Victoria Boswell – Substitute Teacher
 Timothy Wallin – Substitute Teacher – Pending Approval
 Madison Knight – Substitute Teacher – Pending OSPI Approval

Classified: Kari Gemmet – Substitute Bus Driver

Extracurricular: Mike Shanks – Resignation – Head Tennis Coach
Daniel Schwartz – 7th Grade Assistant Football Coach - Pending OSPI Approval
James Javier – 7th Grade Softball Coach
Chloe McDermott – Resignation – HS Assistant XC Coach
Josh Robins – Resignation – MS Assistant Girls Basketball Coach
Kaylynn Mendenhall – MS Cross Country Coach
Leah Heideman – HS Assistant Cross Country Coach

Annie Keebler moved the Board approve the personnel action as presented. Bill Morphy seconded the motion and it passed unanimously.

ADJOURNMENT: The board meeting adjourned at 6:48p.m. with no further action.

Recording Secretary

Board Secretary

Board Chair

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$26,140.35. The payments are further identified in this document.

Total by Payment Type for Cash Account, US BANK WIRE:
Wire Transfer Payments 202400002 through 202400004, totaling \$26,140.35

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
202400002	BMO MASTERCARD Vendor on Invoice	09/11/2024	BMO ASB SEPT 2400000	ASB FUND Credit Card Payment AP Invoice.	0	6,483.54	6,483.54
40 E 530 1000 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/General Stude		157.90	
40 E 530 2500 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE		336.06	
40 E 530 2500 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE		228.73	
40 E 530 2500 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE		5,408.00	
40 E 530 2500 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE		10.76	
40 E 530 2500 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE		15.89	
40 E 530 1090 00 0000 2050 0000 0000 0				Associated Student Body Fund/EXPENDITURES/SCOTTIE DASH		261.35	
40 E 530 1000 00 0000 2050 0000 0000 0				Associated Student Body Fund/EXPENDITURES/General Stude		64.85	
202400003	BMO MASTERCARD	09/11/2024	BMO GF SEPT 2400000	GENERAL FUND Credit Card Payment AP	0	19,637.23	19,637.23

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
				Invoice.			
10 E 530 0132 32 7432 0000 0000 0000 1				General Fund/EXPENDITURES/TECHNOLOGY		216.09	
10 E 530 0158 32 5610 0000 0000 0000 0				General Fund/EXPENDITURES/TECHNOLOGY		3,081.00	
10 E 530 0158 32 5610 0000 0000 0000 0				General Fund/EXPENDITURES/TECHNOLOGY		108.52	
10 E 530 0158 32 5652 0000 0000 0000 0				General Fund/EXPENDITURES/TECHNOLOGY		179.34	
10 E 530 0158 32 5610 0000 0000 0000 0				General Fund/EXPENDITURES/TECHNOLOGY		39.04	
10 E 530 0158 32 5652 0000 0000 0000 0				General Fund/EXPENDITURES/TECHNOLOGY		864.75	
10 E 530 0158 32 5652 0000 0000 0000 0				General Fund/EXPENDITURES/TECHNOLOGY		52.23	
10 E 530 0158 32 5610 0000 0000 0000 0				General Fund/EXPENDITURES/TECHNOLOGY		12.96	
10 E 530 0158 32 5610 0000 0000 0000 0				General Fund/EXPENDITURES/TECHNOLOGY		21.40	
10 E 530 0158 32 5652 0000 0000 0000 0				General Fund/EXPENDITURES/TECHNOLOGY		110.00	
10 E 530 9700 62 7310 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		5,181.46	
10 E 530 9700 14 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		66.95	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		44.08	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		133.81	
10 E 530 3166 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/CTE-MATH		16.22	
10 E 530 0100 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		129.66	
10 E 530 0100 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		48.99	
10 E 530 0100 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		65.38	
10 E 530 0100 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		30.26	
10 E 530 0100 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		10.80	
10 E 530 0100 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		225.00	
10 E 530 9700 11 8580 0000 0000 0000 1				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		121.89	
10 E 530 0900 27 5610 0000 0000 0000 0				General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN		412.68	
10 E 530 5200 27 5610 0000 0000 0000 0				General Fund/EXPENDITURES/Oth Title Grnt ESEA - Fed		396.23	
10 E 530 5200 31 5610 0000 0000 0000 0				General Fund/EXPENDITURES/Oth Title Grnt ESEA - Fed		80.41	
10 E 530 0900 27 5610 0000 0000 0000 0				General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN		209.47	
10 E 530 5200 31 5610 0000 0000 0000 0				General Fund/EXPENDITURES/Oth Title Grnt ESEA - Fed		131.40	
10 E 530 5200 31 7330 0000 0000 0000 0				General Fund/EXPENDITURES/Oth Title Grnt ESEA - Fed		450.00	
10 E 530 0100 23 7310 1010 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		250.00	
10 E 530 0900 27 5610 0000 0000 0000 0				General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN		207.65	
10 E 530 2100 27 5610 1010 0000 0000 0				General Fund/EXPENDITURES/SPECIAL ED, BASIC, STATE		593.47	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
10 E 530 2100 27 5610 1010 0000 0000 0				General Fund/EXPENDITURES/SPECIAL ED, BASIC, STATE		42.80	
10 E 530 2100 27 5610 1010 0000 0000 0				General Fund/EXPENDITURES/SPECIAL ED, BASIC, STATE		332.94	
10 E 530 2100 27 7310 0000 0000 0000 0				General Fund/EXPENDITURES/SPECIAL ED, BASIC, STATE		144.00	
10 E 530 9700 11 5610 0000 0000 0000 1				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		38.05	
10 E 530 9900 52 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		250.70	
10 E 530 9900 52 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		12.31	
10 E 530 9900 52 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		30.97	
10 E 530 9900 52 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		94.93	
10 E 530 0100 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		699.39	
10 E 530 0100 27 5610 2050 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		3,500.10	
10 E 530 5200 27 5610 0000 0000 0000 0				General Fund/EXPENDITURES/Oth Title Grnt ESEA - Fed		999.90	
202400004 BMO MASTERCARD		09/11/2024		CREDIT CARD PAYMENT CHECK			19.58
	OFFICE DEPOT		BMO GF SEPT 2400001	GENERAL FUND	0	19.58	
				Credit Card			
				Payment AP			
				Invoice.			
10 E 530 9900 52 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		19.58	
			3	Wire Transfer Check(s) For a Total of			26,140.35

	0	Manual	Checks For a Total of	0.00
	3	Wire Transfer	Checks For a Total of	26,140.35
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	3	Manual, Wire Tran, ACH & Computer Checks		26,140.35
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	26,140.35

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	19,656.81	19,656.81
40	Associated Student Body Fund	0.00	0.00	6,483.54	6,483.54

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$339,191.67. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:

Warrant Numbers 121590 through 121647, totaling \$339,191.67

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
121590	ACES VALLEY POWER TOOL	09/30/2024	392488	Maintenance supplies	0	289.62	289.62
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			289.62	
121591	ANATEK LABS, INC	09/30/2024	2421386	Water Testing	0	115.00	155.00
10 E 530 9700 64 7431 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			115.00	
			2422005	Water Testing	0	40.00	
10 E 530 9700 64 7431 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			40.00	
121592	AVISTA UTILITIES	09/30/2024	1983570000	Natural Gas-Transportation	0	21.63	658.40
10 E 530 9900 52 7621 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS			21.63	
			7261160000	Natural Gas	0	184.74	
10 E 530 9700 65 7621 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			184.74	
			8060150000	Natural Gas HS	0	293.94	
10 E 530 9700 65 7621 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			293.94	
			8261160000	Natural Gas MS	0	158.09	
10 E 530 9700 65 7621 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			158.09	
121593	BSN SPORTS LLC	09/30/2024	926796900	Order # 309137787 Freeman SD Polos	1002425003	723.37	723.37
10 E 530 9700 13 5610 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			723.37	
121594	CARD CONNECT	09/30/2024	92133367	Aug 2024 CC Fee	0	952.96	952.96
10 E 530 9700 13 7352 0000 0005 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			952.96	
121595	CARE SOLACE, INC	09/30/2024	2024-12055	Annual sub 7/24-6/25	0	5,405.00	5,405.00
10 E 530 9700 26 7340 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			5,405.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
121596	CONTROL SOLUTIONS NORTHWEST, I	09/30/2024	29640	Maintenance-Kitchen	0	3,407.10	4,169.29
10 E 530 9700 64 7431 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			3,407.10	
			29827	High School Cooling Tower	0	762.19	
10 E 530 9700 64 7431 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			762.19	
121597	DEVRIES INFORMATION MANAGEMENT	09/30/2024	0184525	On-site record destruction	0	50.00	50.00
10 E 530 9700 13 7420 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			50.00	
121598	DUPREE BUILDING SPECIALTIES	09/30/2024	0100976-IN	Backstop service & replacement	0	4,864.50	4,864.50
10 E 530 9700 64 7431 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			4,864.50	
121599	EDMENTUM	09/30/2024	INV3243204	Apex learning courses: unlimited enrollment Order #Q-598771	4022425005	3,993.00	3,993.00
10 E 530 0100 33 5610 4020 4020 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			3,993.00	
121600	EDNETICS INC	09/30/2024	INV-131588	Phones	0	4,090.45	4,090.45
10 E 530 9700 72 7530 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			4,090.45	
121601	FASTENAL COMPANY	09/30/2024	IDLEW194000	Maintenance supplies	0	202.15	550.69
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			202.15	
			IDLEW194552	Maintenance supplies	0	348.54	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			348.54	
121602	FATBEAM, LLC	09/30/2024	47515	Monthly recurring charge for internet service	0	1,420.00	1,420.00
10 E 530 9700 72 7530 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			1,420.00	
121603	FIRE CONTROL SPRINKLER SYST CO	09/30/2024	24-080724	Annual Fire sprinkler system inspection	0	3,382.00	3,382.00
10 E 530 9700 64 7340 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			3,382.00	
121604	FLINT SERVICES LLC	09/30/2024	F28 289	Startup Service July, Follow up Serv August	0	636.00	636.00
10 E 530 9700 64 7431 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			636.00	
121605	FREEMAN REVOLVING FUND	09/30/2024	836	Reimburse C.	0	39.10	221.70

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 R 960 9800 22 0000 0000 0000 0000 0				Graham- Food Service		39.10	
			837	Reimburse K. Myers- Food Service	0	56.20	
10 R 960 9800 22 0000 0000 0000 0000 0				General Fund/REVENUES/Food Services		56.20	
			838	Reimburse A. Weatherman- Food Service	0	24.90	
10 R 960 9800 22 0000 0000 0000 0000 0				General Fund/REVENUES/Food Services		24.90	
			839	Reimburse E. Riddle- Food Service	0	18.45	
10 R 960 9800 22 0000 0000 0000 0000 0				General Fund/REVENUES/Food Services		18.45	
			840	Reimburse B. Dickerhoof- Food Service	0	48.20	
10 R 960 9800 22 0000 0000 0000 0000 0				General Fund/REVENUES/Food Services		48.20	
			841	Reimburse L M Saywers- Food Service	0	14.30	
10 R 960 9800 22 0000 0000 0000 0000 0				General Fund/REVENUES/Food Services		14.30	
			842	Reimburse J Parr- Food Service	0	20.55	
10 R 960 9800 22 0000 0000 0000 0000 0				General Fund/REVENUES/Food Services		20.55	
121606	GEOENGINEERS, INC	09/30/2024	0199641	Professional services	0	4,421.74	6,525.49
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		4,421.74	
			0200167	2024 Monitoring and O & M	0	2,103.75	
10 E 530 9700 52 7340 0000 0000 0000 1				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		2,103.75	
121607	GRAINGER	09/30/2024	9240594003	Maintenance-sump pump	0	199.30	199.30
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		199.30	
121608	H & H, INC	09/30/2024	AR339348	DO & Transportation	0	179.39	866.41
10 E 530 9700 12 7310 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		103.95	
10 E 530 9900 52 7310 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		75.44	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			AR339349	Elementary	0	200.82	
10 E 530 2100 27 7310 0000 0000 0000 0				General Fund/EXPENDITURES/SPECIAL ED, BASIC, STATE		17.63	
10 E 530 0900 27 7310 0000 0000 0000 0				General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN		5.19	
10 E 530 0100 27 7310 1010 1010 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		178.00	
			AR339350	High School	0	287.16	
10 E 530 0200 27 7310 0000 0000 0000 0				General Fund/EXPENDITURES/Alternative Learning Exp		11.27	
10 E 530 2100 27 7310 0000 0000 0000 0				General Fund/EXPENDITURES/SPECIAL ED, BASIC, STATE		9.37	
10 E 530 3100 27 7310 0000 0000 0000 0				General Fund/EXPENDITURES/VOCATIONAL, BASIC, STATE		12.19	
10 E 530 0100 27 7310 4020 4020 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		254.33	
			AR339351	Middle School	0	199.04	
10 E 530 0100 27 7310 2050 2050 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		199.04	
121609	HASKIN STEEL CO, INC	09/30/2024	661043	Open PO for Supplies	1002425001	837.71	1,111.47
10 E 530 3164 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/CTE- CONSTRUCTION RELATED		837.71	
			661044	Open PO for Supplies	1002425001	273.76	
10 E 530 3164 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/CTE- CONSTRUCTION RELATED		273.76	
121610	HOBART CORPORATION	09/30/2024	36220249	CLE Series Warewasher	0	658.69	658.69
10 E 530 9700 64 7340 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		658.69	
121611	INLAND POWER & LIGHT	09/30/2024	423	Electricity 20999007	0	14,055.46	14,055.46
10 E 530 9900 65 7622 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		1,031.32	
10 E 530 9700 65 7622 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		13,024.14	
121612	INTOUCH RECEIPTING	09/30/2024	372369	InTouch Receipting Interface, Hosting Service and Support for 2024-25	5002425001	3,204.41	4,659.87
10 E 530 9700 13 7310 0000 0000 0000 1				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		3,204.41	
			372854	Annual credit card billing	0	1,455.46	
10 E 530 9700 13 7310 0000 0000 0000 1				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		1,455.46	
121613	IXL	09/30/2024	S509086	IXL site license (grades K- 12 50 students) subjects: Math and ELA k-8 math licenses included complimentary	1012425002	1,050.00	1,050.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				access to IXL's universal screener unlimited instructor accounts included			
10 E 530 2100 27 5610 1010 0000 0000 0				General Fund/EXPENDITURES/SPECIAL ED, BASIC, STATE		1,050.00	
121614	J.W. PEPPER & SON INC	09/30/2024	366653943	Band Music for MS & HS	1002425002	246.46	462.66
10 E 530 0100 27 5610 2050 2050 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		111.13	
10 E 530 0100 27 5610 4020 4020 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		135.33	
			366656408	Band Music for MS & HS	1002425002	64.86	
10 E 530 0100 27 5610 2050 2050 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		29.25	
10 E 530 0100 27 5610 4020 4020 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		35.61	
			366660261	Band Music for MS & HS	1002425002	151.34	
10 E 530 0100 27 5610 2050 2050 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		68.24	
10 E 530 0100 27 5610 4020 4020 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		83.10	
121615	KCDA	09/30/2024	300802751	Credit for supplies PO1010230017	0	-54.31	405.53
10 E 530 0100 27 5610 1010 1010 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		-54.31	
			300803277	FMS Art Supplies	1002425005	459.84	
10 E 530 0100 27 5610 2050 2050 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		459.84	
121616	MATHFACTLAB, LLC	09/30/2024	24227	Refer to quote 24-805	1002425004	194.58	194.58
10 E 530 0100 27 7350 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		194.58	
121617	MINUTEMAN PRESS #234	09/30/2024	4700	Trip for, Pre-WSP inspection, Pre & Post Trip, Monthly mileage log, and 2nd pm route mileage	0	980.60	980.60
10 E 530 9900 52 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		980.60	
121618	MONTGOMERY HARDWARE	09/30/2024	1052939	Open PO for supplies	4022425002	672.19	672.19
10 E 530 3164 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/CTE- CONSTRUCTION RELATED		672.19	
121619	NEWESD 101	09/30/2024	1252503040	Red Rover	0	2,495.76	3,686.02
10 E 530 9700 14 7350 0000 0000 0000 1				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		2,495.76	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1252503070	1st QTR Eastern WA Quality Schools Coalition Lobbying	0	436.15	
10 E 530 9700 12 7340 0000 0000 0000 1				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		436.15	
			1252503120	7410 EAP-KEPRO-QTR1	0	754.11	
10 E 530 9700 14 7340 0000 0000 0000 1				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		754.11	
121620	NORTH 40 OUTFITTERS	09/30/2024	118792/3	Open PO for supplies	4022425004	732.77	732.77
10 E 530 3164 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/CTE- CONSTRUCTION RELATED		732.77	
121621	NORTHWEST TEXTBOOK	09/30/2024	114-361-005	Math Books for FMS	2052300024	660.70	660.70
10 E 530 0100 33 5610 2050 2050 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		660.70	
121622	OXARC	09/30/2024	0032150475	Open PO for Supplies	4022425001	814.19	814.19
10 E 530 3164 27 5610 4020 0000 0000 0				General Fund/EXPENDITURES/CTE- CONSTRUCTION RELATED		814.19	
121623	PEARSON NCS	09/30/2024	25984320	AIMS WEB	1012425001	3,783.50	4,158.07
10 E 530 5202 27 7320 0000 0000 0000 0				General Fund/EXPENDITURES/TITLE II		3,783.50	
			26295569	A103000395532 -BOT-3 COMPLETE KIT	1012425004	374.57	
10 E 530 2100 27 5610 1010 0000 0000 0				General Fund/EXPENDITURES/SPECIAL ED, BASIC, STATE		374.57	
121624	PETERS HARDWARE	09/30/2024	1728/2	Maintenance supplies	0	130.26	130.26
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		130.26	
121625	POWERSCHOOL GROUP LLC	09/30/2024	INV412138	School Messenger Communicate	0	2,059.20	2,059.20
10 E 530 0158 32 5652 0000 0000 0000 0				General Fund/EXPENDITURES/TECHNOLOGY		2,059.20	
121626	ROCKFORD LIONS CLUB	09/30/2024	Annual Dues	Annual Dues	0	60.00	60.00
10 E 530 9700 12 7810 0000 0000 0000 1				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		60.00	
121627	RWC INTERNATIONAL, LTD.	09/30/2024	XA106082605:01	Bus garage supplies	0	22.15	537.00
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		22.15	
			XA106083112:01	Bus supplies	0	92.35	
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		92.35	
			XA106083146:01	Bus supplies	0	70.94	
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		70.94	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			XA106083483:01	Bus garage supplies	0	351.56	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	PUPIL TRANSPORTATIONS		351.56	
121628	SAVEMORE BUILDING SUPPLY INC	09/30/2024	199293	Open PO for supplies	4022425003	193.40	1,299.87
10 E 530 3164 27 5610 4020 0000 0000 0			General Fund/EXPENDITURES/CTE-	CONSTRUCTION RELATED		193.40	
			199391	Open PO for supplies	4022425003	790.88	
10 E 530 3164 27 5610 4020 0000 0000 0			General Fund/EXPENDITURES/CTE-	CONSTRUCTION RELATED		790.88	
			199433	Open PO for supplies	4022425003	315.59	
10 E 530 3164 27 5610 4020 0000 0000 0			General Fund/EXPENDITURES/CTE-	CONSTRUCTION RELATED		315.59	
121629	SCHOOL NURSE SUPPLY	09/30/2024	1016408-IN	Nurse supplies	0	691.68	691.68
10 E 530 0100 26 5610 0000 0000 0000 1			General Fund/EXPENDITURES/BASIC	EDUCATION		691.68	
121630	SIRS	09/30/2024	14802	2024-2025 SIRS Membership renewal	0	405.00	405.00
10 E 530 9700 12 7810 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE	SUPPORT		405.00	
121631	SITEONE LANDSCAPE SUPPLY, LLC	09/30/2024	145731936-001	Maintenance supplies	0	16.26	16.26
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE	SUPPORT		16.26	
121632	SPOKANE TESTING SOLUTIONS	09/30/2024	17084	DOT- exam, drug testing, BAT test, Agility	0	991.88	1,101.88
10 E 530 9900 51 7330 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL	TRANSPORTATIONS		991.88	
			17189	DOT exam- A. Branon	0	110.00	
10 E 530 9700 62 5610 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE	SUPPORT		110.00	
121633	SUNSHINE DISPOSAL & RECYCLING	09/30/2024	2086752	Disposal	0	914.63	982.48
10 E 530 9700 65 7431 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE	SUPPORT		914.63	
			2086851	Disposal	0	67.85	
10 E 530 9700 65 7431 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE	SUPPORT		67.85	
121634	SUPERIOR FLOOR REFINISHING LLC	09/30/2024	080124	Gym floor refinishing labor	1002300018	7,400.53	7,400.53
10 E 530 9700 63 7350 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE	SUPPORT		7,400.53	
121635	TERRY'S DAIRY INC	09/30/2024	659246A	Terry Dairy - milk products.	8002425005	186.79	1,895.17
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL	FOOD SERVICES		186.79	

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			659252A	Terry Dairy - milk products.	8002425005	119.25	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		119.25	
			660153A	Terry Dairy - milk products.	8002425005	204.30	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		204.30	
			660387A	Terry Dairy - milk products.	8002425005	101.73	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		101.73	
			660441A	Terry Dairy - milk products.	8002425005	272.27	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		272.27	
			660918A	Terry Dairy - milk products.	8002425005	119.25	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		119.25	
			661764A	Terry Dairy - milk products.	8002425005	127.37	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		127.37	
			661792A	Terry Dairy - milk products.	8002425005	127.37	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		127.37	
			662196A	Terry Dairy - milk products.	8002425005	272.99	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		272.99	
			662681A	Terry Dairy - milk products.	8002425005	163.88	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		163.88	
			662798A	Terry Dairy - milk products.	8002425005	199.97	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		199.97	
121636	TYLER TECHNOLOGIES, INC.	09/30/2024	045-477441	Triptracker-Projec t Management-Time Entry	0	307.50	307.50
10 E 530 9900 52 7519 0000 0000 0000 0			General Fund/EXPENDITURES/	PUPIL TRANSPORTATIONS		307.50	
121637	UNITED SCHOOLS INS PROGRAM	09/30/2024	2024-34947-0256-1	2024-2025 USIP Renewal SEPT Payment	0	225,126.76	224,765.87
10 E 530 9700 68 7520 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		155,931.55	
10 E 530 9900 56 7520 0000 0000 0000 0			General Fund/EXPENDITURES/	PUPIL TRANSPORTATIONS		69,195.21	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			2024-34947-0686	Delete 1990 Peterbilt Tank Truck and 1985 Clough Pup Trailer	0	-360.89	
10 E 530 9700 68 7520 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		-360.89	
121638	US FOODS INC	09/30/2024	4279305	US Foods - primary food vendor.	8002425003	71.13	10,671.97
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		71.13	
			4345303	US Foods - primary food vendor.	8002425003	202.58	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		202.58	
			4345304	US Foods - primary food vendor.	8002425003	59.91	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		59.91	
			4377177	US Foods - primary food vendor.	8002425003	581.75	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		203.75	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		378.00	
			4377178	US Foods - primary food vendor.	8002425003	2,537.76	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		480.77	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		2,056.99	
			4377179	US Foods - primary food vendor.	8002425003	24.47	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		24.47	
			4377180	US Foods - primary food vendor.	8002425003	874.93	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		152.06	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		722.87	
			4383477	US Foods - primary food vendor.	8002425003	58.98	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		58.98	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			4495759-A	credit taken twice	8002425003	44.73	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		44.73	
			4549803	US Foods - primary food vendor.	8002425003	1,092.67	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		43.02	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		1,049.65	
			4549804	US Foods - primary food vendor.	8002425003	1,003.02	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		74.17	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		928.85	
			4583435	US Foods - primary food vendor.	8002425003	41.11	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		41.11	
			4685568-A	credit taken twice	8002425003	44.73	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		44.73	
			4755494	US Foods - primary food vendor.	8002425003	31.19	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		31.19	
			4755495	US Foods - primary food vendor.	8002425003	61.91	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		61.91	
			4820332	US Foods - primary food vendor.	8002425003	558.68	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		127.30	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		431.38	
			4820333	US Foods - primary food vendor.	8002425003	634.16	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		42.20	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		591.96	
			4820334	US Foods - primary food vendor.	8002425003	68.34	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		68.34	
			4820335	US Foods - primary food vendor.	8002425003	165.62	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		165.62	
			4820336	US Foods - primary food vendor.	8002425003	24.60	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		24.60	
			4820337	US Foods - primary food vendor.	8002425003	77.28	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		77.28	
			4929036	US Foods - primary food vendor.	8002425003	974.40	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		30.31	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		944.09	
			4929037	US Foods - primary food vendor.	8002425003	52.99	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		52.99	
			4929038	US Foods - primary food vendor.	8002425003	929.94	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		60.58	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		869.36	
			4929039	US Foods - primary food vendor.	8002425003	541.91	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		122.68	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		419.23	
			5906871	Credit	0	-28.63	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		-28.63	
			5906936	Credit	0	-32.01	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		-32.01	
			5931151	Credit	0	-0.91	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		-0.91	
			5931414	Credit	0	-2.93	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		-2.93	
			5985230	US Foods - primary food vendor.	8002425003	-9.15	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		-9.15	
			5985528	US Foods - primary food vendor.	8002425003	-13.19	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		-13.19	
121639	VECTOR SOLUTIONS	09/30/2024	INV101944	CLIII-Vector Training	0	682.50	682.50
10 E 530 9700 14 7330 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		682.50	
121640	WALTER E NELSON CO	09/30/2024	530498	Dish machine and sanitizing products.	8002425001	762.83	6,256.36
10 E 530 9800 42 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		762.83	
			531173	Custodial supplies	0	1,922.11	
10 E 530 9700 63 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		1,922.11	
			531802	Custodial supplies	0	3,509.84	
10 E 530 9700 63 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		3,509.84	
			532022	Maintenance supplies	0	61.58	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		61.58	
121641	WASBO	09/30/2024	200035264	S-275 Personnel Reporting Workshop	0	100.00	100.00
10 E 530 9700 14 7330 0000 0000 0000 1				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		100.00	
121642	WASH APPLIED MATH COUNCIL	09/30/2024	2425-009	Applied Math 2024 Fall Inservice Registration - Frye & Guthrie	4022425006	370.00	370.00
10 E 530 3166 27 7580 4020 0000 0000 0				General Fund/EXPENDITURES/CTE-MATH		370.00	
121643	WASH ASSOC SCHOOL ADM	09/30/2024	353087145	2024-2025 Eduportal Services Renewal	0	2,698.18	2,698.18
10 E 530 9700 12 7320 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		2,698.18	
121644	WASHINGTON STATE FBLA	09/30/2024	Sept 18-FBLA day	Washington	4022425007	75.00	75.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Education Business & Marketing Conference Registration - Monasmith			
10 E 530 3161 27 7580 4020 0000 0000 0				General Fund/EXPENDITURES/CTE - BUSINESS		75.00	
121645	WASHINGTON STATE DEPARTMENT OF	09/30/2024	25-WA0045403-1	FY 2025 Fee- Water Quality Program	0	250.00	250.00
10 E 530 9700 65 7810 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		250.00	
121646	WSIPC	09/30/2024	1002400075	New Student Online Enrollment 2024-2025	0	1,052.16	1,052.16
10 E 530 0100 27 7351 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		1,052.16	
121647	ZIPLY FIBER	09/30/2024	509-188-0049-072623-	Phones09/23/24	0	1,926.82	1,926.82
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		1,926.82	
			58	Computer	Check(s) For a Total of		339,191.67

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	58	Computer	Checks For a Total of	339,191.67
Total For	58	Manual, Wire Tran, ACH & Computer Checks		339,191.67
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	339,191.67

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	221.70	338,969.97	339,191.67

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$23,082.97. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:

Warrant Numbers 121569 through 121589, totaling \$23,082.97

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
121569	BSN SPORTS LLC	09/30/2024	826527686	Volleyball practice and game balls and ball bags	4002425003	767.57	6,910.79
40 E 530 2030 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/VOLLEYBALL		767.57	
			926097594	Track & Cross Country Uniforms	4002300178	4,396.48	
40 E 530 2050 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/UNIFORM REPLA		4,396.48	
			926399993	Volleyball Net (reimbursed by Davis family)	4002425013	224.69	
40 E 530 2030 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/VOLLEYBALL		224.69	
			926627913	Collapsible Backstop Net for Baseball	4002425014	991.21	
40 E 530 2240 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/BASEBALL		991.21	
			926646409	Football Fall supply order	4002425001	530.84	
40 E 530 2020 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/FOOTBALL		530.84	
121570	CHENEY HIGH SCHOOL	09/30/2024	Invite	Mary Shae Soccer Classic Invite	4002425026	100.00	100.00
40 E 530 2500 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE		100.00	
121571	CONTINENTAL ATHLETIC SUPPLY	09/30/2024	I0116549-IN	Football helmet flex accessory kit	4002425006	459.43	459.43
40 E 530 2020 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/FOOTBALL		459.43	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
121572	DAVID'S PIZZA	09/30/2024	321668	Catering for 2024 Athletics Golf Tournament	4002425018	2,110.24	2,110.24
40 E 530 2500 00 0000 4020 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/GENERAL ATHLE		2,110.24	
121573	DESIGNER DECAL, INC	09/30/2024	68315	American flag football decals	4002425025	169.18	169.18
40 E 530 2020 00 0000 4020 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/FOOTBALL		169.18	
121574	FINALFORMS	09/30/2024	005214CC	2024-25 Estimate Athletes	4002425016	1,100.00	1,100.00
40 E 530 2500 00 0000 4020 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/GENERAL ATHLE		1,100.00	
121575	FINALFORMS	09/30/2024	005216CC	Final Forms Athletes 24-25 invoice	2002425002	595.00	595.00
40 E 530 2000 00 0000 2050 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/Athletics		595.00	
121576	FREEMAN SCHOOL DISTRICT #358	09/30/2024	Summer weights	Summer Weights Payroll - fundraiser	4002425019	5,409.47	5,409.47
40 E 530 2020 00 0000 4020 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/FOOTBALL		5,409.47	
121577	FREEMAN HIGH IMPREST FUND	09/30/2024	Invite	Reimburse Imprest #14039 - CC Invite	4002425023	200.00	200.00
40 E 530 2500 00 0000 4020 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/GENERAL ATHLE		200.00	
121578	GAME ONE	09/30/2024	10302415	FMS Athletic Order	2002425003	214.04	577.26
40 E 530 2000 00 0000 2050 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/Athletics		214.04	
			10302675	Supplies for FMS Athletics	2002425004	190.26	
40 E 530 2000 00 0000 2050 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/Athletics		190.26	
			90353505	FMS Athletic Supplies	2002425006	64.86	
40 E 530 2000 00 0000 2050 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/Athletics		64.86	
			96157213	FMS Athletic Supplies	2002425005	108.10	
40 E 530 2000 00 0000 2050 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/Athletics		108.10	
121579	GAME ONE	09/30/2024	INV759	Additional football helmet - XXL	4002425012	304.69	304.69
40 E 530 2500 00 0000 4020 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/GENERAL ATHLE		304.69	
121580	HEALY AWARDS, INC.	09/30/2024	Summer weights	Football helmet	4002425005	321.75	321.75

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				decals			
40 L 630 0000 00 0000 0000 0000 0000	Associated Student Body			Fund/Due to Other Government Un		-26.06	
40 E 530 2020 00 0000 4020 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FOOTBALL		347.81	
121581	HUDL	09/30/2024	H00103322	HUDL assist	4002425017	1,621.50	1,621.50
				football			
40 E 530 2020 00 0000 4020 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FOOTBALL		1,621.50	
121582	LASHAW RANCH ROASTERS INC.	09/30/2024	5242	Open PO for	4002425011	97.50	97.50
				Dawghouse			
				Supplies			
40 E 530 4090 00 0000 4020 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FBLA		97.50	
121583	MOMENTUM, INK. LLC	09/30/2024	30601	PACE Reward for	2002425001	1,319.00	1,319.00
				FES			
40 E 530 6040 00 0000 2050 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/POSTIVE BEHAV		1,319.00	
121584	SPOKANE COUNTY HEALTH DIST	09/30/2024	PR0002002	Dawghouse Food	4002425007	300.00	300.00
				Permit			
40 E 530 4090 00 0000 4020 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FBLA		300.00	
121585	THE COFFEE WAREHOUSE, INC	09/30/2024	1193040	Open PO for	4002425010	290.61	329.41
				Dawghouse			
				Supplies			
40 E 530 4090 00 0000 4020 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FBLA		290.61	
			1193771	Open PO for	4002425010	38.80	
				Dawghouse			
				Supplies			
40 E 530 4090 00 0000 4020 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FBLA		38.80	
121586	URM CASH & CARRY	09/30/2024	1-1-239543	Scottie Dash	2002425007	35.10	35.10
				Supplies			
40 E 530 1090 00 0000 2050 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/SCOTTIE DASH		35.10	
121587	URM CASH & CARRY	09/30/2024	6-1-349241	Open PO for	4002425009	148.43	948.34
				Dawghouse			
				Supplies			
40 E 530 4090 00 0000 4020 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FBLA		148.43	
			6-1-425794	Open PO for	4002425009	621.76	
				Dawghouse			
				Supplies			
40 E 530 4090 00 0000 4020 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FBLA		621.76	
			6-1-433802	Open PO for	4002425009	178.15	
				Dawghouse			
				Supplies			
40 E 530 4090 00 0000 4020 0000 0000 0	Associated Student Body			Fund/EXPENDITURES/FBLA		178.15	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
121588	WEST VALLEY HIGH SCHOOL	09/30/2024	Invitaional	W.V. Volleyball Invite - JV & C Teams	4002425028	100.00	100.00
40 E 530 2500 00 0000 4020 0000 0000 0			Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE			100.00	
121589	WILDROSE GRAPHICS	09/30/2024	124240	Kenny Davis Rip a Shot trophy	4002425021	24.22	74.31
40 E 530 2500 00 0000 4020 0000 0000 0			Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE			24.22	
			124267	Kenny Davis Rip a Shot Plaque for Davis family	4002425027	50.09	
40 E 530 2500 00 0000 4020 0000 0000 0			Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE			50.09	
			21	Computer	Check(s) For a Total of		23,082.97

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	21	Computer	Checks For a Total of	23,082.97
Total For	21	Manual, Wire Tran, ACH & Computer Checks		23,082.97
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	23,082.97

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Student Body Fund	-26.06	0.00	23,109.03	23,082.97

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$7,544.17. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP Direct Dep Settlement:

ACH Numbers 242500002 through 242500030, totaling \$7,544.17

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
242500002	BECKER, TAWNYA MICHELLE	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
	10 E 530 9900 52 7310 0000 0000 0000 1		General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS			75.00	
242500003	BEVERS, KENT	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
	10 E 530 9800 41 7310 0000 0000 0000 1		General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			75.00	
242500004	BRANON, ADAM C	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	177.00
	10 E 530 9700 62 7310 0000 0000 0000 1		General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			75.00	
			Renewal of CDL	Renewal of CDL	0	102.00	
	10 E 530 9700 62 7310 0000 0000 0000 1		General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			102.00	
242500005	BRANON, JOSEPH	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
	10 E 530 0158 32 7432 0000 0000 0000 1		General Fund/EXPENDITURES/TECHNOLOGY			75.00	
242500006	CARVO, MOLLY	09/30/2024	INV0009	OT Services-Aug 2024	0	1,619.33	1,619.33
	10 E 530 2100 26 7340 0000 0000 0000 0		General Fund/EXPENDITURES/SPECIAL ED, BASIC, STATE			1,619.33	
242500007	COMBS JR., EVERETT	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
	10 E 530 9900 52 7310 0000 0000 0000 1		General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS			75.00	
242500008	COUNTS, OLIVIA	09/30/2024	FEA 24/25	FEA 24/25	0	400.50	400.50
	10 E 530 0127 27 5610 1010 0000 0000 0		General Fund/EXPENDITURES/FEA ALLOTMENT			400.50	
242500009	FRAZIER, LISA	09/30/2024	Culinary	Culinary- Foundry 10	0	84.80	84.80
	10 E 530 0100 27 5610 4020 0000 0000 0		General Fund/EXPENDITURES/BASIC EDUCATION			84.80	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
242500010	GUTHRIE, NATHANIEL	09/30/2024	CTE certificate	CTE certificate	0	52.00	52.00
10 E 530 3100 27 5610 0000 0000 0000 0			General Fund/EXPENDITURES/VOCATIONAL, BASIC, STATE			52.00	
242500011	LALLY, KIRK D	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
10 E 530 9700 64 7310 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			75.00	
242500012	MARRO, JOSIE	09/30/2024	FEA 24-25	FEA allocation 24-25	0	368.57	368.57
10 E 530 0127 27 5610 4020 0000 0000 1			General Fund/EXPENDITURES/FEA ALLOTMENT			368.57	
242500013	MOORE, JOHANNA L	09/30/2024	FEA 24/25	FEA 24/25	0	500.00	500.00
10 E 530 0127 27 5610 4020 0000 0000 1			General Fund/EXPENDITURES/FEA ALLOTMENT			500.00	
242500014	PHELAN, LISA A	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
10 E 530 0100 23 7310 0000 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			75.00	
242500015	RAE, JAMES A	09/30/2024	FEA 24/25	FEA 24/25	0	377.30	407.30
10 E 530 0127 27 5610 4020 0000 0000 1			General Fund/EXPENDITURES/FEA ALLOTMENT			377.30	
			Reimbursement	Reimbursement for FHS shop -CTE	0	30.00	
10 E 530 3164 27 5610 4020 0000 0000 0			General Fund/EXPENDITURES/CTE- CONSTRUCTION RELATED			30.00	
242500016	RAWSON, STACEY	09/30/2024	BTSN Food	BTSN Food	0	206.96	437.48
10 E 530 0100 24 5610 2050 2050 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			206.96	
			FEA 24-25	FEA allocation 24-25	0	230.52	
10 E 530 0127 27 5610 2050 0000 0000 1			General Fund/EXPENDITURES/FEA ALLOTMENT			230.52	
242500017	REED, TODD L	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
10 E 530 0158 32 7432 0000 0000 0000 1			General Fund/EXPENDITURES/TECHNOLOGY			75.00	
242500018	RIPKE, CHAD EDWARD	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
10 E 530 0100 23 7310 0000 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			75.00	
242500019	RUSSELL, RANDAL LEE	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
10 E 530 9700 12 7310 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			75.00	
242500020	SCOTT, SARAH	09/30/2024	CDL renewal	CDL renewal	0	102.00	102.00
10 E 530 9900 52 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS			102.00	
242500021	SMITH, ANGELINA M	09/30/2024	FEA 24/25	FEA allocation 24/25	0	251.95	251.95
10 E 530 0127 27 5610 1010 0000 0000 1			General Fund/EXPENDITURES/FEA ALLOTMENT			251.95	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
242500022	SMITH, JEFF	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
	10 E 530 0100 23 7310 0000 0000 0000 1		General Fund/EXPENDITURES/BASIC EDUCATION			75.00	
242500023	STEINOLFSON, ALAN	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	133.49
	10 E 530 9700 13 7310 0000 0000 0000 1		General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			75.00	
	10 E 530 9700 13 8580 0000 0000 0000 1		Reimbursement General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT	Sept PR Open Lab	0	58.49	58.49
242500024	STRAW, JAMES J	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	135.97
	10 E 530 0100 23 7310 0000 0000 0000 1		General Fund/EXPENDITURES/BASIC EDUCATION			75.00	
	10 E 530 0100 24 5610 2050 2050 0000 0		Labels General Fund/EXPENDITURES/BASIC EDUCATION	Labels	0	60.97	60.97
242500025	SWEENEY, JODY FAY	09/30/2024	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
	10 E 530 0100 26 7310 0000 0000 0000 1		General Fund/EXPENDITURES/BASIC EDUCATION			75.00	
242500026	WEX BANK	09/30/2024	99682869	Fuel	0	1,217.42	1,217.42
	10 E 530 9900 52 5100 0000 0000 0000 0		General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS			531.54	
	10 E 530 9700 75 5626 0000 0000 0000 0		General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			224.35	
	10 E 530 9700 62 5626 0000 0000 0000 0		General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			461.53	
242500027	YOUSEPH, HEIDI	09/30/2024	FEA 24/25	FEA 24/25	0	374.79	374.79
	10 E 530 0127 27 5610 4020 0000 0000 1		General Fund/EXPENDITURES/FEA ALLOTMENT			374.79	
242500028	KEEBLER, MADISON PATRICIA	09/30/2024	Reimbursement	Reimbursement mini cheer poms	0	65.93	65.93
	40 E 530 4030 00 0000 4020 0000 0000 0		Associated Student Body Fund/EXPENDITURES/CHEER			65.93	
242500029	PHELAN, LISA A	09/30/2024	Scottie Dash	Scottie Dash	0	143.53	143.53
	40 E 530 1090 00 0000 2050 0000 0000 0		Associated Student Body Fund/EXPENDITURES/SCOTTIE DASH			143.53	
242500030	RAWSON, STACEY	09/30/2024	PBIS	PBIS	0	247.11	247.11
	40 E 530 6040 00 0000 2050 0000 0000 0		Associated Student Body Fund/EXPENDITURES/POSTIVE BEHAV			247.11	
			29	ACH	Check(s) For a Total of		7,544.17

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	29	ACH	Checks For a Total of	7,544.17
	0	Computer	Checks For a Total of	0.00
Total For	29	Manual, Wire Tran, ACH & Computer Checks		7,544.17
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	7,544.17

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	7,087.60	7,087.60
40	Associated Student Body Fund	0.00	0.00	456.57	456.57

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$11,480.22. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:

Warrant Numbers 121567 through 121568, totaling \$11,480.22

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
121567	CONTROL SOLUTIONS NORTHWEST, I	09/30/2024	29745	MAINTENANCE SHOP HEATER REPLACEMENT	0	5,534.72	5,534.72
20 E 530 5050 12 7000 0000 0000 0000 0				Capital Projects/EXPENDITURES/MISC BLDG REPAIRS		5,534.72	
121568	MILESTONE MASONRY CO	09/30/2024	1179	BRICK WORK ON ELEMENTARY BUILDING, K8 MPR AND MIDDLE SCHOOL BUILDING	0	5,945.50	5,945.50
20 E 530 1010 12 7000 0000 0000 0000 0				Capital Projects/EXPENDITURES/ELEM BLDG REPAIRS		5,945.50	
				2 Computer	Check(s) For a Total of		11,480.22

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	11,480.22
Total For	2	Manual, Wire Tran, ACH & Computer Checks		11,480.22
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	11,480.22

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	0.00	0.00	11,480.22	11,480.22

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and Freeman School District Board Meeting Agenda - Monday September 23, 2024 at 6:00 PM RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of September 23, 2024, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: COUNTY TREASURER - County Treasurer Warrants Check Number 121546 through 121548 and for payment those Direct Deposits included in the following list and further described as follows: COUNTY TREASURER - County Treasurer Warrants Direct Deposit Number 900020690 through 900020831 in the total amount of \$942,931.99.

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

4pacpv04.p FREEMAN SCHOOL DISTRICT #358 2:14 PM 09/17/24
 05.24.06.00.00-010051 PAY SUMMARY FOR PAY / PAYROLL - AFTER CALCS PAGE: 1
 CHECK DATE: 09/30/2024 PERIOD ENDING DATE: 09/30/2024
 Board Report

<u>PAY</u>	<u>DESCRIPTION</u>	<u>COUNT</u>	<u>FACTOR</u>	<u>HOURS</u>	<u>GROSS</u>	<u>RETIRE HOURS</u>
CA13	ADMIN BC 1	32	13.0000		116,527.37	2328.00
CA14	ADMIN BC 1	1	1.0000		6,536.75	168.00
CA25	REDROVER	1	1.0000		201.38	
CA45	ASB COORDINATOR	2	2.0000		458.34	
CA55	MS ATHLETIC DIR	1	1.0000		125.00	29.00
CA85	HS ATHLETIC DIR	1	1.0000		208.34	
CAJ5	JOURNALISM	1	1.0000		287.92	
CBA5	BAND	1	1.0000		505.84	
CC14	CUSTODIAL BC 1	8	6.0000		20,963.93	980.00
CCA5	CLASS ADVISOR	4	4.0000		523.36	
CCH5	CHOIR	1	1.0000		157.09	
CD34	DRIVER CONTRACT	14	14.0000		20,681.49	1538.60
CD44	PM2-R	2	2.0000		1,308.00	95.80
CD74	DRIVER AIDE	1	1.0000		1,146.38	112.00
CDA5	CONSERVATION	1	1.0000		131.00	
CDCP5	DCP CONTR	1	1.0000		1,000.00	
CDD5	ADDITIONAL DAYS	9	6.0000		2,998.86	105.00
CE13	PARA-ED	27	17.0000		35,865.02	3234.00
CE33	LIBRARY COORD	2	1.0000		1,494.82	112.00
CE34	LC EXTRA DAYS	2	1.0000		140.65	35.00
CF14	NUTRITION	5	5.0000		7,685.51	644.00
CGP5	GROUNDS	1	1.0000		4,920.94	168.00
CHS5	HONOR SOCIETY	1	1.0000		47.92	
CIN5	INCENTIVE	1	1.0000		1,888.34	
CJ13	COACHING C1	9	9.0000		11,893.20	1900.60
CJ15	COACHING C1	4	4.0000		6,755.35	636.40
CN13	NURSE BC 1	1	1.0000		4,700.16	168.00
CP15	PHD STIPEND	1	1.0000		871.50	
CS13	SECRETARY BC 1	13	5.0000		14,508.60	1481.50
CSS15	Safety Stipend	1	1.0000		125.00	
CSU5	Assist Supt	3	1.0000		1,250.00	
CT13	TEACH BC 1	83	58.0000		391,615.48	11447.50
CTE15	CTE STP	2	2.0000		954.59	

CHECK DATE: 09/30/2024 PERIOD ENDING DATE: 09/30/2024

Board Report

<u>PAY</u>	<u>DESCRIPTION</u>	<u>COUNT</u>	<u>FACTOR</u>	<u>HOURS</u>	<u>GROSS</u>	<u>RETIRE HOURS</u>
CTE23	CTE STP	1	1.0000		208.34	
CTE25	CTE DIRECTOR	1	1.0000		1,250.00	
CV15	VOC STIPEND	1	1.0000		167.09	
CYB3	YEARBOOK	1	1.0000		98.50	
CYB5	YEARBOOK	1	1.0000		287.92	
LWOP3	Leave w/o Pay	3		-0.5000	-9.98	-0.51
PLBB	PERSONAL LV BB	3	56.0000		1,176.32	
T093	CERT SUB	6		84.0000	1,800.00	84.00
T094	CLASS SUB	3		12.9200	255.56	12.90
T105	PER DIEM DAY	1		1.0000	536.69	7.00
T193	CLASS SUB	4		17.7500	324.30	17.80
TA13	ADMIN	2		84.0000	2,871.96	84.00
TB14	BUS DR	1		2.1700	54.92	2.20
TB34	BUS AIDE	1		10.0000	184.90	10.00
TC14	CUSTODIAL	7		34.0000	780.31	34.00
TC5	COMMITTEE	8		16.0000	400.00	16.00
TD13	AFTERCARE	3		10.0000	250.00	10.00
TE13	PARA-ED	27		120.5000	2,405.26	120.51
TE33	LIBRARY COORD	2		4.0000	96.44	4.00
TF14	NUTRITION	5		68.9000	1,485.37	68.80
TN13	NURSE	1		29.0000	1,140.28	29.00
TO15	PAY DIFF	3	3.0000		95.55	
TPC5	PREP COVERAGE	5		5.0000	161.25	5.00
TSB3	TRANSPORTATION	19	219.3900		5,353.22	219.60
TST4	STANDBY TIME	1		2.5800	47.16	2.60
	REPORT TOTAL	347	449.3900	501.3200	679,899.49	25910.30

CHECK DATE: 09/30/2024 PERIOD ENDING DATE: 09/30/2024

Board Report

<u>CODE</u>	<u>DESCRIPTION</u>	<u>CATEGORY</u>	<u>COUNT</u>	<u>AMOUNT</u>
1FIC	FICA	FICA	347	40,031.02
1FIT	Fed Inc Tax	FEDERAL TAX	347	50,134.83
1FIT+	FIT Add Amount	FEDERAL TAX	44	4,913.43
1Med	Medicare	MEDICARE	347	9,362.10
1PFML	WA Paid FML	PFML	347	3,593.89
1ReE0	SERS Plan 0	RETIREMENT	30	
1ReE2	SERS Plan 2	RETIREMENT	57	5,157.99
1ReE3	SERS Plan 3	RETIREMENT	102	8,893.77
1ReT0	TRS Plan 0	RETIREMENT	6	
1ReT2	TRS Plan 2	RETIREMENT	23	4,881.41
1ReT3	TRS Plan 3	RETIREMENT	126	30,775.35
1WC	Workers' Comp	WORKERS' COMP	288	1,684.78
1WLTC	WA CARES TAX	LONG-TERM CARE	307	3,235.64
A0110	DUES-WEA/APA TR		51	3,976.54
A2123	1.75% UN-PUBLIC		93	1,206.24
A6133	PSE COPE		7	12.00
ACH#2	SECOND ACH		23	4,572.00
ACH#3	THIRD ACH		7	1,015.00
BHH	BRENDA'S H.H.		3	30.00
DCFSA	DepCare Ast Prg	OTH BEF TAX	2	416.66
DCP R	DCP ROTH	TSA-AFTER TAX	1	150.05
F0113	UNITED -UNITED		2	10.00
HCFSA	Medical FSA	OTH BEF TAX	18	1,524.03
HEHSA	Health Eqty-HSA	OTH BEF TAX	3	350.00
HRA 1	HEALTHINVESTHRA	TSA-BEFORE TAX	18	950.00
IDTAX	IDAHO STATE TAX	STATE TAX	6	377.00
KP2CR	Kai WA Smt2 E/C	OTH BEF TAX	5	500.00
KP2ER	Kai WA Smt2 EMP	OTH BEF TAX	3	429.00
KP2FR	Kai WA Smt2 FAM	OTH BEF TAX	2	883.00
KP2SR	Kai WA Smt2 E/S	OTH BEF TAX	2	286.00
KP3ER	Kai WA Smt3 EMP	OTH BEF TAX	6	474.00
KP3FR	Kai WA Smt3 FAM	OTH BEF TAX	1	711.00
KP3SR	Kai WA Smt3 E/S	OTH BEF TAX	1	286.00
KW1CR	Kai WA Core1E/C	OTH BEF TAX	2	168.00
KW2CR	Kai WA Core2E/C	OTH BEF TAX	2	344.00
KW2ER	Kai WA Core2EMP	OTH BEF TAX	9	490.00
KW2FR	Kai WA Core2FAM	OTH BEF TAX	8	1,764.00
KW2SR	Kai WA Core2E/S	OTH BEF TAX	2	392.00
KWSCR	Kai WA SndChE/C	OTH BEF TAX	1	201.00
KWSER	Kai WA SndChEMP	OTH BEF TAX	17	1,150.00
KWSFR	Kai WA SndChFAM	OTH BEF TAX	9	1,380.00
KWSSR	Kai WA SndChE/S	OTH BEF TAX	1	230.00
LIFE	LIFE LOCK		1	17.00
LTD50	Emp Pd LTD 50%		26	124.89
LTD60	Emp Pd LTD 60%		181	2,242.46
P1076	EQUITABLE	TSA-BEFORE TAX	1	500.00
P1176	AMERICA-OMNI	TSA-BEFORE TAX	2	150.00
P1276	ASPIRE-OMNI	TSA-BEFORE TAX	1	220.00
P6176	SECURITY-OMNI	TSA-BEFORE TAX	4	550.00
P9176	THRIVENT-OMNI	TSA-BEFORE TAX	1	100.00
PHCR	Prem Hgh PPOE/C	OTH BEF TAX	2	201.00
PHER	Prem Hgh PPOEMP	OTH BEF TAX	1	115.00
PHFR	Prem Hgh PPOFAM	OTH BEF TAX	2	690.00

CHECK DATE: 09/30/2024 PERIOD ENDING DATE: 09/30/2024

Board Report

<u>CODE</u>	<u>DESCRIPTION</u>	<u>CATEGORY</u>	<u>COUNT</u>	<u>AMOUNT</u>
PHSR	Prem Hgh PPOE/S	OTH BEF TAX	2	460.00
PMER	Prem HMCrEPOEMP	OTH BEF TAX	3	40.00
PMFR	Prem HMCrEPOFAM	OTH BEF TAX	3	60.00
PMSR	Prem HMCrEPOE/S	OTH BEF TAX	1	40.00
PSCR	Prem Std PPOE/C	OTH BEF TAX	2	224.00
PSER	Prem Std PPOEMP	OTH BEF TAX	10	448.00
PSFR	Prem Std PPOFAM	OTH BEF TAX	4	384.00
PSSR	Prem Std PPOE/S	OTH BEF TAX	1	128.00
PT127	ASPIRE-OMNI	TSA-AFTER TAX	1	1,000.00
R0170	VEBA I -VEBA TR	OTH BEF TAX	38	883.82
R1170	VEBA I -VEBA TR	OTH BEF TAX	183	4,997.56
R2170	VEBA I -VEBA TR	OTH BEF TAX	42	5,517.59
R3170	VEBA Leadership	OTH BEF TAX	33	2,500.00
V0143	LEVY CA-FREEMAN		14	29.00
V1CR	UMPACP-UWMedE/C	OTH BEF TAX	1	151.00
V1FR	UMPACP-UWMedFAM	OTH BEF TAX	3	516.00
V1SR	UMPACP-UWMedE/S	OTH BEF TAX	1	172.00
VACR	UMP Achieve2E/C	OTH BEF TAX	7	990.00
VAER	UMP Achieve2EMP	OTH BEF TAX	1	113.00
VAFR	UMP Achieve2FAM	OTH BEF TAX	6	1,356.00
VASR	UMP Achieve2E/S	OTH BEF TAX	1	226.00
VHSAC	UMP CDHP E/C	OTH BEF TAX	1	37.00
VHSAE	UMP CDHP EMP	OTH BEF TAX	1	21.00
VHSAF	UMP CDHP FAM	OTH BEF TAX	2	63.00
VUCR	UMP Achieve1E/C	OTH BEF TAX	4	154.00
VUER	UMP Achieve1EMP	OTH BEF TAX	19	528.00
VUFR	UMP Achieve1FAM	OTH BEF TAX	10	867.00
VUSR	UMP Achieve1E/S	OTH BEF TAX	6	377.00
Z2165	DEFERRED COMP	TSA-BEFORE TAX	10	7,110.00
			3308	221,245.05

CHECK DATE: 09/30/2024 PERIOD ENDING DATE: 09/30/2024

Board Report

<u>CODE</u>	<u>DESCRIPTION</u>	<u>CATEGORY</u>	<u>COUNT</u>	<u>AMOUNT</u>
1FIC	FICA	FICA	347	40,031.02
1Med	Medicare	MEDICARE	347	9,362.10
1PFML	WA Paid FML	PFML	345	1,416.58
1ReE0	SERS Plan 0	RETIREMENT	30	
1ReE2	SERS Plan 2	RETIREMENT	57	7,086.74
1ReE3	SERS Plan 3	RETIREMENT	102	11,617.15
1ReT0	TRS Plan 0	RETIREMENT	6	
1ReT2	TRS Plan 2	RETIREMENT	23	5,914.20
1ReT3	TRS Plan 3	RETIREMENT	126	41,120.08
1UC	Unemployment 00	UNEMPLOY COMP	347	432.37
1WC	Workers' Comp	WORKERS' COMP	288	7,048.26
SEBB	SEBB Healthcare		185	139,004.00
			2203	263,032.50

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

Spokane County Treasurer's Monthly Report

School District No. 358 Freeman For 08/2024 ESD No. 101

SCHEDULE A

Detail of all Cash Increases (Other Than School District Direct Deposits with the County Treasurer, Investment Transactions, Interfund Loans, and Accrued Interest and Premium on Bonds Sold).

School Revenue No.	Source Description	General Fund			Capital Projects			Debt Service			Transportation		
		Fund 1	Fund 2	Fund 3	Fund 2	Fund 3	Fund 3	Fund 3	Fund 3	Fund 3	Fund 3	Fund 3	
1100	Local Property Tax	\$19,481.93	\$14,589.24	\$21,986.38									
1300	Sale of Tax Title Property	\$0.00	\$0.00	\$0.00									
1400	In Lieu of Taxes	\$0.00	\$0.00	\$0.00									
1500	Timber Excise Tax	\$0.00	\$0.00	\$0.00									
1600	County-Administered Forests - DNR	\$0.00	\$0.00	\$0.00									
1900	Other Local Taxes	\$0.00	\$0.00	\$0.00									
XXXX	State Apportionment (Total Only) Report 1197	\$1,093,753.71											
2900	Other Nontax (i.e., Impact Fees)	\$0.00	\$0.00	\$0.00									
5500	Federal Forests	\$0.00	\$0.00	\$0.00									
3600	State Forests - DNR	\$0.00	\$0.00	\$0.00									
3900	Other State - General	\$0.00	\$0.00	\$0.00									
5400	Federal in Lieu of Taxes	\$0.00	\$0.00	\$0.00									
XXXX	Other Federal (Includes Accounts 5200 6100)	\$0.00	\$0.00	\$0.00									
2300	Investment Earnings	\$1,202.46	\$1,492.01	\$3,166.44									
2400	Interfund Loan Interest Earnings	\$0.00	\$100,000.00										
9100	Sale of Bonds	\$0.00	\$0.00										
9600	Sale of Refunding Bonds												
7100	Participation Payments from Other Districts	\$0.00	\$0.00	\$0.00									
7301	Nonhigh Participation	\$0.00											
**	Operating Transfers	\$0.00	\$0.00	\$0.00									
TOTAL SCHEDULE A CASH INCREASES		\$1,114,438.10	\$116,081.25	\$25,152.82	\$116,081.25	\$25,152.82	\$25,152.82	\$25,152.82	\$25,152.82	\$25,152.82	\$25,152.82	\$283,758.90	

(These totals must equal the amounts shown in Item 04 on pages 1, 2 and 3 in funds 1, 2, 3, and 9)

**Please refer to the Accounting Manual for Public School Districts in the State of Washington for definition of Revenue 9900 Operating Transfers.

**This report is due on or before the 7th business day of the following month according to RCW 28A.510.270(2).
I hereby certify that the county treasurer's monthly report to the above-named school district is true and correct.**

County Treasurer: Mike Baumgartner

Date **09/06/2024**

Spokane County Treasurer's Monthly Report

School District No. 358 Freeman

For 08/2024
Month/Year

ESD No. 101

	ITEM No.	General Fund 1	ASB Fund 4
I CASH:			
Beginning Cash Balance		\$756,511.93	\$349,714.88
ADD: School District Deposits Received in	01	\$48,584.99	\$24,682.36
Investments Earnings	02		\$937.00
Investments Sold (Exclude Interest)	03	\$0.00	\$0.00
Interfund Loan Proceeds from Fund 2	52	\$0.00	
Repayment of Interfund Loan Principal From Fund 2, 3, or 9 (Exclude Interest)	49	\$0.00	
Proceed from Revenue Anticipation Notes Issued	15	\$0.00	
Total Schedule A Cash Increases (see page 6)	04	\$1,114,438.10	
Other Cash Increases - Identify:	19	\$0.00	\$0.00
DEDUCT: Warrants Redeemed	05	(\$408,991.76)	(\$19,265.91)
Warrants Interest Paid	06	\$0.00	
Investments Purchased	07	\$0.00	\$0.00
Interfund Loans to Funds 2, 3, or 9	13	\$0.00	
Repayment of Interfund Loan Principal to Fund 2 (Exclude Interest)	08	(\$100,000.00)	
Interfund Loan Interest Paid	09	(\$534.55)	
Revenue Anticipation Notes Redeemed	16	\$0.00	
Revenue Anticipation Note Interest Paid	17	\$0.00	
Operating Transfer to Funds 2, 3, or 9	10	\$0.00	
Other Cash Decreases - Identify	11	(\$747,455.38)	(\$4,685.33)
Ending Cash Balance		\$662,553.33	\$351,383.00
II INVESTMENTS:			
Beginning Investments Balance		\$0.00	\$0.00
ADD: Investments Purchased	07	\$0.00	\$0.00
DEDUCT: Investments Sold (Exclude Interest)	03	\$0.00	\$0.00
Ending Investments Balance		\$0.00	\$0.00
III WARRANTS OUTSTANDING:			
Beginning Warrants Outstanding Balance		\$421,923.86	\$19,979.00
ADD: Warrants Issued	12	\$431,153.52	\$7,557.09
DEDUCT: Warrants Redeemed	05	(\$408,991.76)	(\$19,265.91)
Warrants Cancelled	14	\$0.00	\$0.00
Ending Warrants Outstanding Balance		\$444,085.62	\$8,270.18
IV REVENUE ANTICIPATION NOTES OUTSTANDING:			
Beginning Revenue Anticipation Notes Outstanding Balance		\$0.00	
ADD: Revenue Anticipation Notes Issued	15	\$0.00	
DEDUCT: Revenue Anticipation Notes Redeemed	16	\$0.00	
Ending Revenue Anticipation Notes Outstanding Balance		\$0.00	
ENDING CASH PLUS INVESTMENTS LESS WARRANTS OUTSTANDING LESS REVENUE ANTICIPATION NOTES OUTSTANDING		\$218,467.71	\$343,112.82

Spokane County Treasurer's Monthly Report

School District No. 358 Freeman

For 08/2024
Month/Year

ESD No. 101

	ITEM No.	Capital Projects Fund 2	Transportation Fund 9
I CASH:			
Beginning Cash Balance		\$554,206.58	\$4,514.72
ADD: School District Deposits Received in	01	\$28,289.27	\$0.00
Investments Sold (Exclude Interest)	03	\$0.00	\$0.00
Interfund Loan Proceeds from Fund 1 or 2	52	\$0.00	\$0.00
Repayment of Interfund Loan Principal From Fund 1, 3, or 9 (Exclude Interest)	49	\$534.55	
Proceed from Revenue Anticipation Notes Issued	15	\$0.00	\$0.00
Total Schedule A Cash Increases (see page 6)	04	\$116,081.25	\$283,758.90
Other Cash Increases - Identify:	19	\$20,000.00	\$0.00
DEDUCT: Warrants Redeemed	05	(\$52,782.28)	\$0.00
Warrants Interest Paid	06	\$0.00	\$0.00
Investments Purchased	07	\$0.00	\$0.00
Interfund Loans to Funds 1, 3, or 9	13	\$0.00	
Repayment of Interfund Loan Principal to Fund 1 or 2 (Exclude Interest)	08	\$0.00	\$0.00
Interfund Loan Interest Paid	09	\$0.00	\$0.00
Revenue Anticipation Notes Redeemed	16	\$0.00	\$0.00
Revenue Anticipation Note Interest Paid	17	\$0.00	\$0.00
Residual Equity Transfer to Fund 1 and 3 or Operating Transfer to Fund 3	10	\$0.00	\$0.00
Bond Issuance Expenditures	18	\$0.00	
Other Cash Decreases - Identify	11	\$0.00	\$0.00
Ending Cash Balance		\$666,329.37	\$288,273.62

II INVESTMENTS:			
Beginning Investments Balance		\$0.00	\$0.00
ADD: Investments Purchased	07	\$0.00	\$0.00
DEDUCT: Investments Sold (Exclude Interest)	03	\$0.00	\$0.00
Ending Investments Balance		\$0.00	\$0.00

III WARRANTS OUTSTANDING:			
Beginning Warrants Outstanding Balance		\$32,782.28	\$0.00
ADD: Warrants Issued	12	\$143,781.04	\$0.00
DEDUCT: Warrants Redeemed	05	(\$52,782.28)	\$0.00
Warrants Cancelled	14	\$0.00	\$0.00
Ending Warrants Outstanding Balance		\$123,781.04	\$0.00

IV REVENUE ANTICIPATION NOTES OUTSTANDING:			
Beginning Revenue Anticipation Notes Outstanding Balance		\$0.00	\$0.00
ADD: Revenue Anticipation Notes Redeemed	15	\$0.00	\$0.00
DEDUCT: Revenue Anticipation Notes Redeemed	16	\$0.00	\$0.00
Ending Revenue Anticipation Notes Outstanding Balance		\$0.00	\$0.00

ENDING CASH PLUS INVESTMENTS LESS WARRANTS OUTSTANDING			
LESS REVENUE ANTICIPATION NOTES OUTSTANDING		\$542,548.33	\$288,273.62

<u>Effective Date</u>	<u>Supersedes</u>	<u>Form</u>	<u>Chapter</u>	<u>Section</u>	<u>Page</u>
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Spokane County Treasurer's Monthly Report

School District No. 358 Freeman

For 08/2024

ESD No. 101

Month/Year

	ITEM No.	Debt Service Fund 3
I COUNTY TREASURER'S CASH:		
Beginning County Treasurer's Cash Balance		\$1,157,203.12
ADD: School District Deposits Received in	01	\$0.00
Investments Sold (Exclude Interest)	03	\$0.00
Interfund Loan Proceeds from Fund 1 or 2	52	\$0.00
Accrued Interest and Premium on Bond Sales	50	\$0.00
Monies Remitted to County Treasurer by Fiscal Agent	77	\$0.00
Proceed from Revenue Anticipation Notes Issued	15	\$0.00
Other Cash Increases - Identify:	19	\$0.00
Total Schedule A Cash Increases (see page 6)	04	\$25,152.82
DEDUCT: Warrants Redeemed	05	\$0.00
Warrants Interest Paid	06	\$0.00
Voted Bonds Redeemed by County Treasurer	71	\$0.00
Nonvoted Bonds Redeemed by County Treasurer	58	\$0.00
Voted Coupon Interest Paid by County Treasurer	72	\$0.00
Nonvoted Coupon Interest Paid by County Treasurer	65	\$0.00
Bond Transfer Fees	98	\$0.00
Investments Purchased	07	\$0.00
Monies Remitted to Fiscal Agent by County Treasurer	73	\$0.00
Repayment of Interfund Loan to Fund 1 or 2 (Exclude Interest)	08	\$0.00
Interfund Loan Interest Paid	09	\$0.00
Revenue Anticipation Notes Redeemed	16	\$0.00
Revenue Anticipation Note Interest Paid	17	\$0.00
Residual Equity Transfer to Funds 1 to Close Out Debt Service Fund	10	\$0.00
Other Cash Decreases - Identify	11	(\$900.00)
Ending County Treasurer's Cash Balance		\$1,181,455.94
II COUNTY TREASURER'S INVESTMENTS:		
Beginning County Treasurer's Investments Balance		\$0.00
ADD: Investments Purchased	07	\$0.00
DEDUCT: Investments Sold (Exclude Interest)	03	\$0.00
Ending County Treasurer's Investments Balance		\$0.00
III FISCAL AGENT CASH		
Beginning Fiscal Agent Cash Balance		\$0.00
ADD: Monies Remitted to the Fiscal Agent by County Treasurer	73	\$0.00
DEDUCT: Voted Bonds Redeemed by Fiscal Agent	75	\$0.00
Nonvoted Bonds Redeemed by Fiscal Agent	57	\$0.00
Voted Coupon Interest Paid by Fiscal Agent	76	\$0.00
Nonvoted Coupon Interest Paid by Fiscal Agent	64	\$0.00
Monies Remitted to County Treasurer by Fiscal Agent	77	\$0.00
Ending Fiscal Agent Cash Balance		\$0.00
IV REVENUE ANTICIPATION NOTES OUTSTANDING:		
Beginning Revenue Anticipation Notes Outstanding Balance		\$0.00
ADD: Revenue Anticipation Notes Redeemed	15	\$0.00
DEDUCT: Revenue Anticipation Notes Redeemed	16	\$0.00
Ending Revenue Anticipation Notes Outstanding Balance		\$0.00

<u>Effective Date</u>	<u>Supercedes</u>	<u>Form</u>	<u>Chapter</u>	<u>Section</u>	<u>Page</u>
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Spokane County Treasurer's Monthly Report

School District No. 358 Freeman

For 08/2024

ESD No. 101

Month/Year

	ITEM No.	Debt Service, cont. Fund 3
V WARRANTS OUTSTANDING:		
Beginning Warrants Outstanding Balance		\$0.00
ADD: Warrants Issued	12	\$0.00
DEDUCT: Warrants Redeemed	05	\$0.00
Warrants Cancelled	14	\$0.00
Ending Warrants Outstanding Balance		\$0.00
VI MATURED VOTED BONDS OUTSTANDING		
Beginning Matured Voted Bonds Outstanding Balance		\$0.00
ADD: Bonds Maturing This Month	90	\$0.00
DEDUCT: Bonds Redeemed by Fiscal Agent	75	\$0.00
Bonds Redeemed By County Treasurer	71	\$0.00
Ending Matured Voted Bonds Outstanding Balance		\$0.00
VII MATURED NONVOTED BONDS OUTSTANDING		
Beginning Matured Nonvoted Bonds Outstanding Balance		\$0.00
ADD: Bonds Maturing This Month	56	\$0.00
DEDUCT: Bonds Redeemed by Fiscal Agent	57	\$0.00
Bonds Redeemed By County Treasurer	58	\$0.00
Ending Matured Nonvoted Bonds Outstanding Balance		\$0.00
VIII UNMATURED VOTED BONDS OUTSTANDING		
Beginning Unmatured Voted Bonds Outstanding Balance		\$8,460,000.00
ADD: Bonds Issued	78	\$0.00
Refunding Bonds Transferred from Fund 6	87	\$0.00
DEDUCT: Bonds Maturing this Month	90	\$0.00
Bonds Refunded Transferred to Funds 5 or 6	97	\$0.00
Ending Unmatured Voted Bonds Outstanding Balance		\$8,460,000.00
IX UNMATURED NONVOTED BONDS OUTSTANDING		
Beginning Unmatured Nonvoted Bonds Outstanding Balance		\$1,552,320.00
ADD: Bonds Issued	59	\$0.00
Refunding Bonds Transferred from Fund 6	60	\$0.00
DEDUCT: Bonds Maturing this Month	56	\$0.00
Bonds Refunded Transferred to Funds 5 or 6	62	\$0.00
Ending Unmatured Nonvoted Bonds Outstanding Balance		\$1,552,320.00
X VOTED MATURED COUPONS OUTSTANDING		
Beginning Voted Matured Coupons Outstanding Balance		\$0.00
ADD: Coupons Maturing this Month	79	\$0.00
DEDUCT: Coupon Interest Paid By Fiscal Agent	76	\$0.00
Coupon Interest Paid By the County Treasurer	72	\$0.00
Ending Voted Matured Coupons Outstanding Balance		\$0.00
XI NONVOTED MATURED COUPONS OUTSTANDING		
Beginning Nonvoted Matured Coupons Outstanding Balance		\$0.00
ADD: Coupons Maturing this Month	63	\$0.00
DEDUCT: Coupon Interest Paid By Fiscal Agent	64	\$0.00
Coupon Interest Paid By the County Treasurer	65	\$0.00
Ending Nonvoted Matured Coupons Outstanding Balance		\$0.00

<u>Effective Date</u>	<u>Supersedes</u>	<u>Form</u>	<u>Chapter</u>	<u>Section</u>	<u>Page</u>
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Spokane County Treasurer's Monthly Report

School District No. 358 Freeman For 08/2024 ESD No. 101
Month/Year

	ITEM No.	Trust and Agency Fund 7	Permanent Trust Fund 8
I CASH:			
Beginning Cash Balance		(\$0.02)	\$0.00
ADD: School District Deposits Received in	01	\$0.00	\$0.00
Investment Earnings	02	\$0.02	\$0.00
Investments Sold (Exclude Interest)	03	\$0.00	\$0.00
Other Cash Increases - Identify:	19	\$0.00	\$0.00
DEDUCT: Warrants Redeemed	05	\$0.00	\$0.00
Investments Purchased	07	\$0.00	\$0.00
Other Cash Decreases - Identity	11	\$0.00	\$0.00
Ending Cash Balance		\$0.00	\$0.00
II INVESTMENTS:			
Beginning Investments Balance		\$0.00	\$0.00
ADD: Investments Purchased	07	\$0.00	\$0.00
DEDUCT: Investments Sold (Exclude Interest)	03	\$0.00	\$0.00
Ending Investments Balance		\$0.00	\$0.00
III WARRANTS OUTSTANDING:			
Beginning Warrants Outstanding Balance		\$0.00	\$0.00
ADD: Warrants Issued	12	\$0.00	\$0.00
DEDUCT: Warrants Redeemed	05	\$0.00	\$0.00
Warrants Cancelled	14	\$0.00	\$0.00
Ending Warrants Outstanding Balance		\$0.00	\$0.00
ENDING CASH PLUS INVESTMENTS LESS WARRANTS OUTSTANDING		\$0.00	\$0.00

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	1,519,753	19,481.93	1,525,575.26		5,822.26-	100.38
2000 LOCAL SUPPORT NONTAX	324,000	31,575.52	314,444.62		9,555.38	97.05
3000 STATE, GENERAL PURPOSE	8,320,238	828,591.43	8,296,968.93		23,269.07	99.72
4000 STATE, SPECIAL PURPOSE	3,042,062	263,314.79	2,479,448.04		562,613.96	81.51
5000 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	817,839	10,494.42	680,328.18		137,510.82	83.19
7000 REVENUES FR OTH SCH DIST	52,000	.00	85,825.77		33,825.77-	165.05
8000 OTHER AGENCIES AND ASSOCIATES	67,360	2,565.00	5,675.00		61,685.00	8.42
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	14,143,252	1,156,023.09	13,388,265.80		754,986.20	94.66
B. EXPENDITURES						
00 Regular Instruction	7,086,717	616,253.05	7,188,048.28	557.02	101,888.30-	101.44
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	1,412,014	125,823.92	1,420,449.26	0.00	8,435.26-	100.60
30 Voc. Ed Instruction	1,140,653	150,191.13	1,237,786.21	183.77-	96,949.44-	108.50
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,020,043	28,137.21	321,132.77	2,270.10-	701,180.33	31.26
70 Other Instructional Pgms	25,500	3,021.09	38,819.79	0.00	13,319.79-	152.23
80 Community Services	1,000	.00	13,074.73	0.00	12,074.73-	> 1000
90 Support Services	3,633,058	248,717.05	3,738,699.42	4,527.78-	101,113.64-	102.78
<u>Total EXPENDITURES</u>	14,318,985	1,172,143.45	13,958,010.46	6,424.63-	367,399.17	97.43
C. OTHER FIN. USES TRANS. OUT (GL 536)						
	66,871	.00	66,870.54			
D. OTHER FINANCING USES (GL 535)						
	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)						
	242,604-	16,120.36-	636,615.20-		394,011.20-	162.41
F. TOTAL BEGINNING FUND BALANCE						
	1,084,511		871,734.46			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)						
	841,907		235,119.26			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	138,162	104,249.25
G/L 823 Restricted for Carryover of Tra	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	12,926.60
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	14,902	14,901.55
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	66,870.54
G/L 872 Committed to Econmc Stabilizatn	0	.00
G/L 873 Committed to Depreciation Sub-F	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	163,922	250,000.00
G/L 890 Unassigned Fund Balance	86,075	628,509.10-
G/L 891 Unassigned Min Fnd Bal Policy	438,846	414,680.42
G/L 896 Change in Accounting Principles	0	.00
G/L 897 Change to or within the Financi	0	.00
<u>TOTAL</u>	841,907	235,119.26

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	1,152,763	14,589.24	1,155,476.47		2,713.47-	100.24
2000 Local Support Nontax	206,500	30,315.83	71,808.97		134,691.03	34.77
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	220,679.77		220,679.77-	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	1,359,263	44,905.07	1,447,965.21		88,702.21-	106.53
B. EXPENDITURES						
10 Sites	701,430	123,781.04	573,570.09	6,625.74-	134,485.65	80.83
20 Buildings	0	.00	66,465.87	0.00	66,465.87-	0.00
30 Equipment	30,000	.00	20,280.75	20,282.91-	30,002.16	0.01-
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	731,430	123,781.04	660,316.71	26,908.65-	98,021.94	86.60
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	483,930	.00	483,930.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	45,000	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	98,903	78,875.97-	303,718.50		204,815.50	207.09
<u>F. TOTAL BEGINNING FUND BALANCE</u>	300,000		238,829.83			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	398,903		542,548.33			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	238,829.83
G/L 862 Committed from Levy Proceeds	30,000-	20,280.75-
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted Impact Fees	0	.00
G/L 867 Restricted Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 ASSIGNED TO FUND PURPOSES	428,903	323,999.25
G/L 890 Unassigned Fund Balance	0	.00
G/L 896 Change in Accounting Principles	0	.00
G/L 897 Change to or within the Financi	0	.00
<u>TOTAL</u>	398,903	542,548.33

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	1,748,903	21,986.38	1,756,937.40		8,034.40-	100.46
2000 Local Support Nontax	14,000	3,166.44	21,282.28		7,282.28-	152.02
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	550,801	.00	550,800.54		.46	100.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>2,313,704</u>	<u>25,152.82</u>	<u>2,329,020.22</u>		<u>15,316.22-</u>	<u>100.66</u>
B. EXPENDITURES						
Matured Bond Expenditures	1,828,930	.00	1,828,930.00	0.00	.00	100.00
Interest On Bonds	429,071	.00	429,070.54	0.00	.46	100.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	100,000	900.00	1,107.92	0.00	98,892.08	1.11
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>2,358,001</u>	<u>900.00</u>	<u>2,259,108.46</u>	<u>0.00</u>	<u>98,892.54</u>	<u>95.81</u>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> <u>OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	44,297-	24,252.82	69,911.76		114,208.76	257.83-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	1,078,000		1,111,544.18			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	1,033,703		1,181,455.94			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	1,033,703		1,181,455.94			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 ASSIGNED TO FUND PURPOSES	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
<u>TOTAL</u>	<u>1,033,703</u>		<u>1,181,455.94</u>			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2024

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	126,200	7,487.56	71,183.17		55,016.83	56.41
2000 Athletics	269,167	13,112.74	287,434.38		18,267.38-	106.79
3000 Classes	6,600	.00	8,555.70		1,955.70-	129.63
4000 Clubs	62,670	8,831.25	94,992.58		32,322.58-	151.58
6000 Private Moneys	800	228.37	4,301.79		3,501.79-	537.72
<u>Total REVENUES</u>	465,437	29,659.92	466,467.62		1,030.62-	100.22
<u>B. EXPENDITURES</u>						
1000 General Student Body	109,800	8,030.15	52,347.90	186.80	57,265.30	47.85
2000 Athletics	335,259	7,447.74	266,960.17	5,488.29	62,810.54	81.27
3000 Classes	6,400	.00	5,143.97	0.00	1,256.03	80.37
4000 Clubs	80,617	764.53	68,833.10	6,424.00	5,359.90	93.35
6000 Private Moneys	800	.00	5,316.04	0.00	4,516.04-	664.51
<u>Total EXPENDITURES</u>	532,876	16,242.42	398,601.18	12,099.09	122,175.73	77.07
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	67,439-	13,417.50	67,866.44		135,305.44	200.63-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	290,286		287,599.38			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	222,847		355,465.82			
<u>C+D + OR - E)</u>						
<u>G. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	222,847		349,262.82			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 ASSIGNED TO FUND PURPOSES	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
<u>TOTAL</u>	222,847		349,262.82			
Differences	0		6,203.00-			

Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance. An activity for GL 898 will indicate an expected difference.

Exception s Found:

40 810 2023 G/L ACCOUNT DESC MISSING
40 840 2023 G/L ACCOUNT DESC MISSING
40 850 2023 G/L ACCOUNT DESC MISSING
40 870 2023 G/L ACCOUNT DESC MISSING
40 890 2023 G/L ACCOUNT MISSING
40 896 2023 G/L ACCOUNT DESC MISSING
40 897 2023 G/L ACCOUNT DESC MISSING
40 898 2023 G/L ACCOUNT DESC MISSING

70--Private Purpose Trust Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2024

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	700	62.44	4,222.83		3,522.83-	603.26
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	167,967	283,696.46	283,696.46		115,729.46-	168.90
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	<u>168,667</u>	<u>283,758.90</u>	<u>287,919.29</u>		<u>119,252.29-</u>	<u>170.70</u>
<u>B. 9900 TRANSFERS IN FROM GF</u>	<u>0</u>	<u>.00</u>	<u>.00</u>		<u>.00</u>	<u>0.00</u>
<u>C. Total REV./OTHER FIN. SOURCES</u>	<u>168,667</u>	<u>283,758.90</u>	<u>287,919.29</u>		<u>119,252.29-</u>	<u>170.70</u>
<u>D. EXPENDITURES</u>						
Type 30 Equipment	320,500	.00	264,524.42	0.00	55,975.58	82.53
Type 40 Energy	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>320,500</u>	<u>.00</u>	<u>264,524.42</u>	<u>0.00</u>	<u>55,975.58</u>	<u>82.53</u>
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>F. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	<u>151,833-</u>	<u>283,758.90</u>	<u>23,394.87</u>		<u>175,227.87</u>	<u>115.41-</u>
<u>H. TOTAL BEGINNING FUND BALANCE</u>	<u>209,150</u>		<u>264,878.75</u>			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	<u>XXXXXXXXXX</u>		<u>.00</u>			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	<u>57,317</u>		<u>288,273.62</u>			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	57,317		288,273.62			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 ASSIGNED TO FUND PURPOSES	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
<u>TOTAL</u>	<u>57,317</u>		<u>288,273.62</u>			

E0--Employee Benefit Trust Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2024

T0--General Long-Term Debt Group-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2024

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

Coversheet

Cory Plager - D.A. Davidson

Section: III. Board Recognition
Item: B. Cory Plager - D.A. Davidson
Purpose:
Submitted by:
Related Material: FSD - School Board Levy and Tax Update 9.23.2024 DADCo.pdf



School Board Levy and Tax Update

September 23, 2024

Cory Plager
Managing Director
cplager@dadco.com



FREEMAN SCHOOL DISTRICT
PRIDE | COMMITMENT | CARING



DAVIDSON
D.A. Davidson & Co. member SIPC

Levy and Bond Overview

Educational Programs & Operations Levies (EP&O)

- Flexible revenue from local taxpayers to supplement basic education, athletics, and other programs
- Subject to levy lid laws
- Up to 4 years collection
- Simple Majority 50%+1
- Current EP&O Levy approved in 2024 through 2027

Capital Projects Levies

- Common uses: Technology, Safety, Security, Athletic Fields, Repair Roofs, HVAC, Parking, etc.
- Up to 6 years collection
- Simple Majority 50%+1

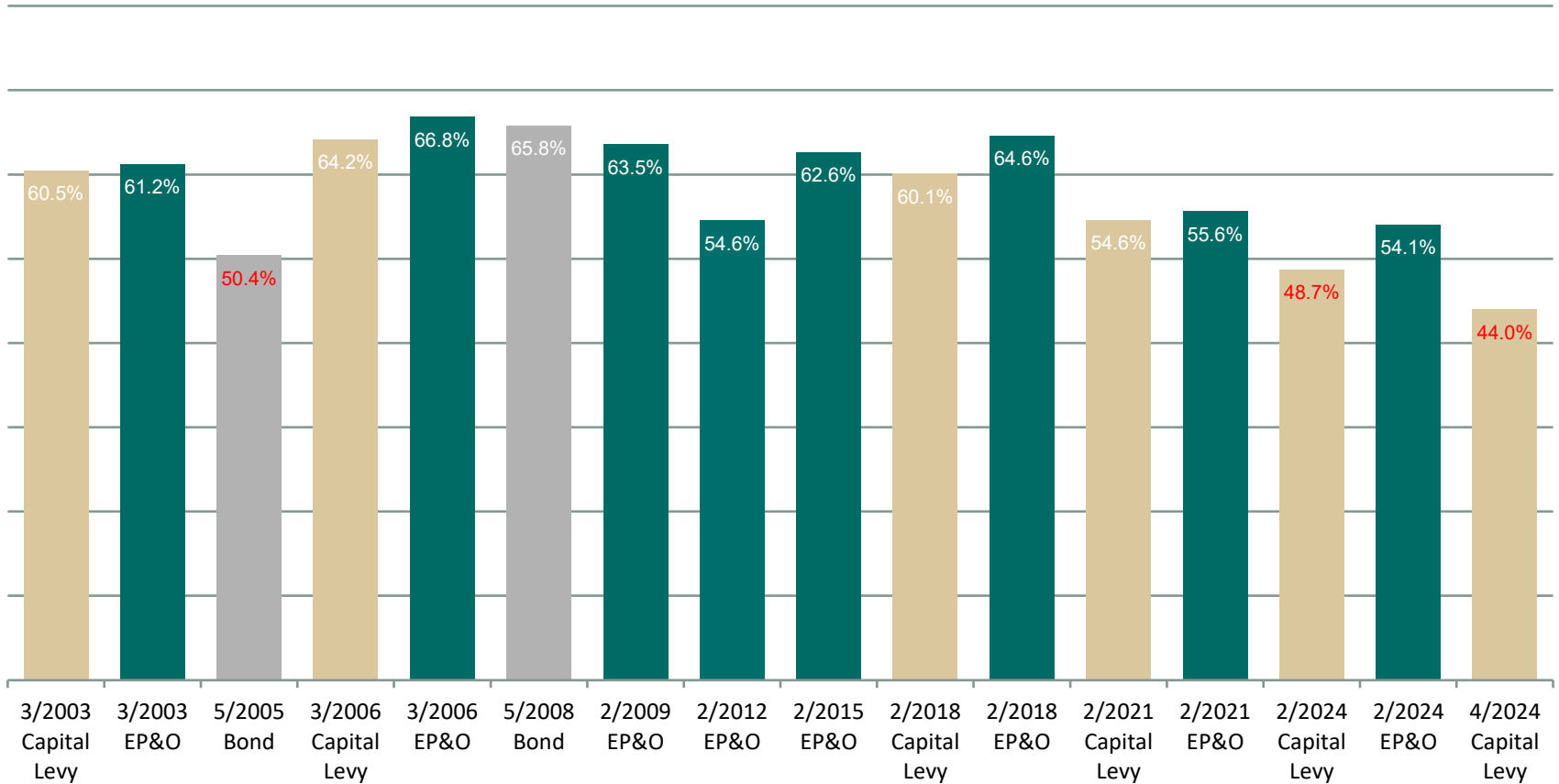
School Bonds

- Tax-exempt, receive proceeds up-front
- 20-25 years most common
- Super Majority 60%
- 2024 Debt Capacity: \$52.7 Million
- Last bond was approved in 2008 - \$19.5 Million

Source: EHJR 4204, RCW 84.52.053

Levy and Bond Overview

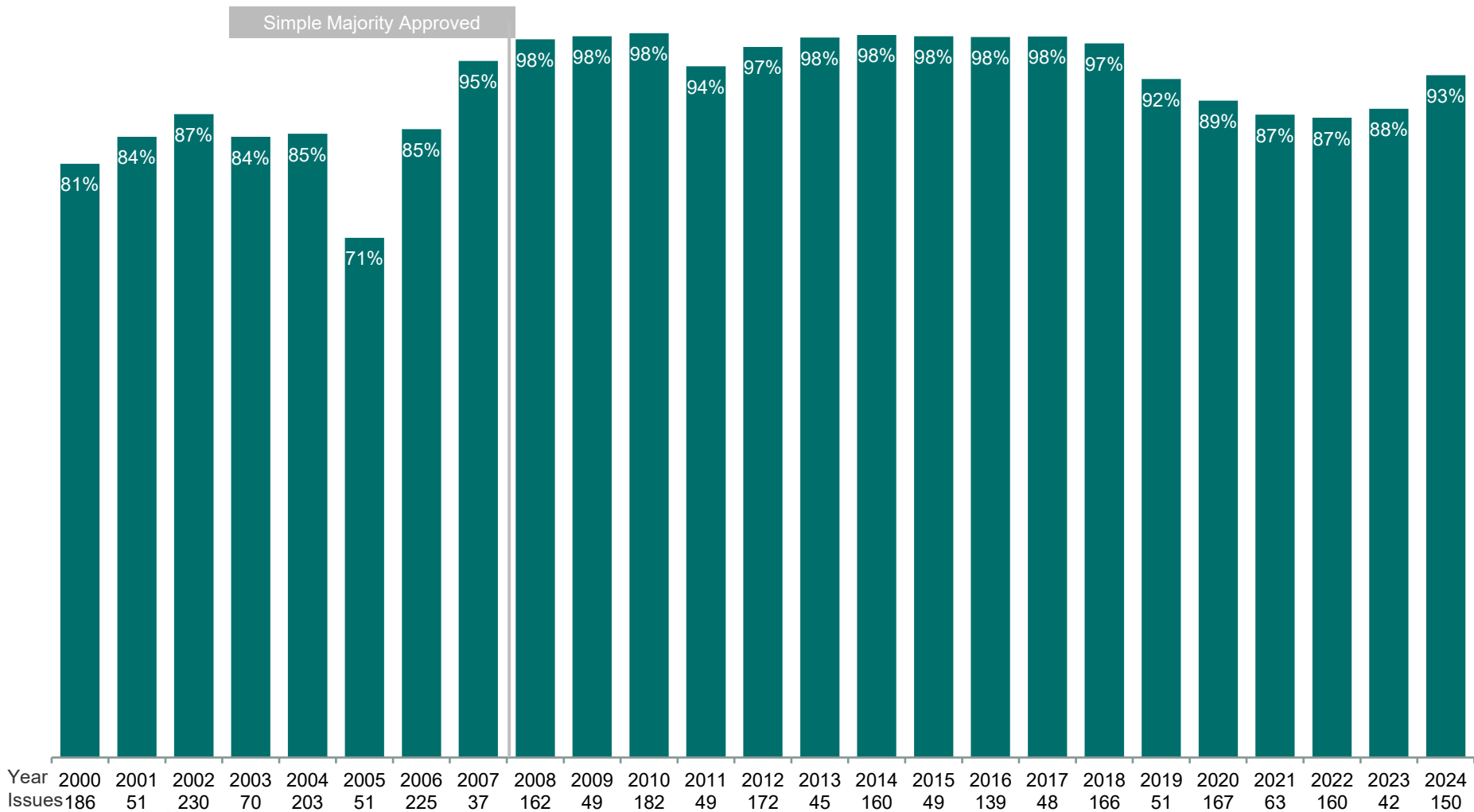
Freeman School District No. 358 Election Passage Rate - 20 Year History



Source: Secretary of State, Spokane County Elections

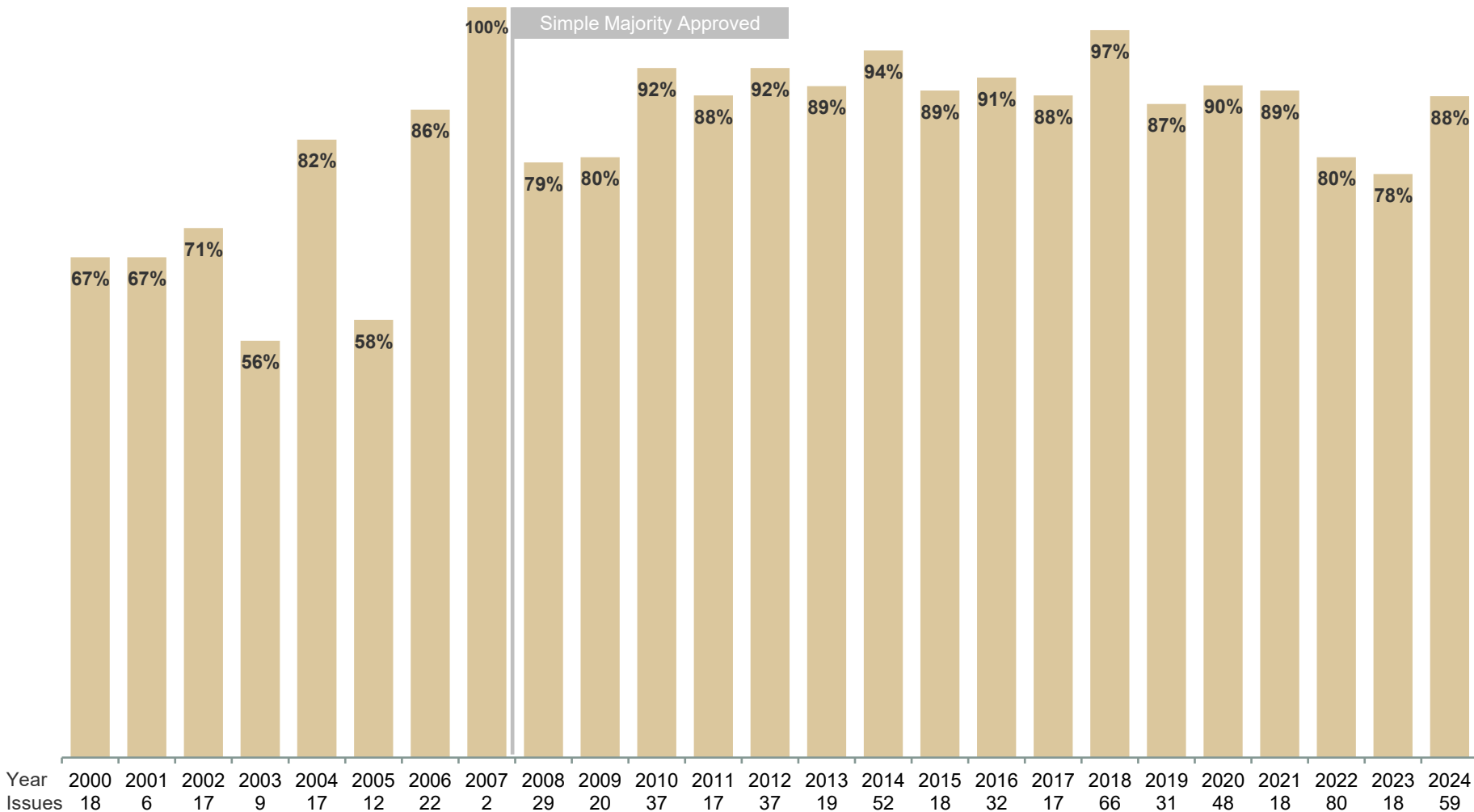
Levy and Bond Overview

Washington State EP&O Levy Passage Percentage



Levy and Bond Overview

Washington State Capital Levy Passage Percentage

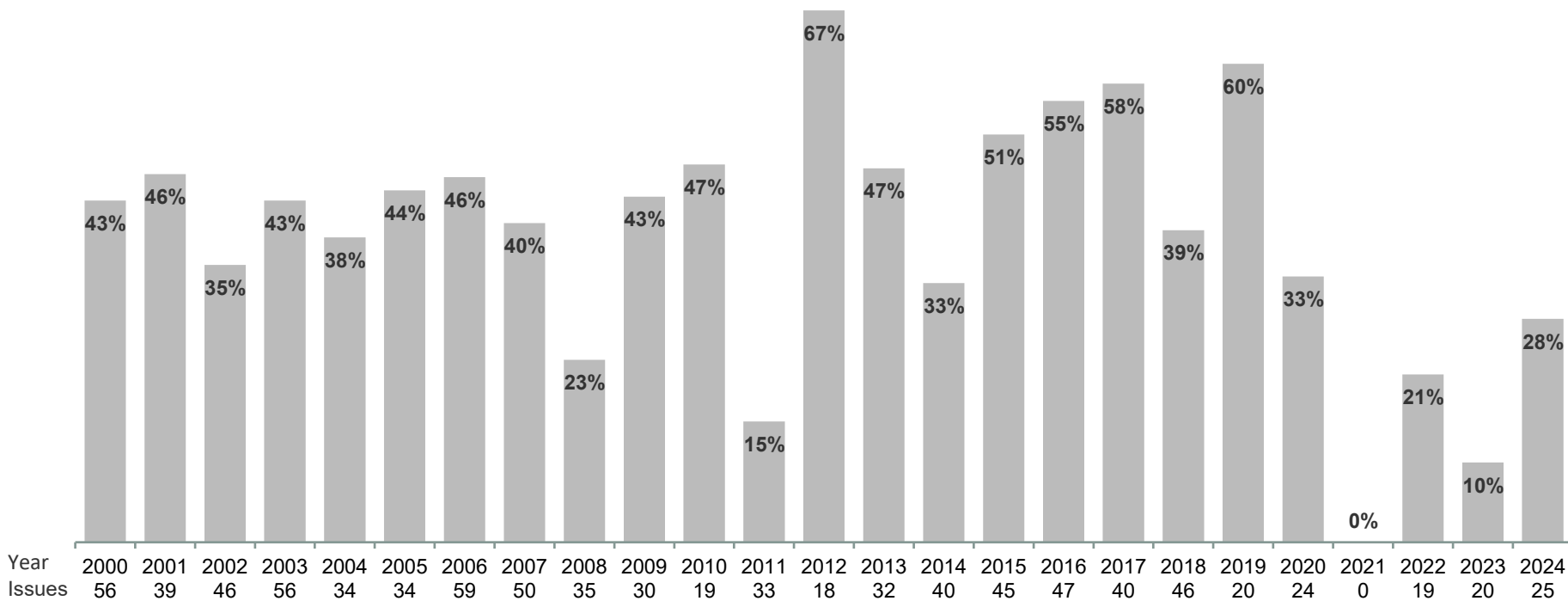


Year Issues 2000 18 2001 6 2002 17 2003 9 2004 17 2005 12 2006 22 2007 2 2008 29 2009 20 2010 37 2011 17 2012 37 2013 19 2014 52 2015 18 2016 32 2017 17 2018 66 2019 31 2020 48 2021 18 2022 80 2023 18 2024 59



Levy and Bond Overview

Washington State School Bond Passage Percentage



Source: Secretary of State - Washington, County Elections, Through August 2024
Powered by BoardOnTrack

Levy and Bond Overview

Capital Project Levy approval by description in 2024 in Washington State:

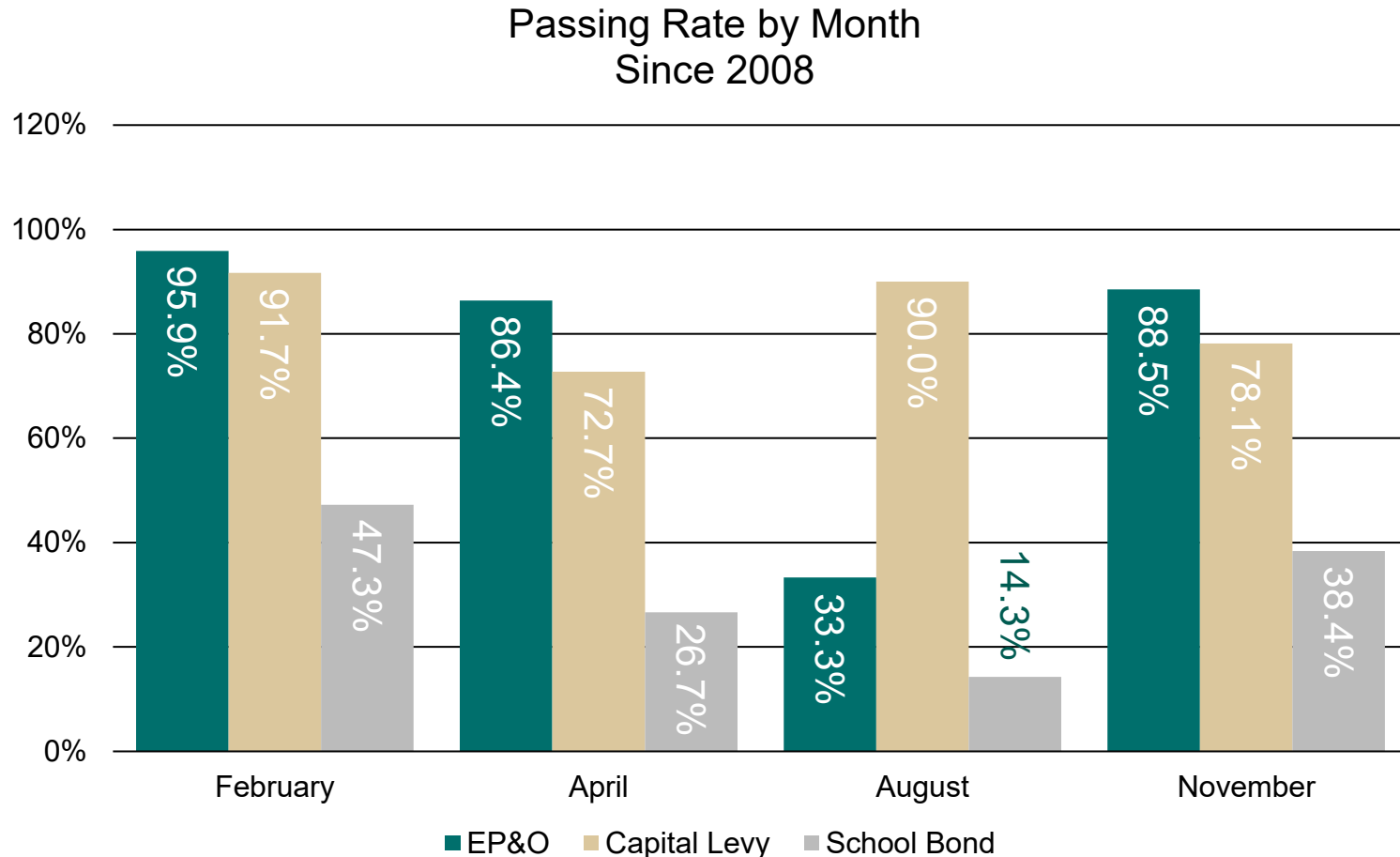
- Infrastructure: 95%
- Technology: 92%
- Equipment: 92%
- Facilities: 91%
- Improvements: 89%
- Safety: 89% (Security 88%)
- HVAC: 75%
- Athletic Facilities (fields, track, tennis, etc.): 70%

“The word “Replacement” or “Renewal” was used in 39 ballot measures and approved 37 times.

**reminder 88% total passage rate in 2024 for baseline*

Levy and Bond Overview

What dates are available to submit a proposition to the voters?



Levy and Bond Overview

The 2025 special election dates and ballot resolution filing deadlines pursuant to the Revised Code of Washington (“RCW”) are listed below for your information.⁽¹⁾ These are the dates permitted under current law, which are subject to change by the Legislature.

ELECTION DATE	RESOLUTION FILING DEADLINE ⁽²⁾	APPROXIMATE DATE BALLOTS ARE MAILED ⁽³⁾	COUNTY CERTIFIES ELECTION RESULTS
February 11, 2025	December 13, 2024	January 24, 2025	February 21, 2025
April 22, 2025	February 21, 2025	April 4, 2025	May 2, 2025
August 5, 2025	May 2, 2025	July 18, 2025	August 19, 2025
November 4, 2025	August 5, 2025	October 17, 2025	November 25, 2025

- (1) This data is for informational purposes only and does not take the place of local, state or federal laws. Specific RCW information can be found at: <https://www.sos.wa.gov/elections/data-research/history-laws-and-litigation/election-laws>.
- (2) Some dates may have been adjusted to reflect the business day prior to actual resolution filing date, according to RCW 29A.04.330, if falling on a weekend.
- (3) Applies to both mail and absentee ballots. Absentee ballots are required to be mailed no later than 18 days prior to the election date. RCW 29A.40.070.
- (4) ESB 5273 subject to change.

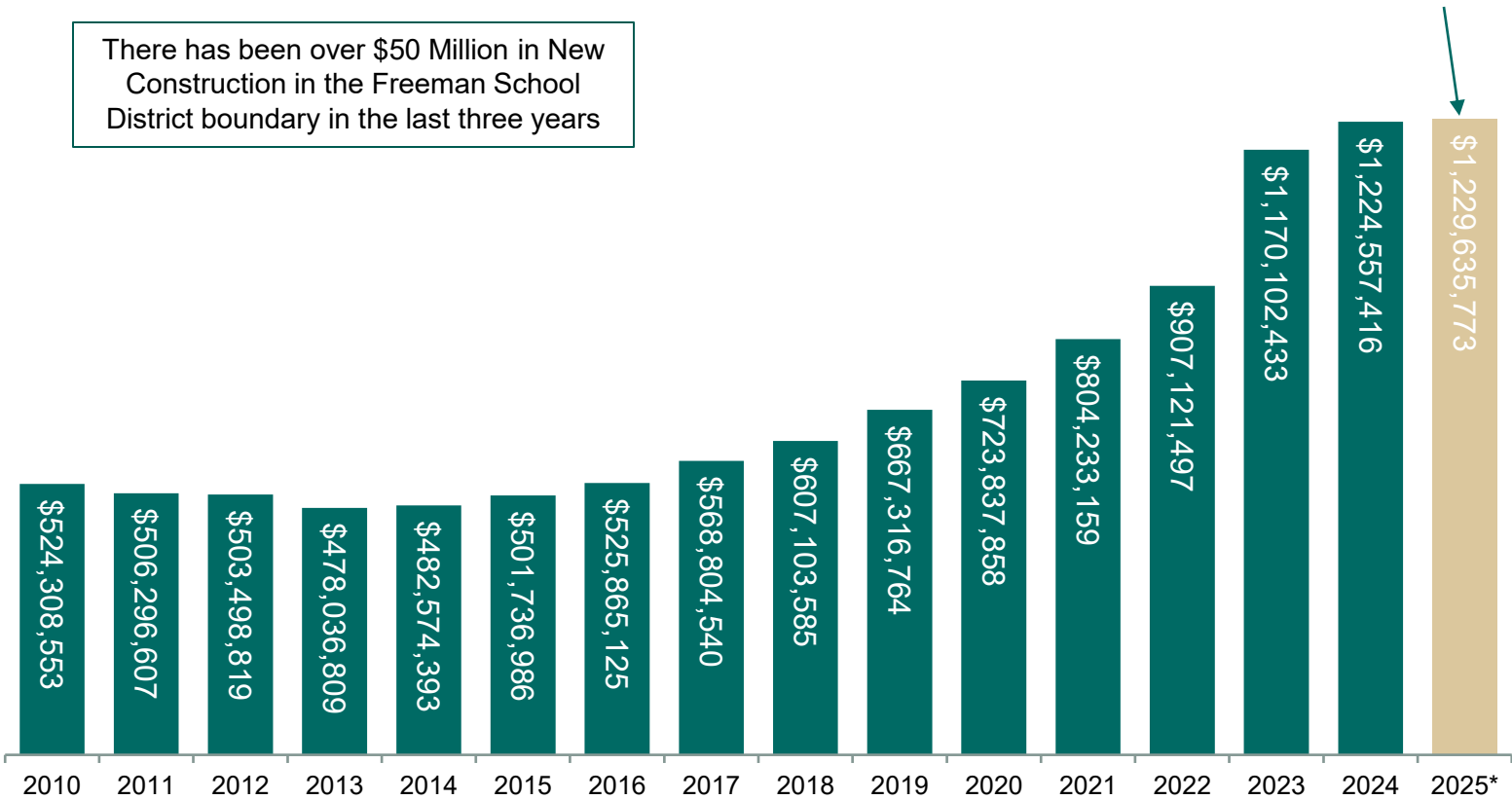
Source: *Washington Secretary of State’s Office, Elections and Voting website.*

Property Values and School Taxes

Freeman School District Bond Assessed Valuation

There has been over \$50 Million in New Construction in the Freeman School District boundary in the last three years

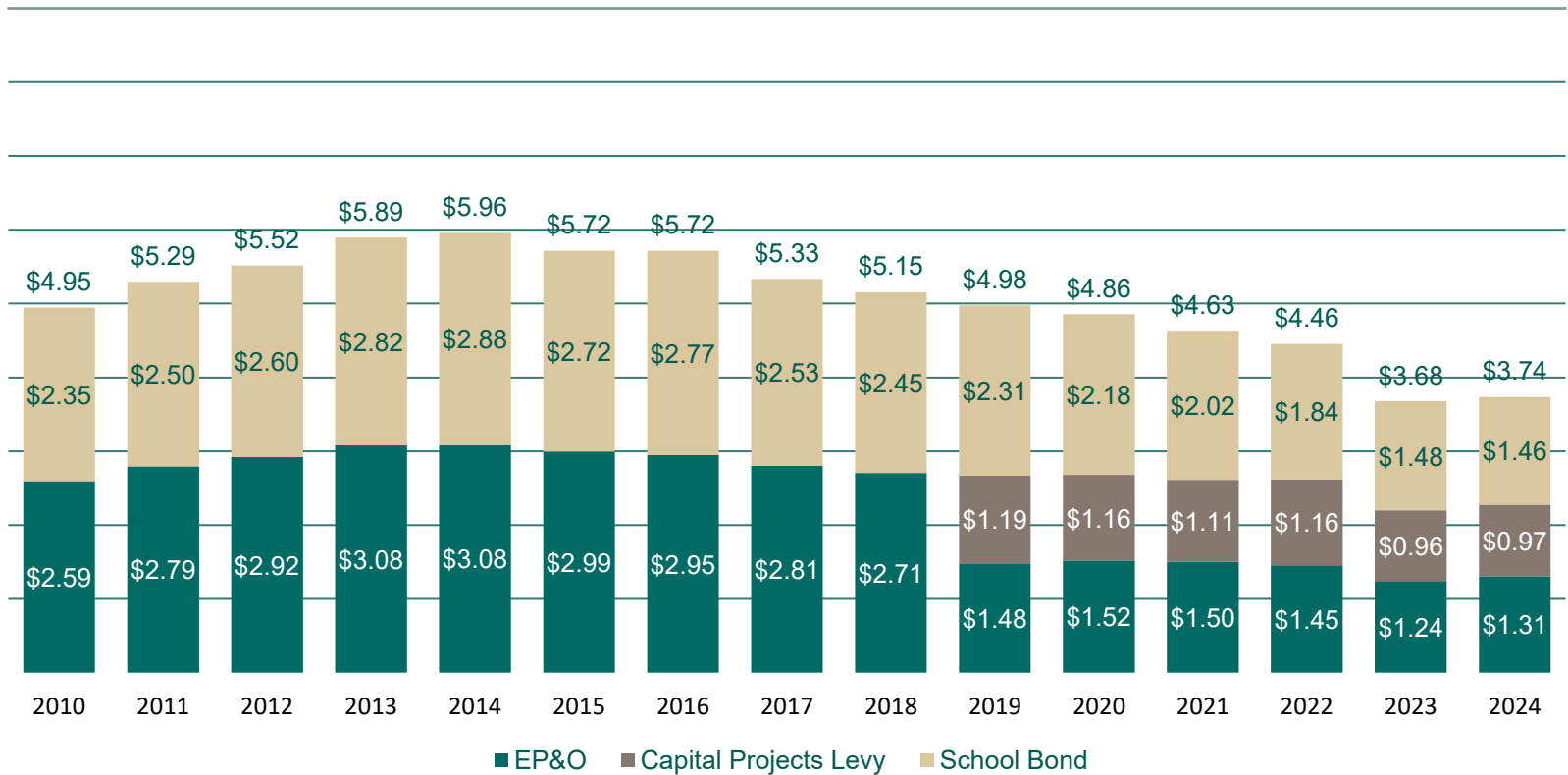
2025 Preliminary Assessed Value Increase 0.4%



Source: State of Washington, Office of Superintendent of Public Instruction, County Assessor Annual Report, *preliminary

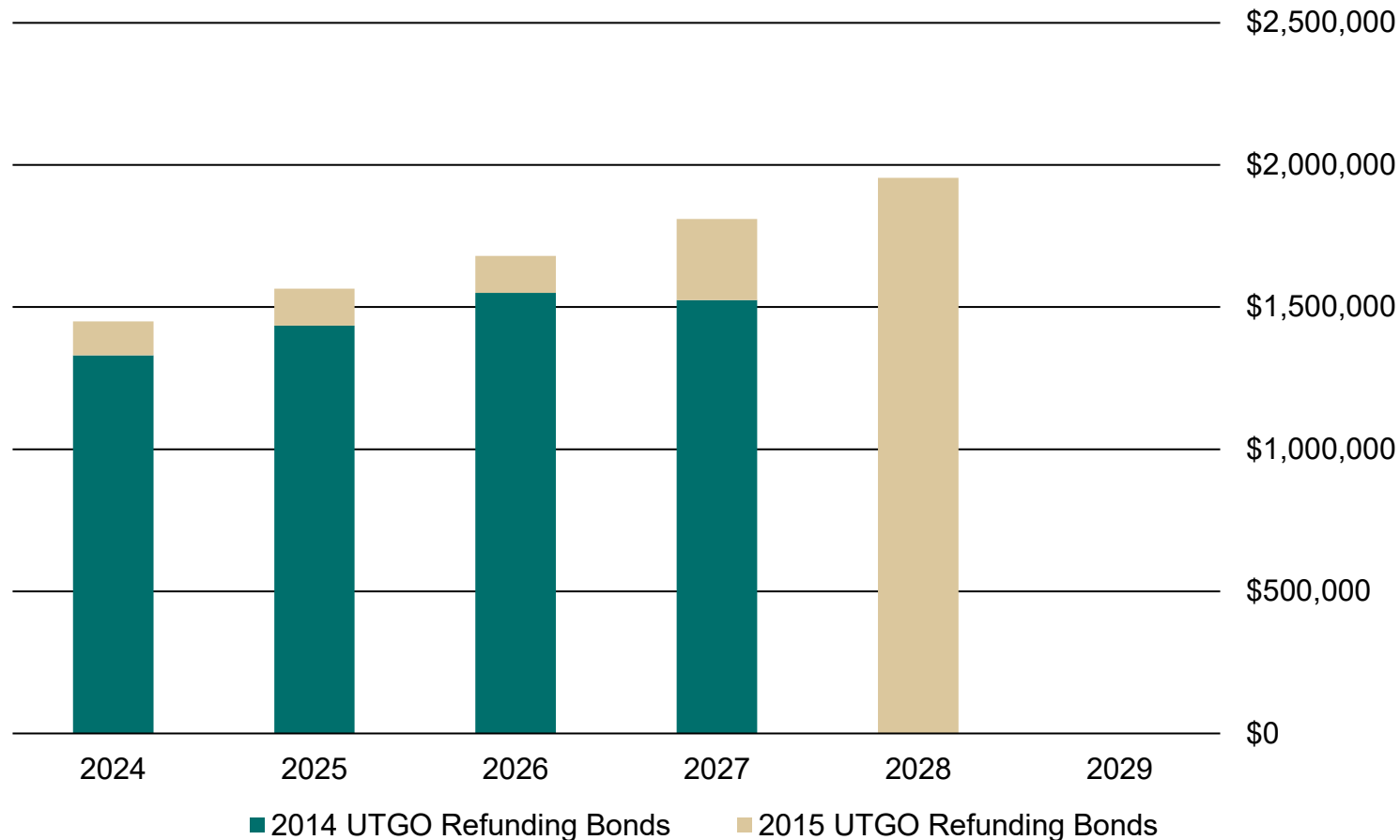
Property Values and School Taxes

Freeman School District No. 358 Tax Rates/\$1,000



Property Values and School Taxes

Freeman School District No. 358 Debt Service Schedule



Property Values and School Taxes

Spokane County School Districts 2024 Tax Rates					
District	EP&O (\$)	Bonds (\$)	Capital (\$)	Trans. (\$)	Total (\$)
Central Valley School District No. 356	1.8978	0.9909	-	-	2.8886
Cheney School District No. 360	1.2992	1.3706	0.7280	-	3.3979
Deer Park School District No. 414	1.1727	1.5341	-	-	2.7067
East Valley School District No. 361	1.7031	0.7152	0.7152	-	3.1336
Freeman School District No. 358	1.3047	1.4585	0.9720	-	3.7352
Great Northern School District No. 312	0.9216	-	-	-	0.9216
Liberty School District No. 362	1.5116	0.9186	0.1605	-	2.5906
Mead School District No. 354	1.6928	1.3168	-	-	3.0096
Medical Lake School District No. 326	1.4111	1.2968	0.2691	-	2.9770
Newport School District No. 415	1.5007	-	-	-	1.5007
Nine Mile School District No. 325	2.0411	0.3776	-	-	2.4186
Orchard Prairie School District No. 123	1.2179	-	-	-	1.2179
Riverside School District No. 416	1.2492	-	0.4770	-	1.7262
Spokane School District No. 81	2.2492	1.5793	-	-	3.8285
West Valley School District No. 363	2.2925	0.0050	1.2587	-	3.5562



Other Considerations

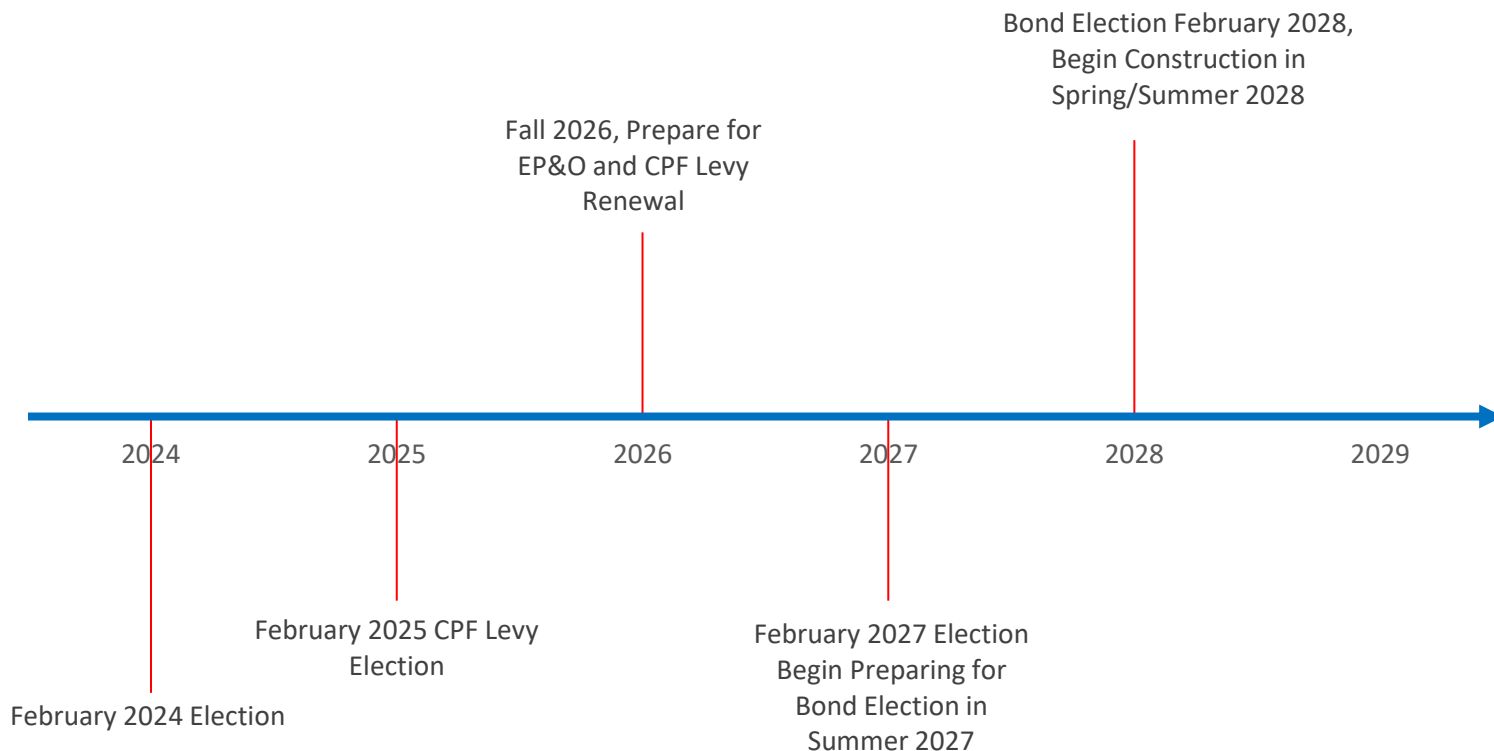
Capital Projects Levy

- What are the grant funding opportunities impact on CPF Levy amounts
- Washington State School Capital Projects Levies approved in 2024 elections:
 - Smallest \$0.02/\$1,000, largest \$2.50/\$1,000, average \$0.70/\$1,000
- Length of levy – two years aligns with 2027 EP&O replacement levy, five years aligns with 2030 EP&O replacement levy

	2025	2026	2027	2028	2029	2030
EP&O	\$ 1.50	\$ 1.50	\$ 1.50			
Capital Levy	\$ -	Two Year CPF Levy				
Bond (matures in 2028)	\$ 1.50	\$ 1.50	\$ 1.50	\$ 1.50	\$ -	\$ -
	2025	2026	2027	2028	2029	2030
EP&O	\$ 1.50	\$ 1.50	\$ 1.50			
Capital Levy	\$ -	Five Year CPF Levy				
Bond	\$ 1.50	\$ 1.50	\$ 1.50	\$ 1.50	\$ -	\$ -

Other Considerations

Freeman Election Timeline EP&O Levies, Capital Project Levies and School Bonds





D | A | DAVIDSON

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- Bond and Levy Planning
- Attend and Present at Facility/Community Meetings
- Market and Sell Bonds
- Long Range Capital Financing
- Credit Evaluation and Ratings Presentations
- Continuing Disclosure Compliance
- Annual Debt Service Fund Cash Flows
- Tax Rate Projections
- Budget Support and Notes to the Financials
- Arbitrage Rebate Support
- Monitor Potential Refunding Savings

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Coversheet

Lisa Phelan, Elementary Principal

Section: VI. Building Reports
Item: A. Lisa Phelan, Elementary Principal
Purpose:
Submitted by:
Related Material: lphelan - Sept 24.pdf



Board Report Freeman School District

Date: September 23, 2024
Submitted by: Lisa Phelan

Vision Statement

Continuing Our Tradition of Excellence in Education

Mission Statement

The Freeman School District is the center of a unique, rural community. With pride, commitment and caring, we provide a safe environment for all students to experience meaningful, rigorous learning opportunities that allow them to dream and develop into capable, confident and ethical members of the 21st Century.

Freeman 2025 Strategic Plan Pillars

- Curriculum, Instruction and Assessment
 - School Safety, Culture and Environment
 - Partnering with Parents and School/Community
 - Fiscal and Legal Accountability
-

Overview

During the 24-25 school year, FES will focus on Multi-Tiered Systems of Support, Professional Learning Communities and Freeman School District's three focus areas: 1. Embrace challenging and necessary conversations with students and staff, 2. Expect Civility and Respect from everyone, 3. Enhance our MTSS grades TK-12

Areas of Focus

This week, Weekly Professional Learning Collaboration (PLC) meetings started. Each grade-level team meets to review data, interventions, and next steps and celebrate success.

Field Trips—Third grade went on their annual Town of Rockford tour and SE County Fair, 5th grade went to Dorris Morrison Learning Center for their water festival, and 4th grade was invited to attend the Symphony in October.

PTSG is off to an incredible 24/25 school year.

Scottie Dash is on September 27th!

Enrollment

Tk 44, K, 42, 1st, 64, 2nd 57, 3rd 65, 4th, 56, 5th, 54 = 382



Coversheet

Jim Straw, Middle School Principal

Section: VI. Building Reports
Item: B. Jim Straw, Middle School Principal
Purpose:
Submitted by:
Related Material: Straw FMS School Board Report 9-23-24.docx.pdf



Board Report
Freeman School District

Date: September 23, 2024
Submitted by: Jim Straw

Vision Statement
Continuing Our Tradition of Excellence in Education

Mission Statement
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Freeman 2025 Strategic Plan Pillars

- Curriculum, Instruction and Assessment
- School Safety, Culture and Environment
- Partnering with Parents and School/Community
- Fiscal and Legal Accountability

Overview

During the 2024-25 school year, FMS staff and students are focused on our academic programs as we implement a seven-period day, incorporating social emotional learning into content classes and the consistent, constant growth of our positive learning community and culture.

Areas of Focus

- >Back to School Night- 40 families attended the event on Wednesday, 9/4
- >Beginning of the Year Meetings- Staff Goal, 504 & IEP
- >The Social Institute/#WinatSocial- partnership on digital citizenship
- >Strike A Balance: How to help your child(ren) balance social media and technology during the school year (webinar)
 - Strengthen communications with your children through student-respected conversation starters about social media and technology.
 - Empower child(ren) to navigate their well-being, social media, and technology in positive ways.
 - Develop shared family standards for balancing technology in healthy ways.

Enrollment

6th- 70 7th- 63 8th- 68 Total- 201

Coversheet

Jeff Smith, High School Principal

Section: VI. Building Reports
Item: C. Jeff Smith, High School Principal
Purpose:
Submitted by:
Related Material: Smith Board Report 9.23.24.pdf



Board Report Freeman School District

Date: September 23, 2024
Submitted by: Jeff Smith, Freeman High School Principal

Vision Statement
Continuing Our Tradition of Excellence in Education

Mission Statement
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- Freeman 2025 Strategic Plan Pillars**
- Curriculum, Instruction and Assessment
 - School Safety, Culture and Environment
 - Partnering with Parents and School/Community
 - Fiscal and Legal Accountability

Overview

FHS is continuing to improve. As a team, we are specifically focusing on Tier 1 MTSS Instruction, Assessment in PLCs (Professional Learning Communities), and PBIS (Positive Behavior Interventions & Support).

Areas of Focus

- First Fridays
- Week of Kindness 9.9-9.13
- Our first SBIRT (School-Based Screening, Intervention & Referral to Treatment) is this week.
- Starting pre-conferences for formal observations of staff
- FHS is beginning AESD Accreditation 3 year review
- Aiming to host STCU Money Live event Oct. 9
- FHS/FMS PLCs start exploring the question: How do we know students are learning?

Enrollment

9th = 65, 10th = 76 (-3), 11th = 76, 12th = 80. Total: 297

Coversheet

Chad Ripke, HS Assistant Principal/Athletic Director

Section: VI. Building Reports
Item: D. Chad Ripke, HS Assistant Principal/Athletic Director
Purpose:
Submitted by:
Related Material: Ripke Board Report 9-23-24.docx.pdf



Board Report Freeman School District

Date: September 19, 2024
Submitted by: Chad Ripke

Vision Statement

Continuing Our Tradition of Excellence in Education

Mission Statement

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Freeman 2025 Strategic Plan Pillars

- Curriculum, Instruction and Assessment
- School Safety, Culture and Environment
- Partnering with Parents and School/Community
- Fiscal and Legal Accountability

Overview

- Great start to our fall sports at the HS. Football is 2-0, beating both EV and Rogers. Volleyball is 6-1, beating GSL teams, U High, LC, and Shadle so far and they took 3rd in the Kenny Davis Rip A Shot tournament over this past weekend. Soccer is 3-0 beating NC at One Stadium last week. Cross country has performed well so far with there jamboree and Highlander Invite, lots of PR's by the kids. Both XC boys and girls teams are ranked #4 in the state in the coaches poll. Cheer is having mini cheer camp at the football game this week, and doing a great job.

Areas of Focus

- Renamed the Rip A Shot volleyball tournament after longtime teacher and coach Kenny Davis, and honored the family at the Rip A Shot tournament this past weekend.
- Shot put pit, baskets inside the blue gym.
- Spring sports schedules and head tennis coach and JV softball jobs.
- Dinner/Auction fundraiser at CDA Casino on March 15th. Starting to plan for that event.

Enrollment

- Football 55
- Volleyball 31
- Soccer 27
- Cross Country 25
- Cheer 16

Coversheet

Mike Allen, K-8 TOSA/Athletic Director

Section: VI. Building Reports
Item: E. Mike Allen, K-8 TOSA/Athletic Director
Purpose:
Submitted by:
Related Material: Allen Board Report 9_23_2024.pdf



Board Report Freeman School District

Date: September 23, 2024
Submitted by: Mike Allen

Vision Statement

Continuing Our Tradition of Excellence in Education

Mission Statement

The Freeman School District is the center of a unique, rural community. With pride, commitment and caring, we provide a safe environment for all students to experience meaningful, rigorous learning opportunities that allow them to dream and develop into capable, confident and ethical members of the 21st Century.

Washington State Leadership Academy (WSLA) Goals

- Learn successful change management strategies
- Grow collaboration and ownership
- Reimagine equitable learning systems
- Communicate well in crisis
- Exercise empathy, self-care and team building
- Engage students, staff and community
- Elevate learning opportunities and success for all

Overview

Work to improve programs and support our student athletes.
Participate in partnership with the Greater Spokane County League (GSCL).

Areas of Focus

FMS Football – one combo team playing the 8th grade schedule in the GSCL
FMS Softball – one combo team playing the 8th grade schedule the first half of the season and will evaluate competition level for second half
Cross Country – great first meets of the season, amazing numbers 33!
We will host end of season football games at Kent Smith Field again and continue to host the GSCL All-League Cross Country Meet.

Enrollment

Football - 26
Softball - 16
Cross Country - 33

Coversheet

Kent Bevers, Nutrition Services Director

Section: VII. Department Reports
Item: A. Kent Bevers, Nutrition Services Director
Purpose:
Submitted by:
Related Material: Bevers Board Report 9_23_2024 NS.docx.pdf



Board Report
Freeman School District

Date: September 23, 2024, 2024
Submitted by: Kent Bevers

Vision Statement

Continuing Our Tradition of Excellence in Education

Mission Statement

The Freeman School District is the center of a unique, rural community. With pride, commitment and caring, we provide a safe environment for all students to experience meaningful, rigorous learning opportunities that allow them to dream and develop into capable, confident and ethical members of the 21st Century.

Overview

Freeman SD Nutrition Services supports the philosophy of the National School Lunch and Breakfast Programs and will provide wholesome and nutritious meals for children in the district's schools.

Areas of Focus

1. Negative Balance Update
 - a. Negative balance as of 9/16/24: **(\$1675.16)**
 - b. Brenda HH balance: \$3291.72
 - c. Working with Tawnya Becker to generate letters that will go out bi-weekly
2. FHS Culinary Class
 - a. Lisa Frazier asked me to be guest speaker on Sept. 25
 - b. Sharing my work/career history
 - c. Q & A after as time allows

Coversheet

Everett Combs - Transportation Supervisor

Section: VII. Department Reports
Item: B. Everett Combs - Transportation Supervisor
Purpose:
Submitted by:
Related Material: Combs Bd Report 9-23-2024.pdf



Board Report Freeman School District

Date: September 23, 2024
Submitted by: Everett Combs
Transportation

Vision Statement

Continuing Our Tradition of Excellence in Education

Mission Statement

The Freeman School District is the center of a unique, rural community. With pride, commitment and caring, we provide a safe environment for all students to experience meaningful, rigorous learning opportunities that allow them to dream and develop into capable, confident and ethical members of the 21st Century.

Freeman 2025 Strategic Plan Pillars

- Curriculum, Instruction and Assessment
- School Safety, Culture and Environment
- Partnering with Parents and School/Community
- Fiscal and Legal Accountability

- 2023-24 Fall Ridership top 3-day count: 880/813/848
- 2024-25 Fall Ridership top 3-day count (so far) 881/903/868
- We are using GovDeals.com for surplus for transportation vehicles and buses. We've had success with this so far. We sold one of our surplus buses to a public school in Illinois.
- We currently have:
 - 12 Regular ED bus routes
 - 2 SPED bus routes
 - 2 After school/activity bus routes
 - 16 Total Routes**



Coversheet

Kirk Lally - Maintenance/Ground Director

Section: VII. Department Reports
Item: C. Kirk Lally - Maintenance/Ground Director
Purpose:
Submitted by:
Related Material: Lally Board Report September 23 2024.docx.pdf
Kirk Lally - Capital Projects Presentation.pdf



Board Report
Freeman School District

Date: September 19, 2024

Submitted by: Kirk Lally

Vision Statement

Continuing Our Tradition of Excellence in Education

Mission Statement

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Freeman 2025 Strategic Plan Pillars

- Curriculum, Instruction and Assessment
 - School Safety, Culture and Environment
 - Partnering with Parents and School/Community
 - Fiscal and Legal Accountability
-

Areas of Focus:

- 1) Sprinklers are scheduled to be blown out on October 24th, no school day.
- 2) Still in need of sub custodians for day and night shifts.
- 3) Go over power point presentation.

Safety:

- 1) Nothing to report at this time.

https://www.canva.com/design/DAGRCBlx474/eI3DWwjFpDOWqUd-Oh6E-Q/edit?utm_content=DAGRCBlx474&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Coversheet

Todd Reed - Director of Technology

Section: VII. Department Reports
Item: D. Todd Reed - Director of Technology
Purpose:
Submitted by:
Related Material: Todd Reed - 9-23-2024.pdf



FSD TECHNOLOGY

Board Report September 2024

Vision Statement

Continuing Our Tradition of Excellence in Education

Mission Statement

The Freeman School District is the center of a unique, rural community.

With pride, commitment and caring, we provide a safe environment for all students to experience meaningful, rigorous learning opportunities that allow them to dream and develop into capable, confident and ethical members of the 21st Century.

Washington State Leadership Academy (WSLA) Goals

- Learn successful change management strategies
- Grow collaboration and ownership
- Reimagine equitable learning systems
- Communicate well in crisis
- Exercise empathy, self-care and team building
- Engage students, staff and community
- Elevate learning opportunities and success for all

Areas of Focus

- We rostered students into Learning Ally, Discovery Education, and Math Fact Labs by importing class data from the student information system and assigning students to appropriate groups based on their grade levels
- After piloting Qustodio by Linewize, a digital safety platform that monitors and manages students' online activity, providing real-time insights into device usage. This tool helps ensure safe browsing practices and supports digital well-being by offering web filtering and screen time management features. We are getting ready to roll it out to our parents/guardians.
- Researching communication options for our seven district fire panels. Currently using old analog telephone lines, want to convert them to network or cellular communications to be more reliable and most importantly cost-effective.

Coversheet

Jody Sweeney - Special Ed Director / School Psychologist

Section: VII. Department Reports
Item: E. Jody Sweeney - Special Ed Director / School Psychologist
Purpose:
Submitted by:
Related Material: Sweeney Board Report 09232024.pdf



Board Report Freeman School District

Date: SEPTEMBER 23, 2024

Submitted by: Jody Sweeney, Special Education

Vision Statement

Continuing Our Tradition of Excellence in Education

Mission Statement

The Freeman School District is the center of a unique, rural community. With pride, commitment and caring, we provide a safe environment for all students to experience meaningful, rigorous learning opportunities that allow them to dream and develop into capable, confident and ethical members of the 21st Century.

Freeman 2025 Strategic Plan Pillars

- Curriculum, Instruction and Assessment
- School Safety, Culture and Environment
- Partnering with Parents and School/Community
- Fiscal and Legal Accountability

Overview

*Special Ed Director: Focused on Special Education processes, legal and team expectations. Communication and collaboration with Admin/Leadership Team and Special Ed Team. ELL & Highly Capable work within the district.

*School Psychologist: Initial evaluations and reevaluations within Freeman School District – academic, cognitive, social/emotional, developmental, health, adaptive assessments within a legal timeline.

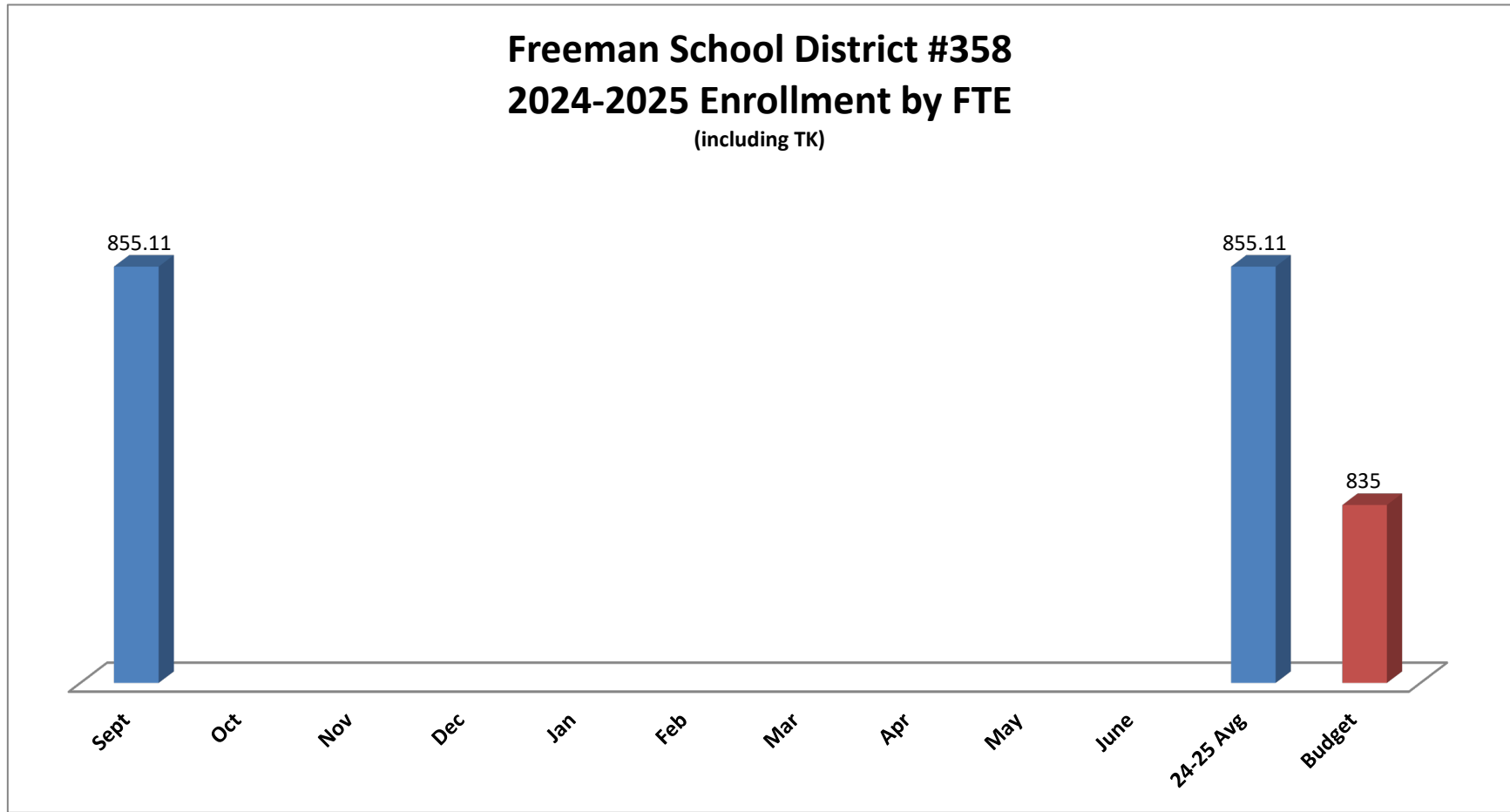
Areas of Focus

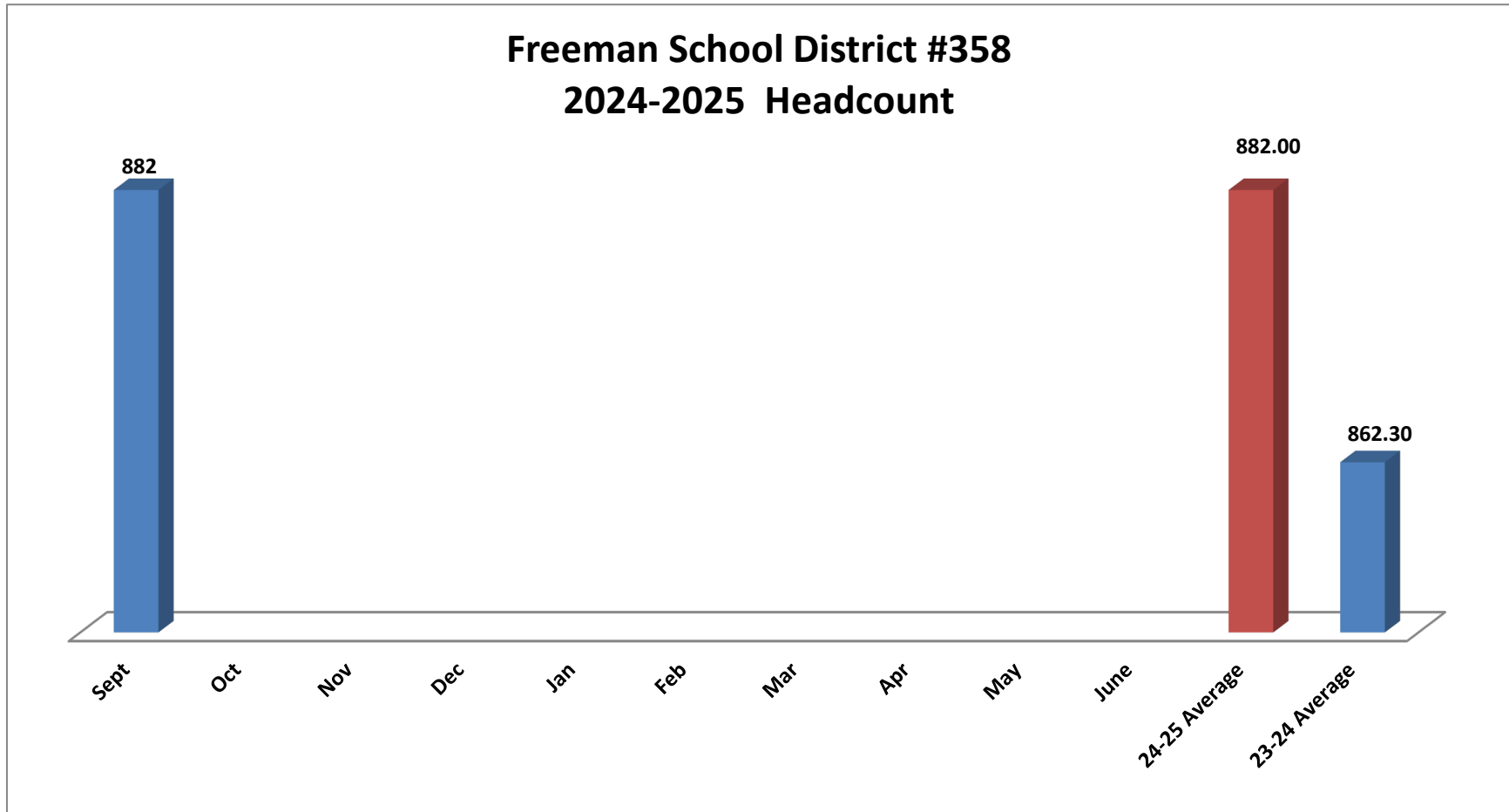
1. Beginning of the school year schedules, caseloads, training, assistive technology and individual & group meetings.
2. PNW Special Ed & the Law conference last week to learn new and existing case law pertaining to Special Education (IDEA) and 504 within the educational environment.

Coversheet

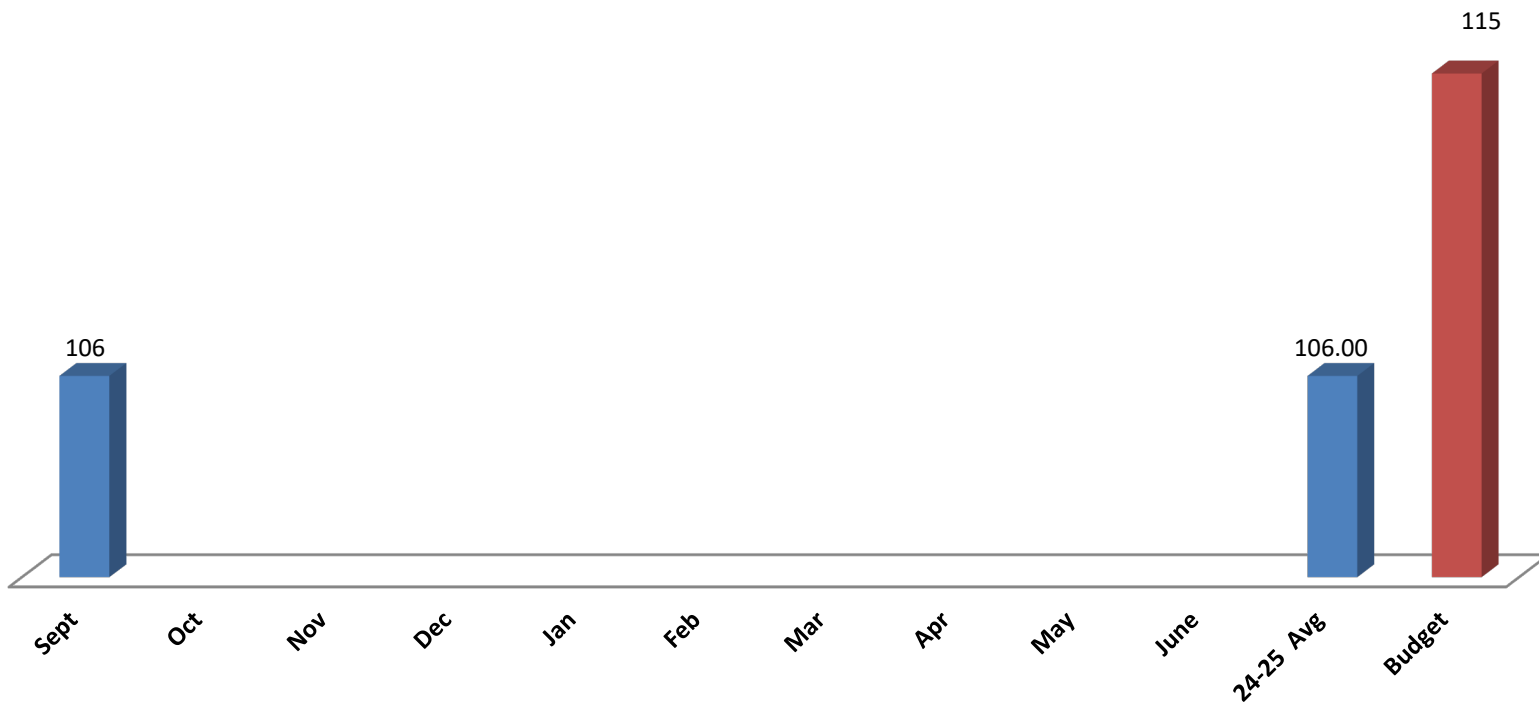
Fiscal & Legal Accountability

Section: VIII. Superintendent's Report
Item: E. Fiscal & Legal Accountability
Purpose:
Submitted by:
Related Material: September Enrollment Graphs.pdf
Freeman 24-25 Cash Flow Projection.pdf
Capital Projects Cash Flow.pdf





FreemanSchool District #358 2024-2025 Special Education Enrollment



		Apportionment Funding Distribution Percentages												
Freeman School District		9.00%	8.00%	5.00%	9.00%	8.50%	9.00%	9.00%	9.00%	5.00%	6.00%	12.50%	10.00%	100.00%
Fiscal Year 2024-2025		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	TOTALS
BEGINNING CASH BALANCE		218,468	23,244	181,613	-120,162	-163,306	-196,261	-127,589	-78,537	620,467	266,469	-17,677	290,169	
ADD:														
3100	APPORTIONMENT	744,303	661,602	413,501	744,303	702,952	744,303	744,303	744,303	413,501	496,202	1,033,754	827,003	8,270,029
3121	SPEC ED GENERAL	16,870	14,996	9,372	16,870	15,933	16,870	16,870	16,870	9,372	11,247	23,431	18,745	187,447
3300	LOCAL EFFORT ASSISTANCE													0
410001	MISC. STATE MONEY		8,080									32,000		40,080
4109	TRANSITION TO KINDERGARTEN	49,620	44,107	27,567	49,620	46,863	49,620	49,620	49,620	27,567	33,080	68,917	55,133	551,334
4121	SPECIAL EDUCATION	118,626	105,445	65,903	118,626	112,036	118,626	118,626	118,626	65,903	79,084	164,759	131,807	1,318,069
4155	LEARNING ASSISTANCE	13,373	11,887	7,429	13,373	12,630	13,373	13,373	13,373	7,429	8,915	18,573	14,859	148,587
4158	TPEP & DIGITAL EQUITY GRANTS													0
4165	TRANSITIONAL BILINGUAL	735	653	408	735	694	735	735	735	408	490	1,020	816	8,162
4174	HIGHLY CAPABLE	2,370	2,107	1,317	2,370	2,238	2,370	2,370	2,370	1,317	1,580	3,292	2,633	26,333
4198	FOOD SERVICE	0	556	556	556	556	556	556	556	556	556	556	556	5,556
4199	TRANSPORTATION	86,772	77,131	48,207	86,772	81,952	86,772	86,772	86,772	48,207	57,848	120,517	96,414	964,137
6124	IDEA-B	15,532	15,532	15,532	15,532	15,532	15,532	15,532	15,532	15,532	15,532			155,315
6151	TITLE 1	8,858	8,858	8,858	8,858	8,858	8,858	8,858	8,858	8,858	8,858			88,581
6152	SCHOOL IMPROVEMENT	6,735	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511		31,848
6198	FEDERAL FOOD SERVICE	0	12,800	8,000	14,400	13,600	14,400	14,400	14,400	8,000	9,600	20,000	16,000	145,600
Apportoinment Total		1,063,793	966,264	609,161	1,074,525	1,016,355	1,074,525	1,074,525	1,074,525	609,161	725,502	1,489,329	1,163,410	11,941,076
LOCAL PROPERTY TAX		33,599	551,295	111,984	3,701	3,987	2,671	81,570	769,422	173,059	4,753	3,706	14,883	1,754,630
TIMBER EXCISE TAX														0
INVESTMENT EARNINGS		1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	14,400
		-17,532												-17,532
LOCAL RECEIPTS		33,000	30,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	25,000	25,000	35,000	393,000
TOTAL REVENUES		1,114,061	1,548,759	757,345	1,114,426	1,056,542	1,113,396	1,192,295	1,880,147	818,420	756,456	1,519,235	1,214,492	14,085,574
DEDUCT:														
ACCOUNTS PAYABLE		366,352	379,101	123,394	181,109	110,446	99,890	189,221	221,630	202,191	75,117	256,704	220,673	2,425,828
ACCOUNTS PAYABLE VOIDS														0
PAYROLL		942,932	1,011,288	935,726	948,286	979,051	944,834	954,023	959,513	970,226	941,798	954,684	998,805	11,541,170
PAYROLL VOIDS														0
OTHER - Debt Service Interest Payment					28,175						23,687			51,862
TOTAL EXPENDITURES		1,309,284	1,390,390	1,059,120	1,157,570	1,089,497	1,044,724	1,143,244	1,181,143	1,172,418	1,040,602	1,211,389	1,219,479	14,018,859
Ending Cash Balance		23,244	181,613	-120,162	-163,306	-196,261	-127,589	-78,537	620,467	266,469	-17,677	290,169	285,183	
Ending Cash Balance - Spokane Ct Treasurer														
Difference		23,244												
Revenues Over/(Under) Expenditures		-195,224	158,369	-301,776	-43,144	-32,955	68,672	49,051	699,004	-353,998	-284,147	307,847	-4,986	66,715
Ending Cash Balance % of Expenditures		0.17%	1.30%	-0.86%	-1.16%	-1.40%	-0.91%	-0.56%	4.43%	1.90%	-0.13%	2.07%	2.03%	

Freeman School District Capital Projects Levy - Cash Flow

Date	CPF Levy Proceeds	ESSER & Grant Dollars	LGO BOND	Interfund Loan	Turf Field/Lights	HVAC Project Expenses	Tech	Grounds & Maintenance	MISC.	Red Gym Floor	Debt Service	Ending Cash Balance
Aug-24	5,000.00	14,789.00	\$ 100,534.00		\$ 114,376.34				\$ 9,405			\$ 517,966
Sep-24	25,750.00							\$ 11,480				\$ 532,236
Oct-24	396,550.00			Interfund Loan Repayment	Retainage to Garco		\$ 20,000	\$ 4,000		High School Water Heater		\$ 904,786
Nov-24	77,250.00											\$ 982,036
Dec-24	15,450.00		\$ (247,230.00)				Placeholder			Maint. Shop Heater & Masonry Work		\$ 750,256
Jan-25		Reimbursement from UPRR										\$ 750,256
Feb-25										K8 MPR Bathroom & Fire Riser Room Heaters		\$ 750,256
Mar-25												\$ 750,256
Apr-25												\$ 750,256
May-25												\$ 750,256
Jun-25			\$ (251,710.00)									\$ 498,546
Jul-25							\$ 10,000	\$ 35,000				\$ 453,546
Aug-25								\$ 35,000				\$ 418,546
Sep-25												\$ 418,546
Oct-25												\$ 418,546
Nov-25												\$ 418,546
Dec-25			\$ (256,280.00)									\$ 162,266
Jan-26												\$ 162,266
Feb-26												\$ 162,266
Mar-26												\$ 162,266
Apr-26												\$ 162,266
May-26												\$ 162,266
Jun-26			\$ (260,940.00)									\$ (98,674)
Jul-26							\$ 10,000	\$ 35,000				\$ (143,674)
Aug-26								\$ 40,000				\$ (183,674)
Sep-26												\$ (183,674)
Oct-26												\$ (183,674)
Nov-26												\$ (183,674)
Dec-26			\$ (265,670.00)									\$ (449,344)
Jan-27												\$ (449,344)
Feb-27												\$ (449,344)
Mar-27												\$ (449,344)
Apr-27												\$ (449,344)
May-27												\$ (449,344)
Jun-27			\$ (270,490.00)									\$ (719,834)
	\$ 3,392,392	\$ 668,996	\$ 64,284	\$ (1,467)	\$ 2,582,247	\$ 2,104,547	\$ 386,529	\$ 415,844	\$ 165,951	\$ 185,263	\$ (76,000)	

Coversheet

Approval of Board Policy & Prodedure No. 2401 - 2nd Reading

Section: XI. Unfinished Business
Item: A. Approval of Board Policy & Prodedure No. 2401 - 2nd Reading
Purpose:
Submitted by:
Related Material: PR2401 - NEW 9-2024.pdf
BP2401 - NEW 9-2024.pdf

FINANCIAL EDUCATION MASTERY-BASED LEARNING AND CREDIT

Demonstrating Mastery/Proficiency in Financial Education

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in financial education skills. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover up to 1.0 financial education credit following a failed or incomplete financial education course if the student meets standard on an end-of-course exam for a financial education course (where an end-of-course exam is available); or
- The student may recover up to 1.0 financial education credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain up to 1.0 financial education credit for passing a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options. A student may choose from the following options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities, WAC 392-410-300, and WAC 392-410-316.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit for financial education is available in the following courses: Personal Finance if the student achieves a C or higher grade in the next-higher level course.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

FREEMAN SCHOOL DISTRICT NO. 358

**Procedure No. 2401P
Instruction**

Adoption Date: September 23, 2024

FINANCIAL EDUCATION MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of helping students understand the importance of financial education. Financial education includes knowledge and skills related to spending and saving, managing credit and debt, using a career plan to understand income potential, setting and working toward personal financial goals, and applying decision making to matters of personal finance. When students develop their financial education, they are better prepared for successful post-secondary pathways and careers. The district encourages students and their families to take advantage of any financial education learning opportunities available to them through independent activities and programs.

The district will encourage students to learn financial education effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award financial education credits to students based on demonstrated mastery/proficiency across a range of financial education skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:

- 2410 - High School Graduation Requirements
- 2413 - Equivalency Credit Opportunities

Legal References:

- WAC 180-51-050 High school credit — Definition
- WAC 180-51-051 Procedure for granting students mastery-based credit
- WAC 392-121-139 Full-time equivalent enrollment for paid work experience for elective credit
- WAC 392-410-316 Equivalency course of study – elective credit for paid work experience

FREEMAN SCHOOL DISTRICT NO. 358

**Policy No. 2401
Instruction**

RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Management Resources:

2022 - October Policy Issue
2023 - December Policy Issue

Adoption Date: September 23, 2024

Coversheet

Approval of Board Policy & Procedure No. 2402 - 2nd Reading

Section: XI. Unfinished Business
Item: B. Approval of Board Policy & Procedure No. 2402 - 2nd Reading
Purpose:
Submitted by:
Related Material: BP2402 - NEW 9-2024.pdf
PR2402 - NEW 9-2024.pdf

ENGLISH LANGUAGE ARTS MASTERY-BASED CREDIT

The board recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The board also recognizes students may further develop these skills through activities and programs. The district encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.

The district will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of mastery/proficiency.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award English Language Arts credits to students based on demonstrated mastery/proficiency across a range of English Language Arts skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:

2410 - High School Graduation Requirements

Legal References:

WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
RCW 28A.230.090 High school graduation requirements or equivalencies
— Reevaluation of graduation requirements —
Review and authorization of proposed changes —
Credit for courses taken before attending high school
— Postsecondary credit equivalencies

Management Resources:

2020 – December Issue

Adoption Date: September 23, 2024

ENGLISH LANGUAGE ARTS MASTERY-BASED LEARNING AND CREDIT

Demonstrating Mastery/Proficiency in English Language Arts

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in English Language Arts. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover up to 1.0 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on a state assessment in English Language Arts;
- The student may recover up to 1.0 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on an end-of-course exam from an English Language Arts course (where an end-of-course exam is available); or
- The student may recover up to 1.0 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on another approved state alternative that meets the graduation requirement;

General Education Development Test

The State Board of Education in consultation with the Office of the Superintendent of Public Instruction determines what constitutes a passing score for a General Education Development (GED) test. Any student may obtain up to 1.0 English Language Arts credit for achieving a passing score on a GED test in English Language Arts. Additionally, any student may obtain up to 1.0 credit for successfully completing a course or courses in preparation for taking a GED test.

For students in or from institutional education facilities, the district will award at least one (1) English Language Arts credit for achieving a passing score on the English Language Arts section of a GED test. The district will also award students in or from institutional education facilities additional credit for successfully completing a course or courses in preparation for taking a GED test.

Other Assessments

Students may obtain up to 1.0 English Language Arts credit for passing a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options. A student may choose from the following options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;

FREEMAN SCHOOL DISTRICT NO. 358

**Procedure No. 2402P
Instruction**

- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in the following English Language Arts courses: any English class if the student achieves a C or higher grade in the next-higher level course.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adoption Date: September 23, 2024

Coversheet

Approval of Board Policy & Procedure No. 2403 - 2nd Reading

Section: XI. Unfinished Business
Item: C. Approval of Board Policy & Procedure No. 2403 - 2nd Reading
Purpose:
Submitted by:
Related Material: PR2403 - NEW 9-2024.pdf
BP2403 - NEW 9-2024.pdf

MATH MASTERY-BASED LEARNING AND CREDIT

Demonstrating Mastery/Proficiency in Math

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in math. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover up to 1.0 math credit following a failed or incomplete math course if the student meets standard on a state assessment in the equivalent math subject;
- The student may recover up to 1.0 math credit following a failed or incomplete math course if the student meets standard on an end-of-course exam for a math course (where an end-of-course exam is available); or
- The student may recover up to 1.0 math credit following a failed or incomplete math course if the student meets standard on another approved state alternative that meets the graduation requirement;

General Education Development Test

The State Board of Education in consultation with the Office of the Superintendent of Public Instruction determines what constitutes a passing score for a General Education Development (GED) test. Any student may obtain up to 1.0 math credit for achieving a passing score on a GED test in math. Additionally, any student may obtain up to 1.0 credit for successfully completing a course or courses in preparation for taking a GED test.

For students in or from institutional education facilities, the district will award at least one (1) Math credit for achieving a passing score on the Math section of a GED test. The district will also award students in or from institutional education facilities additional credit for successfully completing a course or courses in preparation for taking a GED test.

Other Assessments

Students may obtain up to 1.0 math credit for passing a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options. A student may choose from the following options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

FREEMAN SCHOOL DISTRICT NO. 358

**Procedure No. 2403P
Instruction**

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in the following math courses: any math class if the student achieves a C or higher grade in the next-higher level course.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adoption Date: September 23, 2024

MATH MASTERY-BASED CREDIT

The board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The district encourages students and their families to take advantage of any math learning opportunities available to them.

The district will encourage students to use math effectively at a high level of mastery/proficiency. The district acknowledges the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award math credits to students based on demonstrated mastery/proficiency across a range of math skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:

2410 - High School Graduation Requirements

Legal References:

WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
RCW 28A.230.090 High school graduation requirements or equivalencies
— Reevaluation of graduation requirements —
Review and authorization of proposed changes —
Credit for courses taken before attending high school
— Postsecondary credit equivalencies

Management Resources:

2020 – December Issue

Adoption Date: September 23, 2024

Coversheet

Approval of Board Policy & Procedure No. 2404 - 2nd Reading

Section: XI. Unfinished Business
Item: D. Approval of Board Policy & Procedure No. 2404 - 2nd Reading
Purpose:
Submitted by:
Related Material: PR2404 - NEW 9-2024.pdf
BP2404 - NEW 9-2024.pdf

SCIENCE MASTERY-BASED LEARNING AND CREDIT

Demonstrating Mastery/Proficiency in Science

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in science. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating competence in the following ways:

- The student may recover up to 1.0 science credit following a failed or incomplete science course if the student meets standard on a state assessment in science;
- The student may recover up to 1.0 science credit following a failed or incomplete science course if the student meets standard on an end-of-course exam for a science course (where an end-of-course exam is available), or
- The student may recover up to 1.0 science credit following a failed or incomplete science course if the student meets standard on another approved state alternative that meets the graduation requirement.

General Education Development Test

The State Board of Education in consultation with the Office of the Superintendent of Public Instruction determines what constitutes a passing score for a General Education Development (GED) test. Any student may up to 1.0 science credit for achieving a passing score on a GED test in science. Additionally, any student may obtain up to 1.0 credit for successfully completing a course or courses in preparation for taking a GED test.

For students in or from institutional education facilities, the district will award at least one (1) Science credit for achieving a passing score on the Science section of a GED test. The district will also award students in or from institutional education facilities additional credit for successfully completing a course or courses in preparation for taking a GED test.

Other Assessments

Students may obtain up to 1.0 science credit for passing a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options. A student may choose from the following options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

FREEMAN SCHOOL DISTRICT NO. 358

**Procedure No. 2404P
Instruction**

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in the following science courses: any science class if the student achieves a C or higher grade in the next-higher level course. The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adoption Date: September 23, 2024

SCIENCE MASTERY-BASED CREDIT

The board recognizes the value of preparing students to become literate in science. Science plays an integral role in modern society and is an essential part of each student's education. When students are learning about science, they are also enhancing their skills in reading, writing, and math. Students may further develop their science skills through independent activities and programs. The district encourages students and their families to take advantage of any science learning opportunities available to them.

The district will encourage students to learn science effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award science credits to students based on demonstrated mastery/proficiency across a range of science skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:

2410 - High School Graduation Requirements

Legal References:

WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
RCW 28A.230.090 High school graduation requirements or equivalencies —
— Reevaluation of graduation requirements —
Review and authorization of proposed changes —
Credit for courses taken before attending high school
— Postsecondary credit equivalencies

Management Resources:

2020 – December Issue

Adoption Date: September 23, 2024

Coversheet

Approval of Board Policy & Procedure No. 2405 - 2nd Reading

Section: XI. Unfinished Business
Item: E. Approval of Board Policy & Procedure No. 2405 - 2nd Reading
Purpose:
Submitted by:
Related Material: BP2405 - NEW 9-2024.pdf
PR2405 - NEW 9-2024.pdf

SOCIAL STUDIES MASTERY-BASED CREDIT

The board recognizes the value of helping students become part of an active and engaged citizenry. A developed knowledge and understanding of social studies helps prepare students for post-secondary pathways, careers, and civic engagement. Students may further develop their social studies skills through independent activities and programs. The district encourages students and their families to take advantage of any social studies learning opportunities available to them.

The district will encourage students to learn social studies effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award social studies credits to students based on demonstrated mastery/proficiency across a range of social studies skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:

2410 – High School Graduation Requirements

Legal References:

WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
RCW 28A.230.090 High school graduation requirements or equivalencies
— Reevaluation of graduation requirements —
Review and authorization of proposed changes —
Credit for courses taken before attending high school
— Postsecondary credit equivalencies

Management Resources:

2020 – December Issue

Adoption Date: September 23, 2024

SOCIAL STUDIES MASTERY-BASED LEARNING AND CREDIT

Demonstrating Mastery/Proficiency in Social Studies

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in social studies skills. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover up to 1.0 social studies credit following a failed or incomplete social studies course if the student meets standard on an end-of-course exam for a social studies course (where an end-of-course exam is available); or
- The student may recover up to 1.0 social studies credit if the student meets standard on another approved state alternative that meets the graduation requirement.

General Education Development Test

The State Board of Education in consultation with the Office of the Superintendent of Public Instruction determines what constitutes a passing score for a General Education Development (GED) test. Any student may obtain up to 1.0 social studies credit for achieving a passing score on a GED test in social studies. Additionally, any student may obtain up to 1.0 credit for successfully completing a course or courses in preparation for taking a GED test.

For students in or from institutional education facilities, the district will award at least one (1) Social Studies credit for achieving a passing score on the Social Studies section of a GED test. The district will also award students in or from institutional education facilities additional credit for successfully completing a course or course in preparation for taking a GED test.

Other Assessments

Students may obtain up to 1.0 social studies credit for passing a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options. A student may choose from the following options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

FREEMAN SCHOOL DISTRICT NO. 358

**Procedure No. 2405P
Instruction**

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in the following social studies courses: any social studies class if the student achieves a C or higher grade in the next-higher level course.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adoption Date: September 23, 2024

Coversheet

Approval of Board Policy & Procedure No. 2406 - 2nd Reading

Section: XI. Unfinished Business
Item: F. Approval of Board Policy & Procedure No. 2406 - 2nd Reading
Purpose:
Submitted by:
Related Material: BP2406 - NEW 9-2024.pdf
PR2406 - NEW 9-2024.pdf

THE ARTS MASTERY-BASED CREDIT

The board recognizes the value of providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts. The arts engage all learning styles, and they lead to powerful and life-long habits, such as creativity, collaboration, communication, and critical thinking. The arts provide students with keys to understanding the world around them and strategies for learning, interpreting, and expressing their thoughts. Students may further develop their art skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in the arts available to them.

The district will encourage students to learn the arts effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in the arts to students based on demonstrated proficiency across a range of skills in the arts.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:

2410 - High School Graduation Requirements

Legal References:

WAC 180-51-050 High school credit — Definition
WAC 180-51-051 Procedure for granting students mastery-based credit
RCW 28A.230.090 High school graduation requirements or equivalencies
— Reevaluation of graduation requirements —
Review and authorization of proposed changes —
Credit for courses taken before attending high school
— Postsecondary credit equivalencies

Management Resources:

2020- December Issue

Adoption Date: September 23, 2024

THE ARTS MASTERY-BASED CREDIT

Demonstrating Mastery/Proficiency in The Arts

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in art skills. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover up to 1.0 arts credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain up to 1.0 arts credit for passing a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options. A student may choose from the following options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in the following arts courses: any arts class if the student achieves a C or higher grade in the next-higher level course

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adoption Date: September 23, 2024

Coversheet

Approval of Board Policy & Procedure No. 2407- 2nd Reading

Section: XI. Unfinished Business
Item: G. Approval of Board Policy & Procedure No. 2407- 2nd Reading
Purpose:
Submitted by:
Related Material: BP2407 - NEW 9-2024.pdf
PR2407 - NEW 9-2024.pdf

HEALTH AND PHYSICAL EDUCATION MASTERY-BASED CREDIT

The board recognizes the value of providing students a health and physical education. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. Students may further develop their health and fitness skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in health and physical education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in health and physical activity to students based on demonstrated mastery/proficiency across a range of skills in health and fitness.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:

2410 - High School Graduation Requirements

Legal References:

RCW 28A.230.050 Physical education in high schools.
 WAC 180-51-050 High school credit — Definition
 WAC 180-51-051 Procedure for granting students mastery-based credit
 RCW 28A.230.090 High school graduation requirements or equivalencies
 — Reevaluation of graduation requirements —
 Review and authorization of proposed changes —
 Credit for courses taken before attending high school
 — Postsecondary credit equivalencies

Management Resources:

2020 – December Issue

Adoption Date: September 23, 2024

HEALTH AND PHYSICAL EDUCATION MASTERY-BASED CREDIT

Demonstrating Mastery/Proficiency in Knowledge of Health

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in health. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes. A student may receive a one-half (.5) health credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain up to .5 health credit for passing a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options. A student may choose from the following options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in the following health courses: any health course if the student achieves a C or higher grade in the next-higher level course

Demonstrating Mastery/Proficiency in Physical Education

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in knowledge of physical education. Students may waive one-half credit (.5) of physical education per semester. Students who waive physical education credits pursuant to RCW 28A.230.050 must still demonstrate sufficient proficiency in health and physical education knowledge. Students may demonstrate sufficient proficiency as follows:

1. First Waiver (.5 PE credit)
The student must meet proficiency/mastery at 70% or higher in one of the following:
 - OSPI-developed fitness assessment: Concepts of Health and Fitness

FREEMAN SCHOOL DISTRICT NO. 358

**Procedure No. 2407P
Instruction**

- District-approved fitness assessment (cognitive assessment on fitness education)
 - A student may obtain (.5) credit for passing a district created assessment that is aligned to state learning standards.
2. Second Waiver (.5 PE credit)
The student must meet proficiency/mastery at 70% or higher in one of the following:
- OSPI-developed fitness assessment: Fitness Planning
 - District-approved fitness assessment (cognitive assessment on fitness education that is different than First Waiver)
 - A student may obtain (.5) credit for passing a district created assessment that is aligned to state learning standards.
3. Third Waiver (.5 PE credit)
The student must meet proficiency/mastery in one of the following:
- District-approved fitness plan/portfolio at 80% or higher
 - District-approved fitness assessment (cognitive assessment on fitness education that is different than Second Waiver) at 70% or higher
 - A student may obtain (.5) credit for passing a district created assessment that is aligned to state learning standards.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adoption Date: September 23, 2024

Coversheet

Approval of Board Policy & Procedure No. 2408 - 2nd Reading

Section: XI. Unfinished Business
Item: H. Approval of Board Policy & Procedure No. 2408 - 2nd Reading
Purpose:
Submitted by:
Related Material: BP2408 - NEW 5-2023.pdf
PR2408 - NEW 5-2023.pdf

INTEGRATED ENVIRONMENTAL AND SUSTAINABILITY EDUCATION MASTERY-BASED CREDIT

The board recognizes the value of providing students instruction about conservation, natural resources, and the environment and helping students to be environmentally and sustainability literate. The board places a high value on environmental stewardship. Students may further develop their environmental and sustainability education skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in environmental and sustainability education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits to students based on demonstrated proficiency across a range of environmental and sustainability education skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:

2410 - High School Graduation Requirements

Legal References:

WAC 392-410-115 Mandatory areas of study in the common school.
WAC 180-51-050 High school credit — Definition.
WAC 180-51-051 Procedure for granting students mastery-based credit.
RCW 28A.230.090 High school graduation requirements or equivalencies
— Reevaluation of graduation requirements —
Review and authorization of proposed changes —
Credit for courses taken before attending high school
— Postsecondary credit equivalencies.

Management Resources:

2020 – December Issue

Adoption Date: September 23, 2024

INTEGRATED ENVIRONMENTAL AND SUSTAINABILITY EDUCATION MASTERY-BASED CREDIT

Demonstrating Mastery/Proficiency in Integrated Environmental and Sustainability Education

Students may obtain up to 1.0 integrated environmental and sustainability education credit for passing a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options. A student may choose from the following options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in the following arts courses: any art class if the student achieves a C or higher grade in the next-higher level course.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adoption Date: September 23, 2024

Coversheet

Approval of Freeman CTE 4-Year Plan

Section: XII. New Business
Item: A. Approval of Freeman CTE 4-Year Plan
Purpose:
Submitted by:
Related Material: FSD CTE 4 Year Plan 2024-25.pdf



PUBLIC INSTRUCTION

CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

District Goal: The mission of the **Freeman School District #358** is to provide a collaborative learning community, which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens. (Quality Criteria indicators are referenced on the Career & Technical Education Evaluation Form.)

Quality Criteria	2024-2025	2025-2026	2026-2027	2027-2028
Educator Licensing WAC 181-77-014 (Criteria 1)	All CTE teachers are CTE endorsed. All V codes match CIP codes. Conditional CTE teachers are working toward their continuing CTE Certificate	All CTE teachers are CTE endorsed. All V codes match CIP codes. Conditional CTE teachers are working toward their continuing CTE Certificate	All CTE teachers are CTE endorsed. All V codes match CIP codes. Conditional CTE teachers are working toward their continuing CTE Certificate	All CTE teachers are CTE endorsed. All V codes match CIP codes. Conditional CTE teachers are working toward their continuing CTE Certificate
Curriculum, Instruction, and Evaluation RCW 28A.700.010 (Criteria 2)	Finalize Agriculture frameworks per re-approval cycle. Evaluate FFA CTSO progress. Initiate updates to Skilled and Technical Science frameworks per re-approval cycle. Add AP credit opportunity to CSP course.	Finalize S&TS frameworks per re-approval cycle. Initiate updates to STEM frameworks per re-approval cycle. Work to grow and strengthen SkillsUSA CTSO. Research Microsoft Certifications to add to applicable BAM courses Research addition of Core+ curriculum for construction and welding courses.	Finalize STEM frameworks per re-approval cycle. Initiate updates to FACSE frameworks per re-approval cycle. Add Microsoft Certifications to applicable BAM courses. Add Core+ curriculum for construction and welding courses.	Finalize FASCE frameworks per re-approval cycle. initiate growth of Culinary program as allowed by staffing.
Academic Integration RCW 28A.700.010(2)(a) (Criteria 3)	Teachers identify related district-wide PD to be integrated into lessons	Teachers identify related district-wide PD to be integrated into lessons	Teachers identify related district-wide PD to be integrated into lessons	Teachers identify related district-wide PD to be integrated into lessons
Student Access to Program RCW 28A.700.010 (Criteria 4)	Research, update and highlight pathways available to all students. Work with counselors to determine and	Update and highlight pathways available to all students. Work with counselors to determine and	Update and highlight pathways available to all students. Work with counselors to determine and	Update and highlight pathways available to all students. Work with counselors to determine and communicate all



Washington Office of Superintendent of

PUBLIC INSTRUCTION

CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2024-2025	2025-2026	2026-2027	2027-2028
	communicate all pathway options for HS students	communicate all pathway options for HS students	communicate all pathway options for HS students	pathway options for HS students
Accountability RCW 28A.700.040(1)(c) (Criteria 5)	Leadership team and other stakeholders review the data for CTE program effectiveness and make recommendations. Agriculture programs are uploaded for re-approval	Leadership team and other stakeholders review the data for CTE program effectiveness and make recommendations. ST & S programs uploaded for re-approval	Leadership team and other stakeholders review the data for CTE program effectiveness and make recommendations. STEM programs uploaded for re-approval	Leadership team and other stakeholders review the data for CTE program effectiveness and make recommendations. FACSE programs uploaded for re-approval
Safe Practices RCW 28A.700.010 (Criteria 6)	Teachers will update lab safety plans as needed and keep them on file.	Teachers will update lab safety plans as needed and keep them on file.	Teachers will update lab safety plans as needed and keep them on file.	Teachers will update lab safety plans as needed and keep them on file.
Facilities RCW 28A.700.010 (Criteria 7)	Assess technology and equipment in Agriculture courses. Grants will be written to purchase new equipment. District funds will be used to maintain or update current equipment. Seek grant to fund updates to Culinary classroom.	Assess technology and equipment in S&TS program. Grants will be written to purchase new equipment. District funds will be used to maintain or update current equipment.	Assess technology and equipment in STEM courses. Grants will be written to purchase new equipment. District funds will be used to maintain or update current equipment.	Assess technology and equipment in FACSE courses. Grants will be written to purchase new equipment. District funds will be used to maintain or update current equipment.
Instructional Materials RCW 28A.700.010 (Criteria 8)	Evaluate Business and Marketing curriculums. Update as needed.	Evaluate Agriculture curriculum. Update as needed.	Evaluate S&TS curricula. Update as needed.	Evaluate FACSE curricula. Update as needed.
Leadership and Employability RCW 28A.700.010 (Criteria 9)	Review appropriate CTSO/equivalents by program. All programs submit POW for CTSO or equivalent. Implement WBL requirements.	Review appropriate CTSO/equivalents by program. All programs submit POW for CTSO or equivalent. Review WBL requirements.	Review appropriate CTSO/equivalents by program. All programs submit POW for CTSO or equivalent. Review WBL requirements.	Review appropriate CTSO/equivalents by program. All programs submit POW for CTSO or equivalent. Review WBL requirements.



Washington Office of Superintendent of

PUBLIC INSTRUCTION

CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2024-2025	2025-2026	2026-2027	2027-2028
Long Range Planning RCW 28A.700.010(2)(b) (Criteria 10)	Explore dual credit options with CCS. Review master schedule for options to incorporate more pathways as elective course options.	Implement dual credit options with CCS. Adjust master schedule for options to incorporate more pathways as elective course options.	Increase dual credit options with CCS. Adjust master schedule for options to incorporate more pathways as elective course options.	Increase dual credit options with CCS. Adjust master schedule for options to incorporate more pathways as elective course options.
Advisory Committee RCW 28A.700.020(1) (Criteria 11)	Increase teacher attendance to Advisory Committee Meetings	Maintain teacher attendance to Advisory Committee Meetings	Maintain teacher attendance to Advisory Committee Meetings	Maintain teacher attendance to Advisory Committee Meetings
Program of Study RCW 28A.700.020(2)(a)(b) (Criteria 12)	Implement new Entrepreneurship, Culinary, APES, and Applied Geometry courses to master schedule. Plan yearbook/journalism trip to JEA competition in Seattle. Add FirstTech as an FHS extra-curricular option.	Explore potential of adding a culinary arts class to the Master Schedule. Re-evaluate all CTE offerings and adjust based on student interest. Evaluate and grow FirstTech Robotics program	If appropriate and supported, add an additional culinary arts course to the Master Schedule. Re-evaluate all CTE offerings and adjust based on student interest. Evaluate and grow FirstTech Robotics program	Re-evaluate all CTE offerings and adjust based on student interest. Evaluate and grow FirstTech Robotics program
Certification Work based Learning RCW 28A.700.060(2)(c)(d) (Criteria 13A, 13B)	Identify and implement a minimum number of WBL activities for all courses. Identify IRCs for all CTE courses.	Expand the minimum number of WBL activities for all courses. Maintain IRCs for all CTE courses - add more IRCs to BAM program	Expand the minimum number of WBL activities for all courses. Maintain IRCs for all CTE courses.	Expand the minimum number of WBL activities for all courses. Maintain IRCs for all CTE courses.
Career Guidance RCW 28A.700.010(3) (Criteria 14)	Work with counseling staff to review HSBP and implement connection to School Data Solutions	Work with counseling staff to review HSBP and implement connection to School Data Solutions	Work with counseling staff to review HSBP and implement connection to School Data Solutions	Work with counseling staff to review HSBP and implement connection to School Data Solutions
Program Evaluation RCW 28A.700.020(1) (Criteria 15)	Peer and CTE Director program annual evaluations.	Peer and CTE Director program annual evaluations.	Peer and CTE Director program annual evaluations.	Peer and CTE Director program annual evaluations.



Washington Office of Superintendent of

PUBLIC INSTRUCTION

CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2024-2025	2025-2026	2026-2027	2027-2028
Professional Development RCW 28A.700.005(4) (Criteria 16)	All CTE teachers will participate in district wide certification. Additional CTE PD opportunities will be afforded to all CTE teachers. APES training for Ag teacher	All CTE teachers will participate in district wide certification. Additional CTE PD opportunities will be afforded to all CTE teachers. Additional CASE Training for Ag teacher.	All CTE teachers will participate in district wide certification. Additional CTE PD opportunities will be afforded to all CTE teachers.	All CTE teachers will participate in district wide certification. Additional CTE PD opportunities will be afforded to all CTE teachers.

School Board President: _____

Date: _____

Advisory Chairperson: Matt Albright _____

Date: _____

CTE Director: Jeff Smith _____

Date: _____

Coversheet

Approval of FSD Board-Superintendent Expectations & Goals 2024-2025

Section: XII. New Business
Item: B. Approval of FSD Board-Superintendent Expectations & Goals 2024-2025
Purpose:
Submitted by:
Related Material:
FSD Board-Superintendent Expectations and Overarching Goals 2024-25.pdf



2024-25 Freeman SD School Board and Superintendent Expectations and Goals

*Continue developing relationships, building trust, setting clear expectations, and keeping communication lines open at all times which includes our “no surprises” approach.

*Continue to develop a successful teaching and learning environment focused on social-emotional learning, cultural responsiveness, multi-tiered systems of support, and academic rigor.

*Continue providing exceptional leadership in a changing environment and promote self-care for all staff members.

*Celebrate our highlights and wins while reflecting on and leaning into the challenges our district is facing.

*Continue our focus on “Kaizen” and developing “processes” for continuous improvement. Plan-Do-Assess/Reflect-Adjust.

*Successfully educate stakeholders on the financial status of the school district while keeping a close eye on our financial position.

*Establish clear expectations and support for our Administration, Leadership Team and School Board regarding the behavior towards and treatment of them while developing, growing, and mentoring our team.

Coversheet

Approval of FSD Co-Curricular Contract 2024/2025

Section: XII. New Business
Item: C. Approval of FSD Co-Curricular Contract 2024/2025
Purpose:
Submitted by:
Related Material: 24-27 CoCurricular Draft.pdf

COLLECTIVE BARGAINING AGREEMENT
FREEMAN CO-CURRICULAR ASSOCIATION
AND
FREEMAN SCHOOL DISTRICT

ARTICLE I - RECOGNITION

SECTION A- DEFINITIONS

1. District/Board shall mean the Freeman School District No. 358, County of Spokane, State of Washington.
2. Association shall mean the Freeman Co-Curricular Association
3. Parties shall mean the District and the Association as co-signers of the Agreement.
4. Agreement shall mean the Collective Bargaining Agreement signed by the parties.
5. Employees shall mean a person represented by the Freeman Co-Curricular Association.
6. Day shall mean ~~the~~ District office ~~work-business~~ day.
7. Superintendent shall mean the chief administrator of the District.
8. President shall mean the presiding officer of the Freeman Co-Curricular Association.
9. Contract shall mean the individual signed activities contract issued to each employee.

SECTION B - RECOGNITION

The District recognizes the Association as the sole and exclusive bargaining representative for all employees in extracurricular positions in the Freeman School District for which certification is not required. Excluded from the bargaining unit are the Athletic Director and all other classified employees of the District.

SECTION C - CONFORMITY TO LAW

This Agreement shall be governed and construed according to the Constitution and laws of the State of Washington. If any provision of this Agreement or any application of this Agreement to any personnel or groups of personnel covered hereby shall be found contrary to law by a tribunal of competent jurisdiction, such provision or application shall have effect only to the extent permitted by law and all other provisions or applications of the Agreement shall continue in full force.

ARTICLE II - MANAGEMENT AND ASSOCIATION RIGHTS

SECTION A - MANAGEMENT RIGHTS

The Board retains all ~~rights of management~~ management rights except those specifically and expressly relinquished in this agreement.

SECTION B-ASSOCIATION RIGHTS

1. The association and its representatives shall have the right to use District facilities for the transaction of Association business at reasonable times when not in conflict with school or other approved ~~uses~~, all in compliance with district policies governing use by school organizations.
2. The president may request the name and address of any new bargaining unit member after the closing of the position posting.
3. The Association President may meet with the Superintendent when there are issues of mutual concern to be discussed.
4. No member of the bargaining unit shall be required to join the Association.
5. The Association will furnish to the district payroll officer appropriate membership forms and cards authorizing payroll deductions for Association members.

SECTION C - TERM OF PROVISIONS

1. The term of this Agreement shall be from September 1, 2024, through August 31, 2027.
2. The parties agree that this Agreement may be reopened and modified at any time during its term upon mutual consent of the parties in writing; provided, however, that this Agreement shall be reopened annually, at the request of either party, to consider salaries only during the month of April each year.

ARTICLE 111 - DISTRICT AND EMPLOYEE PROTECTIONS

SECTION A - EMPLOYEE CONTRACTS

1. Each employee hired to fill a co-curricular coaching position shall sign a Standards For All Coaches form provided by the District before the start of their respective season.
2. Each employee hired to fill a co-curricular position shall sign a supplemental contract in the form provided by the District prior to the issuance of any salary warrants.
3. The District shall advise Employees in writing within five (5) days after the end of the employee's season if their contract is under review.
4. The District shall advise Employees in writing not later than 60 days after the end of fall and winter sports and by the second Board meeting in June for spring sports; if the Employee's supplemental contract is not to be renewed. Such non-renewals shall not be made ~~in an arbitrary or capricious manner~~ arbitrarily or capriciously.
5. Employees shall be observed within the first half of the season. The supervisor and employee will review and discuss the observation within five (5) days if there are any issues or concerns. A formal evaluation of the head coach will be completed within 30 days after the conclusion of the season. (See Appendix B)
6. Employees not re-appointed shall have the right to use the Dispute Resolution Process provided in Section D.
7. Employees shall submit a completed or updated WIAA coaching standards summary sheet to the Athletic Director by June 1st to provide evidence of compliance in accordance with the WIAA Coaching Standards program.

SECTION B - PERSONNEL FILE

1. There shall be only one (1) official personnel file for each employee; said files shall be kept in the District administration office. Each employee shall have the right, upon request, and after making an appointment for that purpose with the personnel administrator to review the contents of his/her official personnel file. The review shall be made in the presence of the administrator responsible for the safekeeping of these files. During the review, employees shall be allowed to copy any material therein and shall be permitted to make a written inventory of material there, and, on request, have such inventory signed and dated by a representative of the administration.
2. Each employee shall be provided a copy of all material placed in his /her personnel file within five (5) days of its insertion. An employee may attach comments to any material that is a part of the personnel file.

SECTION C DISCIPLINE AND DISCHARGE OF EMPLOYEE

1. When disciplining an employee, the following progressive discipline model will apply:
 - a. Notice of Concern/Counseling
 - b. Oral Warning - written record to supervisor's file only
 - c. Letter of Warning - sent to employee's personnel file
 - d. Letter of Reprimand
 - e. Suspension
 - f. Termination
2. At the District's discretion, steps in this model may be skipped depending on the severity of the infraction.

SECTION DC- REPRESENTATION

The employee shall be allowed, upon his/her request, to have a representative of his/her choosing present during any scheduled conference of a disciplinary nature with a supervisor or administrator. This provision, however, shall not be used by an employee as a means of delaying scheduled meetings.

SECTION ED - DISPUTE RESOLUTION PROCESS

1. If an employee believes this collective bargaining agreement has been misapplied, the matter should be discussed with the ~~immediate supervisor-athletic director as soon as possible within five (5) days~~ after the employee becomes aware of the problem. Following a discussion of the problem, the ~~supervisor-athletic director~~ will provide a written and verbal response within ten (10) five (5) business days at a face-to-face meeting. If the employee refuses to attend the meeting to discuss the response, the athletic director's written response is final and the process completed at Step 1.
2. If the employee believes that the issue is still unresolved, the complaint should be reduced to writing and submitted to the ~~supervisor~~building principal within five (5) days. A written and verbal response will be provided within ~~ten (10) five (5) business days at a face-to-face meeting. If the employee refuses to attend the meeting to discuss the response, the building principal's written response is final and the process completed at Step 2.~~
- 2.3. The decision at this level is subject to review by the Superintendent or designee if requested by the employee. A meeting with the Superintendent or designee will be conducted within five (5) business days of the request and a written ~~response will be provided within ten (10) business days after the meeting is conducted, and verbal response will be provided within five (5) days at a face-to-face meeting. If the employee refuses to attend the meeting to discuss the response, the Superintendent or designee's written response is final and the process completed at Step 3.~~

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3.4. It is a matter of district policy that any decision by the Superintendent may be appealed to the Board for timely reconsideration.

4.5. An issue ~~which that~~ affects two (2) or more individuals may be submitted for consideration under the steps in this procedure by representatives of the Association.

SECTION FE - POSTING REQUIREMENTS IN HIRING

All vacancies (positions that the District determines need to be filled) during the school year will be posted in all buildings. Current ~~Freeman School District employees FCA and FEA members~~ will have five (5) days in which to apply for the position. Exceptions of the five (5) day period may be made when conditions warrant.

While the application of current employees does not assure employment in that position, current staff members will be given first consideration. The District, however, reserves the right to hire in the best interest of the district. If a vacancy occurs or a new position is created during the summer, the District shall make a reasonable effort to notify the Association President.

ARTICLE IV - TIME AND MONEY

SECTION A - SALARY SCHEDULE

1. Employees hired to fill an extracurricular position shall be paid in accordance with the Extracurricular Salary Schedule. (Appendix A)
2. To determine ~~the~~ coaching stipend, multiply the current base times the following percentage and add ~~the~~ longevity multiplier. The longevity multiplier will be ~~4-tenths~~~~4-tenths~~ of a percent (.4) in most years until the maximum percentage is reached in each category. (See Appendix A)
3. As of the 2004 school year, coaches may bring years of verifiable applicable experience as a head or assistant coach to the District. Experience verification can be a letter from the former school district or other confirmation of experience (contracts, etc.) that is provided by the coach to the district office by September 1.
4. ~~Coaching~~~~School District paid~~ experience shall be counted in the same ~~sport-sports~~ activity, at the same level, on a ~~one-to-one~~~~one-to-one~~ basis up to five (5) steps. Experience will also count on a ~~one-to-one~~~~one-to-one~~ basis moving to a lower category within the same sport. Experience coaching at a lower category, same sport, will count on a ~~three-to-one~~~~three-to-one~~ basis, up to five (5) steps.

SECTION B- POST-SEASON ~~COMPENSATION~~COMPENSATION Suspended for the 2024-2025 school year

1. Individual sports would receive compensation the week of state-~~Wrestling~~~~Wrestling~~, Cross Country, Track, Golf and Tennis.
2. Team sports would receive compensation the week(s) when their team is into non-league play post-season excluding pigtail games.
3. Head coach and number of assistants not counting C and overflow coaches.
4. Pay would be head coach \$250 a week and assistants \$200 a week.
5. The Cheer Advisor will receive .5 ~~post-season~~~~post-season~~ pay for fall sports and .5 for winter.

SECTION C- COACHING POSITIONS

1. Assistant coaches will be filled prior to the start of each season. If participation falls below the negotiated number of participants prior to the middle of the season (season is ~~the~~ first day of practice through the last day of the regular season), the assistant will be terminated immediately and ~~the~~ salary prorated based upon ~~the~~ entire season. The athletic director/principal will report findings to the head coach and Superintendent.
2. Coaches/assistant coaches have the option to split a salary to increase the overall coaching staff.
3. ~~In-order-to~~To encourage participation in extracurricular programs, coaches and the athletic director/principal may negotiate to maintain staffing if participation falls below coaching position minimums.
4. Track, Cross Country, Golf, and Tennis may have a reduction in staff if the boys and girls team are combined to meet participation minimums.

SECTION D- TRAINING AND INSERVICE ~~Section D.2. Suspended for the 2024-2025 school year~~

1. The District will provide CPR and First Aid training annually.
2. The District will provide \$3000 to be set aside for coaches (\$200 per coach every other year) to attend training, coaching clinics, and in-services to help maintain a certain level of professional development throughout their coaching careers at Freeman. The coaches will request the funds in writing and the Athletic Director will ~~have~~ make the final decision regarding the approval of funds.

SECTION E- SCOUTING COMPENSATION

- ~~1. School transportation or a district credit card (gas purchases only) for private vehicles will be provided.~~

Appendix A

Freeman School District No. 358 Co-Curricular Salary Schedule 20~~24~~¹⁷-20~~25~~¹⁹

Appendix B

Annual Performance Review - Head Coach

Appendix C

Appendix D

MIDDLE SCHOOL COACHING POSITIONS

FOOTBALL	1 Head Coach and 1 Assistant for one team at a grade level. 18-22 participants constitute one team. A maximum of 4 coaches can be hired based on numbers and safety risk.
BASKETBALL	1 coach per team - 9 participants constitute a team - 4 team maximum, maximum 4 coaches.
VOLLEYBALL	1 coach per team - 9 participants constitute a team - 4 team maximum, maximum 4 coaches.
TRACK	2 coaches if more than 20 participants. 40+ participants constitute a 3 rd coach - maximum 3 coaches.
BASEBALL/SOFTBALL	1 coach per team - maximum 2 coaches + overflow if over 30 participants
CROSS COUNTRY	1 Head Coach for 10-25 participants. 26 participants add 1 Assistant coach - maximum 2 coaches.
WRESTLING	1 Head Coach for 20 participants. 20+ participants add 1 Assistant coach.

1. ~~4th~~1st assistant coaches will coach the ~~7th grade~~7th-grade varsity if a ~~7th grade~~7th-grade varsity team is required.
2. Assigning a 2nd and 3rd assistant is derived by the numbers indicated above and /or based on team need or safety risk.
3. 2nd and 3rd middle school assistants fall into category VII on the extracurricular salary schedule.
4. Statement on a contract relating to contract valid only if numbers participate.
5. ~~Number~~The number of participants in sporting activities will be established five (5) days after the official beginning date of each sporting season.

HIGH SCHOOL COACHING POSITIONS

CROSS COUNTRY	1 Head Coach, 1 Asst. Coach over 20 participants, 1 Overflow Coach over 30 participants
FOOTBALL	3 teams maximum/40 players - 1 Head Coach, 3 Assistants Over 40 players — 1 additional Assistant Over 50 players - 1 overflow Over 60 players - 1 additional Assistant* overflow
SOCCER	1 Head Coach, 1 Asst. Coach over 20 participants
VOLLEYBALL	3 teams maximum/team must have at least 8 players 1 Head Coach, 1 JV Coach, 1 "C" Squad Coach
BASKETBALL	3 teams maximum/team must have at least 8 players 1 Head Coach, 1 JV Coach, 1 "C" Squad Coach
WRESTLING	1 Head Coach, 1 Asst. Coach over 10 participants, 1 Overflow Coach after 20 participants
BASEBALL/SOFTBALL	2 teams maximum/teams must have at least 12 participants 1 Head Coach, 1 JV Coach + overflow if over 30 participants
GOLF	1 Head Coach, 1 Asst. Coach over 20 participants, 1 Overflow Coach over 30 participants
TENNIS	1 Head Coach, 1 Asst. Coach over 20 participants, 1 Overflow Coach over 30 participants
TRACK	1 Head Coach, 1 Asst. Coach, Add 1 Asst. Coach over 40 participants, 1 Overflow Coach over 50 participants
CHEERLEADING	1 Head Coach, 1 Asst. Coach over 20 participants

1. Decisions on coaching staffs will be made after the 5th day of tryouts/practice.
2. If there are not enough participants to field a JV or 'C' team, there will be no need to have a paid coach in these positions.
3. Every effort will be made to field as many teams for each sport as possible. The final decision regarding JV and 'C' teams will be made by the varsity coach, AD, and HS principal.

~~*Player safety issues will be taken into consideration when staffing one additional assistant.~~

SIGNATURE PAGE

~~Freeman Co-curricular Association~~ Freeman Co-Curricular Association Freeman School District

#358

By: Marty Jesse

Marty Jesse

By: Mike Allen

Mike Allen

By: Randy Russell

Randy Russell, Ph.D., Superintendent

Date: September 17, 2024

**FREEMAN SCHOOL DISTRICT #358
CO-CURRICULAR SALARY SCHEDULE PAY
2020-2022**

For initial placement: Coaching experience shall be counted in the same sport activity, at the same level, on a one to one basis up to five (5) steps. Experience will also count on a one to one basis moving to a lower category within the same sport. Experience coaching at a lower category, same sport, will count on a three to one basis, up to five (5) steps.

CAT	0 EXP	1 YR EXP	2 YR EXP	3 YR EXP	4 YR EXP	5 YR EXP	6 YR EXP	7 YR EXP	8 YR EXP	9 YR EXP	10 YR EXP
I	\$ 4,720	\$ 4,860	\$ 5,010	\$ 5,150	\$ 5,300	\$ 5,440	\$ 5,590	\$ 5,730	\$ 5,880	\$ 6,020	\$ 6,170
II	\$ 4,350	\$ 4,500	\$ 4,640	\$ 4,790	\$ 4,930	\$ 5,080	\$ 5,220	\$ 5,370	\$ 5,510	\$ 5,660	\$ 5,800
III	\$ 3,260	\$ 3,410	\$ 3,560	\$ 3,700	\$ 3,850	\$ 3,990	\$ 4,140	\$ 4,280	\$ 4,430	\$ 4,570	\$ 4,720
IV	\$ 2,900	\$ 3,050	\$ 3,190	\$ 3,340	\$ 3,480	\$ 3,630	\$ 3,770	\$ 3,920	\$ 4,060	\$ 4,210	\$ 4,350
V	\$ 2,540	\$ 2,680	\$ 2,830	\$ 2,970	\$ 3,120	\$ 3,260	\$ 3,410	\$ 3,560	\$ 3,630		
*VI	\$ 2,410	\$ 2,550	\$ 2,690	\$ 2,830	\$ 2,960	\$ 3,100	\$ 3,240	\$ 3,380	\$ 3,450		
VII	\$ 2,180	\$ 2,320	\$ 2,470	\$ 2,610	\$ 2,760	\$ 2,900	\$ 3,050	\$ 3,190	\$ 3,260		
*VIII	\$ 2,070	\$ 2,210	\$ 2,340	\$ 2,480	\$ 2,620	\$ 2,760	\$ 2,900	\$ 3,030	\$ 3,100		
IX	\$ 1,630	\$ 1,810									
X	\$ 1,450										
XI	\$ 1,450										
XII	\$ 1,090										
XIII	\$ 550										

Coversheet

Approval of Surplus Property

Section: XII. New Business
Item: D. Approval of Surplus Property
Purpose:
Submitted by:
Related Material: FSD Surplus Textbooks.pdf
SURPLUS BUS 9-2024.pdf

September 23, 2024

To: School Board
Randy Russell

FROM: Everett Combs

RE: Surplus Bus

Please surplus district school bus 21
2016 Ford E450 Collins
93,700 miles
VIN: 1FDFE4FS4GDC55017

Coversheet

Approval of Interfund Loan Resolution No. 1-24/25

Section: XII. New Business
Item: E. Approval of Interfund Loan Resolution No. 1-24/25
Purpose:
Submitted by:
Related Material: Resolution 1-24-25 Interfund Loan from CPF to GF.pdf

RESOLUTION NO. 1-24/25

A RESOLUTION OF THE BOARD OF DIRECTORS OF FREEMAN SCHOOL DISTRICT #358 AUTHORIZING AN INTERFUND LOAN FROM THE CAPITAL PROJECTS FUND TO THE GENERAL FUND

WHEREAS; WAC 392-123-140 allows school districts to make interfund loans;

AND WHEREAS; the Freeman School District #358 has a need for a temporary loan to the General Fund for the purpose of maintaining a positive cash flow for the 2024-2025 fiscal year;

NOW THEREFORE BE IT RESOLVED; the Board of Directors of Freeman School District #358 wishes to transfer \$200,000 from the Capital Projects Fund to the General Fund as of the date of this resolution. Said loan will be repaid no later than April 30, 2025 with repayment to include interest based on the prevailing interest rate for the Spokane County Investment Pool.

The foregoing resolution was adopted at a regular meeting of the Board of Directors of Freeman School District #358 held the 23rd day of September, 2024, the following members present and voting:

FREEMAN SCHOOL DISTRICT NO. 358
SPOKANE COUNTY, WASHINGTON

Chair and Director

Vice Chair and Director

Director

Director

Director

ATTEST:

DR. RANDY L. RUSSELL
Secretary to the Board of Directors

Coversheet

Approval of Board Policy & Procedure No. 2410 - 1st Reading

Section: XII. New Business
Item: F. Approval of Board Policy & Procedure No. 2410 - 1st Reading
Purpose:
Submitted by:
Related Material: BP2410 Revision 10-2024.pdf
PR2410 Revision 10-2024.pdf

HIGH SCHOOL GRADUATION REQUIREMENTS

The board will establish graduation requirements which, at a minimum, satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction which may be pursued.

A. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) demonstrate career and college readiness by completing a high school and beyond plan; and (3) meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.

B. IMPLEMENTATION

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

Legal References:

RCW 28A.155.045	Certificate of individual achievement
RCW 28A.150.220	Basic education-Minimum instructional requirements-Program accessibility-Rules
RCW 28A.230.090	High school graduation requirements or equivalencies — High school and beyond plans – Career and college ready graduation requirements and waivers - Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies
RCW 28A.230.097	Career and technical high school course equivalencies
RCW 28A.230.330	Inclusion of American Indian peoples culture in state history and government courses—Instruction in American sign language or American Indian languages satisfies language requirement.
RCW 28A.230.710	Graduation pathway options.
RCW 28A.230.700	Purpose of diploma—Elements of obtainment.

FREEMAN SCHOOL DISTRICT NO. 358

**Policy No. 2410
Instruction**

RCW 28A.230.120	High school diplomas — Issuance — Option to receive final transcripts — Notice
RCW 28A.230.122	International baccalaureate diplomas
<u>RCW 28A.230.212</u>	<u>High school and beyond plans—Substantive requirements</u>
RCW 28A.600.500	Graduation Ceremonies – Tribal Regalia
RCW 28A.600.300-400	Running start program - Definition
<u>RCW 28A.600.275</u>	<u>Dual credit programs and other advanced courses— Notification to parents.</u>
RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, <u>diplomas, or transcripts</u> — Suspension and restitution — Voluntary work <u>Community Service</u> program as alternative — <u>Publication of information on withheld diplomas-Students r</u> Rights protected
RCW 28A.655.250	Graduation pathway options
RCW 28A.655.260	Graduation pathway options – Review and monitoring – Participation data
WAC 180-51	High school graduation requirements
WAC 392-121-182	Alternative learning experience requirements
WAC 392-169	Special service programs - Running start program
WAC 392-348	Secondary education
WAC 392-410	Courses of study and equivalencies
WAC 392-410-350	Seal of Biliteracy
WAC 392-415-070	Mandatory high school transcript contents – Items - Timelines

Cross References:

- 2418 - Waiver of High School Graduation Credits
- 3520 - Student Fees, Fines, or Charges
- 3241 - Student Discipline
- 3110 - Qualification of Attendance and Placement

Management Resources:

- 2020 - December Issue
- 2019 - July Issue
- 2018 - May Issue
- 2017 - October Policy Issue
- 2015 - October Policy Issue
- 2014 - December Issue
- 2013 - September Issue
- 2012 - April Issue
- 2011 - October Issue
- 2010 - June Issue

FREEMAN SCHOOL DISTRICT NO. 358

**Policy No. 2410
Instruction**

2009 - April Issue

2009 - February Issue

Policy News, August 2007 Graduation Requirements Modified by Legislature

Policy News, October 2004 Graduation Requirements: High School and Beyond
Plans

Policy News, February 2004 High School Graduation Requirements

Policy News, December 2000 2004 High School Graduation Requirements Adopted

Policy News, April 1999 Variations Complicate College Credit Equivalencies

Adoption Date: February 13, 2008

Revision Dates: May 6, 2009; Jan 30, 2014; May 12, 2016; Oct 11, 2018; Mar 26, 2020;
Feb 25, 2021; June 13, 2024; Oct. 23, 2024

HIGH SCHOOL GRADUATION REQUIREMENTS

I. PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school, and each year thereafter, each student and his or her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in the ninth grade). Graduation requirements shall also be included in the student handbook.

II. CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements, and examinations as the high school students enrolled in the class; or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery/competency examination or perform any other additional assignment to receive credit

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study);

FREEMAN SCHOOL DISTRICT NO. 358**Procedure No. 2410P
Instruction**

- C. Successfully completing an established number of hours of planned instructional activities to be determined by the district

Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school or homeschool), or from out-of-state, or out-of-country. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement, or may be counted as an elective credit. The district will evaluate credits from unaccredited programs or home schools as described below for homeschool students. Decisions of the principal or designee may be appealed to the superintendent or designee within fifteen school days of the initial decision.

Subject and Credit Requirements for Graduation

The following are the subject and credit requirements that a student must meet to graduate:

- A. Four credits in English.
- B. Three credits in Mathematics.
 1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan.
 2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet his or her graduation requirement.
 3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subject but did not receive high school credits may do one of the following:
 - a. Repeat the course or courses for credit in high school; or
 - b. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.
 4. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of mathematics so long as:
 - a. Before substituting the mathematics course, the counselor provides the student and the student's parent/guardian with written notification of postsecondary consequences due to the substitution;
 - b. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;

FREEMAN SCHOOL DISTRICT NO. 358**Procedure No. 2410P
Instruction**

- c. The substitution aligns with the student's high school and beyond plan; and
 - d. The student has not already substituted a third-year science course for a computer science course.
- C. Three credits in science.
 - 1. Two science credits must be in laboratory science.
 - 2. A student may choose the content of the third science credit based on his or her interests and his or her high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.
 - 3. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of science so long as:
 - a. Before substituting the mathematics course, the counselor provides the student and the student's parent or guardian with written notification of postsecondary consequences due to the substitution;
 - b. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;
 - c. The substitution aligns with the student's high school and beyond plan; and
 - d. The student has not already substituted a third-year mathematics course for a computer science course.
- D. Three credits in social studies.
 - 1. One social studies credit must be in United States history.
 - 2. One-half social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
 - 3. One-half social studies credit must be in civics.
 - 4. One social studies credit must be in an elective course or courses.
 - 5. Although a student does not need to receive credit for such a course, a student must complete a Washington State history and government course.
- E. Two credits in world languages or personalized pathway requirements.
 - 1. "Personalized pathway requirement" means up to three credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
 - 2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.
- F. Two credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.
- G. One-half credit in health.
- H. One and one-half credit in physical education
- I. One credit in career and technical education.
 - 1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.
 - 2. A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the noncareer and technical education subject to earn

FREEMAN SCHOOL DISTRICT NO. 358**Procedure No. 2410P
Instruction**

a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

J. Four elective credits.

Total number of credits required to graduate: 24.

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated or supervised by a district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related state learning standards are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. Qualifications of instructional personnel;
- I. Plans for evaluation of program; and
- J. How and by whom the student will be supervised.

The district will keep a list of approved programs on file in the superintendent's office. The superintendent or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Rising juniors, those who have completed their sophomore year and have yet to begin their junior year, may enroll for up to ten quarter credits, or the semester equivalent, during the summer academic term.

Students earn college credit, which is also converted and applied to their high school transcript.

The district will provide general information about the Running Start program to students in grades ten, eleven, and twelve and the parents and guardians of those students. The information will include information about the opportunity to enroll in the program through online courses available at community and technical colleges and other state institutions

FREEMAN SCHOOL DISTRICT NO. 358**Procedure No. 2410P
Instruction**of higher education, enrollment opportunities during the summer academic term, and the college high school diploma options under RCW 28B.50.535.

In order to enroll in the Running Start program, students need to do the following:

- A. Check with their high school counselor and/or determine the options for demonstrating college-level placement via assessments or courses taken. At a minimum, college-level skills in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will generally not be enrolled in courses at the high school, even when the community college they attend is not in session. A student enrolled full-time at a college may use .2 FTE to enroll at the high school for the purpose of accessing college courses online. Students are permitted to enroll in a combined annual average of 1.2 FTE between the high school and the college
- C. Obtain a Running Start verification form from the college or their high school counselor. Work with high school counselor and/or college to verify course decisions and coverage of tuition via state funding for selected courses. Parent consent is required if the student is under 18 years old.
- D. Register for classes via the college's online registration system. First time Running Start students will need to enroll in the college before completing the registration process. The verification process in "C" needs to occur to ensure state funding for college courses.

Work with school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continues enrollment.

Credit for Career and Technical Work-Based Learning

The district regards work experience as a part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program;
- B. The work experience will specifically relate to the student's school program;
- C. The work experience will represent growth in the student, and the type of work will have definite educational value;
- D. The work experience will provide a varied job experience;
- E. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up and coordination between job and school;
- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class);
- G. The district may grant one credit for not less than one hundred eighty hours for instructional work-based learning experience and not less than three hundred sixty hours of cooperative work-based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b);

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- H. The employer will legally employ the student who must have passed his/her sixteenth birthday;
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job;
- J. The regular state apprenticeship program, and school cooperatively develop the student's training, which meets graduation requirements standards; and
- K. The program standards and procedures align with the state career and technical work-based learning standards.

College in the High School

The college in the high school program is a dual credit program located on a high school campus or in a high school environment in which a high school student may earn both college credit and high school credit by achieving a passing grade in a college level course. A college in the high school program will be governed by a local contract which will include qualifications for students to enroll in the program.

Additionally, applicable information regarding students in the program includes the following:

- A. Students who have not yet received a high school diploma, and are eligible to be in the ninth, tenth, eleventh or twelfth grades may participate in the high school in the college program.
- B. Students will receive credit for the courses they complete. If a student completes a course for which there is not a comparable course with the District, then an administrator will determine how many credits the student will receive for the course. Such a determination shall be issued in writing by an administrator prior to the student beginning the course.
- C. Students may be required to pay a tuition fee to receive college credit for a course. Students will not be required to pay a tuition fee for high school credit.

National Guard High School Career Training

The district may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the National Guard shall be completed and filed with the school district; and
- B. The number of credits toward high school graduation to be granted will be calculated, agreed upon by the student and an authorized representative of the school district, and such agreement noted on MIL Form 115 or such equivalent form.
- C. The district may grant credit toward high school graduation upon certification by a National Guard training unit that the student has met all program requirements.

Home School Credit

Guidelines for granting high school credit for home schooling are as follows:

- A. To gain credit for a course of study, a student will provide:
 - 1. A journal that reflects the actual work completed during a home-study course of study.

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2. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); and/or
 3. Any such other performance-based exhibits of specific course-related accomplishments.
- B. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80percent of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost to be determined by such personnel.
- C. Credit is granted for the following approved schools:
1. Community colleges, vocational-technical institutes, four-year colleges and universities and approved private schools in the state of Washington, and
 2. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

Plan Development

Beginning by the sixth grade each student will be administered a career interest and skills inventory, which is intended to inform eighth grade course scheduling and the development of an initial high school and beyond plan.

No later than eighth grade, each student must have begun development of a high school and beyond plan that includes a proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals.

By ninth grade, each student who has not earned a score of level 3 or 4 on the middle school mathematics assessment identified in RCW 28A.655.070 must have the high school and beyond plan updated to ensure the student takes a mathematics course in both the ninth and tenth grades. These courses may include career and technical education equivalencies in mathematics adopted pursuant to 28A.230.097 and district policy.

With staff support, students must update their high school and beyond plan annually, at a minimum, to review academic progress and inform future course taking. The high school and beyond plan must be updated in 10th grade to reflect high school assessment results in RCW 28A.655.061, ensure student access to advanced course options per the district's academic acceleration policy, assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs.

For students who have not met the standard on state assessments or who are behind in completion of credits or graduation pathway options will be given the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet all high school graduation requirements. The parents or legal guardians shall be notified about these opportunities as included in the student's high school and

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beyond plan, preferably through a student-led conference that includes the parents or legal guardians, at least annually until the student is on track to graduate.

For students with an individualized education program, the high school and beyond plan must be developed and updated in alignment with their school to postschool transition plan. The high school and beyond plan must be developed and updated in a similar manner and with similar school personnel as for all other students.

The district will involve parents and legal guardians to the greatest extent feasible in the process of developing and updating the high school and beyond plan. The plan will be provided to the student and students' parents or legal guardians in a language the student and students' parents or legal guardians understand and in accordance with the district's language access policy and procedures, which may require language assistance for students and parents or legal guardians with limited English proficiency.

The district will annually provide students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district. The district will begin to provide this information beginning in sixth grade. The district will provide this information in accordance with the district's language access policy and procedures.

The district may partner with student-serving, community-based organizations that support career and college exploration and preparation for postsecondary and career pathways. Partnerships may include high school and beyond plan coordination and planning, data sharing agreements, and safe and secure access to individual student's high school and beyond plans.

Components of the High School and Beyond Plan

All high school and beyond plans must, at a minimum, include the following elements:

1. Identification of career goals and interests, aided by a skills and interest assessment;
2. Identification of secondary and postsecondary education and training goals;
3. An academic plan for course taking that:
 - a. Informs students about course options for satisfying state and local graduation requirements;
 - b. Satisfies state and local graduation requirements;
 - c. Aligns with the student's secondary goals, which can include education, training, and career preparation;
 - d. Identifies available advanced course sequences per the District's academic acceleration policy, that include dual credit courses or other programs and are aligned with the student's postsecondary goals;
 - e. Informs students about the potential impact of their course selections on postsecondary opportunities;
 - f. Identifies available career and technical education equivalency courses that can satisfy core subject area graduation requirements under RCW 28A.230.097;
 - g. If applicable, identifies career and technical education and work-based learning opportunities that can lead to technical college certifications and apprenticeships; and

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- h. If applicable, identifies opportunities for credit recovery and acceleration, including partial and mastery-based credit accrual to eliminate barriers for on-time grade level progression and gradation per RCW 28A.320.192;
4. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
 - a. The college bound scholarship program established in chapter 28B.118 RCW, the Washington college grant created in RCW 28B.92.200, and other scholarship opportunities;
 - b. The documentation necessary for completing state and federal financial aid applications; application timelines and submission deadlines; and importance of submitting applications early;
 - c. Information specific to students who are or have been the subject of a dependency proceeding pursuant to chapter 13.34 RCW, who are or are at risk of being homeless, and whose family member or legal guardian will be required to provide financial and tax information necessary to complete applications;
 - d. Opportunities to participate in advising days and seminars that assist students and, when necessary, their parents or legal guardians, with filling out financial aid applications in accordance with RCW 28A.300.815; and
 - e. A sample financial aid letter and a link to the financial aid calculator created in RCW 28B.77.280; and
5. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, extracurricular activities, and any community service including how the district has recognized the community service.

IV. GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

The district will provide annual notice, in a way that conforms with Board Policy 4218 – Language Access to students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district.

At least annually, the district will examine data on student groups participating in and completing each graduation pathway option that the district offers. At a minimum, the data on graduation pathway participation and completion will be disaggregated by the student groups described in RCW [28A.300.042](#) (1) and (3), and by:

- Gender;
- Students who are the subject of a dependency proceeding pursuant to chapter [13.34](#) RCW;
- Students who are experiencing homelessness as defined in *RCW [28A.300.542](#)(4); and
- Multilingual/English learners.

If the results of the analysis required under the statute show disproportionate participation and completion rates by student groups, then the school district will identify reasons for the observed disproportionality and implement strategies as appropriate to ensure the graduation pathway options are equitably available to all students in the school district.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses.

“Dual credit course” means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include running starts, college in the high school courses, and career and technical education dual credit courses.

Before course scheduling or course registration for the next school term, the district will provide the following information to students in grades nine through twelve and their parents: information about each available dual credit program and any financial assistance available to reduce dual credit course and exam costs for students and their families. The information will be provided by email and other communication methods. To the extent feasible, the information will be translated into the primary language of each parent or legal guardian.

High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by meeting the requirement of A or B below in the AP, international baccalaureate, and Cambridge international courses in English language arts or mathematics that the state board of education designates as eligible to be used to meet this standard:

- A. Earning high school credit with a grade of C+ or higher in each term in the eligible AP, international baccalaureate, and Cambridge international courses in English language arts or mathematics course; or
- B. Earning at least the minimum score of three on advanced placement exams, four on standard-level and higher-level international baccalaureate exams, or scores of E(e) or higher on A and AS level Cambridge international exams for the corresponding courses.

SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

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Instruction****Performance-based Learning Experience**

Complete a performance-based learning experience through which the student demonstrates knowledge and skills in a real-world context, providing evidence that the student meets or exceeds state learning standards in English language arts and mathematics. The performance-based learning experience may take a variety of forms, such as a project, practicum, work-related experience, community service, or cultural activity, and may result in a variety of products that can be evaluated, such as a performance, presentation, portfolio, report, film, or exhibit. The performance-based learning experience must conform to the graduation proficiency targets and associated rubrics established by the state board of education.

Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

~~Expedited Appeal Process for Waiving Student Assessment Requirements~~

~~For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the Office of the Superintendent of Public Instruction for review and approval.~~

~~A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.~~

~~A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has~~

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~~attempted at least one alternative assessment option as established in RCW 28A.655.065.~~

~~This expedited appeal process will no longer be available after August 31, 2022.~~

V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA

A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied at least one of the graduation pathway options and the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements. To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses, as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete all required projects and products, as scored at the local level; and complete the final exams administered by the international baccalaureate organization in each of the required subjects.

VI. STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. ~~Expiring with the class of 2021, if the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.~~

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include:
 1. Attainable alternate classwork or individualized activities substituted for standard requirements;
 2. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
 1. The projected date by which all graduation requirements will be met; and
 2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

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Instruction****VII. SEAL OF BILITERACY**

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world language. For purposes of this section, “world language” is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by:
 1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
 2. Passing an International Baccalaureate exam with a score of 4 or higher;
 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
 4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
 5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy.

VIII. GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

The district will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.

Graduation ceremonies will be conducted in the following manner:

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- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will be expected to use good taste in their choice of accessories for their attire.
- D. Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

IX. AWARDING DIPLOMAS POSTHUMOUSLY

At the request of a parent, guardian, or custodian, the district may issue a high school diploma to a deceased student if the student:

- Was enrolled in a public school in the district at the time of death
- Was deemed on-track to graduation before the time of death; and
- Died after matriculating into high school.

The high school diploma will bear the inscription "honoris causa" and may not be issued before the graduation date of the class in which the student was enrolled. The district is not required to award the diploma at the same ceremony or event as other students. The district may retroactively issue high school diplomas posthumously at its discretion.

X. WITHOLDING OF A DIPLOMA

The district may withhold a student's diploma bases on the student's damage to property in accordance with Board Policy 3250-Student Fees, Fines, or Charges. Any student discipline will be in accordance with Board Policy 3241, Student Discipline. Student discipline may include denying the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

Adoption Date: February 13, 2008

Revision Dates: Jan. 30, 2014; Oct. 11, 2018; July 25, 2019; March 26, 2020,
April 29, 2020; Feb. 25, 2021; Feb 2022; Feb 28, 2024; June 13, 2024;
Oct. 23, 2024

Coversheet

Approval of Board Policy & Procedure No. 3246 - 1st Reading

Section: XII. New Business
Item: G. Approval of Board Policy & Procedure No. 3246 - 1st Reading
Purpose:
Submitted by:
Related Material: BP3246 Revision 10-2024.pdf
PR3246 Revision 10-2024.pdf

RESTRAINT, ISOLATION AND OTHER USES OF REASONABLE FORCE

It is the policy of the Freeman Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under Section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Restraint and other used of physical force, as defined in the procedure accompanying this policy, may be used when necessary to prevent or minimize imminent bodily injury to self or others. Restraint and other uses of physical force may be used to protect district property if de-escalation interventions have failed or are inappropriate.

Use of restraint, isolation, and other forms of reasonable force may be used when reasonably necessary to control spontaneous behavior that poses an “imminent likelihood of serious harm” as defined by RCW 71.05.020 and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

The superintendent or a designee will develop procedures to implement this policy, including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. Additionally, the superintendent will annually report to the board on incidents involving the use of force.

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**Policy No. 3246
Students**

Cross References:

Policy 2161 Special Education and Related Services for Eligible Students
Policy 2162 Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References:

RCW 9A.16.020 Use of Force — When lawful
RCW 9A.16.100 Use of Force on Children — Policy — Actions presumed unreasonable
RCW 28A.150.300 Corporal Punishment Prohibited - Adoption of policy
RCW 28A.155.210 Use of restraint or isolation – Requirements for procedures to notify parent or guardian-[Additional procedures for compliance](#)
RCW 28A.600.485 [Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973-Procedures-Summary of incidents of isolation or restraint-Publishing to web-site \[as amended by SHB 1240\]](#)
~~RCW 71.05.020 Definitions~~
~~RCW 70.96B.010 Definitions~~
~~WAC 392-400-235 Discipline — Conditions and limitations~~

Management Resources:

2021 – December Issue
2016 – March Issue
2015 – July Policy Alert
2013 – December Issue
2013 – July Issue
Policy and Legal News, Dec 2008 Use of Reasonable Force Policy

Adoption Date: December 12, 2013

Revision Date: 9/8/16; 3/30/23; Oct. 23, 2024

RESTRAINT, ISOLATION, AND OTHER USE OF REASONABLE FORCE

This procedure is intended to apply to a broad range of circumstances whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any student that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.020, RCW 9A.16.100, RCW 28A.160.150, RCW 28A.155.210, ~~WAC 392-400-235~~, and, for students with an IEP, consistent with the regulations of Chapter 392-172A, WAC.

Definitions:

- **Behavioral intervention plan:** A plan incorporated into a student's Individualized Education Program (IEP), which at a minimum describes: 1)The pattern of behavior that impedes the student's learning or the learning of others; 2)The instruction and/or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed by the IEP team; 3)The positive behavioral interventions and supports to: i) reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the student's desired prosocial behaviors: and ii) ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities; and d)The skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student.
- **Chemical spray:** Pepper spray, Oc Spray or other similar chemicals that are used to control a student or limit a student's freedom of movement.
- **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.
- **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 students.
- **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.
- **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
- **Likelihood of serious harm:** a substantial risk that physical harm will be inflicted by a student:

- upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
- upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
- upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
- after the student has threatened the physical safety of another and has a history of one or more violent acts.
- **Physical force:** The use of bodily force or physical restriction that substantially immobilizes or reduces the free movement of a student.
- **Positive behavioral interventions:** 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.
- **School resource officer:** A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district.
- **School security officer:** A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.
- **School police officer:** An employee of the school district responsible for security services in the district under the direction of a school administrator, but who also is a commissioned officer.
- **De-escalation:** The use of positive interventions and other district-approved strategies to defuse a student who has lost self-control, is non-compliant or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.

General use of restraint, isolation, or other forms of reasonable force:

- Restraint, isolation, or other forms of reasonable force may be used to prevent or minimize imminent bodily harm to self or others, or if de-escalation or other positive interventions fail or are inappropriate to protect district property, where there is a likelihood of such serious harm occurring.
- Restraint, isolation, or other forms of reasonable physical force may be used when a student has caused a substantial loss of damage to the property of others, and the student's behavior poses a substantial risk that such property damage will be inflicted.
- Restraint devices may be used as needed to obtain possession of a known or reasonably-suspected weapon or other dangerous object on a person or within the control of a person.
- An IEP or plan developed under Section 504 of the Rehabilitation Act of 1973 must include procedures for notification of a parent or guardian regarding the use of restraint or isolation under RCW 28A.600.485. The IEP or Section 504 plan

must not include the use of restraint or isolation as a planned behavior intervention unless a student's individual needs require more specific advanced education planning and the student's parent or guardian agrees. Nothing in these procedures is intended to limit the provision of a free appropriate public education (FAPE) under Part B of the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

- If a student is receiving special education services through placement in an authorized entity under RCW 28A.155.060, the student's IEP must also specify any additional procedures required to ensure the authorized entity fully complies with state law governing the use of restraint and isolation.
- Restraint, isolation, or other forms of reasonable physical force will not be used as a form of discipline or punishment.
- Restraint, isolation, or other forms of reasonable physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules, or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation and positive interventions fail or are inappropriate.
- Restraint, isolation, or other forms of reasonable physical force should not be used as an intervention if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of such techniques.

Practices presumed to be unreasonable when correcting or restraining any child (RCW 9A.16.100):

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

- throwing, kicking, burning, or cutting a child;
- striking a child with a closed fist;
- shaking a child under age three;
- interfering with a child's breathing;
- threatening a child with a deadly weapon; or
- doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

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

Conditions specific to use of isolation or restraint with students eligible for special education (consistent with WAC 392-172A-02110):

- The isolation enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.

- The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
- An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
- Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
- Any staff member or other adults using isolation, restraint, or a restraint device must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques) and the safe use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

Prohibited practices involving restraint, use of force, and discipline specifically for students eligible for special education (consistent with WAC 392-172A-02076):

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

- District personnel are prohibited from using aversive interventions with a student;
- District personnel are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;
- No student may be stimulated by contact with electric current, including, but not limited to, tasers;
- A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid from when the food or liquid is customarily served as a form of punishment;
- 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);
- A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
- A student must not be denied or subjected to an unreasonable delay in the provision of medication;
- 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;
- A student must not be forced to listen to noise or sound that the student finds painful;
- A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;
- A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;

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- A student's head must not be partially or wholly submerged in water or any other liquid.
- A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object or against a wall or the floor, except under the conditions set forth in WAC 392-172A.02110;
- A student must not be subjected to the use of prone (lying face-down) or supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

Degree of force:

- Restraint, isolation, or other forms of reasonable physical force must not be continued if a determination is made by the staff member administering the restraint, isolation, or other forms of reasonable physical force that the student is no longer at risk of causing imminent bodily harm to himself/ herself or others or property.
- Restraint, isolation, or other forms of reasonable physical force must be administered in such a way so as to prevent or minimize physical harm to the student. If, at any time during the use of restraint, isolation, or other forms of reasonable physical force, the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, school staff must take immediate steps to seek medical assistance.

Monitoring:

An adult must continually monitor any student when restraint, isolation, or other forms of reasonable physical force is used. The monitoring must be conducted by direct observation of the student. Monitoring must include regularly evaluating the student for signs of physical distress.

Post-incident notification and review with parent/guardian:

Within twenty-four (24) hours following the use of restraint, isolation, or other forms of reasonable physical force with a student, the principal or designee must make a reasonable effort to verbally inform the student's parent or guardian of the incident. The principal or designee must also send written notification as soon as practical, but postmarked no later than five (5) business days after restraint, isolation, or other forms of reasonable physical force has been used with a student. If the school or district customarily provides the parent or guardian with school-related information in a language other than English, the written report must be provided to the parent or guardian in that language.

The principal or designee will review the incident with the student and the parent or guardian (though not necessarily at the same time) to address the behavior that precipitated the use of the technique and the appropriateness of the response. The principal or designee will review the incident with the staff person(s) who administered the restraint, isolation, or other forms of reasonable physical force to discuss whether

proper procedures were followed and what staff training or support is needed to help the student avoid similar incidents.

IEPs and 504 plans will include the above procedures for notification of parents/guardians regarding the use of isolation and restraint on their student.

Incident report:

Any school employee, school resource officer or school security officer who uses restraint, isolation, or other forms of reasonable physical force, as defined in this procedure, on a student during school-sponsored instruction or activities, will inform the principal or a designee as soon as possible and within two (2) business days submit a written report of the incident to the district office. The written report will contain, at a minimum:

- The date and time of the incident;
- The name and job title of the staff member who administered the restraint, isolation, or other form of reasonable physical force;
- A description of the activity that led to the restraint, isolation, or other form of reasonable physical force;
- The type of restraint, isolation, or other forms of reasonable physical force used on the student, and the duration;
- Whether the student or staff was physically injured during incident involving restraint, isolation, or other forms of reasonable physical force;
- Any medical care provided to the student or staff; and
- Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

Resolution of concerns about the use of force incident:

A student or his/her parent or guardian who has concerns regarding a specific incident involving restraint, isolation, or other forms of reasonable physical force may seek to resolve the concern by using the district's complaint process which is set forth in Policy 4220, Complaints Concerning Staff or Programs.

Providing parents/guardians with Restraint, Isolation, and Other Use of Reasonable Force policy:

The district will make available to all parents/guardians of students the district's policy on Restraint, Isolation and Other Use of Reasonable Force. If the student has an IEP or 504 plan, the District will provide the parents/guardians a copy of the policy when the IEP or 504 plan is created.

Staff training requirements:

All training will include instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior and safe and appropriate use of force, isolation and restraint. Annually, administrators will provide all staff with the district established policy and procedure regarding the use of reasonable force.

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All staff should be informed of de-escalation strategies and proper physical intervention procedures. Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.

Only staff trained and authorized to use restraint devices or chemical spray procedures will administer it to students. The appropriate personnel will include those staff members who are most likely to be called upon to use restraint devices or chemical spray to prevent or address disruptive or dangerous student behavior.

Submission of incident reports to the Office of Superintendent of Public Instruction:

Beginning January 1, 2016 and annually by January 1 thereafter, the district will summarize the written incident reports described above and submit those summaries to OSPI. The summaries will include:

- the number of individual incidents of restraint and isolation;
- the number of students involved in the incidents;
- the number of injuries to students and staff; and
- the types of restraint or isolation used.

Annual report:

The building administrator or a designee will maintain a log of all instances of use of force, as defined by this procedure, which will be presented to the superintendent annually. The superintendent will provide an annual report to the board regarding the district's use of force.

Adoption Date: December 12, 2013

Revision Date: 9/29/16; 3/30/2023; 2/8/2024; Oct. 23, 2024

Coversheet

Approval of Board Policy No. 3432 - 1st Reading

Section: XII. New Business
Item: H. Approval of Board Policy No. 3432 - 1st Reading
Purpose:
Submitted by:
Related Material: BP3432 Revision 10-2024.pdf

EMERGENCIES

The ~~Freeman School d~~District is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The ~~d~~District and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Address emergency mitigation, preparedness, response and recovery;
- Include provisions for assisting and communicating with students and staff, including those with the special needs of staff and students or disabilities;
- Include a family-student reunification plan, including procedures for communicating the reunification plan to staff, students, families, and emergency responders;
- Use the training guidance provided by the Washington emergency management division of the state military department in collaborating with the state school safety center in the office of the superintendent of public instruction, established under RCW.28A.300.620, and the school safety and student well-being advisory committee, established under RCW 28A.300.635;
- Require the building principal to be certified on the incident command system;
- Consider ~~community use of how~~ school facilities may be used as a community asset in the event of a community-wide emergency;
- Set guidelines for requesting city or county laws enforcement agencies, local fire departments, emergency service providers, and county emergency management agencies to meet with the district and participate in safety-related drills; and
- ~~Be annually reviewed with emergency response agencies;~~
- ~~Conduct inventory of all hazardous materials;~~
- ~~Identify all staff members who are trained on the national incident management system and the incident command system;~~
- ~~Collaborate with community agencies to update emergency first aid procedures, including training, use, funding, and placement of public access automated external defibrillators (AEDs);~~
- ~~Identify school transportation procedures for evacuation;~~
- ~~Provide information to all staff on the use of emergency supplies and alert procedures;~~
- ~~Annually record and report information and activities required in subsection 28A.320.125~~
- Include how substitute teachers and other temporary employees receive necessary information about safe school plans, including school safety policies and procedures and the basic functional drill responses described below.

To the extent that funds are available, the district will to the following annually:

- Review and update the safe school plans in collaboration with emergency response agencies;
- Conduct an inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system, trained on the incident command system, or are certified on the incident command system;
- Identify school transportation procedures for evacuation, to include bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements; and
- Provide information to all staff on the use of emergency supplies and alert procedures.

Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situation. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

Basic Functional Drills

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold on):

- **Shelter-in-Place**

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to remain inside, and take the steps necessary to eliminate or minimize the health and safety hazard.

- **Lockdowns**

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures. Lockdown drills will not include live simulations of or reenactments of active shooter scenarios that are not trauma-informed and age and developmentally appropriate.

- **Evacuations**

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or district needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc., they will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site.

Schools in mapped tsunami or mapped lahar hazard zones, will plan and participate in one pedestrian evacuation drill annually.

- **Earthquakes: Drop-Cover-Hold on**

The board recognizes the importance of protecting staff, students and facilities in the event of an earthquake. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

“Drop – cover – hold on” is the basic functional earthquake response. The superintendent shall establish guidelines and the action for building principals to take should an earthquake occur while school is in session.

- **Additional Drills**

In addition to the above four functional response drills, the dDistrict shall, at a minimum, also develop response plans for the following:

- **Pandemic/Epidemic**

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

- **Bomb Threats**

The superintendent shall establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally or by other means.

- **Emergency School Closure or Evacuation (Modified Shelter-in-Place)**

When weather conditions or other circumstances make it unsafe to operate schools the superintendent is directed to determine whether schools should be started late, closed for the day or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

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The superintendent will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office.

Cross References: Policy 4310 District Relationships with Law Enforcement, and other Government Agencies Management Resources

Legal References: RCW 19.27.110 International Fire Code and Enforcement by Counties, other political subdivisions and municipal corporations - Fees
28A.320.125 Safe school plans — Requirements — Duties of school districts; ~~and~~ schools; ~~and educational service districts~~ — ~~Reports~~ — Drills — Rules; First responder agencies

Management Resources:

~~2021 — February Issue~~

2022 – June Issue

2017 – July Issue

2013 – June Issue

June 2008

Policy News, August 2008

Policy News, October 2006

Policy News, February 1999

OSPI School Safety Planning Manual

School Safety Plans

Pandemic Flu Planning for School Districts

Fire drills required monthly

Adoption Date: September 25, 2008

Revision Date: December 12, 2013; June 28, 2018; April 29, 2021; Oct 23, 2024

Coversheet

Approval of Board Policy & Procedure No. 6220 - 1st Reading

Section: XII. New Business
Item: I. Approval of Board Policy & Procedure No. 6220 - 1st Reading
Purpose:
Submitted by:
Related Material: BP6220 Revision 10-2024.pdf
PR6220 Revision 10-2024.pdf

BID OR REQUEST FOR PROPOSAL REQUIREMENTS

The Board recognizes the importance of:

- maximizing the use of district resources;
- the need for sound business practices in spending public money;
- the requirement of complying with state and federal laws governing purchasing and public works;
- the importance of standardized purchasing regulations; and
- the need for clear documentation.

I. Procurement and Public Works Using Non-Federal Funds

A. Furniture, Supplies, or Equipment

Whenever the estimated cost of furniture, supplies or equipment (except books) will cost:

- less than \$40,000, no competitive bidding process is required to make the purchase;
- between \$40,000 and \$75,000, the board will follow the informal competitive bidding procedure; and
- over \$75,000, the board will follow the formal competitive bidding process by:
 1. preparing clear and definite plans and specifications for such purchases;
 2. providing notice of the call for formal bids by publication in at least one newspaper of general circulation in the district at least once each week for two consecutive weeks;
 3. ensuring that the district takes steps to assure that, when possible, the district will use small and minority businesses, women's business enterprises and labor surplus firms;
 4. providing the clear and definite plans and specifications to those interested in submitting a bid;
 5. requiring that bids be in writing;
 6. opening and reading bids in public on the date and in the place named in the notice; and
 7. filing all bids for public inspection after opening.

B. Use of Non-Federal Funds for Improvements or Repairs

The board may make improvements or repairs to district property through a district department without following the competitive bidding process if the total cost of improvements or repairs does not exceed \$75,000. If the board estimates that the total cost of a building, improvement, repair, or other public works project is \$100,000 or more, the board will follow the formal competitive bidding process outlined above, unless the contract is let using the small works roster process authorized by RCW 39.04.~~155-151~~ through 39.04.154 or under any other procedure authorized for school districts. There are no statutory bidding requirements for public works projects

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involving improvements or repairs that are ~~within the \$75,000 to~~under \$100,000 ~~range~~. For projects in this range, the district may consider any of these options: using its small works roster process, under RCW 39.04.~~455~~151; using an inter-local agreement or contract with a vendor of the district's choice, without any competitive process, under RCW 28A.335.190; or choosing to require quotes for the work to make the process more competitive.

C. Construction-related services

The board, when contracting for construction-related professional and personal services, shall include in bid documents language that encourages participation by minority or women-owned business enterprises. The services covered by this section include, but are not limited to, construction management services, value engineering services, and building commissioning services.

D. Exemptions

The board may waive bid requirements for purchases:

- clearly and legitimately limited to a single source of supply;
- involving special facilities or market conditions;
- in the event of an emergency;
- of insurance or bonds; and
- involving public works in the event of an emergency.

“Emergency” means unforeseen circumstances beyond the district's control that present a real, immediate threat to the proper performance of essential functions or will likely result in material loss or damage to property, bodily injury or loss of life if immediate action is not taken.

The board may also waive bid requirements for making improvements to district property if it contracts with an eligible local organization, such as a chamber of commerce, service organization, or other community, youth, or athletic association. Such organizations may utilize non-paid volunteers for completing the projects. The total value of such contracts may not exceed the lesser of \$75,000 or \$2 per resident of the district in a calendar year.

Whenever the board waives bid requirements, the board will issue a document explaining the factual basis for the exception and record the contract for open public inspection.

E. Rejection of Bids

The board may by resolution reject any and all bids and make further calls for bids in the same manner as the original call.

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~~The board reserves the right to enter into inter-local cooperative agreement for purchases and public works with other governmental agencies or groups of governmental agencies, pursuant to the Interlocal Cooperation Act, Chapter 39.34 RCW. The board will ensure that the other governmental entities have followed their own procedures for procurement prior to making any purchases under this section. The board must have entered into these agreements prior to making any purchase arrangements utilizing the contracted terms. Use of cooperative agreements for public works contracts does not relieve the board of other obligations under public works contract requirements, such as retainage, prevailing wage, etc.~~

In coordination with the Interlocal Cooperation Act, Chapter 39.34 RCW, the district may enter into cooperative purchasing agreements with other governmental entities or groups of governmental entities. These agreements may allow the district to purchase items using an existing agreement without going through the standard procurement bid requirements.

Prior to enactment of any agreement under this authority, the district will review the work of the governmental entity to ensure the following requirements are met:

- 1) The governmental entity conducted its own procurement process relating to the contract under consideration.
 - a. The awarding entity must maintain adequate documentation on the procurement process for the contract under consideration.
 - b. The awarding entity must have posted the bid notice on a website maintained by a public agency, purchasing cooperative, or other service provider, or posted a link on the state's web portal.
- 2) The contract contains language that it is open for use by other entities and is not expired.
- 3) The specifications laid out in the contract match the specifications identified by the district. Any options that are agreed to in the contract are available to the district; any options that are not agreed to in the contract are not allowed.
- 4) Any cooperative agreement for public works projects contains the same specifications and the scope of the work is essentially the same for the district as for the contract's signatory district.
- 5) Ensure the cost is reasonable based on a cost/price analysis.

Once the district has completed these steps, it may enter into an agreement with the other entity to utilize their contract. The contract must be signed by both parties prior to any procurement taking place on the part of the district.

G. Crimes Against Children

The board will include in any contract for services with an entity or individual other than an employee of the district a provision requiring the contractor to prohibit any employee of the contractor from working at a public school who has contact with

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children at a public school during the course of his or her employment and who has pled guilty to or been convicted of any felony crime specified under RCW 28. A.400.322. The contract shall also contain a provision that any failure to comply with this section shall be grounds for the district immediately terminating the contract.

H. Women and Minority Owned Businesses

The district will ensure that it is providing every opportunity for businesses owned by women or minorities to submit bids on any contract. The district will maintain documentation of efforts to collect bids from women or minority-owned businesses as a part of the bidding process. The district will also ensure that any small works roster or similar list is open and available to participation by women or minority-owned businesses, and that such businesses on its small works roster are treated fairly and equally when requesting bids.

II. Procurement Using Federal Funds**A. Goods**

When the district uses federal funds for procurement of textbooks, the allowable self-certification is \$50,000. When the district uses federal funds for procurement of **goods, including** furniture, supplies, and equipment:

- Purchases of \$10,000 or less do not require quotes. However, the district must consider the price to be reasonable based on research, experience, purchase history, or other information and must document this determination. In addition, to the extent practical, purchases must be distributed equitably among suppliers.
- Purchases between \$10,000 and \$75,000 must be procured using price or rate quotations from three or more qualified sources.
- Purchases of \$75,000 or more must be publicly solicited using its formal bidding procedure.

Self-Certification

If during a given fiscal year, the district qualifies as a low-risk auditee in accordance with criteria in 2 C.F.R. § 200.520, as determined by the auditor, or has documentation it received a low risk assessment after an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, then the district may use the following Self-Certification thresholds instead of the ones described above:

- Purchases of \$40,000 or less do not require quotes. However, the district must consider the price to be reasonable based on research, experience, purchase history or other information and must document this determination. In addition, to the extent practical, purchases must be distributed equitably among suppliers.
- Purchases between \$40,000 and \$75,000 must be procured using price or rate quotations from three or more qualified sources.
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- Purchases of \$75,000 or more must be publicly solicited using the district's formal bidding procedure.

B. Services

When the district uses federal funds for procurement of **services**:

- Purchases of \$10,000 or less do not require quotes. However, the district must consider price to be reasonable based on research, experience, purchase history or other information and must document this determination. In addition, to the extent practical, purchases should be distributed equitably among suppliers.
- Purchases between \$10,000 and \$250,000 must be procured using price or rate quotations from a reasonable number of qualified sources.
- Purchases of \$250,000 or more must be publicly solicited using the district's formal bidding procedure.

Self-Certification

If during a given fiscal year, the district qualifies as a low-risk auditee in accordance with criteria in 2 C.F.R. § 200.520, as determined by the auditor, or has documentation it received a low risk assessment after an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, then the district could may use the following Self-Certification thresholds instead of the ones described above:

- Purchases of \$50,000 or less do not require quotes. However, the district must consider the price to be reasonable based on research, experience, purchase history or other information and must document this determination. In addition, to the extend practical, purchases should be distributed equitably among suppliers.
- Purchases between \$50,000 and \$250,000 must be procured using price or rate quotations from a reasonable number of qualified sources.
- Purchases of \$250,000 or more must be publicly solicited using sealed bids or requests for proposals.

If the district uses Self-Certification, the Superintendent will develop Self-Certification procedures to accompany this policy. Additionally, if the district qualifies for Self-Certification and wants to go above the \$40,000 or \$50,000 Self-Certification limits, the district reserves the right to seek approval for higher limits from OSPI.

C. Noncompetitive Procurement

Noncompetitive procurement may be used only when one of the following five circumstances applies.

- Acquiring property or services that do not exceed \$10,000 [or in the case of a school district who qualifies as a low-risk auditee in accordance with criteria in 2 C.F.R. § 200.520 or has documentation of an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, \$40,000];

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- The item is only available from a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- The awarding agency (e.g., OSPI) authorizes noncompetitive procurement in response to a written request from the district; or
- After solicitation of a number of sources, competition is determined inadequate.

The district must maintain documentation supporting the applicable circumstance for noncompetitive procurement.

D. Cost/Price Analysis

The district will perform a cost or price analysis in connections with every procurement action in excess of the federal simplified acquisition threshold, currently set at \$250,000 or other limits identified in 48 CFR 2.101, including contract modifications. The method and degree of analysis is dependent on facts surrounding the procurement situation, but should include, as a starting point, independent estimates before receiving bids or proposals. In cases where no price competition exists and, in all cases, where the district performs the cost analysis, profit must be negotiated as a separate element in the process. To ensure profit is fair and reasonable, consideration must be given to the complexity of the work performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performances, and industry standard profit rates in the surrounding geographical area.

Costs or prices based on estimated costs for contracts are allowed only to the extent that the costs incurred or cost estimates would be allowable under 2 CFR 200.400 - .476.

E. Suspension and Debarment

Before entering into federally funded vendor contracts for goods and services that equal or exceed \$25,000 and any subcontract award, the district will ensure the vendor is not suspended or debarred from participating in federal assistance programs.

F. Conflict of Interest

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by federal funds if he or she has a real or apparent conflict of interest. Such a conflict would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization that employs or is about to employ any of the parties indicated herein has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

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No employee, officer or agent of the district may solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Violation of these standards may result in disciplinary action including, but not limited to, suspension, dismissal or removal.

G. Interlocal Cooperation Act

~~The board reserves the right to enter into interlocal cooperative agreements for purchases with other governmental agencies, or groups of governmental agencies, pursuant to 2 CFR 200.318(e) and the Interlocal Cooperation Act, Chapter 39.34 RCW. Prior to making any purchases through agreements entered into in this manner, the district will confirm the other governmental agency has followed its purchasing procedures, and shall maintain that documentation for the duration of the contract. The board must have entered into these agreements prior to making any purchase arrangements utilizing the contracted terms. Use of cooperative agreements for public works contracts does not relieve the board of other obligations under public works contract requirements, such as retainage, prevailing wage, etc.~~

In coordination with the Interlocal Cooperation Act, Chapter 39.34 RCW, the district may enter into cooperative purchasing agreements with other governmental entities or groups of governmental entities. These agreements may allow the district to purchase items using an existing agreement without going through the standard procurement bid requirements.

Prior to enactment of any agreement under this authority, the district will review the work of the governmental entity to ensure the following requirements are met:

- 1) The governmental entity conducted its own procurement process relating to the contract under consideration.
 - a. The awarding entity must maintain adequate documentation on the procurement process for the contract under consideration.
 - b. The awarding entity must have posted the bid notice on a website maintained by a public agency, purchasing cooperative, or other service provider, or posted a link on the state's web portal.
 - c. The contracting agency must ensure that it met any procurement requirements laid out in 2 CFR §200.317 – 200.327.
- 2) The contract contains language that it is open for use by other entities and is not expired.
- 3) The specifications laid out in the contract match the specifications identified by the district. Any options that are agreed to in the contract are available to the district; any options that are not agreed to in the contract are not allowed.
- 4) Any cooperative agreement for public works projects contains the same specifications and that the scope of the work is essentially the same for the district as for the contract's signatory district.
- 5) Ensure the cost is reasonable based on a cost/price analysis.

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- 6) The district must verify that the awarding entity is neither suspended nor debarred from participating in federal assistance programs.
- 7) The district must also verify that the contract contains all contract provisions described in 2 CFR §200.327 and Appendix II to Part 200.

Once the district has completed these steps, it may enter into an agreement with the other entity to utilize their contract. The contract must be signed by both parties prior to any procurement taking place on the part of the district.

H. Women and Minority-Owned Businesses

The district will ensure that it is providing every opportunity for businesses owned by women or minorities to submit bids on any contract. The district will maintain documentation of efforts to collect bids from women or minority-owned businesses as a part of the bidding process. The district will also ensure that any small works roster or similar list is open and available to participation by women or minority-owned businesses, and that such businesses on its small works roster are treated fairly and equally when requesting bids. The district will also include language requiring any prime contractor that employs subcontractors to show proof that it provides equal opportunity for bidding to women or minority-owned businesses.

I. Federal Agency or Pass-Through Entity Review

The district will maintain records of all purchases made using Federal funds and shall provide any and all documentation to the Federal awarding agency or the state pass-through entity for compliance with all rules and regulations.

III. Procedures

The superintendent or designee will establish bidding and contract awarding procedures consistent with state and federal law.

Legal References:

- RCW 28A.335.190 Advertising for bids — Competitive bid procedures — Purchases from inmate work programs — Telephone or written quotation solicitation, limitations — Emergencies
- RCW 28A.400.330 Crimes against children —contractor employee — Termination of contract
- RCW 39.04.155 Small works roster contract procedures — Limited public works process Definition
- RCW 39.04.280 Competitive bidding requirements — Exemptions

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RCW 39.26.160	Bid Awards - Considerations - Requirements and criteria to be set forth - Negotiations - Use of enterprise vendor registrations and bid notification system
RCW 39.30.060	Bids on public works — Identification, substitution of contractors
Chapter.39.34 RCW	Interlocal Cooperation Act
2 CFR Part 200	Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
2 CFR 200.88	Simplified Acquisition Threshold
2 CFR 200.318	General Procurement Standards
2 CFR 200.320	Methods of Procurement to be Followed
2 CRF 200.324	Contract Cost and Price2 CFR 200.321 Contracting with small and minority businesses, women’s business enterprises, and labor surplus area firms.
2 CFR 200.325	Federal awarding agency or pass-through entity review.
2 CFR 200.520	Criteria for a low-risk auditee
2 CFR Part 3485	Nonprocurement Debarment and Suspension

Management Resources:

- 2023 – July Issue
- 2021 – December Issue
- 2020 – December Issue
- 2019 – January 2019 – January Policy Alert
- 2018 – August Issue
- 2017 – July Issue
- 2016 – March Issue
- 2015 – October Policy Issue
- 2015 – June Policy Issue
- 2013 – June Issue
- 2012 – April Issue
- 2011 – February Issue
- Policy News*, October 2005 Competitive Bid Process Changes
- Policy News*, June 2001 Legislation Further Simplifies Bid Compliance

Adoption Date: May 13, 1999

Revision Dates: Aug 26, 2010; Dec 12, 2013; May 25, 2016; Jan 26, 2017; April 26, 2018; Aug 22, 2019; Feb. 25, 2021; Feb 27, 2023; March 27, 2024; Oct. 23, 2024

BID OR REQUEST FOR PROPOSAL REQUIREMENTS

Informal Competitive Bidding

For purchases of goods or services, other than public works, that fall within the district's range for informal bidding, the following process will be used.

1. The district will reach out to various sources to obtain quotations for the goods or services to be purchased.
2. The district will get quotations from no less than three different sources.
3. If there are not three sources available, the district will record the attempts to contact all available sources and document the limited number of sources.
4. Quotations shall be documented and be available for the public to review following the awarding of the contract.

Formal Competitive Bidding Process

The following procedures will be in effect for purchasing and public works through the bidding or request for proposal process:

1. The district will prepare clear and definite plans or specifications for the goods or services to be purchased.
2. The district will provide notice of the call for formal bids by publication in at least one newspaper of general circulation in the district once a week for two consecutive weeks.
 - 1) The notice will direct potential bidders to full bid requirements.
 - 2) The notice will provide notice of how sealed bids are to be received.
 - 3) The notice will also include information about the date, time, and place where bids will be opened.
3. The district will publicly open and read formal bids on the date, time and place named in the notice and then will file the bids for public inspection. Any interested member of the public may attend the bid opening. It will be the bidder's sole responsibility to see that the district receives his/her bid prior to the time set for opening of bids. The district will return any bid received after the time set for opening the bids to the bidder unopened and without consideration. The district will accept proposals in the place named and no later than the date and time named in the notice;
4. Formal bid or proposal tabulations may be presented at a meeting of the board for study purposes;
5. The board will award a formal contract on the basis of staff recommendations;
6. Specifications using brand names and manufacturers' catalog numbers are for identifying and establishing a quality standard. The board may consider bids or proposals on equal items providing the bidder or proposer specifies brand and model and furnishes descriptive literature. The board will condition its acceptance of alternative "equal" items upon its district's inspection and testing after receipt. If the board does not the board does to be equal, the board will return the items at the seller's expense and cancel the contract.
7. The district will reserve the right to reject any or all bids or proposals, waive any formalities and/or irregularities and cancel the solicitation, if a reason exists;
 - 1) The district may reject bids by resolution; and

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- 2) Provide notice of acceptable of further bids in the same manner as the original notice.
8. On construction projects, the bidder shall include a notarized statement, agreeing to comply with prevailing wage and affirmative action requirements. The bidder will also provide payment and performance bonds;
9. For public works projects estimated to cost \$350,000 or less, the superintendent or designee may solicit bids by telephone, electronic or written quotations from contractors on the appropriate small works roster. The district will not break a project into units or phases in order to come within the scope of the small works roster process or limited public works process. Each year, the district will publish a notice of opportunity regarding the small works roster in at least one newspaper of general circulation in the district and then revise the small works roster accordingly. The district will also add responsible contractors to the small works roster any time a contractor submits a written request and necessary records. The application form shall be designed to collect such information as (1) name of contractor, (2) state of Washington contractor's license number, (3) bonding verification, (4) liability insurance coverage, (5) related contracts completed, and (6) references (bond and clients). Contractors desiring to be placed on or remain on the small works roster are required to keep current records of applicable licenses, certifications, registrations, bonding, insurance or other appropriate matters on file with the district.

Small Works Process

For public works contracts that are under \$350,000 exclusive of state sales tax, the district may utilize a small works roster for the project.

In establishing the small works roster, the district must require contractors wishing to be placed on the roster to indicate if they are women, minority, or veteran-owned, or meet statutory definitions of a small business. The district will either create its own small works roster or it may, through interlocal agreements, use small works rosters created by another district or governmental entity.

All solicitation for bids or direct contracts shall include a scope of work that includes the nature of the work as well as materials and equipment to be furnished. It is not necessary to have detailed plans and specifications.

For any work being done through a small works roster, the district will secure written or electronic quotations to ensure that a competitive price is obtained. The district will award the contract to the lowest responsible and responsive bidder. For small works contracts under \$150,000 not including sales taxes, the district may directly contract with a contractor meeting the statutory definition of a small business as follows:

1. If the district's small works roster has six or more small businesses, the district must rotate through the businesses on the roster and must utilize different contractors for different projects.
2. If there are five or fewer small businesses on the roster, the district may choose to directly contract with any of the businesses.

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3. In all cases, the district must contact any small, minority, women, or veteran-owned businesses on the roster when using this method.

If the contract is under \$5,000, there is no requirement for retainage or performance bonds. For any other small works process, the district may waive or reduce the retention requirements by assuming the liability for any non-payment of labors, mechanics, subcontractors, materialpersons, suppliers, taxes and any penalties relating to these.

~~The district will employ the following steps to engage a contractor for a small works project:~~

- ~~1. Invitations for quotations shall include an estimate of the scope and nature of the work to be performed as well as materials and equipment to be furnished. Completion date, contractor's assurances (prevailing wages, fair employment, etc.), bid and payment and performance bond requirements, opportunity to visit the work site, closing date, and bid form may be provided, however, detailed plans and specifications need not be included in the invitation;~~
- ~~2. The district may invite quotations from all appropriate contractors on the appropriate small works roster. As an alternative, the district may invite quotations from at least five contractors on the appropriate small works roster who have indicated the capability of performing the kind of work being contracted, in a manner that will equitably distribute the opportunity among the contractors on the appropriate roster. However, if the estimated cost of the work is from \$250,000 to \$350,000, and the district chooses to solicit bids from less than all the appropriate contractors on the appropriate small works roster, the district will notify the remaining contractors on the appropriate small works roster that it is seeking quotations on the work. The district has the sole option of determining whether this notice to the remaining contractors is made by: (i) publishing notice in a legal newspaper in general circulation in the area where the work is to be done; (ii) mailing a notice to these contractors; or (iii) sending a notice to these contractors by facsimile or other electronic means;~~
- ~~3. Immediately after an award is made, the bid quotations obtained will be recorded, open to public inspection, and available by telephone or electronic request; and~~
- ~~4. The district will award the contract to the lowest responsible bidder as defined in RCW 39.04.010. The district will make available a list of the contracts awarded, under that process at least once every year. The list shall contain the name of the contractor or vendor awarded the contract, the amount of the contract, a brief description of the type of work performed or items purchased under the contract, and the date of award. The list shall also state the location where the bid quotations for these contracts are available for public inspection.~~

The following will be in effect for purchasing and public works awards:

- A. The contract for the work or purchase shall be awarded to the lowest responsible bidder as described in RCW 39.26.160(2), but the board may by resolution reject any and all bids and make further calls for bids in the same manner as the original call. In determining whether the bidder is a responsible bidder under RCW 39.26.160(2), the district must consider the following elements:

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1. The ability, capacity and skill of bidder to perform the contract or provide the service required;
 2. The character, integrity, reputation, judgment, experience, and efficiency of the bidder;
 3. Whether the low bidder can perform the contract within the time specified;
 4. The quality of performance of previous contracts or services;
 5. The previous and existing compliance of the bidder with laws relating to the contract or services;
 6. Whether, within the three-year period immediately preceding the date of the bid solicitation, the bidder has been determined by a final and binding citation and notice of assessment issued by the Department of Labor and Industries or through a civil judgment entered by a court of limited or general jurisdiction to have willfully violated any provision of chapter 49.46, 49.48, or 49.52 RCW as defined in RCW 49.48.082, before awarded a contract, a bidder shall submit to the district a signed statement in accordance with RCW 9A.72.085 verifying under penalty of perjury that the bidder is in compliance with the responsible bidder criteria requirement of this subsection of RCW; and
 7. The district may secure such other information as may have bearing on the decision to award the contract.
- B. Before award of a public works contract, a bidder must meet the following responsibility criteria to be a responsible bidder and qualified for award of a public works project. The bidder must:
1. At the time of bid submittal, have a certificate of registration in compliance with chapter 18.27 RCW;
 2. Have a current state unified business identifier number;
 3. If applicable, have industrial insurance coverage for the bidder's employees working in Washington as required in Title 51 RCW; an employment security department number as required in Title 50 RCW; and a state excise tax registration number as required in Title 82 RCW;
 4. Not be disqualified from bidding on any public works contract under RCW 39.06.010 or 39.12.065(3);
 5. If bidding on a public works project subject to the apprenticeship utilization requirements in RCW 39.04.320, not have been found out of compliance by the Washington State Apprenticeship and Training Council for working apprentices out of ratio, without appropriate supervision, or outside their approved work processes as outlined in their standards of apprenticeship under chapter 49.04 RCW for the one-year period immediately preceding the date of the bid solicitation;
 6. Until December 31, 2013, not have violated RCW 39.04.370 more than one time as determined by the Department of Labor and Industries; and
 7. Within the three-year period immediately preceding the date of the bid solicitation, not have been determined by a final and binding citation and notice of assessment issued by the Department of Labor and Industries or through a civil judgment entered by a court of limited or general jurisdiction to have willfully violated, as defined in RCW 49.48.082, any provision of chapter 49.46, 49.48, or 49.52 RCW (before award of a contract, a bidder shall submit to the district a signed statement in accordance

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with RCW 9A.72.085 verifying under penalty of perjury that the bidder is in compliance with the responsible bidder criteria requirement of this subsection).

C. For any public works contract, the district shall retain a portion of the amount paid to the contractor, based on the following guidelines:

1. For any contract awarded using the small works roster procedure that is valued under \$5,000, the district may waive retainage.
2. For any contract under \$150,000, the district may retain ten percent (10%) of the contract in lieu of a payment and performance bond.
3. For any other contract, the district will retain five percent (5%) of the contract until such time as the project has been accepted as complete and all liens released.
4. The contractor may submit a bond to cover amounts that would otherwise be retained by the district.
5. Amounts retained by the district will either:
 - a. Be held in a fund by the district;
 - b. Be deposited in an interest-bearing account for the contractor; or
 - c. Be deposited in an escrow account for the investment in bonds and securities as identified by the contractor.

In addition to the bidder responsibility criteria, the district may adopt relevant supplemental criteria in accordance with RCW 39.04.350(3) for determining bidder responsibility applicable to a particular project with which the bidder must meet.

Formal written contracts will be prepared for all major construction and repair projects. After a majority of the board votes to approve a contract, the board president/chair and secretary sign the contract on behalf of the board and record the action in the minutes. All contracts will provide that, in the event that the district files suit to enforce the terms of the contract, the venue will be the county in where the district is located. All contracts will also provide that, if the district is successful in the suit, the court may order reimbursement of the district's attorney fees and court costs, as the court deems reasonable. Any contract for services with an entity or individual other than an employee of the district shall include a provision requiring the contractor to prohibit any of its employees who has pled guilty to or been convicted of any felony crime specified under RCW 28A.400.322 and who would have contact with children at a public school during the course of his or her employment from working at a public school. The contract shall also contain a provision that any failure to comply with this section shall be ground for the district immediately terminating of contract.

When purchases are made with Federal funds, the district will follow these additional guidelines and procedures.

- 1) The district will, to the greatest extent practicable, ensure that goods, products, or materials are produced in the United States (2 CFR 200.322).
- 2) When bids or competitive solicitation is required, the district will ensure that the requirements are not written in such a way as to prevent competition, such as specifying a name brand of item (2 CFR 200.319).
- 3) The district will ensure that there are enough qualified sources to ensure maximum open and free competition, and that potential bidders are not unjustly precluded from bidding (2 CFR 200.319).

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- 4) All contracts shall include the following provisions in the contract language, as applicable (2 CFR Appendix II to Part 200):
- A. It must address remedies for instances where contractor violate the terms of the contract.
 - B. If in excess of \$10,000, it must include language addressing termination for cause.
 - C. It must include an Equal Employment Opportunity clause.
 - D. If the contract is for a public work project, language that the Davis-Bacon Act will be followed, mandating that laborers and mechanics shall be paid at the prevailing wage rate.
 - E. If the contract is in excess of \$100,000, language must be included for overtime payments for laborers and mechanics who work in excess of 40 hours per week, and that they will not be required to work in unsanitary, hazardous, or dangerous conditions.
 - F. If the contract is in excess of \$150,000, it must include language that requires adherence to the standards of the Clean Air Act and the Federal Water Pollution Control Act.
 - G. That the contractor, and any subcontractors, are not suspended or debarred from receiving Federal funding.
- 5) If the district is using Federal funds for a construction or public works project, the district will ensure the contractor pays prevailing wages pursuant to the Davis-Bacon Act (40 USC 3141 et seq., 29 CFR 5.5). This includes receiving and retaining certified payroll records from the contractor and any subcontractor(s) on the project.

When procuring food for all child nutrition-related programs, the district will follow these additional guidelines.

- 1) Purchases of food should include, to the maximum extent possible, items that meet the requirements of being domestically grown or substantially produced in the United States. Substantially produced means over 51% of the processed food comes from products produced in the United States.
- 2) The district may include language providing for a preference for unprocessed food purchased for child nutrition program to be grown locally.
 - a. "Locally" shall include "Washington grown" in accordance with RCW 15.64.060.
 - b. "Unprocessed" means the food that is delivered to the district retains its inherent character, as defined in 7 CFR 210.22(g)(2), 7 CFR 215.14a(e), 7 CFR 220.16(f)(2), 7 CFR 225.17(e)(2), and 7 CFR 226.22(n)(2), as applicable to the appropriate program.
 - c. Such language preference may include a provision to award contracts to companies that are not the lowest responsive, responsible bidder in an effort to meet these provisions.

To the extent it is practicable to do so, the district will ensure that materials purchases of supplies made with Federal funds contain the highest levels of recovered materials possible, under the Solid Waste Disposal Act.

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Management Support**

Adoption Date: May 13, 1999

Revision Dates: August 26, 2010; April 26, 2018; August 22, 2019; March 26, 2020:

March 27, 2024; Oct. 13, 2024

Coversheet

Approval of Board Policy No. 6690 - 1st Reading

Section: XII. New Business
Item: J. Approval of Board Policy No. 6690 - 1st Reading
Purpose:
Submitted by:
Related Material: BP6690 NEW 10-2024.pdf

CONTRACTING FOR TRANSPORTATION SERVICES

If the board enters into a contract for transportation services, the contractor will operate such equipment according to district policy and the rules and regulations of the State Board of Education. The contract will be in effect for no more than five years unless otherwise allowed by law. Prior to entering into such a contract, the district will determine, in its best judgment, that the cost of contracting will not exceed the projected cost of operating its own system and notify the Office of the Superintendent of Public Instruction of that determination.

If the district provides transportation through a private nongovernmental entity, the district will comply with the requirements of RCW 28A.160.140 and will annually provide the Office of the Superintendent of Public Instruction with the information identified in RCW 28A.160.250.

Cross References:

6630 Driver Training and Responsibility

Legal References:

RCW 28A.160.010 Operation of student transportation program — Responsibility of local district — Scope — Transporting of elderly — Insurance

RCW 28A.160.140 Contract for pupil transportation services with private nongovernmental entity — Competitive bid procedures

RCW 28A.160.250 Supplemental transportation allocation—Health care and pension benefits.

RCW 28A.335.170 Contracts to lease building space and portable buildings, rent or have maintained security systems, computers and other equipment, and provide pupil transportation services

Chapter 392-141 WAC Transportation — State Allocation for Operations

Chapter 392-143 WAC Transportation — Specifications for School Buses

Chapter 392-144 WAC School Bus Driver Qualifications

Chapter 392-145 WAC Transportation — Operation Rules

Adoption Date: October 23, 2024

Coversheet

Future Board Meetings

Section: XIII. Other Information
Item: A. Future Board Meetings
Purpose:
Submitted by:
Related Material: Board Meeting Schedule 2024-2025 for Agenda.pdf



FREEMAN SCHOOL BOARD MEETINGS 2024 - 2025

WEDNESDAY	OCTOBER 23	6:00 PM	PRTC CONFERENCE ROOM
WEDNESDAY	NOVEMBER 20	6:00 PM	PRTC CONFERENCE ROOM
WEDNESDAY	DECEMBER 11 *	6:00 PM	PRTC CONFERENCE ROOM
MONDAY	JANUARY 27	11:00 AM	PRTC CONFERENCE ROOM
THURSDAY	FEBRUARY 27	6:00 PM	PRTC CONFERENCE ROOM
MONDAY	MARCH 24	6:00 PM	PRTC CONFERENCE ROOM
MONDAY	APRIL 28	6:00 PM	PRTC CONFERENCE ROOM
WEDNESDAY	MAY 28	6:00 PM	PRTC CONFERENCE ROOM
TUESDAY	JUNE 10	4:00 PM	PRTC CONFERENCE ROOM
WEDNESDAY	JUNE 25	6:00 PM	PRTC CONFERENCE ROOM
MONDAY	JULY 28	9:00 AM	PRTC CONFERENCE ROOM
WEDNESDAY	AUGUST 27 *	6:00 PM	PRTC CONFERENCE ROOM
			* SCHOOL BOARD ADVANCE WORK SESSION

June 2024

Coversheet

Personnel Action

Section: XIV. Personnel
Item: A. Personnel Action
Purpose:
Submitted by:
Related Material: Personnel Action 9-23-2024.pdf

FREEMAN SCHOOL DISTRICT NO. 358
PERSONNEL ACTION

The administration recommends the following personnel action to the Board of Directors of Freeman School District No. 358 for September 23, 2024.

Administration:

Certified: Benjamin Lipke – Substitute Teacher
Kyla Hansen – Substitute Teacher
Allysha Hubbard – Substitute Teacher – Pending OSPI Approval

Classified: Ben Jamison – Substitute Bus Driver

Extracurricular: Nikki Reierson – Resignation – HS JV Softball Coach
Joseph Nunley – FHS Conservation Club Advisor
John Hays – Knowledge Bowl Club Advisor
Jessica Loera – HS JV Girls Basketball Coach
Braedon Orrino – MS Head Wrestling Coach
Josie Marro – Resignation – 8th Grade Assistant Volleyball