



Freeman School District

FREEMAN SCHOOL DISTRICT BOARD MEETING

Published on September 18, 2026 at 2:17 PM PDT

Amended on September 21, 2026 at 3:13 PM PDT

Date and Time

Monday September 21, 2026 at 6:00 PM PDT

Location

PRTC Building
14815 S Jackson Rd
Rockford, WA 99030

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 Strategic Plan Pillars:

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

Agenda

I. Opening Items

- A.** Record Attendance
- B.** Call the Meeting to Order
- C.** Additions to the Agenda
- D.** Pledge of Allegiance
- E.** Establish Quorum

II. Consent Agenda

- A.** September 2026 Consent Agenda Items

III. Board Recognition

- A.** ASB Reports
 - FHS ASB President - Emma Dreyer
 - FES/FMS ASB President - Lily Lagreid

- B.** Above and Beyond Award

IV. Pace Character Trait

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

V. Guest Presentations

VI. Correspondence

VII. Building Reports

- A.** Mike Allen, Elementary School Principal
- B.** Jim Straw, Middle School Principal

- C. Jeff Smith, High School Principal
- D. Chad Ripke, High School Assistant Principal-Athletic Director

VIII. Department Reports

- A. Stacey Rawson, Student Services Director
- B. Heidi Youseph - CTE/FCE Director
- C. Kent Bevers, Nutrition Services Director
- D. Everett Combs, Transportation Director
- E. Kirk Lally, Maintenance-Grounds Director
- F. Todd Reed, Technology Director
- G. Alan Steinolfson, Finance Director

- Cash Flow
- Enrollment

IX. Superintendent's Report

- A. District Priorities
 - Monthly Coaches Meeting
- B. School Safety, Culture and Environment
 - Emergency Procedures Update
- C. Partnering with Parents and School/Community
 - Solar Project Press (KXLY)
 - Upcoming 3rd Grade Field Trip to Rockford Businesses on 9/25
 - North Palouse Chamber Meeting Update

X. Board Comments

XI. Visitor Comments & Concerns

XII. Unfinished Business

- A. Approval of Board Policy and Procedure No. 2022 - 2nd Reading
- B. Approval of Board Policy and Procedure No. 2161 - 2nd Reading
- C. Approval of Board Policy and Procedure No. 3124 - 2nd Reading

XIII. New Business

- A. Approval of Freeman School District Music Program Anonymous Donation of \$10,000.00
- B. Approval of FSD CTE 4-Year Plan
- C. Approval of Updated Valleyford Community Park Agreement
- D. Approval of Surplus Freeman High School "March Book One" Books
- E. Approval of the Surplus Middle School Science Textbooks
- F. Approval of Surplus Air Compressor
- G. Approval of Board Policy No. 2230 - 1st Reading
- H. Approval of Board Policy and Procedure No. 2410 - 1st Reading
- I. Approval of Board Policy No. 3120 - 1st Reading
- J. Approval of Board Policy and Procedure No. 3246 - 1st Reading

XIV. Other Information

A. Future Board Meetings

The next board meeting will be on Monday, October 26, 2026 at 6:00 PM in the PRTC Conference Room (Advance Work Session at 5:00 PM). The following meetings are scheduled for Monday, November 30, 2026 at 6:00 PM, and Monday, December 14, 2026 at 4:00 PM (Advance Work Session at 2:00 PM). Reminder that the Winter Concert is at 5:30 PM on Monday, December 14, 2026.

XV. Personnel

A. Personnel Action

XVI. Closing Items

A. Adjourn Meeting

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

Coversheet

September 2026 Consent Agenda Items

Section:	II. Consent Agenda
Item:	A. September 2026 Consent Agenda Items
Purpose:	
Submitted by:	
Related Material:	Consent Agenda - September 2026.pdf 8-26-26 Board Meeting Minutes.pdf Sept MM AP Board Report.pdf Sept Transp Vehicle Fund AP Board Report.pdf Sept Gen Fund AP Board Report.pdf Sept Gen & ASB Funds ACH AP Board Report.pdf Sept ASB AP Board Report.pdf Sept Cap Projects AP Board Report.pdf Sept Payroll Board Report.pdf 2026.08 Co Tr Statement.pdf August Budget Status.pdf

CONSENT AGENDA:

August 26th, 2026 Board Minutes

Credit Card (BMO) Payment General Fund	\$10,919.28
Credit Card (BMO) Payment ASB Fund	\$2,024.12
Purchase of New School Bus Transp. Veh. Fund	\$182,120.03
September General Fund Payments	\$386,861.68
September General Fund ACH Payments	\$3,200.98
September ASB Fund ACH Payments	\$2,739.59
September ASB Fund Payments	\$10,560.88
September Capital Projects Fund Payments	\$100,018.03
September Payroll	\$995,807.48
October Mid-month Payments, not to exceed	\$35,000.00
August County Treasurer Report	
August Budget Status Report	

DRAFT



Freeman School District

Minutes

FREEMAN SCHOOL DISTRICT BOARD MEETING

Date and Time

Wednesday August 26, 2026 at 6:00 PM

Location

PRTC - 14815 S Jackson Rd, Rockford, WA 99030

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 Strategic Plan Pillars:

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

Directors Present

A. Keebler, B. Morphy, D. Santman, D. Teague, N. Talbott

Directors Absent

None

Guests Present

A. Steinolfson, Aimee Hoyt, Amanda Kazmi (remote), Chad Ripke, Gena Hawk, Heidi Youseph, J. De Peralta, Jeff Galloway, Jeff Smith, Jim Straw, Joanna Yearta, L. Phelan, Mike Allen, Stacey Rawson, T. Reed

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

A. Keebler called a meeting of the board of directors of Freeman School District to order on Wednesday Aug 26, 2026 at 6:00 PM.

C. Additions to the Agenda

None

D. Pledge of Allegiance

Jeff Smith led us in the flag salute.

E. Establish Quorum

There was a quorum present.

II. Consent Agenda

A. July 2026 Consent Agenda Items

D. Santman made a motion to approve the July 2026 Consent Agenda Items.

D. Teague seconded the motion.

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

B. August 2026 Consent Agenda Items

D. Santman made a motion to approve the August 2026 Consent Agenda Item.

D. Teague seconded the motion.

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

III. Pace Character Trait

A. GRATITUDE

Feeling and expressing thankful appreciation for benefits received.

IV. Correspondence

A. Correspondence Items

- WA State Patrol update letter handed to the board to review
- Department of Ecology - receiving an award for one of the top Wastewater Treatment Plants in the state

V. Building Reports

A. Mike Allen, Elementary School Principal

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

1. PD Days*, POWER Week, Perseverance , Ownership, Work Ethic, Empathy and Respect
2. Back School Open House a Success!
3. Aimsweb testing has already started, Melisa Collins and Para's are taking the lead
4. Kindergarten started this week, TK next week

Enrollment:

TK: 34 (P3 =4) **K:** 58 **1:** 67 **2:** 52 **3:** 66(+1) **4:** 55 **5:** 75

Total: 407

B. Jim Straw, Middle School Principal

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

- >MTSS Conference in Wenatchee- Kim Hamilton represented FMS this summer
- >ASB Officers Meeting- met on Tuesday, 8/11 to begin planning the school year - lots of energy!
 - >Planned a welcome to the students for back to school - soccer tournament in the works
- >Open House/Ice Cream Social- great turnout by our community
- >First Day of School- fantastic, positive energy
- >PTSG Meeting & Planning for Scottie Dash- Wednesday, 8/19
 - >Scottie Dash Date Change- Friday, 10/2 (conflict w/ Fair)
- >PBIS Rotations- Friday, 8/21 - focus on how we treat each other
- >Chrome Book Distribution- Monday, 8/24
- >Back to School Night- Wednesday, 9/9 6:00-8:00 pm

Enrollment:

6th- 60	7th- 57	8th- 76(+1)	Total= 193
---------	---------	-------------	------------

C. Jeff Smith, High School Principal

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

Goal/Action

Increasing student ownership/voice and verify school experiences

- Working with FHS Management team to develop a FHS student advisory group

Increasing academic press, specifically rigor, relevance and feedback

- Hard scheduled walkthroughs at least 2 x per week

Increasing staff efficacy and trust

- Reviewed FHS Expectations in Staff Handbook
- Scottie POWER PD

FHS Highlights

- 2026-27 is off to a super start!

- ASB Club Fair
- ASB Orientation a success

Enrollment:

9th = 62, 10th = 71, 11th = 51 , 12th = 72. Total: 256

D. Chad Ripke, High School Assistant Principal-Athletic Director

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

- MS athletic update (from Athletic Coordinator, Sierra McGarity) 92 athletes turned out; football = 35 (2 teams), softball = 36 (2 teams) and cross country = 21
- 8/13 attended the WIAA Fall AD Conference.
- HS coaches meeting was held on 8/18 to talk about goals and expectations and review the coaches handbook. Mr. Ripke handed out documents for the board to review that he share at the coaches meeting regarding Core Principles of Good Coaching, Emergency Action Plan and the School Board Expectations for Athletes.
- 8/19 football started
- 8/24 all the other fall sports start. Cheer, VB, XC, and Girls Soccer.
- 8/27 all Fall Sports Parent Meeting at 6 pm in the Blue Gym.
- Concerns with HS girls soccer program. Only 9 HS players signed up in final forms. Have met with five 8th graders who are interested in helping salvage our varsity soccer program. That brings the team to 14 total - 11 play on the field. Hoping the numbers hold.

Enrollment:

- Football 41
- Boys XC 23
- Girls XC 12
- Volleyball 22
- Soccer 9 (five 8th graders interested and showed up to practice on Monday)
- Cheer 16

Numbers across the board are all down.

Danielle asked if we have a standardized communication to MS 8th grade families to make sure we reach everyone regarding the possibility of HS opportunities. Jim and Chad sent email to all 8th grade parents and athletes this week, and had messaging to students in school. Mr. Ripke said it's our last resort to go to 8th grade for support, so often it is last minute before we know the actual HS turnout to see if we need 8th grade participation. Discussion about how it would be helpful if we think the opportunities might come up to welcome them to any summer training with the HS, even if it's not certain what will happen during the HS season.

VI. Department Reports

A. Stacey Rawson, Student Services Director

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus & Enrollment:

Special Education

- Completing beginning of the year budgets and funding requirements for IDEA and State Special Education
- NEW- CEIS (Coordinated Early Intervening Services) Funding Match. Applied 8/20
- Withdrawals/ transfer ins are changing enrollment daily
- 115 Students

Multilingual Learners (MLL)

- TBIP Reporting completed for end-of-year and pre-application for this year.
- Gathering Home Language Surveys from new enrollments to update program information and identify students who need support.
- 4 + 2 more coming

McKinney Vento/ Foster Youth

- McKinney Vento intakes will be completed by Sept. 1 for new enrollment count.
- Connecting families to supplies and resources for back to school.
- Grant was re-approved for 26-27 school year approx. \$18,000 (2nd out of 3 years)
- 11 anticipated McKinney Vento/1 foster

Title 1/ Learning Assistance Program (LAP)

MTSS

- Team of 13 attended MTSS summer conference and is eager to begin MTSS work again this year
- Summer Intervention for Title/ LAP students was a success!
- Consolidated grant applicated near completion
- End of Year LAP reports from 25-26 will be completed by Sept. 1
- AimsWeb Screening began 8/21 for K-8 students
- Enrollment coming soon!

Highly Capable

- Working with teachers to discuss in-class enrichment for Highly Capable students
- 113 students

B. Heidi Youseph - CTE/FCE Director

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus & Enrollment:

Flexible Learning Options: Freeman ConnectEd

- Applied and was approve for Multi-District Application. Students will enroll as a choice student now.
- New entity created for FCE middle school & high school
- Students were able to start working on the first day of school.
- Will have Brad Sprague visit us on October 1. He is a consultant with WALA to assist with compliance paperwork.
- 30 students

Career & Technical Education

- Spokane Valley CTE Directors have met to plan for this year.
- We have one student who completed Production & Manufacturing Institute with Wade Larson this summer.
- We will have a Certified CTE Director by August 2027.
- Food Prep is interested in submitting a proposal for students to assist with the catering for district events.

- Our focus this year will be getting speakers into classrooms and students exposed to opportunities in industry.
- Enrollment coming soon!

District Assessment

- Nothing at this time

College & Career

- FAFSA: Class of 2026 66.7%, highest number in 6 years.

C. Kent Bevers, Nutrition Services Director

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

1. Learning Health-e Pro
2. Served over 600 Ice Cream Open house
3. Submitted Annual Sponsor Application to OSPI: waiting to hear back

Enrollment:

1. Total Meals Served This week
 1. K8 B: 56; K8 L: 408
 2. 9-12 B: 12; 9-12 L: 95

D. Everett Combs, Transportation Director

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.

3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

- I am requesting to use \$81,000 from the Transportation Vehicle Fund to pay for a non-conforming van for our motor pool. It will transport at max one driver and up to nine passengers. Any more than that the driver would have to have a CDL. That's why they call it a non-conforming van. The tax and district options such as all-wheel drive would come out of the General Fund 9900 (transportation) account.
- Currently we have all our buses on the state depreciation schedule. We wouldn't have been able to do this if the years hadn't changed from 13 to 15 years. This is the first time since I've been here and looking back, we probably have never been in this position. It's a good place to be.
- Our new gates are functional now. There is one at the HWY 27 exit and one by the bus load/unload and one up by the upper parking lot entrance.
- We ended up NOT going digital on our radio system. We did a bunch of tests with the new digital repeater and each time we tested it, we lost distance and the quality I didn't think was as good as analog. During this test we did find that some of the equipment wasn't working for the repeater.
- We are fine tuning our routes. Not much is changing but we have a stop at a place we've never had in the 24 years I've been here. It's not a great place to take a bus but we are looking at options. Stoughton on the other side of HWY 27.
- We had 728 responses to our summer bus registration that Tawnya sent out. This is the highest ever. Regular bus registration is now open and available on the website.
- Current routes
 - 11 Regular Ed
 - 1 SPED lift bus route
 - 1 T-K/K route
 - 1 McKenney-Vento route

E. Kirk Lally, Maintenance-Grounds Director

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.

3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

- Crosswalk lights have been updated and installed; one installed at the crosswalk at the high school.
- Tennis courts crack seal has been completed over the summer.
- Asphalt repairs and seal coating were completed around the district.
- High school shop air compressor has been updated and installed.

Safety:

- DOH office of drinking water came out and did our sanitary survey and all looked good. This happens every 5 years.

F. Todd Reed, Technology Director

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

- Tech Plan Phase 1A | Completed - CRG Mapping & the RRFBs have been installed at the two district crosswalks.
- Tech Plan Phase 1B | Completed – Replace District Chromebooks and upgrade/replace District Network Switching infrastructure
 - Waiting for the district storage appliance to complete the District DataCenter upgrades to closeout Phase 1B
- Worked closely with Mr. Steinolfson to complete the School Violence Prevention Program (COPS SVPP) grant which provides up to \$73 million in competitive federal funding to improve security at K-12 schools, maximum \$500,000 per award. – waiting award announcement.

G. Alan Steinolfson, Finance Director

Reviewed Capital Projects Cash Flow

- Invoices being paid out for Safety, Security & Tech projects over summer
- Ending fiscal just under \$190,000
- Earmarking additional projects coming up
- LGO bond paid off in June

General Fund Cash Flow

- August apportionment came out today - our revenue from the state
- Predicting that we'll end approximately \$1,015,000, which is a 6.9% fund balance
- Levy amounts to be collected is only outstanding variable that could adjust these numbers

VII. Superintendent's Report

A. Curriculum, Instruction and Assessment

B. School Safety, Culture and Environment

- First Amendment Auditor update - we have put new signs up at all buildings for public spaces as there are individuals going to school districts identifying themselves as First Amendment Auditors wearing go-pros to record your interaction while they are wearing full ski masks that make them unidentifiable - they are making public records requests in an extremely intimidating way and then post it online - Mrs. Phelan will manage interaction if/when they come to Freeman
- Mrs. Phelan is starting a Superintendent Student Advisory Team in grades 6-12 to meet with her once a month during their lunchtime to connect so she can hear their student voice - find out what their needs/interests are and what she can do to help their Freeman experience

C. Partnering with Parents and School/Community

- PTSG and Booster Club are doing great things and we are encouraging participation
- Our most recent Freeman Focus is out and was shared with the Board - we will be producing these a bit more frequently and want to highlight their levy dollars at work
- All-Staff Picture taken 8/17/26 and was shown to the Board - great feedback from the staff

VIII. Visitor Comments & Concerns

A. Jeff Galloway

Governor Ferguson's legislation proposal of no phones in schools policy in debate, wondering with two elementary students what that looks like at Freeman. Mrs. Phelan chose to respond.

HS - have it during passing times between classes and at lunch time

MS - no phone policy upon arrival

ES - no phone policy

Exceptions are 504/IEP plans, health needs (diabetic tracking), etc.

IX. New Business

A. Approval of Surplus Algebra Textbooks

D. Santman made a motion to approve of Surplus Algebra Textbooks.

D. Teague seconded the motion.

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

B. Approval of the Purchase of a Non-Conforming Van

D. Santman made a motion to approve of the Purchase of a Non-Conforming Van.

D. Teague seconded the motion.

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

C. Approval of Board Policy and Procedure No. 2022 - 1st Reading

D. Santman made a motion to approve Board Policy and Procedure No. 2022 - 1st Reading.

B. Morphy seconded the motion.

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

D. Approval of Board Policy and Procedure No. 2161 - 1st Reading

D. Santman made a motion to approve Board Policy and Procedure No. 2161 - 1st Reading.

N. Talbott seconded the motion.

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

E. Approval of Board Policy and Procedure No. 3124 - 1st Reading

D. Santman made a motion to approve Board Policy and Procedure No. 3124 - 1st Reading.

N. Talbott seconded the motion.

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

X. Other Information

A. Future Board Meetings

The next board meeting will be on Monday, September 21, 2026 at 6:00 PM in the PRTC Conference Room. The following meetings are scheduled for Monday, October 26, 2026 at 6:00 PM, and Monday, November 30, 2026 at 6:00 PM.

Dave Teague is a maybe for the 10/26 meeting.

XI. Personnel

A. Personnel Action

Administration: None

Classified Director:

- Heidi Youseph – Director of Career and Technical Education (CTE) and Freeman ConnectEd (FCE)

Certified:

- Sierra McGarity – Health & Fitness Teacher – additional 0.36 FTE One-Year Contract for 2026-2027
- Olivia Counts – Substitute Teacher
- Kirsten Schweiger – Substitute Teacher
- Morgan Odenthal – Substitute Teacher
- Sherrie Johnson – Substitute Teacher
- Tanner Schultes – Substitute Teacher
- Chelsea Howerton – Substitute Teacher
- Eve Chapman – Substitute Teacher – pending OSPI approval
- Jordan DeGon – Substitute Teacher – pending OSPI approval
- Hailee Mendez – Substitute Teacher – pending OSPI approval
- Anah Wulf – Substitute Teacher – pending OSPI approval
- Carolyn Schafer – Substitute Teacher – pending OSPI approval

Classified:

- Kristie Parham – Bus Driver
- Sydney Beach – Paraeducator/Special Education
- Rob Cayce – Substitute Paraeducator
- Donald Fairburn – Substitute Bus Driver, pending completion of driver training and testing
- Kristie Parham – Substitute Custodian

Contract:

- Kelsie Carter – Occupational Therapist

- Alexa Best – Occupational Therapist

Extracurricular:

- Keith Homfeldt – HS Head Girls Soccer Coach
- Amy Routon – HS Assistant Cross Country Coach
- Jenna Williamson – MS Softball Coach

Resignations/Retirements:

- Rob Cayce – Resignation – Paraeducator
- Eric Eden – Retirement – Bus Driver
- Morgan Eberle – Resignation – HS Assistant Track Coach
- Sierra McGarity – Resignation – resigning the remaining .36 FTE of her Para position
- James Javier – Resignation – MS Softball Coach

Extended Leave Requests:

- Garret Sawyer
 - 9/28/26-10/16/26
 - 3/15/27 – 4/2/27
- Caleb Morton
 - Approximately the month of February 2027 (4-5 weeks)

Mrs. Phelan explained the new category of Unpaid Extended Leave Requests to Personnel Action so the Board was aware of the impact for our staff and substitute expenses.

D. Teague made a motion to approve the Personnel Action, as presented.

D. Santman seconded the motion.

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

XII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:54 PM.

Respectfully Submitted,

J. De Peralta

Recording Secretary _____

Board Secretary _____

Board Chair _____

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

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 21, 2026, the board, by a _____ vote, approves payments, totaling \$12,943.40. The payments are further identified in this document.

Total by Payment Type for Cash Account, US BANK WIRE:
Wire Transfer Payments 202600003 through 202600006, totaling \$12,943.40

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
202600003	BMO MASTERCARD	09/14/2026	GEN FUND MM AP00000	GEN FUND Credit Card Payment AP Invoice.	0	9,489.15	9,489.15
10 E 530 0100 27 5610 4020 4020 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					75.01	
10 E 530 0100 27 5610 4020 4020 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					52.95	
10 E 530 0100 27 5610 4020 4020 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					233.61	
10 E 530 0100 27 5610 4020 4020 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					250.00	
10 E 530 0100 27 5610 4020 4020 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					15.38	
10 E 530 0100 27 5610 0000 0000 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					13.57	
10 E 530 9700 14 5610 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					118.77	
10 E 530 9700 12 8580 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					60.09	
10 E 530 9700 12 8580 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					9.88	
10 E 530 9700 12 8580 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					9.28	
10 E 530 9700 12 8580 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					29.00	
10 E 530 9700 12 8580 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					49.08	
10 E 530 9700 13 5610 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					155.63	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 12 8580 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		54.00	
10 E 530 9700 12 8580 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		13.69	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SCHOOL FOOD SERVICES		185.92	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		-51.36	
10 E 530 0100 27 5610 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		158.79	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		136.44	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		53.75	
10 E 530 9700 72 5650 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		54.04	
10 E 530 9900 52 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		322.02	
10 E 530 2100 27 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SPECIAL ED, BASIC, STATE		440.40	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		21.61	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		100.00	
10 E 530 0100 27 5610 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		73.56	
10 E 530 0100 23 5610 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		87.65	
10 E 530 9900 52 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		81.76	
10 E 530 9900 52 5626 0000 5627 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		198.36	
10 E 530 9900 52 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		237.58	
10 E 530 9700 72 5650 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		1,367.73	
10 E 530 9700 72 5650 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		590.94	
10 E 530 9700 13 7580 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		215.00	
10 E 530 0100 28 7580 0000 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		1,750.00	
10 E 530 9700 14 7580 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		125.00	
10 E 530 9700 13 8580 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		422.22	
10 E 530 9700 72 5650 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		16.42	
10 E 530 0100 23 8580 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		70.44	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		27.72	
10 E 530 9900 52 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS		119.96	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		51.36	
10 E 530 9700 72 5650 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		15.12	
10 E 530 9700 14 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		87.72	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		102.68	
10 E 530 9700 75 7340 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		71.41	
10 E 530 9700 75 7340 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		828.96	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 72 5650 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		49.28	
10 E 530 9700 72 7530 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		313.31	
10 E 530 9700 72 5650 0000 0000 0000 0				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		23.42	
202600004	BMO MASTERCARD	09/14/2026	ASB FUND MM AP000000	ASB FUND Credit Card Payment AP Invoice.	0	2,024.12	2,024.12
40 E 530 1000 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/General Stude		242.42	
40 E 530 2020 00 0000 4020 0000 0000 0				Associated Student Body Fund/EXPENDITURES/FOOTBALL		1,781.70	
202600005	INTOUCH RECEIPTING	09/14/2026	AUG POS CC FEES	IN PERSON CREDIT CARD PROCESSING FEES FOR AUGUST	0	129.48	129.48
10 E 530 9700 13 7352 0000 0005 0000 1				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		129.48	
202600006	INTOUCH RECEIPTING	09/14/2026	AUG ONLINE CC FEES	ONLINE CREDIT CARD PROCESSING FEES FOR AUGUST	0	1,300.65	1,300.65
10 E 530 9700 13 7352 0000 0005 0000 1				General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT		1,300.65	
				4 Wire Transfer Check(s) For a Total of			12,943.40

0	Manual	Checks For a Total of	0.00
4	Wire Transfer	Checks For a Total of	12,943.40
0	ACH	Checks For a Total of	0.00
0	Computer	Checks For a Total of	0.00
Total For	4	Manual, Wire Tran, ACH & Computer Checks	12,943.40
Less	0	Voided	0.00
		Net Amount	12,943.40

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	10,919.28	10,919.28
40	Associated Student Body Fund	0.00	0.00	2,024.12	2,024.12

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 21, 2026, the board, by a _____ vote, approves payments, totaling \$182,120.03. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 123625 through 123625, totaling \$182,120.03

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
123625	RWC INTERNATIONAL LLC	09/30/2026	DE10427A	2027 IC Bus CE	0	182,120.03	182,120.03
				School Bus			
90 E 530 9900 33 9000 0000 0000 0000 0	Transportation Vehicle Fund/EXPENDITURES/PUPI			TRANSPOR		182,120.03	
				1 Computer	Check(s) For a Total of		182,120.03

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	182,120.03
Total For	1	Manual, Wire Tran, ACH & Computer Checks		182,120.03
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	182,120.03

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
90	Transportation Vehicle Fund	0.00	0.00	182,120.03	182,120.03

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 21, 2026, the board, by a _____ vote, approves payments, totaling \$386,861.68, and voids/cancellations, totaling \$2,435.57. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 123642 through 123703, totaling \$386,861.68
Voids/Cancellations, totaling \$2,435.57

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
123642	AMERICAN ON-SITE SERVICES LLC	09/30/2026	I127432	Portables	0	227.21	227.21
10 E 530 9700 62 7431 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			227.21	
123643	ANATEK LABS INC	09/30/2026	2623703	Water Testing	0	143.00	185.00
10 E 530 9700 64 7431 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			143.00	
			2624965	Custodial supplies	0	42.00	
10 E 530 9700 64 7431 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			42.00	
123644	AQUA PRO SPRINKLER LLC	09/30/2026	7184	Repair 2 back flow preventers	0	376.05	376.05
10 E 530 9700 64 7431 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			376.05	
123645	ASHMOORE CABINETRY	09/30/2026	2026-13	office cabinet	0	1,751.22	1,751.22
10 E 530 9700 12 5610 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			1,751.22	
123646	AVISTA UTILITIES	09/30/2026	1983570000	Natural Gas-Transportation	0	150.70	851.00
10 E 530 9700 65 7621 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			150.70	
			7261160000	Natural Gas	0	192.57	
10 E 530 9700 65 7621 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			192.57	
			8060150000	Natural Gas HS	0	336.71	
10 E 530 9700 65 7621 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			336.71	
			8261160000	Natural Gas MS	0	171.02	
10 E 530 9700 65 7621 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			171.02	
123647	BLICK ART MATERIALS	09/30/2026	8297105	Blick Art Order	4020252647	762.71	762.71

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				per attached			
10 E 530 0100 27 5610 4020 4020 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					762.71	
123648 BSN SPORTS LLC	09/30/2026 935067579	POLO black	0	54.22	54.22		
10 E 530 9900 52 5610 0000 0000 0000 0	General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS					54.22	
123649 CANON FINANCIAL SERVICES INC	09/30/2026 43874933	Monthly service fee	0	1,452.86	1,452.86		
10 E 530 9700 13 7310 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					161.12	
10 E 530 9900 52 7310 0000 0000 0000 0	General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS					64.80	
10 E 530 0100 27 7310 1010 1010 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					515.62	
10 E 530 0100 27 7310 2050 2050 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					230.28	
10 E 530 0100 27 7310 4020 4020 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					481.04	
123650 CHEM-RITE INC	09/30/2026 2138	Service call-	0	518.88	518.88		
10 E 530 9700 64 7431 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					518.88	
123651 CLEARWATER VALLEY MUSIC	09/30/2026 16901	Music folders	4020262701	147.15	147.15		
10 E 530 0100 27 5610 4020 4020 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					147.15	
123652 CONTROL SOLUTIONS NORTHWEST IN	09/30/2026 32341	Unplanned Maintenance	0	3,603.33	16,647.27		
10 E 530 9700 64 7431 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					3,603.33	
	32421	Preventative maintenance monthly	0	1,801.67			
10 E 530 9700 64 7431 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					1,801.67	
	33676	Shop for HS Air Compressor	0	10,593.67			
10 E 530 0100 27 5610 0000 0000 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					7,593.67	
10 E 530 3100 27 5610 0000 0000 0000 0	General Fund/EXPENDITURES/VOCATIONAL, BASIC, STATE					3,000.00	
	33743	install remote switch for new shop compressor	0	648.60			
10 E 530 0100 27 5610 0000 0000 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					648.60	
123653 EASTERN WASHINGTON UNIVERSITY	09/30/2026 00206015	Running Start Program Summer2026 July/August	0	2,105.57	2,105.57		
10 E 530 0100 27 7565 0000 0000 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					2,105.57	
123654 EDNETICS INC	09/30/2026 INV-144122	Monthly charges	0	4,370.53	4,370.53		
10 E 530 9700 72 7530 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					4,370.53	
123655 EMPIRE DISPOSAL INC	09/30/2026 4680504S120	Disposal-2120-1157 741	0	12.83	12.83		

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7420 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					12.83	
123656	FATBEAM LLC	09/30/2026	75120	Monthly charges	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	
123657	FREEMAN MIDDLE SCHOOL ASB	09/30/2026	Robotics Club	FES/FMS ASB Robotics Club	0	500.00	500.00
10 E 530 9700 11 5610 0000 0000 0000 1	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					500.00	
123658	FREEMAN HIGH SCHOOL	09/30/2026	Robotics Club	FHS ASB Robotics Club	0	500.00	500.00
10 E 530 9700 11 5610 0000 0000 0000 1	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					500.00	
123659	FRONTLINE TECHNOLOGIES GROUP L	09/30/2026	INVUS247806	Budget Management Analytics subscription	0	4,578.04	4,578.04
10 E 530 9700 13 7340 0000 0000 0000 1	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					4,578.04	
123660	GOLD STAR FOODS- NORTHWEST DIS	09/30/2026	3490028	Goldstar Foods	8000252607	1,237.58	1,237.58
10 E 530 9800 42 5630 0000 0000 0000 0	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					1,237.58	
123661	H & H INC	09/30/2026	AR432016	DO & Transportation	0	203.42	1,057.67
10 E 530 9700 13 7310 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					112.51	
10 E 530 9900 52 7310 0000 0000 0000 0	General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS					90.91	
	AR432017			Freeman Elementary	0	367.92	
10 E 530 2100 27 7310 0000 0000 0000 0	General Fund/EXPENDITURES/SPECIAL ED, BASIC, STATE					73.58	
10 E 530 0100 27 7310 1010 1010 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					257.55	
10 E 530 0900 27 7310 0000 0000 0000 1	General Fund/EXPENDITURES/TRANSITION TO KINDERGARTEN					36.79	
	AR432018			Freeman High School	0	281.77	
10 E 530 2100 27 7310 0000 0000 0000 0	General Fund/EXPENDITURES/SPECIAL ED, BASIC, STATE					14.09	
10 E 530 3100 27 7310 0000 0000 0000 0	General Fund/EXPENDITURES/VOCATIONAL, BASIC, STATE					143.70	
10 E 530 0100 27 7310 4020 4020 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					123.98	
	AR432019			Freeman Middle School	0	204.56	
10 E 530 0100 27 7310 2050 2050 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					204.56	
123662	HOME DEPOT CREDIT SERVICES	09/30/2026	8385024	Maintenance supplies	0	144.46	144.46
10 E 530 9700 64 5610 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					144.46	
123663	INLAND POWER & LIGHT	09/30/2026	423	Electricity 20999007	0	18,252.96	18,252.96
10 E 530 9700 65 7622 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					18,252.96	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
123664	INTOUCH RECEIPTING	09/30/2026	383084	Annual credit card transaction bill Sept 1, 2025 - Aug 31, 2026	0	1,894.34	1,894.34
10 E 530 9700 13 7352 0000 0005 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			1,894.34	
123665	J.W. PEPPER & SON INC	09/30/2026	368739520	Choir Music	4020262704	128.64	355.54
10 E 530 0100 27 5610 4020 4020 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			128.64	
			368801784	Band Music	4020262706	226.90	
10 E 530 0100 27 5610 4020 4020 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			226.90	
123666	KCDA	09/30/2026	300918323	School Building Supplies-(Construc tion paper and Laminating film)	0	418.52	418.52
10 E 530 0100 27 5610 1010 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			96.60	
10 E 530 0100 27 5610 1010 1010 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			321.92	
123667	KUTAK ROCK LLP	09/30/2026	3789728 21120-1	Legal Services	0	990.00	2,947.50
10 E 530 9700 11 7341 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			990.00	
			3789741 21120-4	Legal Services	0	1,957.50	
10 E 530 9700 11 7341 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			1,957.50	
123668	MINUTEMAN PRESS #234	09/30/2026	11470	Staff excuse duplicate pads	4020262703	155.22	155.22
10 E 530 0100 27 5610 4020 4020 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			155.22	
123669	NCS PEARSON, INC.	09/30/2026	32138712	DAL SCHOOLS COMPLETE FOR SMALL DISTRICTS (DIGITAL) DAL SCHOOLS PLUS FOR SMALL DISTRICTS (DIGITAL) DAL-SCHOOLS- MHS ED. 2025 SM DIST (CONNERS & ASRS) 2 QG-DAL-SCHOOLS-ABI LITY PORTFOLIO QG-DAL-SCHOOLS PSYCH PORTFOLIO QG-DAL-SCHOOLS ACADEMIC PORTFOLIO DALS QGLOBAL DEVELOPMENTAL PORTFOLIO	1010262701	6,086.03	6,086.03

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				(DIGITAL) QG-DAL-SCHOOLS MENTAL HEALTH PORTFOLIO QG-DAL-SCHOOLS SLP-OT-PT PORTFOLIO QG-DAL-SCHOOLS SCREENER PORTFOLIO			
10 E 530 2100 27 7352 0000 0000 0000 0			General Fund/EXPENDITURES/	SPECIAL ED, BASIC, STATE		6,086.03	
123670	NORTHWEST TEXTBOOK	09/30/2026	114-388-978	My Math 4 SE Vol 1 QTY 4 My Math 5 SE Vol 1 QTY 4 My Math SE Vol 1 QTY 2 My Math k SE Vol 1 QTY 2	1010262702	271.01	271.01
10 E 530 0100 33 5610 1010 1010 0000 0			General Fund/EXPENDITURES/	BASIC EDUCATION		271.01	
123671	OXARC	09/30/2026	32652759	Open PO for construction class supplies	4020262705	753.17	753.17
10 E 530 3164 27 5610 4020 0000 0000 0			General Fund/EXPENDITURES/	CTE- CONSTRUCTION RELATED		753.17	
123672	PACIFIC PLUMBING SUPPLY LLC	09/30/2026	52253510	Maintenance supplies	0	447.73	462.10
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		447.73	
			52254011	Maintenance supplies	0	14.37	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		14.37	
123673	PETERS HARDWARE	09/30/2026	5819/2	Grounds supplies	0	29.36	29.36
10 E 530 9700 62 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		29.36	
123674	PLANET TURF	09/30/2026	3015682	Grounds supplies-weed and feed	0	3,388.94	3,388.94
10 E 530 9700 62 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		3,388.94	
123675	PLATT ELECTRIC	09/30/2026	7093369	Maintenance supplies	0	188.87	188.87
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		188.87	
123676	RED ROVER TECHNOLOGIES LLC	09/30/2026	INV17126	Annual fee	0	4,015.60	4,015.60
10 E 530 9700 14 7350 0000 0000 0000 1			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		4,015.60	
123677	RICOH USA INC	09/30/2026	9033761450	Fees	0	1.68	169.28

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5610 4020 4020 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			1.68	
			9033816239	Service contract	0	167.60	
10 E 530 0100 27 5610 4020 4020 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			167.60	
123678	RWC INTERNATIONAL LLC	09/30/2026	XA106123844:01	Bus garage supplies	0	764.35	1,158.22
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS			764.35	
			XA106124415:01	Bus garage supplies	0	393.87	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS			393.87	
123679	SCHETKY NORTHWEST SALES INC	09/30/2026	9708	Bus garage supplies	0	1,036.86	91.89
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS			1,036.86	
			CM9708	Bus garage supplies	0	-944.97	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS			-944.97	
123680	SCHOOLS IN	09/30/2026	INV0103337	FMS Bulletin Board	0	310.24	310.24
10 E 530 0100 27 5610 2050 0004 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			310.24	
123681	SECURITY SOLUTIONS NORTHWEST L	09/30/2026	408133	Intrusion alarm	0	64.86	465.92
10 E 530 9700 35 7340 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			64.86	
			408134	Intrusion alarm	0	64.86	
10 E 530 9700 35 7340 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			64.86	
			408135	Intrusion alarm	0	84.32	
10 E 530 9700 35 7340 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			84.32	
			408136	Intrusion alarm	0	84.32	
10 E 530 9700 35 7340 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			84.32	
			408137	Intrusion alarm	0	64.86	
10 E 530 9700 35 7340 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			64.86	
			408138	Intrusion alarm	0	64.86	
10 E 530 9700 35 7340 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			64.86	
			408156	Software Licensing	0	37.84	
10 E 530 0158 32 5652 0000 0000 0000 0			General Fund/EXPENDITURES/TECHNOLOGY			37.84	
123682	SME SOLUTIONS LLC	09/30/2026	2349093	Misc safey equipment	0	661.03	661.03
10 E 530 9900 52 7340 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS			661.03	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
123683	SPOKANE COLLEGES	09/30/2026	MSC-0000051304	RS Summer 2265-2026 SCC/SFCC RS1000430	0	9,883.17	9,883.17
10 E 530 0100 27 7565 0000 0000 0000 0			General Fund/EXPENDITURES/	BASIC EDUCATION		9,883.17	
123684	SPOKANE TESTING SOLUTIONS	09/30/2026	21726	DOT Drug Testing: C. Pannell, K. Kirkland	0	485.90	485.90
10 E 530 9900 52 7340 0000 0000 0000 0			General Fund/EXPENDITURES/	PUPIL TRANSPORTATIONS		485.90	
123685	SPOKANE REGIONAL HEALTH DIST	09/30/2026	EPH-INV-100083997	School Secondary- Elementary	0	950.00	4,390.00
10 E 530 9700 63 7340 0000 0000 0000 1			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		950.00	
			EPH-INV-100083998	School Secondary-High school	0	1,420.00	
10 E 530 9700 63 7340 0000 0000 0000 1			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		1,420.00	
			EPH-INV-100083999	School Secondary- Middle school	0	1,420.00	
10 E 530 9700 63 7340 0000 0000 0000 1			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		1,420.00	
			FEP-PR0000984	Food Establishment Permit Application-Elementary	0	300.00	
10 E 530 9800 44 7310 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		300.00	
			FEP-PR0000985	Food Establishment Permit Application-High School	0	300.00	
10 E 530 9800 44 7310 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		300.00	
123686	SPOKANE COUNTY TREASURER P. TA	09/30/2026	43012.0836	Property Tax - 2026	0	3,400.18	6,356.42
10 E 530 9700 13 7340 0000 0000 0000 1			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		3,400.18	
			43021.0101	Property Tax - 2026	0	468.46	
10 E 530 9700 13 7340 0000 0000 0000 1			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		468.46	
			43021.9027	Property Tax - 2026	0	2,004.55	
10 E 530 9700 13 7340 0000 0000 0000 1			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		2,004.55	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			44331.0424	Property Tax -	0	439.91	
				2026			
10 E 530 9700 13 7340 0000 0000 0000 1	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					439.91	
			44332.0704	Property Tax -	0	43.32	
				2026			
10 E 530 9700 13 7340 0000 0000 0000 1	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					43.32	
123687	SPOKANE COUNTY TREASURER'S OFF	09/30/2026	CINV10005370	SRO-September	0	8,323.90	8,323.90
				2025			
10 E 530 9700 35 7340 0000 0000 0000 1	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					8,323.90	
123688	SUNSHINE DISPOSAL & RECYCLING	09/30/2026	77354055	Disposal	0	810.40	810.40
10 E 530 9700 64 7431 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					810.40	
123689	SWS EQUIPMENT LLC	09/30/2026	W39030SPO	Repair Sweeper	0	1,711.56	1,711.56
				Cylinder			
10 E 530 9700 75 7340 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					1,711.56	
123690	TERRY'S DAIRY INC	09/30/2026	639649	Terry's dairy	0	-1.14	2,183.60
10 E 530 9800 42 5630 0000 0000 0000 0	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					-1.14	
			669777A	Terry's dairy	0	224.34	
10 E 530 9800 42 5630 0000 0000 0000 0	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					224.34	
			675992A	Terry's dairy	0	253.89	
10 E 530 9800 42 5630 0000 0000 0000 0	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					253.89	
			758159A	Terry's dairy	8000262702	204.61	
10 E 530 9800 42 5630 0000 0000 0000 0	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					204.61	
			758160A	Terry's dairy	8000262702	93.19	
10 E 530 9800 42 5630 0000 0000 0000 0	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					93.19	
			759049A	Terry's dairy	8000262702	204.61	
10 E 530 9800 42 5630 0000 0000 0000 0	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					204.61	
			759113A	Terry's dairy	8000262702	55.54	
10 E 530 9800 42 5630 0000 0000 0000 0	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					55.54	
			759316A	Terry's dairy	8000262702	223.52	
10 E 530 9800 42 5630 0000 0000 0000 0	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					223.52	
			759913A	Terry's dairy	8000262702	167.30	
10 E 530 9800 42 5630 0000 0000 0000 0	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					167.30	
			760261A	Terry's dairy	8000262702	92.34	
10 E 530 9800 42 5630 0000 0000 0000 0	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					92.34	
			760286A	Terry's dairy	8000262702	223.52	

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			223.52	
			760993A	Terry's dairy	8000262702	220.94	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			220.94	
			762015A	Terry's dairy	8000262702	147.29	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			147.29	
			762120A	Terry's dairy	8000262702	73.65	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			73.65	
123691	THE CORE PROJECT	09/30/2026	SQRSP202538	Annual renewal of Core Lessons license	0	1,350.00	1,350.00
10 E 530 0100 33 7330 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			1,350.00	
123692	TPC PRINTING	09/30/2026	13134	Late start postcards- #41000051	0	1,153.73	2,978.20
10 E 530 9700 73 7550 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			1,153.73	
			13227	4 page Focus	0	1,824.47	
10 E 530 9700 15 7340 0000 0000 0000 1			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			1,824.47	
123693	ULINE, INC	09/30/2026	209814096	Dry Erase Board from Donation	2050252608	1,672.86	1,672.86
10 E 530 0100 27 5610 2050 0004 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			1,672.86	
123694	UNITED SCHOOLS INS PROGRAM	09/30/2026	2026-34947-0235-1	2026-2027 USIP Renewal - first half	0	233,248.74	233,248.74
10 E 530 9700 68 7520 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			165,938.73	
10 E 530 9900 56 7520 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS			67,310.01	
123695	URM STORES INC	09/30/2026	6-1-787246	District and Board supplies	0	111.37	844.83
10 E 530 9700 11 5610 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			55.68	
10 E 530 9700 13 5610 0000 0000 0000 0			General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT			55.69	
			6-1-793628	URM Cash & Carry (Misc. Purchases)	8000262703	404.10	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			404.10	
			6-1-795693	URM Cash & Carry (Misc. Purchases)	8000262703	82.84	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			82.84	
			6-1-798288	URM Cash & Carry (Misc. Purchases)	8000262703	53.15	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			53.15	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			6-1-801381	Aftercare	0	169.52	
10 E 530 8800 27 5610 0000 0000 0000 0			General Fund/EXPENDITURES/DAY CARE			169.52	
			6-1-804118	URM Cash & Carry (Misc. Purchases)	8000262703	23.85	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			23.85	
123696	US FOODS INC	09/30/2026	3839633	US Foods primary vendor	8000262701	61.92	10,482.95
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			61.92	
			3994754	US Foods primary vendor	8000262701	73.98	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			73.98	
			4057157	US Foods primary vendor	8000262701	204.00	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			204.00	
			4163163	US Foods primary vendor	8000262701	96.69	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			96.69	
			4229994	US Foods primary vendor	8000262701	263.00	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			84.82	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			178.18	
			4259719	US Foods primary vendor	8000262701	886.44	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			206.15	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			680.29	
			4259720	US Foods primary vendor	8000262701	2,109.65	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			107.87	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			2,001.78	
			4259721	US Foods primary vendor	8000262701	183.87	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			183.87	
			4259722	US Foods primary vendor	8000262701	40.79	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			40.79	
			4459568	US Foods primary vendor	8000262701	844.42	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			80.09	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			764.33	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			4459569	US Foods primary vendor	8000262701	1,576.45	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		1,576.45	
			4459570	US Foods primary vendor	8000262701	198.59	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		25.91	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		172.68	
			4459571	US Foods primary vendor	8000262701	54.97	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		54.97	
			4468087	US Foods primary vendor	8000262701	229.62	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		139.64	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		89.98	
			4626699	US Foods primary vendor	8000262701	237.17	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		140.64	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		96.53	
			4626700	US Foods primary vendor	8000262701	76.00	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		76.00	
			4626701	US Foods primary vendor	8000262701	76.00	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		76.00	
			4656950	US Foods primary vendor	8000262701	15.11	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		15.11	
			4656951	US Foods primary vendor	8000262701	703.81	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		703.81	
			4656952	US Foods primary vendor	8000262701	101.61	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		101.61	
			4656953	US Foods primary vendor	8000262701	49.69	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		49.69	
			4656954	US Foods primary vendor	8000262701	24.92	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		24.92	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			4656955	US Foods primary vendor	8000262701	988.48	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			184.27	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			804.21	
			4656956	US Foods primary vendor	8000262701	76.02	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			76.02	
			4656957	US Foods primary vendor	8000262701	89.58	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			89.58	
			4737907	US Foods primary vendor	8000262701	36.22	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			36.22	
			4802517	US Foods primary vendor	8000262701	175.14	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			175.14	
			4844591	US Foods primary vendor	8000262701	618.82	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			137.61	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			481.21	
			4844592	US Foods primary vendor	8000262701	18.52	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			18.52	
			4844593	US Foods primary vendor	8000262701	118.53	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			118.53	
			4844594	US Foods primary vendor	8000262701	362.40	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			71.84	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			290.56	
			4844595	US Foods primary vendor	8000262701	84.10	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			84.10	
			5901332	US Foods primary vendor	8000262701	-2.13	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			-2.13	
			5967862	US Foods primary vendor	8000262701	-13.65	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/SCHOOL FOOD SERVICES			-13.65	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			5968242	US Foods primary vendor	8000262701	-59.37	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		-59.37	
			5974266	US Foods primary vendor	8000262701	-45.10	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		-45.10	
			5982533	US Foods primary vendor	8000262701	-3.95	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		-3.95	
			5982534	US Foods primary vendor	8000262701	-4.10	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		-4.10	
			5983429	US Foods primary vendor	8000262701	-11.64	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		-11.64	
			5983491	US Foods primary vendor	8000262701	-16.18	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		-16.18	
			5994749	US Foods primary vendor	8000262701	-21.06	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		-21.06	
			5998171	US Foods primary vendor	8000262701	-8.57	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		-8.57	
			5999554	US Foods primary vendor	8000262701	-2.35	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		-2.35	
			5999798	US Foods primary vendor	8000262701	-5.46	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		-5.46	
123697	WALTER, CLAIRE	09/30/2026	Aug-26	PT August	0	1,638.00	1,638.00
10 E 530 2100 26 7322 0000 0000 0000 0			General Fund/EXPENDITURES/	SPECIAL ED, BASIC, STATE		1,638.00	
123698	WALTER E NELSON CO	09/30/2026	578906	Custodial supplies	0	2,214.65	8,352.55
10 E 530 9700 63 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		2,214.65	
			578907	Custodial supplies	0	4,090.88	
10 E 530 9700 63 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		4,090.88	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			578930	Walter E Nelson	8000252608	388.99	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		388.99	
			579394	Custodial	0	163.03	
				supplies			
10 E 530 9700 63 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		163.03	
			579448	Custodial	0	744.66	
				supplies			
10 E 530 9700 63 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		744.66	
			579449	Walter E Nelson	8000252608	363.11	
10 E 530 9800 44 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	SCHOOL FOOD SERVICES		363.11	
			579568	Custodial	0	387.23	
				supplies			
10 E 530 9700 63 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		387.23	
123699	WASHINGTON ASSOCIATION OF SCHO	09/30/2026	14802	2026-2027	0	3,128.41	3,128.41
				TransAct Board on			
				Track Renewal			
10 E 530 9700 11 7350 0000 0000 0000 1			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		3,128.41	
123700	WIAA	09/30/2026	46760-	WIAA L&I Fees	4020262702	1,500.00	1,940.00
10 E 530 0100 28 7340 4020 0000 0000 1			General Fund/EXPENDITURES/	BASIC EDUCATION		1,500.00	
			47140-	WIAA L&I fees	2050262701	440.00	
10 E 530 0100 28 7340 2050 0000 0000 1			General Fund/EXPENDITURES/	BASIC EDUCATION		440.00	
123701	WSIPC	09/30/2026	1002600043	New Student	1000262701	1,089.36	1,089.36
				Online Enrollment			
				Module in Skyward			
10 E 530 0100 27 7351 0000 0000 0000 1			General Fund/EXPENDITURES/	BASIC EDUCATION		1,089.36	
123702	YELLOW BARN OCCUPATIONAL THERA	09/30/2026	Aug-Sept 15	August- Sept 15	0	4,600.00	4,600.00
10 E 530 2100 26 7322 0000 0000 0000 0			General Fund/EXPENDITURES/	SPECIAL ED, BASIC, STATE		4,600.00	
123703	ZERO EMISSIONS NORTHWEST LLC	09/30/2026	1220	PPA -Freeman Bus	0	414.84	414.84
				Depot			
10 E 530 9700 65 7629 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		414.84	
				62 Computer	Check(s) For a Total of		386,861.68

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
123481	BLICK ART MATERIALS	09/16/2026	8297105	Blick Art Order per attached	4020252647	762.71	762.71
10 E 530 0100 27 5610 4020 4020 0000 0			General Fund/EXPENDITURES	BASIC EDUCATION		762.71	
123527	ULINE, INC	09/15/2026	209814096	Dry Erase Board from Donation	2050252608	1,672.86	1,672.86
10 E 530 0100 27 5610 2050 0004 0000 1			General Fund/EXPENDITURES	BASIC EDUCATION		1,672.86	
				2 Void	Check(s) For a Total of		2,435.57

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
62	Computer	Checks For a Total of	386,861.68
Total For 62	Manual, Wire Tran, ACH & Computer Checks		386,861.68
Less 2	Voided	Checks For a Total of	2,435.57
		Net Amount	384,426.11

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	384,426.11	384,426.11

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 21, 2026, the board, by a _____ vote, approves payments, totaling \$5,940.57. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP Direct Dep Settlement:
ACH Numbers 262700002 through 262700026, totaling \$5,940.57

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
262700002	ALLEN, MICHAEL SHANE	09/30/2026	CP	CELL PHONE & TECHNOLOGY ALLOWANCE	0	95.00	124.39
10 E 530 0100 23 7310 0000 0000 0000 1	General Fund/EXPENDITURES/BASIC EDUCATION					95.00	
	Pace Award frame			Reimbursement of Pace Award Frame	0	29.39	
10 E 530 0100 27 5610 1010 1010 0000 0	General Fund/EXPENDITURES/BASIC EDUCATION					29.39	
262700003	BECKER, TAWNYA MICHELLE	09/30/2026	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	
262700004	BEVERS, KENT	09/30/2026	CP	CELL PHONE ALLOWANCE	0	75.00	127.20
10 E 530 9800 41 7310 0000 0000 0000 1	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					75.00	
	Mileage			Mileage to buy supplies for kitchen	0	52.20	
10 E 530 9800 44 8580 0000 0000 0000 0	General Fund/EXPENDITURES/SCHOOL FOOD SERVICES					52.20	
262700005	BRANON, ADAM C	09/30/2026	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
10 E 530 9700 62 7310 0000 0000 0000 1	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					75.00	
262700006	BRANON, JOSEPH	09/30/2026	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
10 E 530 9700 72 7310 0000 0000 0000 1	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					75.00	
262700007	COMBS JR., EVERETT	09/30/2026	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	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
262700008	FORKNER, BROOKE	09/30/2026	NAEA Conference Reg	NAEA Conference Registration Fee	0	385.00	385.00
10 E 530 3168 27 7580 4020 0000 0000 0			General Fund/EXPENDITURES/	Visual Arts		385.00	
262700009	JESSOP, MATTHEW ANTHONY	09/30/2026	Plumbing supplies	Plumbing supplies reimbursement	0	11.96	11.96
10 E 530 9700 63 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		11.96	
262700010	JYDSTRUP, JAMES S	09/30/2026	Reimbursement	Band & Choir Music	0	131.88	131.88
10 E 530 0100 27 5610 4020 4020 0000 0			General Fund/EXPENDITURES/	BASIC EDUCATION		131.88	
262700011	LALLY, KIRK D	09/30/2026	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	
262700012	PHELAN, LISA A	09/30/2026	CP	CELL PHONE & TECHNOLOGY ALLOWANCE	0	95.00	95.00
10 E 530 9700 12 7310 0000 0000 0000 1			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		95.00	
262700013	RAWSON, STACEY	09/30/2026	CP	CELL PHONE & TECHNOLOGY ALLOWANCE	0	95.00	95.00
10 E 530 2100 21 7310 0000 0000 0000 0			General Fund/EXPENDITURES/	SPECIAL ED, BASIC, STATE		95.00	
262700014	REED, TODD L	09/30/2026	CP	CELL PHONE ALLOWANCE	0	75.00	75.00
10 E 530 9700 72 7310 0000 0000 0000 1			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		75.00	
262700015	SMITH, JEFF	09/30/2026	CP	CELL PHONE & TECHNOLOGY ALLOWANCE	0	95.00	95.00
10 E 530 0100 23 7310 0000 0000 0000 1			General Fund/EXPENDITURES/	BASIC EDUCATION		95.00	
262700016	STEINOLFSON, ALAN	09/30/2026	CP	CELL PHONE & TECHNOLOGY ALLOWANCE	0	95.00	95.00
10 E 530 9700 13 7310 0000 0000 0000 1			General Fund/EXPENDITURES/	DISTRICTWIDE SUPPORT		95.00	
262700017	STRAW, JAMES J	09/30/2026	Back to School	Back to School reimbursement	0	29.95	168.54
10 E 530 0100 27 5610 2050 2050 0000 0			General Fund/EXPENDITURES/	BASIC EDUCATION		29.95	
			CP	CELL PHONE & TECHNOLOGY ALLOWANCE	0	95.00	
10 E 530 0100 23 7310 0000 0000 0000 1			General Fund/EXPENDITURES/	BASIC EDUCATION		95.00	
			Reimbursement	Custodial- ext	0	43.59	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
cord							
10 E 530 9700 63 5610 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					43.59	
262700018	WEX BANK	09/30/2026	115182385	Fuel	0	1,347.01	1,347.01
10 E 530 9700 75 5626 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					288.96	
10 E 530 9900 52 5626 0000 0000 0000 0	General Fund/EXPENDITURES/PUPIL TRANSPORTATIONS					646.15	
10 E 530 9700 62 5626 0000 0000 0000 0	General Fund/EXPENDITURES/DISTRICTWIDE SUPPORT					411.90	
262700019	YOUSEPH, HEIDI	09/30/2026	CP	CELL PHONE	0	75.00	75.00
ALLOWANCE							
10 E 530 0200 21 7310 0000 0000 0000 1	General Fund/EXPENDITURES/Alternative Learning Exp					75.00	
262700020	FORKNER, BROOKE	09/30/2026	Reimbursement	reimburse art	4000262716	160.57	160.57
snacks							
40 E 530 4160 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/HONORS ART CL					160.57	
262700021	KEEBLER, MADISON PATRICIA	09/30/2026	WSU ticket reimburse	WSU ticker for	0	35.00	35.00
driver							
40 E 530 4030 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/CHEER					35.00	
262700022	MATHEWS, LANE AUSTIN-DANIEL H	09/30/2026	09/10/2026	Media Day Photos	4000262718	1,250.00	1,250.00
for Fall 2026							
40 E 530 2500 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE					1,250.00	
262700023	MCDONALD, MALLORY	09/30/2026	Reimbursement	Reimburse CC	4000262719	1,005.29	1,005.29
Camping trip expenses							
40 E 530 2010 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/CROSS COUNTRY					1,005.29	
262700024	MCKEOWN, MICHAEL	09/30/2026	Coaches school	Reimburse Coaches	0	77.94	77.94
School							
40 E 530 2500 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE					77.94	
262700025	ROUTON, AMY	09/30/2026	Coaches school	Reimburse Coaches	0	140.00	140.00
School							
40 E 530 2500 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE					140.00	
262700026	SWILLIE, KAELE KAY	09/30/2026	Coaches school	Reimburse Coaches	0	70.79	70.79
School							
40 E 530 2500 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE					70.79	
25 ACH Check(s) For a Total of							5,940.57

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
25	ACH	Checks For a Total of	5,940.57
0	Computer	Checks For a Total of	0.00
Total For	25	Manual, Wire Tran, ACH & Computer Checks	5,940.57
Less	0	Voided	0.00
		Net Amount	5,940.57

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	3,200.98	3,200.98
40	Associated Student Body Fund	0.00	0.00	2,739.59	2,739.59

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 21, 2026, the board, by a _____ vote, approves payments, totaling \$10,560.88. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 123628 through 123641, totaling \$10,560.88

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
123628	BSN SPORTS LLC	09/30/2026	935464564	Soccer Balls	4000262704	566.59	566.59
40 E 530 2300 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/GIRLS SOCCER					566.59	
123629	FREEMAN SCHOOL DISTRICT #358	09/30/2026	08/19/2026	Reimburse	4000262712	1,377.46	1,377.46
				district for ASB			
				portion of new			
				sideline chairs			
40 E 530 2500 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE					1,377.46	
123630	GAME ONE	09/30/2026	10559611	Apparel	0	389.16	638.85
40 E 530 2000 00 0000 2050 0000 0000 0	Associated Student Body Fund/EXPENDITURES/Athletics					389.16	
			10643132	Softball	2000262701	86.48	
				Equipment			
40 E 530 2000 00 0000 2050 0000 0000 0	Associated Student Body Fund/EXPENDITURES/Athletics					86.48	
			10650133	Softball	2000262701	111.32	
				Equipment			
40 E 530 2000 00 0000 2050 0000 0000 0	Associated Student Body Fund/EXPENDITURES/Athletics					111.32	
			10650134	Softball	2000262701	51.89	
				Equipment			
40 E 530 2000 00 0000 2050 0000 0000 0	Associated Student Body Fund/EXPENDITURES/Athletics					51.89	
123631	GAME ONE	09/30/2026	10638711	Schutt Football	4000262703	3,330.52	3,330.52
				helmets (6)			
40 E 530 2500 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE					3,330.52	
123632	HEALY AWARDS INC	09/30/2026	INV129126	Football helmet	4000262702	339.94	339.94
				decals			
40 L 630 0000 00 0000 0000 0000 0000	Associated Student Body Fund/Due to Other Government Un					-27.54	
40 E 530 2020 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/FOOTBALL					367.48	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
123633	MOMENTUM INK LLC	09/30/2026	35654	Mini cheer shirts	4000262722	642.71	642.71
40 E 530 4030 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/CHEER					642.71	
123634	NEWHOUSE, KRISTINA LYNN	09/30/2026	Reimbursement	Reimburse robotics expansion hub repair	4000262720	137.51	137.51
40 E 530 4220 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/ROBOTICS CLUB					137.51	
123635	REBEL ATHLETIC INC	09/30/2026	SIN766567	School owned cheer skirt (additional size needed)	4000262701	112.26	112.26
40 E 530 2050 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/UNIFORM REPLA					112.26	
123636	SPOKANE REGIONAL HEALTH DIST	09/30/2026	FEP-PR0002002	Dawghouse food establishment permit	4000262717	300.00	300.00
40 E 530 4090 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/FBLA					300.00	
123637	THE COFFEE WAREHOUSE INC	09/30/2026	1232225	Dawghouse Coffee Supplies 2026-27	4000262707	115.30	330.98
40 E 530 4090 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/FBLA					115.30	
			1232625	Dawghouse Coffee Supplies 2026-27	4000262707	215.68	
40 E 530 4090 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/FBLA					215.68	
123638	URM STORES INC	09/30/2026	6-1-796543	Open PO for Dawghouse coffee supplies	4000262708	276.82	605.36
40 E 530 4090 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/FBLA					276.82	
			6-1-94552	Open PO for Dawghouse coffee supplies	4000262708	328.54	
40 E 530 4090 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/FBLA					328.54	
123639	URM STORES INC	09/30/2026	6-1-801384	Items for P.BS.	2000262703	393.70	393.70
40 E 530 1030 00 0000 2050 0000 0000 0	Associated Student Body Fund/EXPENDITURES/ACADEMIC AWAR					393.70	
123640	WIAA	09/30/2026	46760	WIAA Annual Membership Fees	4000262711	1,635.00	1,635.00
40 E 530 2500 00 0000 4020 0000 0000 0	Associated Student Body Fund/EXPENDITURES/GENERAL ATHLE					1,635.00	
123641	WIAA	09/30/2026	47140	WIAA Membership	2000262702	150.00	150.00
40 E 530 1000 00 0000 2050 0000 0000 0	Associated Student Body Fund/EXPENDITURES/General Stude					150.00	
14	Computer			Check(s) For a Total of			10,560.88

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
14	Computer	Checks For a Total of	10,560.88
Total For 14	Manual, Wire Tran, ACH & Computer Checks		10,560.88
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	10,560.88

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Student Body Fund	-27.54	0.00	10,588.42	10,560.88

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 21, 2026, the board, by a _____ vote, approves payments, totaling \$100,018.03. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 123626 through 123627, totaling \$100,018.03

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
123626	EDNETICS INC	09/30/2026	INV-143455	District Network Switches	7000252602	6,694.70	67,007.64
20 E 530 2026 32 5000 0000 0000 0000 0			Capital Projects/EXPENDITURES/2026	TECH & SAFETY PLAN		6,694.70	
			INV-143679	E-rate 2026 Network refresh (SPI invoice)	0	4,903.22	
20 E 530 2026 32 5000 2000 0000 0000 0			Capital Projects/EXPENDITURES/2026	TECH & SAFETY PLAN		4,903.22	
			INV-143747	District Servers	7000252603	19,331.46	
20 E 530 2026 32 5000 0000 0000 0000 0			Capital Projects/EXPENDITURES/2026	TECH & SAFETY PLAN		19,331.46	
			INV-143840	District use servers	0	6,897.99	
20 E 530 2026 32 5000 0000 0000 0000 0			Capital Projects/EXPENDITURES/2026	TECH & SAFETY PLAN		6,897.99	
			INV-143925	DataCenter Refresh(Servers/SAN)	0	20,982.23	
20 E 530 2026 32 5000 0000 0000 0000 0			Capital Projects/EXPENDITURES/2026	TECH & SAFETY PLAN		20,982.23	
			INV-143974	Ed Project-network refresh	0	8,198.04	
20 E 530 2026 32 5000 0000 0000 0000 0			Capital Projects/EXPENDITURES/2026	TECH & SAFETY PLAN		8,198.04	
123627	TRIUMPH ELECTRIC LLC	09/30/2026	1674	Crosswalk Flashers	0	33,010.39	33,010.39
20 E 530 2026 32 5000 0000 0000 0000 0			Capital Projects/EXPENDITURES/2026	TECH & SAFETY PLAN		33,010.39	
				2 Computer	Check(s) For a Total of	100,018.03	

	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	100,018.03
Total For	2	Manual, Wire Tran, ACH & Computer Checks		100,018.03
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	100,018.03

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	0.00	0.00	100,018.03	100,018.03

As of September 21, 2026, the board, by a _____ vote, does
approve for payment those Direct Deposits included in the following list
and further described as follows: COUNTY TREASURER - County Treasurer Warrants
Direct Deposit Number 900024383 through 900024531
in the total amount of \$995,807.48.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

						RETIRE
PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	HOURS
CA13	ADMIN BC 1	52	14.0000		134,674.22	2824.00
CA14	ADMIN BC 1	1	1.0000		7,645.09	176.00
CA33	RED ROVER	1	1.0000		218.16	
CA45	ASB COORDINATOR	2	2.0000		458.34	160.00
CBA5	BAND	1	1.0000		505.84	
CC14	CUSTODIAL BC 1	11	6.0000		22,655.30	1030.00
CCA5	CLASS ADVISOR	3	3.0000		523.35	
CCH5	CHOIR	1	1.0000		157.09	
CD34	DRIVER CONTRACT	13	13.0000		20,746.43	1565.00
CD44	PM2-R	2	2.0000		1,338.56	95.80
CD74	DRIVER AIDE	3	2.0000		1,967.73	195.00
CDCP5	DCP CONTR	1	1.0000		500.00	176.00
CDD3	ADDITIONAL DAYS	1	1.0000		205.14	35.00
CDD5	ADDITIONAL DAYS	13	12.0000		2,633.79	105.00
CE13	PARA-ED	26	17.0000		37,709.76	3389.99
CE33	LIBRARY COORD	2	1.0000		1,803.43	150.00
CE34	LC EXTRA DAYS	1	1.0000		135.75	35.00
CF14	NUTRITION	5	5.0000		8,228.33	692.50
CGP5	GROUNDS	1	1.0000		5,189.60	176.00
CHS5	HONOR SOCIETY	1	1.0000		47.92	
CIN5	INCENTIVE	1	1.0000		250.00	
CJ13	COACHING C1	10	10.0000		18,240.80	534.00
CJ15	COACHING C1	3	3.0000		4,737.00	168.00
CJ23	COACHING C2	1	1.0000		157.20	
CN13	NURSE BC 1	5	1.0000		4,923.17	182.00
CS13	SECRETARY BC 1	17	6.0000		19,218.02	1838.00
CSM5	SOCIAL MEDIA	1	1.0000		180.00	
CSP3	SP ED Stipend	1	1.0000		416.67	
CSS15	Safety Stipend	1	1.0000		125.00	
CT13	TEACH BC 1	89	55.0000		393,474.09	11672.80
CTE15	CTE STP	3	3.0000		2,204.59	377.00
CTE23	CTE STP	2	2.0000		291.68	
CV15	VOC STIPEND	1	1.0000		167.09	
CYB5	YEARBOOK	2	2.0000		386.42	
I1433	I1433	1		2.0900	48.13	2.10
PLBB	PERSONAL LV BB	5	82.0000		2,058.22	

CHECK DATE: 09/30/2026 PERIOD ENDING DATE: 09/30/2026

Board Report

<u>PAY</u>	<u>DESCRIPTION</u>	<u>COUNT</u>	<u>FACTOR</u>	<u>HOURS</u>	<u>GROSS</u>	<u>RETIRE</u> <u>HOURS</u>
T093	CERT SUB	11		101.5000	2,247.50	101.50
T094	CLASS SUB	5		26.7000	633.01	26.70
T105	PER DIEM DAY	1		1.0000	574.96	7.00
T193	CLASS SUB	2		9.2500	178.25	9.30
TB14	BUS DR	4		33.5000	787.73	33.50
TB34	BUS AIDE	3		6.0000	118.92	6.00
TC14	CUSTODIAL	6		93.0000	2,419.17	93.00
TD13	AFTERCARE	2		12.5000	312.50	12.50
TE13	PARA-ED	22		96.0000	2,007.32	96.01
TE33	LIBRARY COORD	2		7.0000	162.90	7.00
TE43	PRESCHOOL	3		21.0000	502.67	21.00
TF14	NUTRITION	6		65.0000	1,465.11	65.00
TG14	GROUNDS/MAINT	2		68.0000	1,164.84	68.00
TN13	NURSE	5		120.7500	4,875.90	120.80
TO15	PAY DIFF	3	72.0000		72.00	
TS13	SECRETARY	5		24.5000	538.52	24.50
TSB3	TRANSPORTATION	21	264.5000		6,671.16	264.60
TSU3	TICKET SALES	1		2.0000	50.00	2.00
	REPORT TOTAL	388	592.5000	689.7900	719,004.37	26537.60

CHECK DATE: 09/30/2026 PERIOD ENDING DATE: 09/30/2026

Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	388	42,448.71
1FIT	Fed Inc Tax	FEDERAL TAX	388	50,796.74
1FIT+	FIT Add Amount	FEDERAL TAX	50	4,776.43
1Med	Medicare	MEDICARE	388	9,927.48
1PFML	WA Paid FML	PFML	388	5,803.81
1ReE0	SERS Plan 0	RETIREMENT	38	
1ReE2	SERS Plan 2	RETIREMENT	78	5,546.66
1ReE3	SERS Plan 3	RETIREMENT	110	9,469.98
1ReT0	TRS Plan 0	RETIREMENT	11	
1ReT2	TRS Plan 2	RETIREMENT	33	6,885.75
1ReT3	TRS Plan 3	RETIREMENT	119	28,335.72
1WC	Workers' Comp	WORKERS' COMP	348	1,821.44
1WLTC	WA CARES TAX	LONG-TERM CARE	354	3,633.04
A0110	DUES-WEA/APA TR		65	3,999.02
A2123	1.75% UN-PUBLIC		84	1,190.20
A6133	PSE COPE		9	12.00
ACH#2	SECOND ACH		24	4,172.00
ACH#3	THIRD ACH		3	2,215.00
AFACC	AM FED ACCIDENT		12	277.50
AFCAN	AM FED CANCER		19	320.20
AFHOS	AM FED HOSPITAL		3	27.76
AFILL	AM FED ILLNESS		7	48.52
BHH	BRENDA'S H.H.		3	20.00
CS	CHILD SUPPORT		1	500.00
DCP R	DCP ROTH %	TSA-AFTER TAX	1	175.06
DCPR	DCP ROTH \$	TSA-AFTER TAX	1	200.00
HCFSA	Medical FSA	OTH BEF TAX	24	1,358.36
HEHSA	Health Eqty-HSA	OTH BEF TAX	3	350.00
HRA 1	HEALTHINVESTHRA	TSA-BEFORE TAX	44	1,050.00
KO1SR	Kai WA PPO1 E/S	OTH BEF TAX	2	268.00
KP2CR	Kai WA Smt2 E/C	OTH BEF TAX	2	235.00
KP2ER	Kai WA Smt2 EMP	OTH BEF TAX	2	268.00
KP2FR	Kai WA Smt2 FAM	OTH BEF TAX	4	829.00
KP2SR	Kai WA Smt2 E/S	OTH BEF TAX	4	536.00
KP3ER	Kai WA Smt3 EMP	OTH BEF TAX	9	574.00
KW1FR	Kai WA Core1FAM	OTH BEF TAX	2	72.00
KW2CR	Kai WA Core2E/C	OTH BEF TAX	7	348.00
KW2ER	Kai WA Core2EMP	OTH BEF TAX	8	264.00
KW2FR	Kai WA Core2FAM	OTH BEF TAX	21	1,188.00
KW2SR	Kai WA Core2E/S	OTH BEF TAX	2	132.00
KWSCR	Kai WA SndChE/C	OTH BEF TAX	9	912.00
KWSEr	Kai WA SndChEMP	OTH BEF TAX	19	1,040.00
KWSFR	Kai WA SndChFAM	OTH BEF TAX	10	1,170.00
KWSSR	Kai WA SndChE/S	OTH BEF TAX	6	520.00
LTD50	Emp Pd LTD 50%		33	120.37
LTD60	Emp Pd LTD 60%		169	1,644.09
P1076	EQUITABLE	TSA-BEFORE TAX	3	500.00
P1176	AMERICA-OMNI	TSA-BEFORE TAX	1	150.00
P1276	ASPIRE-OMNI	TSA-BEFORE TAX	1	220.00
P6176	SECURITY-OMNI	TSA-BEFORE TAX	4	400.00
P9176	THRIVENT-OMNI	TSA-BEFORE TAX	2	100.00
PHFR	Prem Hgh PPOFAM	OTH BEF TAX	5	942.00
PHSR	Prem Hgh PPOE/S	OTH BEF TAX	4	628.00

CHECK DATE: 09/30/2026 PERIOD ENDING DATE: 09/30/2026

Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
PMER	Prem HMCrEPOEMP	OTH BEF TAX	1	21.00
PMFR	Prem HMCrEPOFAM	OTH BEF TAX	4	126.00
PMSR	Prem HMCrEPOE/S	OTH BEF TAX	1	42.00
PSCR	Prem Std PPOE/C	OTH BEF TAX	16	756.00
PSEr	Prem Std PPOEMP	OTH BEF TAX	19	756.00
PSFR	Prem Std PPOFAM	OTH BEF TAX	7	648.00
PSSR	Prem Std PPOE/S	OTH BEF TAX	3	216.00
PT127	ASPIRE-OMNI	TSA-AFTER TAX	2	1,000.00
R0170	VEBA I -VEBA TR	OTH BEF TAX	56	1,251.16
R1170	VEBA I -VEBA TR	OTH BEF TAX	181	4,944.89
R2170	VEBA I -VEBA TR	OTH BEF TAX	35	5,034.91
R3170	VEBA Leadership	OTH BEF TAX	61	2,800.00
V0143	LEVY CA-FREEMAN		16	27.00
VACR	UMP Achieve2E/C	OTH BEF TAX	13	1,416.00
VAER	UMP Achieve2EMP	OTH BEF TAX	11	270.00
VAFR	UMP Achieve2FAM	OTH BEF TAX	8	1,620.00
VASR	UMP Achieve2E/S	OTH BEF TAX	5	540.00
VHSAC	UMP CDHP E/C	OTH BEF TAX	1	61.00
VHSAE	UMP CDHP EMP	OTH BEF TAX	2	35.00
VHSAF	UMP CDHP FAM	OTH BEF TAX	2	105.00
VUER	UMP Achieve1EMP	OTH BEF TAX	36	611.00
VUFR	UMP Achieve1FAM	OTH BEF TAX	23	1,153.00
VUSR	UMP Achieve1E/S	OTH BEF TAX	6	307.00
Z2165	DEFERRED COMP	TSA-BEFORE TAX	11	2,285.00
			3845	224,447.80

CHECK DATE: 09/30/2026 PERIOD ENDING DATE: 09/30/2026

Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	388	42,448.71
1Med	Medicare	MEDICARE	388	9,927.48
1PFML	WA Paid FML	PFML	388	2,320.97
1ReE0	SERS Plan 0	RETIREMENT	38	
1ReE2	SERS Plan 2	RETIREMENT	78	5,708.08
1ReE3	SERS Plan 3	RETIREMENT	110	8,333.31
1ReT0	TRS Plan 0	RETIREMENT	11	
1ReT2	TRS Plan 2	RETIREMENT	33	7,068.34
1ReT3	TRS Plan 3	RETIREMENT	119	30,712.94
1UC	Unemployment 00	UNEMPLOY COMP	388	665.47
1WC	Workers' Comp	WORKERS' COMP	348	7,552.81
SEBB	SEBB Healthcare		317	162,065.00
			2606	276,803.11

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

Spokane County Treasurer's Monthly Report

SD No. 358 Freeman

For: 08/2026

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).

Rev. No.	Source Description	Item No.	J500FD S.D. 358 General	J510FD S.D. 358 Building	J530FD S.D. 358 Bond & Int	J550FD S.D. 358 Transportation
			Fund 1	Fund 2	Fund 3	Fund 9
1100	Local Property Tax	20	\$12,011.50	\$7,296.67	\$11,382.43	\$0.00
1300	Sale of Tax Title Property	28	\$0.00	\$0.00	\$0.00	\$0.00
1400	In Lieu of Taxes	29	\$0.00	\$0.00	\$0.00	\$0.00
1500	Timber Excise Tax	35	\$0.00	\$0.00	\$0.00	\$0.00
1600	County-Administered Forests - DNR	30	\$0.00	\$0.00	\$0.00	\$0.00
1900	Other Local Taxes	31	\$0.00	\$0.00	\$0.00	\$0.00
XXXX	State Apportionment (Total Only) Report 1197	32	\$1,249,119.63			\$253,558.92
2900	Other Nontax (i.e., Impact Fees)	38	\$0.00	\$0.00	\$0.00	\$0.00
5500	Federal Forests	27	\$0.00	\$0.00	\$0.00	
3600	State Forests - DNR	34	\$0.00	\$0.00	\$0.00	\$0.00
3900	Other State - General	36	\$0.00	\$0.00	\$0.00	
5400	Federal in Lieu of Taxes	55	\$0.00	\$0.00	\$0.00	\$0.00
XXXX	Other Federal (Includes Accounts 5200 6100)	40	\$0.00	\$0.00	\$0.00	
2300	Investment Earnings	02	\$3,040.26	\$1,850.50	\$4,667.81	\$59.59
2400	Interfund Loan Interest Earnings	41	\$0.00	\$0.00		
9100	Sale of Bonds	42	\$0.00	\$0.00		\$0.00
9600	Sale of Refunding Bonds	43			\$0.00	\$0.00
7100	Participation Payments from Other Districts	46	\$0.00	\$0.00		
7301	Nonhigh Participation	47	\$0.00			
** 9900	Operating Transfers	48	\$0.00	\$0.00	\$0.00	\$0.00
Total Schedule A Cash Increases			\$1,264,171.39	\$9,147.17	\$16,050.24	\$253,618.51

(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!

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 VolzDate **09/08/2026**

Spokane County Treasurer's Monthly Report

SD No. 358 Freeman

For: 08/2026

ESD No. 101

		J500FD S.D. 358 General	J560FD S.D. 358 ASB
		Fund 1	Fund 4
I CASH:	Item No.		
Beginning Cash Balance		\$907,169.36	\$403,773.97
ADD: School District Deposits Received in	01	\$25,363.22	\$20,096.50
Investments Earnings	02		\$1,369.64
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	\$1,264,171.39	
Other Cash Increases - Identify:	19	\$0.00	\$0.00
Warrants Cancelled		\$359.37	\$0.00
DEDUCT: Warrants Issued		-\$455,219.88	-\$7,621.88
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	\$0.00	
Interfund Loan Interest Paid	09	\$0.00	
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 - Identity	11	-\$733,159.60	\$0.00
Ending Cash Balance		\$1,008,683.86	\$417,618.23
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			
Beginning Warrants Outstanding Balance		\$350,338.37	\$14,720.82
ADD: Warrants Issued	12	\$455,219.88	\$7,621.88
DEDUCT: Warrants Redeemed	05	-\$333,540.00	-\$14,118.17
Warrants Cancelled	14	-\$359.37	\$0.00
Ending Warrants Outstanding Balance		\$471,658.88	\$8,224.53
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 REVENUE ANTICIPATION NOTES OUTSTANDING		\$1,008,683.86	\$417,618.23

Spokane County Treasurer's Monthly Report

SD No. 358 Freeman

For: 08/2026

ESD No. 101

	Item No.	J510FD S.D. 358 Building	J550FD S.D. 358 Transportation
		Fund 2	Fund 9
I CASH:			
Beginning Cash Balance		\$571,158.62	\$9,615.50
ADD: School District Deposits Received in	01	\$0.00	\$0.00
Investments Sold (Exclude Interest)	03	\$0.00	\$0.00
Interfund Loan Proceeds from Fund 2	52	\$0.00	\$0.00
Repayment of Interfund Loan Principal From Fund 1, 3, or 9 (Exclude Interest)	49	\$0.00	
Proceed from Revenue Anticipation Notes Issued	15	\$0.00	\$0.00
Total Schedule A Cash Increases (see page 6)	04	\$9,147.17	\$253,618.51
Other Cash Increases - Identify:	19	\$0.00	\$0.00
Warrants Cancelled		\$0.00	\$0.00
DEDUCT: Warrants Issued		-\$390,861.45	\$0.00
Warrants Interest Paid	06	\$0.00	\$0.00
Investments Purchased	07	\$0.00	\$0.00
Nonvoted Bonds Redeemed by County Treasurer	13	\$0.00	
Repayment of Interfund Loan Principal to Fund 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
Operating Transfer to Funds 2, 3, or 9	10	\$0.00	\$0.00
Investments Purchased	18	\$0.00	
Other Cash Decreases - Identity	11	-\$9,159.49	\$0.00
Ending Cash Balance		\$180,284.85	\$263,234.01
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			
Beginning Warrants Outstanding Balance		\$73,024.77	\$0.00
ADD: Warrants Issued	12	\$390,861.45	\$0.00
DEDUCT: Warrants Redeemed	05	-\$73,024.77	\$0.00
Warrants Cancelled	14	\$0.00	\$0.00
Ending Warrants Outstanding Balance		\$390,861.45	\$0.00
IV REVENUE ANTICIPATION NOTES OUTSTANDING:			
Beginning Revenue Anticipation Notes Outstanding Balance		\$0.00	\$0.00
ADD: Revenue Anticipation Notes Issued	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 REVENUE ANTICIPATION NOTES OUTSTANDING		\$180,284.85	\$263,234.01

Spokane County Treasurer's Monthly Report

SD No. 358 Freeman

For: 08/2026

ESD No. 101

		J530FD S.D. 358 Bond & Int
		Fund 3
I COUNTY TREASURER'S CASH:		
Beginning Cash Balance		\$1,395,019.66
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	\$16,050.24
Warrants Cancelled		\$0.00
DEDUCT: Warrants Issued		\$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 - Identity	11	-\$900.00
Ending County Treasurer's Cash Balance		\$1,410,169.90
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 Issued	15	\$0.00
DEDUCT: Revenue Anticipation Notes Redeemed	16	\$0.00
Ending Revenue Anticipation Notes Outstanding Balance		\$0.00

Spokane County Treasurer's Monthly Report

SD No. 358 Freeman

For: 08/2026

ESD No. 101

			J530FD S.D. 358 Bond & Int
			Fund 3
V WARRANTS OUTSTANDING:			
	Item No.		
Beginning Warrants Outstanding Balance			\$0.00
(+) Warrants Issued	12		\$0.00
(-) 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
(+) Bonds Maturing This Month	90		\$0.00
(-) 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
(+) Bonds Maturing This Month	56		\$0.00
(-) 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			\$5,445,000.00
(+) Bonds Issued	78		\$0.00
Refunding Bonds Transferred from Fund 6	87		\$0.00
(-) Bonds Maturing this Month	90		\$0.00
Bonds Refunded Transferred to Funds 5 or 6	97		\$0.00
Ending Unmatured Voted Bonds Outstanding Balance			\$5,445,000.00
IX UNMATURED NONVOTED BONDS OUTSTANDING			
Beginning Unmatured Nonvoted Bonds Outstanding Balance			\$536,160.00
(+) Bonds Issued	59		\$0.00
Refunding Bonds Transferred from Fund 6	60		\$0.00
(-) Bonds Maturing this Month	56		\$0.00
Bonds Refunded Transferred to Funds 5 or 6	62		\$0.00
Ending Unmatured Nonvoted Bonds Outstanding Balance			\$536,160.00
X VOTED MATURED COUPONS OUTSTANDING			
Beginning Voted Matured Coupons Outstanding Balance			\$0.00
(+) Coupons Maturing this Month	79		\$0.00
(-) 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
(+) Coupons Maturing this Month	63		\$0.00
(-) 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

SD No. 358 Freeman

For: 08/2026

ESD No. 101

		K160FD S.D. 358 Trust & Agency	Permanent Trust
		Fund 7	Fund 8
I CASH:			
Beginning Cash Balance	Item No.	\$0.00	\$0.00
(+) School District Deposits Received in	01	\$0.00	\$0.00
Investment Earnings 02	02	\$0.00	\$0.00
Investments Sold (Exclude Interest)	03	\$0.00	\$0.00
Other Cash Increases - Identify:	19	\$0.00	\$0.00
Total Schedule A Cash Increases (see page 6)		\$0.00	\$0.00
Warrants Cancelled		\$0.00	\$0.00
(-) Warrants Issued		\$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
(+) Investments Purchased	07	\$0.00	\$0.00
(-) Investments Sold (Exclude Interest)	03	\$0.00	\$0.00
Ending Investment Balance		\$0.00	\$0.00
III WARRANTS OUTSTANDING:			
Beginning Warrants Outstanding Balance		\$0.00	\$0.00
(+) Warrants Issued	12	\$0.00	\$0.00
(-) 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		\$0.00	\$0.00

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2025 (September 1, 2025 - August 31, 2026)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2026

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	1,980,251	12,011.50	1,975,692.47		4,558.53	99.77
2000 LOCAL SUPPORT NONTAX	425,700	28,403.48	394,901.72		30,798.28	92.77
3000 STATE, GENERAL PURPOSE	8,909,795	895,740.91	8,903,339.79		6,455.21	99.93
4000 STATE, SPECIAL PURPOSE	3,308,145	324,222.56	3,304,466.06		3,678.94	99.89
5000 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	352,466	29,156.16	348,510.13		3,955.87	98.88
7000 REVENUES FR OTH SCH DIST	85,000	.00	37,800.00		47,200.00	44.47
8000 OTHER AGENCIES AND ASSOCIATES	1,000	.00	.00		1,000.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 15,062,357	 1,289,534.61	 14,964,710.17		 97,646.83	 99.35
 <u>B. EXPENDITURES</u>						
00 Regular Instruction	7,464,422	596,103.57	7,052,430.73	4,171.00-	416,162.27	94.42
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	1,744,293	128,374.72	1,664,862.26	1,204.64	78,226.10	95.52
30 Voc. Ed Instruction	1,374,442	100,085.74	1,291,488.93	4,301.41-	87,254.48	93.65
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	206,214	12,778.32	253,350.38	0.00	47,136.38-	122.86
70 Other Instructional Pgms	26,455	2,336.86	28,164.30	0.00	1,709.30-	106.46
80 Community Services	1,500	.00	13,046.22	0.00	11,546.22-	869.75
90 Support Services	4,214,444	348,340.90	4,383,995.34	118,830.43	288,381.77-	106.84
 <u>Total EXPENDITURES</u>	 15,031,770	 1,188,020.11	 14,687,338.16	 111,562.66	 232,869.18	 98.45
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 33,586	 .00	 33,586.22			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
 <u>E. UNUSUAL/INFREQUENT-INFLOWS (GL 968)</u>	 0	 .00	 .00		 .00	 0.00
<u>F. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)</u>	0	.00	.00		.00	0.00
 <u>G. NET CHANGE IN FUND BALANCE</u>	 2,999-	 101,514.50	 243,785.79		 246,784.79	 < 1000-
<u>(A-B-C-D+E-F)</u>						
 <u>H. TOTAL BEGINNING FUND BALANCE</u>	 590,784		 795,931.03			
 <u>I. G/L 896, 897, 898 ACCOUNTING</u>	 XXXXXXXXX		 .00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
 <u>J. TOTAL ENDING FUND BALANCE</u>	 587,785		 1,039,716.82			
<u>(G+H + OR - I)</u>						

K. 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	0	93,147.17
G/L 823 Restricted for Carryover of Tra	0	31,365.09
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
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	29,293	29,293.49
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Committed to 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	0	15,000.00
G/L 890 Unassigned Fund Balance	122,131	453,962.28
G/L 891 Unassigned Min Fnd Bal Policy	436,361	416,948.79
<u>TOTAL</u>	587,785	1,039,716.82

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2025 (September 1, 2025 - August 31, 2026)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2026

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	921,251	7,296.67	888,716.56		32,534.44	96.47
2000 Local Support Nontax	12,000	1,850.50	15,177.90		3,177.90-	126.48
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	20,000	.00	.00		20,000.00	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>	 953,251	 9,147.17	 903,894.46		 49,356.54	 94.82
 <u>B. EXPENDITURES</u>						
10 Sites	145,000	27,959.67	135,498.47	22,645.33	13,143.80-	109.06
20 Buildings	0	.00	.00	0.00	.00	0.00
30 Equipment	600,000	372,061.27	518,878.05	110,309.38	29,187.43-	104.86
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>	 745,000	 400,020.94	 654,376.52	 132,954.71	 42,331.23-	 105.68
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 517,220	 .00	 517,220.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
 <u>E. UNUSUAL/INFREQUENT-INFLOWS (GL 968)</u>	 0	 .00	 .00		 .00	 0.00
<u>F. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)</u>	0	.00	.00		.00	0.00
 <u>G. NET CHANGE IN FUND BALANCE</u>	 308,969-	 390,873.77-	 267,702.06-		 41,266.94	 13.36-
<u>(A-B-C-D+E-F)</u>						
 <u>H. TOTAL BEGINNING FUND BALANCE</u>	 334,301		 447,622.41			
 <u>I. G/L 896, 897, 898 ACCOUNTING</u>	 XXXXXXXXX		 .00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
 <u>J. TOTAL ENDING FUND BALANCE</u>	 25,332		 179,920.35			
<u>(G+H + OR - I)</u>						

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	434,122.41
G/L 862 Committed from Levy Proceeds	100,000-	153,253.26-
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 Restrictd Mitigation Fees	0	.00
G/L 868 Restricted from CTE Carryover R	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	125,332	100,948.80-
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	25,332	179,920.35

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2025 (September 1, 2025 - August 31, 2026)

For the
FREEMAN SCHOOL DISTRICT #358
School District for the Month of
August, 2026

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	1,817,000	11,382.43	1,891,569.45		74,569.45-	104.10
2000 Local Support Nontax	14,000	4,667.81	36,589.62		22,589.62-	261.35
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	550,806	.00	550,806.22		.22-	100.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 2,381,806	 16,050.24	 2,478,965.29		 97,159.29-	 104.08
 <u>B. EXPENDITURES</u>						
Matured Bond Expenditures	2,082,220	.00	2,082,220.00	0.00	.00	100.00
Interest On Bonds	282,037	.00	282,036.22	0.00	.78	100.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	50,000	900.00	1,800.00	0.00	48,200.00	3.60
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>	 2,414,257	 900.00	 2,366,056.22	 0.00	 48,200.78	 98.00
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
 <u>E. UNUSUAL/INFREQUENT-INFLows (GL 968)</u>	 0	 .00	 .00		 .00	 0.00
<u>F. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)</u>	0	.00	.00		.00	0.00
 <u>G. NET CHANGE IN FUND BALANCE</u>	 32,451-	 15,150.24	 112,909.07		 145,360.07	 447.94-
<u>(A-B-C-D+E-F)</u>						
 <u>H. TOTAL BEGINNING FUND BALANCE</u>	 1,280,242		 1,297,260.83			
 <u>I. G/L 896, 897, 898 ACCOUNTING</u>	 XXXXXXXXXX		 .00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
 <u>J. TOTAL ENDING FUND BALANCE</u>	 1,247,791		 1,410,169.90			
<u>(G+H + OR - I)</u>						
 <u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	1,247,791		1,410,169.90			
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			
 <u>TOTAL</u>	 1,247,791		 1,410,169.90			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2025 (September 1, 2025 - August 31, 2026)

For the
FREEMAN SCHOOL DISTRICT #358
School District for the Month of
August, 2026

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	81,900	9,227.62	68,889.23		13,010.77	84.11
2000 Athletics	275,025	7,905.52	170,191.72		104,833.28	61.88
3000 Classes	7,200	.00	7,575.00		375.00-	105.21
4000 Clubs	79,515	4,003.00	76,559.38		2,955.62	96.28
6000 Private Moneys	1,300	330.00	2,183.06		883.06-	167.93
<u>Total REVENUES</u>	444,940	21,466.14	325,398.39		119,541.61	73.13
B. EXPENDITURES						
1000 General Student Body	82,650	.00	30,621.78	0.00	52,028.22	37.05
2000 Athletics	337,135	7,480.13	194,603.91	2,295.22-	144,826.31	57.04
3000 Classes	7,800	.00	4,440.91	0.00	3,359.09	56.93
4000 Clubs	91,000	141.75	74,515.54	3,044.14	13,440.32	85.23
6000 Private Moneys	800	.00	4,522.56	32.26	3,754.82-	569.35
<u>Total EXPENDITURES</u>	519,385	7,621.88	308,704.70	781.18	209,899.12	59.59
C. <u>EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES</u> <u>(A-B)</u>	74,445-	13,844.26	16,693.69		91,138.69	122.42-
D. <u>UNUSUAL/INFREQUENT-INFLOWS (GL 968)</u>	0	.00	.00		.00	0.00
E. <u>UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)</u>	0	.00	.00		.00	0.00
F. <u>NET CHANGE IN FUND BALANCE</u>	74,445-	13,844.26	16,693.69		91,138.69	122.42-
<u>(C+D-E)</u>						
G. <u>TOTAL BEGINNING FUND BALANCE</u>	330,329		407,074.54			
H. <u>G/L 896, 897, 898 ACCOUNTING</u>	XXXXXXXXX		.00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
I. <u>TOTAL ENDING FUND BALANCE</u>	255,884		423,768.23			
<u>(F+G + OR - H)</u>						
J. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	255,884		423,768.23			
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			
<u>TOTAL</u>	255,884		423,768.23			

70--Private Purpose Trust Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2025 (September 1, 2025 - August 31, 2026)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2026

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2025 (September 1, 2025 - August 31, 2026)

For the
FREEMAN SCHOOL DISTRICT #358
School District for the Month of
August, 2026

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	5,000	59.59	18,284.76		13,284.76-	365.70
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	225,882	253,558.92	253,558.92		27,676.92-	112.25
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>Total REVENUES/OTHER FIN. SOURCES</u>	 230,882	 253,618.51	 271,843.68		 40,961.68-	 117.74
 <u>B. EXPENDITURES</u>						
Type 30 Equipment	264,491	.00	262,537.52	0.00	1,953.48	99.26
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>	 264,491	 .00	 262,537.52	 0.00	 1,953.48	 99.26
 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>UNUSUAL/INFREQUENT-INFLOWS (GL 968)</u>	 0	 .00	 .00		 .00	 0.00
F. <u>UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)</u>	0	.00	.00		.00	0.00
 G. <u>NET CHANGE IN FUND BALANCE</u>	 33,609-	 253,618.51	 9,306.16		 42,915.16	 127.69-
<u>(A-B-C-D+E-F)</u>						
 H. <u>TOTAL BEGINNING FUND BALANCE</u>	 259,491		 253,927.85			
 I. <u>G/L 896, 897, 898 ACCOUNTING</u>	 XXXXXXXXXX		 .00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
 J. <u>TOTAL ENDING FUND BALANCE</u>	 225,882		 263,234.01			
<u>(G+H + OR - I)</u>						
 K. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	225,882		263,234.01			
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	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			
 <u>TOTAL</u>	 225,882		 263,234.01			

E0--Employee Benefit Trust Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2025 (September 1, 2025 - August 31, 2026)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2026

T0--General Long-Term Debt Group-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2025 (September 1, 2025 - August 31, 2026)

For the FREEMAN SCHOOL DISTRICT #358 School District for the Month of August, 2026

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

Coversheet

ASB Reports

Section:	III. Board Recognition
Item:	A. ASB Reports
Purpose:	
Submitted by:	
Related Material:	HS ASB Board Report 9-21-26.pdf



Board Report Freeman School District

Board Meeting Date: September 21, 2026

Submitted by: Emma Dryer, FHS ASB President

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

GOALS: Commitment

- Do what we say we're going to do
- Work together as a team
- School quote: Lead with COURage (Cour - root word is heart)

Activities we've done as an ASB team:

- Freshman orientation
 - Tour of the high school
 - Scavenger hunt
 - Donuts and pizza
- Club Fair
 - Each club had a table
 - Students can sign up on the spot for the club they want to do
- Tailgate night
 - 2 food trucks before the first home football game
- POWER week
 - Events to recognize each word every day of the week

Currently:

Homecoming planning

- Weekly themes and assemblies
- Hallway decorating and music videos
- Macho volleyball, girls kickball, corn hole, spike ball
- Hoco football game
 - Royalty lap
 - Neon theme

Coversheet

Mike Allen, Elementary School Principal

Section: VII. Building Reports
Item: A. Mike Allen, Elementary School Principal
Purpose:
Submitted by:
Related Material: Mike Allen, Elementary School Principal.pdf



Board Report Freeman School District

Board Meeting Date: 9/21/26

Submitted by: Mike Allen, Elementary School Principal

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

1. POWER Week success, 9/18 Assembly, GOAT class competition
2. Scottie Dash kick-off, collection days and Oct 2nd date
3. Finished our third rotation of PLC/Collaboration meetings, process and success
4. Math Adoption Committee formed, meeting schedule 2-Oct, 1-Nov, 1-Dec
5. Certificated and Classified beginning of the year meetings
6. Preparing for profile meetings October 12-16 & Conferences October 22-23

Enrollment:

TK: 34 (P3 =4) **K:** 58 **1:** 67 **2:** 51 (-1) **3:** 67(+2) **4:** 55 **5:** 75 **Total:** 406

Coversheet

Jim Straw, Middle School Principal

Section:	VII. Building Reports
Item:	B. Jim Straw, Middle School Principal
Purpose:	
Submitted by:	
Related Material:	Jim Straw, Middle School Principal.pdf



Board Report Freeman School District

Board Meeting Date: September 21, 2026

Submitted by: Jim Straw, FMS Principal

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

- >FSD Welcome Back Assembly @ FHS
- >Teaching Crisis Drills
 - >Evacuation- Monday, August 24th
 - >Lockdown- Thursday, September 3rd
- >Back to School Night- Wednesday, September 9th
- >Scottie Dash
 - >Kick-Off- Wednesday, September 9th
 - >Collections- September 15th, 21st, 25th & October 2nd
 - >Event- Friday, October 2nd
- >Scottie POWER Week- September 14th-18th
 - >Daily Teacher Presentations
 - >Student to Student Recognition
 - >Card Writing Station This Week
 - >Bulletin Board Throughout the Year
- >Student Support Meetings
 - >504- completed by end of September
 - >IEP- throughout the year
 - >FMS Student Assistance Team- Friday mornings throughout the year
- >Robotics- 27 students for 4 teams (2 last year)
- >Goal Meetings w/ Certificated & Classified Staff

Enrollment:

6th- 60

7th- 57

8th- 76 (+1)

Total= 193

Coversheet

Jeff Smith, High School Principal

Section:	VII. Building Reports
Item:	C. Jeff Smith, High School Principal
Purpose:	
Submitted by:	
Related Material:	Jeff Smith, High School Principal.pdf



Board Report Freeman School District

Board Meeting Date: September 21, 2026

Submitted by: Jeff Smith, FHS Principal

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

Goal	Action
Increasing student ownership/voice and verify school experiences	Met with 6 students - going to invite more to create a larger cross-section of students
Increasing academic press, specifically rigor, relevance and feedback	Collaborated about "what does rigor look like?" at recent staff meeting. Emailed potential "looks like" list to staff to use for walkthroughs
Increasing staff efficacy and trust	- To begin Staff celebrations at this week's staff meeting 1st PLC collaboration this week
FHS Highlights	- ASB Club Fair was a big success! - All District Assembly - ASB Tailgate - POWER week - HOCO on the horizon!

Enrollment:

9th = 61 (62), 10th = 69 (71), 11th = 49 (51), 12th = 61(72). Total: 240 (256 - 15 to FCE)

Coversheet

Chad Ripke, High School Assistant Principal-Athletic Director

Section:	VII. Building Reports
Item:	D. Chad Ripke, High School Assistant Principal-Athletic Director
Purpose:	
Submitted by:	
Related Material:	Chad Ripke, HS Assistant Principal-Athletic Director.pdf



Board Report Freeman School District

Board Meeting Date: 9/21/26

Submitted by: Chad Ripke

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

- 1st Coaches meeting of the year on 9/18
- Fall preseason/goals meetings with all my fall head coaches
- Hiring of HS boys assistant wrestling/head girls coach
- Interviewed for MS head wrestling coach
- Football and VB jamborees went very well
- Kenny Davis Rip A Shot VB tournament was excellent – FHS VB 4th overall
- WASBO conference 9/21
- Homecoming week coming up the Week of September 28th-10/2
- XC Jamboree @ NWC – Micah Bessire and Audrey Santman set new course records
- Mini Cheer Camp this past week, 30 campers and did a great halftime performance

Enrollment:

- Football 46
- Boys XC 23
- Girls XC 13
- Volleyball 23
- Soccer 14 – 5 8th graders
- Cheer 16

Coversheet

Stacey Rawson, Student Services Director

Section: VIII. Department Reports
Item: A. Stacey Rawson, Student Services Director
Purpose:
Submitted by:
Related Material: Stacey Rawson, Student Services Director.pdf



Board Report Freeman School District

Board Meeting Date: September 21, 2026

Submitted by: Stacey Rawson

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus and Enrollment:

Area of Focus	Monthly Updates	Program Enrollment
Special Education	- Great first month of school with new staff Melisa Collins, Lauren Burrows and Kelsie Carter. - Recommending to the board the hiring of Sophie Leeper- paraeducator - All services have begun for the year and IEP/ evaluation meetings are already in full swing. New processes include standards-aligned goals and evaluation drafts.	114 Students
Multilingual Learners (MLL)	- MLL beginning of the year outreach to families completed, informing them of continued services - Working with foreign exchange students to ensure support	4 (screening 2 this month)
McKinney Vento/ Foster Youth	- McKinney Vento intakes completed. - We are welcoming 3 new foster students to our district this month! - Working with secretaries for immediate enrollment in these unique situations	11 McKinney Vento/ 3 Foster
Title 1/ Learning Assistance Program (LAP) MTSS	- Consolidated grant application completed for Title I, Title II - Program funding applied to staff/ payroll, consistent with their time and effort - End of Year LAP report completed from 25-26 - AimsWeb Screening completed at FES, MTSS intervention groups began 9.15	FES: Reading- 49, Math- TBD FMS: TBD
Highly Capable	Beginning of the Year assurances completed, funding allocation should begin next month	113 students

Coversheet

Heidi Youseph - CTE/FCE Director

Section:	VIII. Department Reports
Item:	B. Heidi Youseph - CTE/FCE Director
Purpose:	
Submitted by:	
Related Material:	Heidi Youseph, CTE-FCE Director .pdf



Board Report Freeman School District

Board Meeting Date: 9/21/26

Submitted by: Heidi Youseph

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus & Enrollment:

Area of Focus	Monthly Updates	Program Enrollment
Flexible Learning Options: Freeman ConnectEd	- Students have been working since the first day of school. - We have a new entity and all FCE students will be in it by the beginning of October. - We will start a wait-list for transition points (end of 1st semester or beginning of 1st semester 2027)	36 students 3 choice pending
Career & Technical Education	- CTE 4 Year Plan is part of your reports I sent over. - Spokane Valley General Advisory Council met on September 17. Meeting in different locations in the valley. - CTE Programs we have: - Agriculture - Business and Marketing - Family and Consumer Sciences Educators - STEM - Skilled and Technical Sciences	FHS CTE numbers are down a bit from last year.
District Assessment	Nothing at this time	
College & Career	- Spokane National College Fair Oct. 13 - Instant Decision Days have been scheduled - Senior Information Night - Sept. 23 6pm -	

Coversheet

Kent Bevers, Nutrition Services Director

Section: VIII. Department Reports
Item: C. Kent Bevers, Nutrition Services Director
Purpose:
Submitted by:
Related Material: Kent Bevers, Nutrition Services Director.pdf



Board Report Freeman School District

Board Meeting Date: September 21, 2026

Submitted by: Kent Bevers, Nutrition Services Director

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

1. Working on a plan to address meal debt with Lisa and Alan
2. Still have not yet heard from OSPI regarding our annual sponsor application
3. I will be working on the adult meal pricing tool OSPI released last week.

Coversheet

Everett Combs, Transportation Director

Section:	VIII. Department Reports
Item:	D. Everett Combs, Transportation Director
Purpose:	
Submitted by:	
Related Material:	Everett Combs, Transportation Director.pdf



Board Report Freeman School District

Board Meeting Date: Monday September 21, 2026

Submitted by: Everett Combs, Transportation Director

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

- **We should be receiving our new bus any day. Hoping to have it in the Rockford Parade on Saturday.**
- **Finishing up training with a new driver. Hopefully will get him tested in a couple weeks**
- **We are starting the year with the following routes:**
 - 11- Gen Ed routes**
 - 1- SPED Wheelchair lift route**
 - 1- T-K/K route**
 - 2- PM 2 routes**
- **August Bus Miles:**
 - To/from-6034**
 - Trips-217**
- **August Riders:**
 - To/From-6860**
 - Trips-71**

Coversheet

Kirk Lally, Maintenance-Grounds Director

Section:	VIII. Department Reports
Item:	E. Kirk Lally, Maintenance-Grounds Director
Purpose:	
Submitted by:	
Related Material:	Kirk Lally, Maintenance-Grounds Director.pdf



Board Report Freeman School District

Board Meeting Date: 9/21/26

Submitted by: Kirk Lally

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

- Weed/Feed fertilizer was applied to all FSD grass on Friday Sept 4th a no school day, the last application of this year.
- On Sept 9th, Andy O Niel from Dept of Ecology helped me sample metals for the Biosolids in the lagoons for analysis. This is due by Jan 2027 a new state rule.
- Chad, Lisa, and I have been talking and meeting with Triumph and Qualite on the stadium light issues. This is a Qualite issue not a Triumph issue, but communication between all has been clear this needs to be resolved ASAP.

Safety:

- New Emergency manuals have been sent out to staff electronically, and hard copies are being made and will be distributed soon. Thank you, Joanna and Lisa.

Coversheet

Todd Reed, Technology Director

Section:	VIII. Department Reports
Item:	F. Todd Reed, Technology Director
Purpose:	
Submitted by:	
Related Material:	Todd Reed - Technology Director.pdf



Board Report Freeman School District

Board Meeting Date:

Submitted by:

2026-2027 FSD Commitments:

1. Strengthen a cohesive TK-12 system by aligning our practices, expectations, and student experiences across all schools.
2. Build a culture of belonging through strong relationships, collaboration, and respectful communication.
3. Strengthen our TK-12 Multi-Tiered System of Supports (MTSS) to ensure every student receives the academic, behavioral, and social-emotional support they need to thrive.

Areas of Focus:

- All six district generators underwent biannual maintenance, with all systems checking out successfully
- Following a successful demonstration and evaluation of Verkada Guest, the district has implemented the system at each school to replace Raptor as our visitor management platform. Verkada Guest provides a streamlined visitor check-in process while continuing to support our focus on maintaining safe and secure school facilities.
- The Chromebook check out process was concluded efficiently within the allocated time slots. Chromebook Checked out - FHS-204 | FMS-187

Enrollment:

Coversheet

Alan Steinolfson, Finance Director

Section:	VIII. Department Reports
Item:	G. Alan Steinolfson, Finance Director
Purpose:	
Submitted by:	
Related Material:	Capital Projects Cash Flow Sept. BM.pdf General Fund Cash Flow for Sept. BM.pdf 25-26 Cash Flow Summary for Sept 2026 BM.pdf Enrollment for September BM.pdf

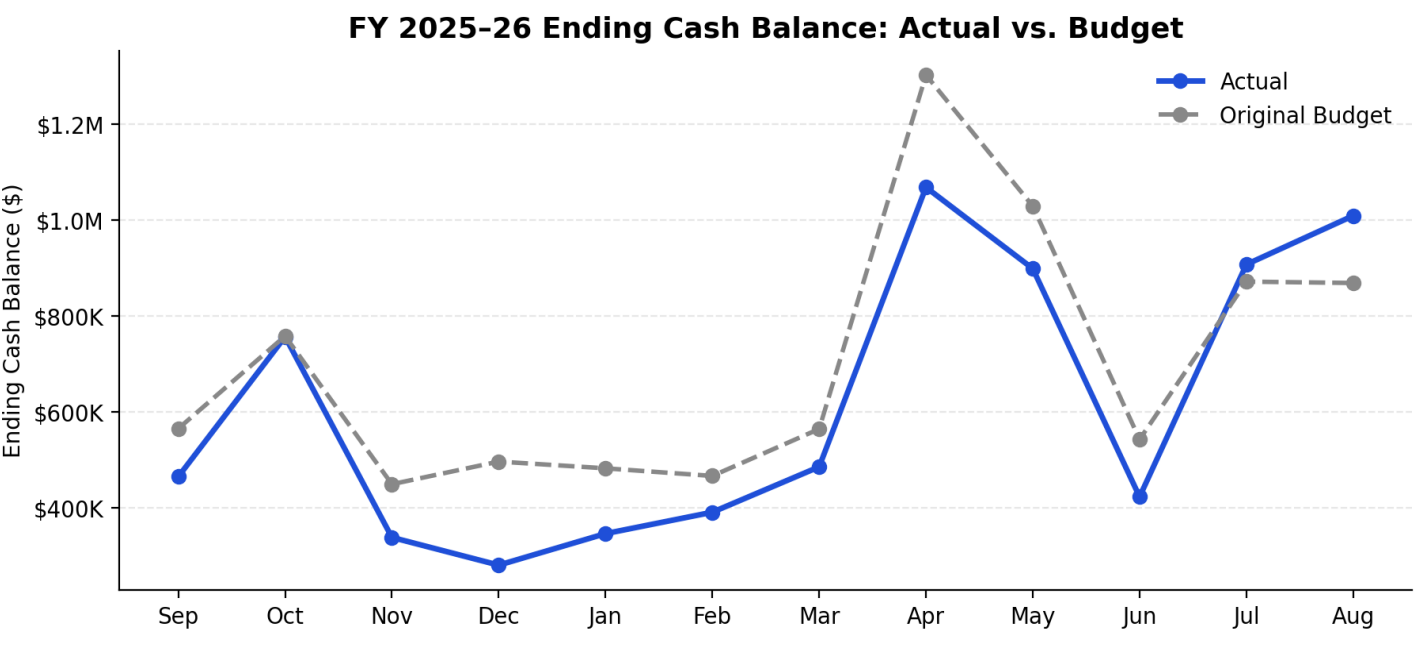
Freeman School District
Capital Projects Fund Cash Flow 2025-2026
updated: 9/17/2026

Date	Levy/Investments Proceeds	LGO BOND	Donations	Interfund Loan	Safety/Tech	Maintenance & Grounds	Ending Cash Balance
Aug-24					<i>Beginning Balance:</i>		\$ 447,622
Sep-25	1,598		(2,500)			2,086	\$ 444,634
Oct-25	2,850					30,634	\$ 416,849
Nov-25	2,330						\$ 419,179
Dec-25	538	(256,280)					\$ 163,438
Jan-26	1,307						\$ 164,745
Feb-26	10,727					43,200	\$ 132,272
Mar-26	93,809					17,985	\$ 208,095
Apr-26	608,975				3,604		\$ 813,466
May-26	150,399				77,369		\$ 886,497
Jun-26	10,815	(260,940)				2,500	\$ 633,872
Jul-26	11,400				37,228	36,884	\$ 571,159
Aug-26	9,147				372,061	27,960	\$ 180,285
Sep-26	3,000				100,018		\$ 83,267
Oct-26							\$ 83,267
Nov-26	585,785						\$ 669,052
Dec-26		(265,670)					\$ 403,382
Jan-27							\$ 403,382
Feb-27							\$ 403,382
Mar-27							\$ 403,382
Apr-27	961,869						\$ 1,365,251
May-27							\$ 1,365,251
Jun-27		(270,490)					\$ 1,094,761
Jul-27					550,000	135,000	\$ 409,761
Aug-27					100,000	135,000	\$ 174,761
Sep-27							\$ 174,761
Oct-27							\$ 174,761
Nov-27	614,949						\$ 789,711
Dec-27							\$ 789,711
Jan-28							\$ 789,711
Feb-28							\$ 789,711
Mar-28					20,000	135,000	\$ 634,711
Apr-28	143,727				10,000	135,000	\$ 633,438
May-28							\$ 633,438
Jun-28							\$ 633,438
Jul-28					20,000		\$ 613,438
Aug-28					20,000	35,000	\$ 558,438
	3,213,225	(1,053,380)	(2,500)	-	1,310,280	736,249	\$ 558,438
Date	CPF Levy Proceeds	LGO BOND	Donations	Interfund Loan	Safety/Tech	Maintenance & Grounds	Ending Cash Balance

		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 2025-2026	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	TOTALS
	BEGINNING CASH BALANCE	764,888	465,196	756,630	338,658	280,936	346,582	391,135	485,673	1,067,826	898,501	423,229	907,169	
	ADD:													
3100	APPORTIONMENT	761,812	677,166	423,229	761,812	799,001	791,779	774,936	765,353	434,964	511,153	1,087,795	871,476	8,660,474
3121	SPECIAL ED GENERAL	21,042	18,704	11,690	21,042	21,846	21,651	22,281	22,012	13,034	14,934	30,363	24,265	242,866
3300	LOCAL EFFORT ASSISTANCE	0	0	0	0	0	0	0	0	0	0	0	0	0
410001	MISC. STATE MONEY-NATIONAL BOARDS	9,333	0	0	0	0	0	0	0	0	0	37,583	0	46,916
4109	TRANSITION TO KINDERGARTEN	44,872	40,439	25,092	45,165	31,778	43,971	43,871	43,749	27,933	31,358	61,004	48,803	488,035
4121	SPECIAL EDUCATION	123,049	109,377	68,361	123,049	119,630	125,318	128,810	128,402	77,570	88,334	176,126	140,753	1,408,779
4155	LEARNING ASSISTANCE	14,278	8,902	6,818	12,272	11,590	12,272	12,272	12,272	6,818	8,181	17,044	13,635	136,354
4158	MISC. STATE GRANTS - TPEP	0	0	0	0	0	0	0	2,539	0	0	0	0	2,539
4165	TRANSITIONAL BILINGUAL	396	352	220	396	1,042	602	558	558	391	379	789	631	6,312
4174	HIGHLY CAPABLE	0	4,566	1,343	2,417	2,554	2,479	2,479	2,403	1,372	1,646	3,429	2,743	27,431
4198	STATE FOOD SERVICE	0	694	655	453	471	583	612	554	394	748	0	0	5,164
4199	TRANSPORTATION	95,104	84,536	52,835	95,104	89,820	153,234	105,891	26,186	138,533	70,594	147,070	117,656	1,176,563
6124	IDEA-B	0	12,403	12,363	14,349	12,955	12,961	12,737	12,475	13,028	12,425	13,246	26,878	155,819
6151	TITLE 1 (DISADVANTAGED)	0	2,988	3,043	3,015	3,016	3,554	3,428	4,636	23,907	1,692	2,665	2,278	54,222
6152	TITLE II (SCHOOL IMPROVEMENT	0	1,953	1,987	802	1,589	1,590	1,581	4,263	1,396	1,591	1,591	0	18,345
6198	FEDERAL FOOD SERVICE	0	13,624	13,303	8,871	8,833	12,206	12,449	13,702	9,908	18,412	0	0	111,308
	Apportoinment Total	1,069,886	975,705	620,937	1,088,747	1,104,125	1,182,201	1,121,905	1,039,104	749,247	761,446	1,578,705	1,249,120	12,541,126
	LOCAL PROPERTY TAX	35,187	652,940	110,853	7,687	9,945	15,981	122,274	786,070	194,572	9,675	14,875	12,012	1,972,071
	TIMBER EXCISE TAX	0	0	0	3,622	0	0	0	0	0	0	0	0	3,622
	INVESTMENT EARNINGS	1,933	1,069	1,716	758	1,492	1,029	1,275	1,545	3,440	2,782	1,421	3,040	21,500
	NURSE CORP GRANT/BEST GRANT	0	0	0	0	27,605	0	1,153	0	0	0	0	0	28,758
	SOARS	0	0	0	0	17,820	0	0	10,980	0	0	9,000	0	37,800
	LOCAL RECEIPTS	39,362	25,025	12,606	52,671	44,327	25,362	27,790	21,474	37,281	22,851	26,137	25,363	360,250
	TOTAL REVENUES	1,146,367	1,654,739	746,112	1,153,484	1,205,313	1,224,573	1,274,397	1,859,173	984,540	796,753	1,630,138	1,289,535	14,965,126
	DEDUCT:													
	ACCOUNTS PAYABLE	431,537	361,790	159,857	202,994	128,016	177,691	160,443	276,836	133,775	212,244	148,587	217,280	2,611,049
	ACCOUNTS PAYABLE VOIDS					-10		-231		-623	530	-530	-359	-1,223
	PAYROLL	1,014,522	1,001,515	1,004,227	989,093	1,011,662	1,002,329	1,019,647	1,000,184	1,020,714	1,044,784	998,141	971,100	12,077,918
	PAYROLL VOIDS													0
	LGO BOND INTEREST PAYMENTS				19,119						14,467			33,586
	TOTAL EXPENDITURES	1,446,059	1,363,306	1,164,084	1,211,206	1,139,668	1,180,020	1,179,859	1,277,020	1,153,866	1,272,025	1,146,198	1,188,020	14,721,330
	Ending Cash Balance	465,196	756,630	338,658	280,936	346,582	391,135	485,673	1,067,826	898,501	423,229	907,169	1,008,683	
	Ending Cash Balance - Spokane Ct Treasurer	465,197	756,630	338,658	280,936	345,787	391,136	485,673	1,067,826	898,501	423,229	907,169	1,008,684	
	Difference	0	0	0	0	795	0	0	0	0	0	0	0	
						(Co. Tr. Error)								
	Revenues Over/(Under) Expenditures	-299,692	291,434	-417,972	-57,722	65,646	44,554	94,538	582,153	-169,326	-475,272	483,940	101,515	243,795
	Ending Cash Balance % of Expenditures	3.16%	5.14%	2.30%	1.91%	2.35%	2.66%	3.30%	7.25%	6.10%	2.87%	6.16%	6.85%	

Freeman School District — 2025-2026 Cash Flow Summary

Fiscal Year is September–August



Total Revenues	\$14.97M
Total Expenditures	\$14.72M
Net Rev. Over Exp.	+\$243.8K
Beginning Cash (Sept 1)	\$764.9K
Ending Cash (Aug 31)	\$1.01M
vs. Original Budget	+\$140.1K

Lowest cash point: December (\$280,936, ~1.9% of monthly expenditures) **Highest cash point:** April (\$1,067,826 ~ 13.8% of monthly expenditures)
Result: ended the year \$140,097 ahead of the original budget projection. Yearlong average FTE was 13.39 higher than budget.

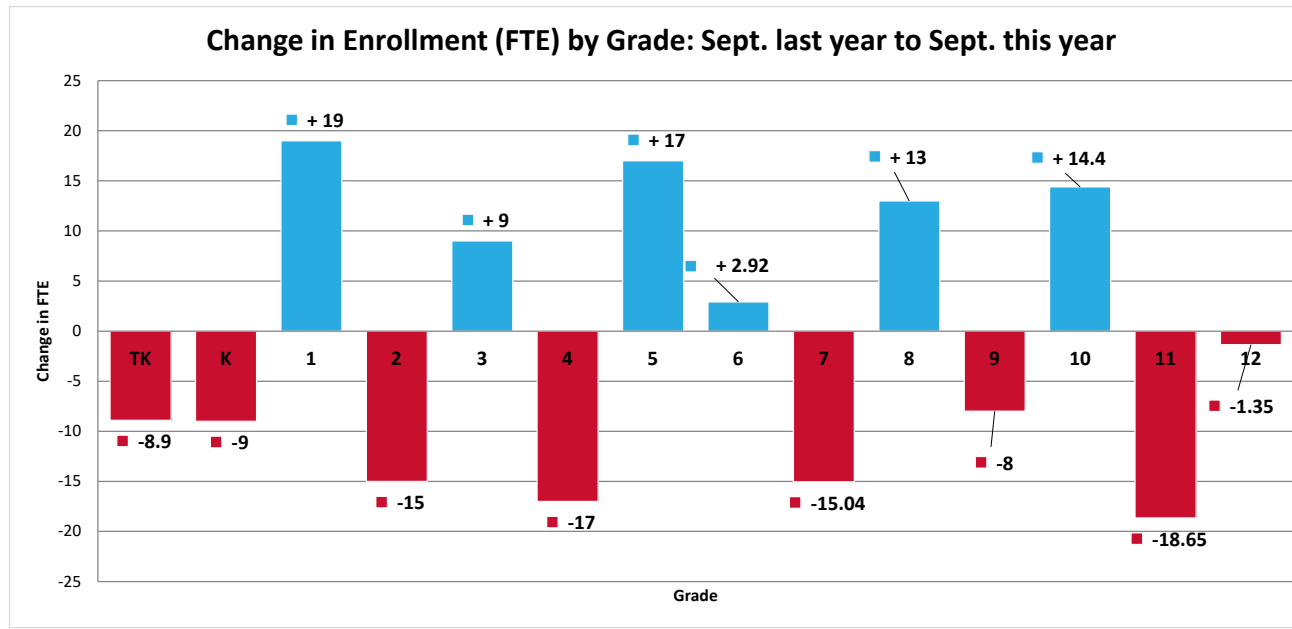
FTE ENROLLMENT TREND FOR 2026-2027

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	AVERAGE	BUDGET	Over/Under
ELEMENTARY BUILDING	373										373.00	354	19.00
MDL. SCHOOL BUILDING	192.58										192.58	190	2.58
HIGH SCHOOL BUILDING	234.8										234.80	234.49	0.31
TOTAL BASIC ED FTE	800.38										800.38	778.49	21.89
TK	28.10										28.10	20	8.10
SPECIAL ED	114										114.00	110	4.00
TOTAL RUNNING START											#DIV/0!	12.64	
RUNNING START ONLY											#DIV/0!	N/A	
HS CTE	83.4										83.40	88	-4.60
MS CTE	23.25										23.25	20	3.25
TBIP K-6	2										2.00	1	1.00
TBIP 7-12	2										2.00	0	2.00
TBIP EXITED	1										1.00	0	1.00
ALE	25.09										25.09	10.29	14.80
ELEM HEADCOUNT	373										373.00	N/A	
MS HEADCOUNT	193										193.00	N/A	
HS HEADCOUNT	256										256.00	N/A	
TOTAL HEADCOUNT	822	0	0	0	0	0	0	0	0	0	91.33	N/A	

FTE TREND BY GRADE LEVEL FOR 2026-2027

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	AVERAGE	BUDGET	Over/Under
TK	28.1										28.1	20	8.1
K	58										58	56	2
1st	67										67	61	6
2nd	51										51	48	3
3rd	67										67	63	4
4th	55										55	53	2
5th	75										75	73	2
6th	59.92										59.92	59	0.92
7th	56.96										56.96	58	-1.04
8th	76										76	73	3
9th	61										61	64	-3
10th	70.15										70.15	67	3.15
11th	40.65										40.65	42.54	-1.89
12th	62.7										62.7	60.95	1.75
TOTAL FTE	828.48										828.48	798.49	29.99

*TK will only be funded for 20 FTE



Coversheet

Approval of Board Policy and Procedure No. 2022 - 2nd Reading

Section:	XII. Unfinished Business
Item:	A. Approval of Board Policy and Procedure No. 2022 - 2nd Reading
Purpose:	
Submitted by:	
Related Material:	BP2022 - Electronic Resources and Internet Safety.pdf PR2022 - Electronic Resources and Internet Safety.pdf

FREEMAN SCHOOL DISTRICT NO.358**Policy No. 2022
Instruction**

ELECTRONIC RESOURCES AND INTERNET SAFETY

The Freeman School Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that staff and students need to be proficient and safe users of information, media, and technology, including appropriate use of artificial intelligence to succeed in a digital world.

Electronic Resources

The district will develop and use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. The district's technology will enable educators and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives.

The superintendent or designee will: 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to use of district electronic resources, including those that access Internet and social media, and/or utilize artificial intelligence, and to regulate use of personal electronic resources on district property and related to district activities.

Internet Safety

To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber bullying awareness and response.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The superintendent or designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of district Internet safety measures, all district-owned electronic resources, including computer networks and Wi-Fi, in all district facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful or violent material. However, given the ever-changing nature of the Internet, the

FREEMAN SCHOOL DISTRICT NO.358

Policy No. 2022 Instruction

district cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, district staff will make a reasonable effort to supervise student access and use of the internet. If material is accessed that violates district policies, procedures or student guidelines for electronic resources or acceptable use, district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

Cross References:

Board Policy 2020	Curriculum Development and Adoption of Instructional Materials
Board Policy 2023	Digital Citizenship and Media Literacy
Board Policy 2025	Copyright Compliance
Board Policy 3207	Prohibition of Harassment, Intimidation and Bullying
Board Policy 3231	Student Records
Board Policy 3241	Classroom Management, Corrective Actions or Punishment
Board Policy 4040	Public Access to District Records
Board Policy 4400	Election Activities
Board Policy 5281	Disciplinary Action and Discharge

Legal Reference:

18 USC 2510-2522	Electronic Communications Privacy Act
Pub. L No. 110-385	Protecting Children in the 21st Century Act

Management Resources:

2024 – March Issue	
2015 – June Policy Issue	
2012 – October Issue	
2012 – February Issue	
<i>Policy News</i> , June 2008	Electronic Resources
<i>Policy News</i> , June 2001	Congress Requires Internet Blocking at School
<i>Policy News</i> , August 1998	Permission required to review e-mail

Adoption Date: February 13, 2008

Revised Dates: May 25, 2016; July 29, 2024; Sept. 21, 2026

FREEMAN SCHOOL DISTRICT NO.358**Procedure No. 2022P
Instruction**

ELECTRONIC RESOURCES AND INTERNET SAFETY**Acceptable Use Guidelines/Internet Safety Requirements**

These procedures are written to support the Electronic Resources and Internet Safety Policy of the board of directors and to promote positive and effective digital citizenship among students and staff. Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use.

Successful, technologically-fluent digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. They recognize that information posted on the Internet can have a long-term impact on an individual's life and career. They cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world. Expectations for student and staff behavior online are no different from face-to-face interactions.

Use of Personal Electronic Devices

In accordance with all district policies and procedures, students and staff may use personal electronic devices (e.g., laptops, mobile devices and e-readers) to further the educational and research mission of the district. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day. Absent a specific and articulated need (e.g., assistive technology), students do not have an absolute right to possess or use personal electronic devices at school.

Network

The district network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The district reserves the right to prioritize the use of, and access to, the network.

All use of the network, as well as any materials stored, transmitted, or published on the system, must be in conformity to state and federal law-including FERPA and CIPA, network provider policies and district policy. All use of the network must support education and research and be consistent with the mission of the district.

From time to time, the district may determine whether specific uses of the network are consistent with the regulations stated in this procedure. Under prescribed circumstances, non-student or staff use may be permitted, provided such individuals demonstrate that their use furthers the purpose and goals of the district.

FREEMAN SCHOOL DISTRICT NO.358**Procedure No. 2022P
Instruction**

For security and administrative purposes, the district reserves the right for authorized personnel to review system use and file content including, without limitation, the contents of district-provided personal and shared file storage, web browsing history on a district device and/or the district network, and district email. Email is archived as per Public Disclosure Laws.

Acceptable network use by district students and staff include:

- A. Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research;
- B. Participation in blogs, wikis, bulletin boards, social networking sites and groups as permitted under district filtering limitations, and the creation of content for podcasts, e-mail and webpages that support education and research;
- C. With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;
- D. Staff use of the network for incidental personal use in accordance with all district policies and procedures; or
- E. Connection of personal electronic devices (wired or wireless), when authorized, including portable devices with network capabilities to the district network after checking with the Technology Director to confirm that the device is equipped with up-to-date virus software, compatible network card and is configured properly. Connection of any personal electronic device is subject to all procedures in this document and district policy.

Unacceptable network use by district students and staff includes but is not limited to:

- A. Personal gain, commercial solicitation and compensation of any kind;
- B. Actions that result in liability or cost incurred by the district;
- C. Downloading, installing and use of games, audio files, video files, games or other applications (including shareware or freeware) without permission or approval from the Technology Director;
- D. Support for or opposition to ballot measures, candidates and any other political activity;
- E. Hacking, cracking, vandalizing, the introduction of malware, including viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;
- F. Making use of the electronic resources in a manner that services to disrupt the operation of the system by others, including modifying, abusing, or destroying system hardware, software, or other components;
- G. Attempting to gain or achieving unauthorized access to other district computers, networks and information systems;
- H. Action constituting or contributing to harassment, intimidation or bullying, including cyber bullying, hate mail, defamation, discriminatory jokes, and remarks. This may

FREEMAN SCHOOL DISTRICT NO.358**Procedure No. 2022P
Instruction**

also include the manufacture, distribution, or possession of inappropriate digital images;

- I. Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- J. Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; or
- K. Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.
- L. Any unlawful use of the district network, including but not limited to stalking, blackmail, violation of copyright laws, and fraud.

The district will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by his/her own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the district's computer network or the Internet.

Internet Safety

Customize the section regarding **Internet Safety Instruction** as appropriate and feasible for your district. The language offered below sets out items your district should consider and seek to address, but the specific language provided may not be suitable, accurate, or sufficient for all districts.

Internet Safety Instruction

Lessons on online safety issues and cyberbullying awareness/response will be provided and updated regularly. All students will receive a short, age-differentiated lesson on the meaning of the contents of the Acceptable Use Agreement before being asked to sign the agreement. The purpose of obtaining student signatures is to indicate (1) their understanding of and (2) agreement to the provisions therein. Students will be educated regarding appropriate digital citizenship according to 2023 – Digital Citizenship

Staff will be educated regarding cybersecurity, including regular cybersecurity training as well as ongoing phishing simulations.

Personal Information and Inappropriate Content:

- A. Students and staff should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail or as content on any other electronic medium;
- B. Students and staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;
- C. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy; and

FREEMAN SCHOOL DISTRICT NO.358

Procedure No. 2022P Instruction

- D. If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.
- E. No user may use, disclose, or disseminate personally identifiable information of a minor without explicit parent/guardian permission;
- F. Staff must follow district data-handling procedures, including 3231 – Student Records, when handling any student’s personally identifiable information; and
- G. Students should be aware of the persistence of their digital information, including images and social media activity, which may remain on the Internet indefinitely.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children’s Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes “other objectionable” material is a local decision.

- A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- B. Any attempts to defeat or bypass the district’s Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content);
- C. E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district e-mail boxes;
- D. The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;
- E. Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and
- F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively;
- G. The district may monitor student use of the district network, including when accessed on students’ personal electronic devices and devices provided by the district, such as laptops, netbooks, and tablets;
- H. This district may block or delete any malicious content detected; and
- I. The district will provide a procedure for students and staff members to anonymously request access to internet websites blocked by the district’s filtering software. The procedure will indicate a timeframe for a designated school official to respond to the request. The requirements of the Children’s Internet Protection Act

FREEMAN SCHOOL DISTRICT NO.358

Procedure No. 2022P Instruction

(CIPA) will be considered in evaluation of the request. The district will provide an appeal process for requests that are denied.

Internet Safety Instruction

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber bullying awareness and response:

- A. All students will receive a short, age-differentiated lesson on the meaning of the contents of the Acceptable Use Agreement before being asked to sign the agreement. The purpose of obtaining student signatures is to indicate (1) their understanding of and (2) agreement to the provisions therein. Students will be educated regarding appropriate digital citizenship according to 2023 – Digital Citizenship; and
- B. Staff will be educated and trained as appropriate for their roles regarding cybersecurity; and
- C. Information about online safety will be made available for families.

Copyright

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes is permitted when such duplication and distribution falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

Ownership of Work

All work completed by employees as part of their employment will be considered property of the district. The District will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary.

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such work has been paid for under a written agreement with the school system. If under an agreement with the district, the work will be considered the property of the district. Staff members must obtain a student's permission prior to distributing his/her work to parties outside the school.

Network Security

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. No user will share their district account password. Students and staff are responsible for all activity on their account and will:

- A. Lock the screen or log off if leaving the computer;

FREEMAN SCHOOL DISTRICT NO.358

Procedure No. 2022P Instruction

- B. Change passwords according to district policy/rules;
- C. Not use another user's account;
- D. Keep account passwords confidential and safe, including not inserting passwords into e-mail or other communications;
- E. Not storing passwords in a file without encryption; and
- F. Not using the "remember password" feature of Internet browsers.

Privacy

Student Data is Confidential

District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

No Expectation of Privacy

The district provides the network system, e-mail and Internet access as a tool for education and research in support of the district's mission. The district reserves the right to monitor, inspect, copy, review and store without prior notice information about the content and usage of:

- A. The district network, regardless of how accessed
- B. User files and disk space utilization;
- C. User applications and bandwidth utilization;
- D. User document files, folders and electronic communications;
- E. E-mail;
- F. Internet access; and
- G. Any and all information transmitted or received in connection with network and e-mail use.

No student or staff user should have any expectation of privacy when using the district's network. The district reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

Hardware, Educational Applications and Programs

Hardware, and all applications, including software, and operating systems must be approved for use prior to purchase and installation according to current technology purchase procedures. Additionally, hardware and all applications, software, and operating systems must be:

- A. Currently supported by the manufacturer.
- B. Periodically reviewed to ensure they are still in use, supported by the manufacturer, and patched for vulnerabilities.

The district will remove any hardware, application, software, or operating system that does not meet these criteria.

FREEMAN SCHOOL DISTRICT NO.358**Procedure No. 2022P
Instruction**

District staff may request students to download or sign up for applications or programs on the students' personal electronic devices. Such applications and programs are designed to help facilitate lectures, student assessment, communication, and teacher-student feedback, among other things.

Prior to requesting students to download or sign up for educational applications or programs, staff will review "terms of use," "terms of service," and/or "privacy policy" of each application or program to ensure that it will not compromise students' personally identifiable information, safety, and privacy. Staff will also provide notice in writing of potential use of any educational application or program to Administration, including the anticipated purpose of such application or program. Specific expectations of use will be reviewed with students.

Staff should also, as appropriate, provide notice to students' parents/guardians that the staff person has requested that students download or sign up for an application or program, including a brief statement on the purpose of application or program.

Archive and Backup

Backup is made of all district e-mail correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up on district servers regularly. Refer to the district retention policy for specific records retention requirements.

Artificial Intelligence

Artificial Intelligence is a rapidly advancing set of technologies for capturing data to detect patterns and automate decisions. Artificial Intelligence (AI) has become an increasingly important part of our lives, and it is essential for students to understand when and how to use it effectively and ethically. AI tools can enhance classroom learning, and their implementation should be guided with proper training, ethical considerations, and responsible oversight. When utilizing generative AI tools to create or support the creation of texts or creative works, students are expected to adhere to these guidelines, the Student AI Code of Conduct, and any additional guidance provided by their classroom teacher.

A. Purpose

The district will seek to maintain staff and student access to generative Artificial Intelligence tools for the following purposes:

- Ensuring all students have equitable access to leverage these technologies, regardless of what learning technology devices may be available to them.
- Providing all students with an opportunity to engage in current technologies in a learning environment, to better prepare them for the world they will live and work in.

FREEMAN SCHOOL DISTRICT NO.358

Procedure No. 2022P Instruction

- Extending the benefits of these tools to the workplace, where appropriate, to leverage efficiencies and productivity.

B. Disclosure

1. Artificial Intelligence Systems

If the District makes available an artificial intelligence system designed to interact with students, families and/or other community members, the District shall disclose before or at the time of interaction, that the user is interacting with an artificial intelligence system.

Such disclosure shall be:

- a. Clear and conspicuously posted;
- b. Written in plain language; and
- c. May not use a dark pattern.

For purposes of this section of this Procedure, artificial intelligence means: the use of machine learning and related technologies that use data to train statistical models for the purpose of enabling computer systems to perform tasks normally associated with human intelligence or perception, such as computer vision, speech or natural language processing, and content generation.

2. AI Companion Chatbots

If the District makes available or controls access to an AI companion chatbot for users, the District shall provide a clear and conspicuous disclosure that such AI companion chatbot is artificially generated and not human.

Such disclosure shall be provided:

- a. At the beginning of the interaction; and
- b. At least every three hours during continued interaction.

The District will also implement reasonable measures to prohibit and prevent such AI companion chatbots from claiming to be human, including when asked by the person interacting with the AI chatbot, and from otherwise generating any output that refutes or conflicts with the disclosure described above.

If the District is aware that the user of an AI companion chatbot is a minor, or if the AI companion chatbot is directed to minors, the District shall:

- a. Issue a clear and conspicuous notification indicating that the chatbot is artificially generated and not human;
- b. Implement reasonable measures to prevent its AI companion chatbot from generating or producing sexually explicit content or suggestive dialogue with minors; and

FREEMAN SCHOOL DISTRICT NO.358**Procedure No. 2022P
Instruction**

- c. Implement reasonable measures to prohibit the use of manipulative engagement techniques, which cause the AI companion chatbot to engage in or prolong an emotional relationship with the user, including:
 - (i) Reminding or prompting the user to return for emotional support or companionship;
 - (ii) Providing excessive praise designed to foster emotional attachment or prolong use;
 - (iii) Mimicking romantic partnership or building romantic bonds;
 - (iv) Simulating feelings of emotional distress, loneliness, guilt, or abandonment that are initiated by a user's indication of a desire to end a conversation, reduce usage time, or delete their account;
 - (v) Outputs designed to promote isolation from family or friends, exclusive reliance on the AI companion chatbot for emotional support, or similar forms of inappropriate emotional dependence;
 - (vi) Encouraging minors to withhold information from parents or other trusted adults;
 - (vii) Statements designed to discourage taking breaks or to suggest the minor needs to return frequently; and
 - (viii) Soliciting gift-giving, in-app purchases, or other expenditures framed as necessary to maintain the relationship with the AI companion.

Such disclosure shall be provided:

- a. At the beginning of the interaction; and
- b. At least every hour during continuous interaction.

In addition, the District will implement reasonable measures to prohibit and prevent AI companion chatbots from claiming to be human, including when asked by the person interacting with the AI chatbot, and from otherwise generating any output that refutes or conflicts with the disclosure described above.

Any AI companion chatbot used by the District is subject to the following protocol for detecting and addressing suicidal ideation or expressions of self-harm by users, and that protocol is also posted on the District's website at [insert web link] and within any mobile or web-based application through which the AI companion is made available. The protocol:

- a. Includes reasonable methods for identifying expressions of suicidal ideation or self-harm, including eating disorders;
- b. Provides automated or human-mediated responses that refer users to appropriate crisis resources, including a suicide hotline or crisis text line; and
- c. Implements reasonable measures to prevent the generation of content encouraging or describing how to commit self-harm.

For purposes of this Procedure, "AI companion chatbot" or "AI companion" means an artificial intelligence system with a natural language interface that provides

FREEMAN SCHOOL DISTRICT NO.358**Procedure No. 2022P
Instruction**

adaptive, human-like responses to user inputs, including by exhibiting anthropomorphic features, and is able to sustain a relationship across multiple interactions, but does not include:

- a. A bot that is used only for a business' operational purposes, productivity and analysis related to source information, internal research, technical assistance, or customer service, if such bot does not sustain a relationship across multiple interactions and generate outputs that are likely to elicit emotional responses in the user;
- b. A bot that is a feature of a video game or gaming system or application and is limited to replies related to the video game or gaming system or application that cannot discuss topics related to mental health, self-harm, or sexually explicit conduct, or maintain a dialogue on other topics unrelated to the video game or gaming system or application;
- c. A stand-alone consumer electronic device that functions as a speaker and voice command interface, acts as a voice-activated virtual assistant, and does not sustain a relationship across multiple interactions or generate outputs that are likely to elicit emotional responses in the user; or
- d. Narrowly tailored educational tools used in school or instructional settings that are designed solely to support specific, curriculum-aligned learning objectives and do not provide open-ended conversational companionship.

C. Appropriate Use

Student and staff use of generative Artificial Intelligence technologies should be used to support and extend student learning and workplace productivity. Student and staff use of AI will be in accordance with the expectations outlined in Policy 2022, this document (2022P), and the AI Code of Conduct.

D. Inappropriate Use

In addition to those uses that violate this procedure the following are prohibited uses of Artificial Intelligence:

- Any use of Artificial Intelligence that does not align with expectations outlined by a classroom instructor or building administrator. It is ultimately the teacher's responsibility to determine the appropriate level of use of Artificial Intelligence in each classroom, and for each assignment or project.
- Use of Artificial Intelligence to complete an assignment in a way that represents the assignment as one's own work.
- Use of Artificial Intelligence to purposefully create misinformation or to misrepresent others for the purpose of harming or bullying groups or individuals.
- Use of Artificial Intelligence with confidential student or staff personal information.

FREEMAN SCHOOL DISTRICT NO.358**Procedure No. 2022P
Instruction****Disciplinary Action**

All users of the district's electronic resources are required to comply with the district's policy and procedures and agree to abide by the provisions set forth in the district's user agreement as well as associated documents such as the AI Code of Conduct. Violation of any of the conditions of use explained in any of these documents could be cause for suspension or revocation of network, computer access, or other electronic resources privileges. Additionally, violations of these documents could result in disciplinary action, including suspension from school, termination of employment, and/or civil or criminal actions, as warranted.

Accessibility of Electronic Resources

In compliance with federal and state law, all district-sponsored programs, activities, meetings, and services will be accessible to individuals with disabilities, including persons with hearing, vision, and/or speech disabilities. To ensure such, the content and functionality of websites associated with the district should be accessible. Such websites may include, but are not limited to, the district's homepage, teacher websites, district-operated social media pages, and online class lectures.

District staff with authority to create or modify website content or functionality associated with the district will take reasonable measures to ensure that such content or functionality is accessible to individuals with disabilities. Any such staff member with questions about how to comply with this requirement should consult with the Technology Director.

Management Resources:

- [2024 - March Issue](#)
- [2023 - July Issue](#)
- [2017 - December Policy Issue](#)
- [2015 - June Policy Issue](#)
- [2012 - February Issue](#)
- [2011 - June Issue](#)

Adoption Date: February 13, 2008

Revised Date: May 25, 2016; August 23, 2018; February 8, 2024; July 29, 2024; Sept. 21, 2026

Coversheet

Approval of Board Policy and Procedure No. 2161 - 2nd Reading

Section: XII. Unfinished Business
Item: B. Approval of Board Policy and Procedure No. 2161 - 2nd Reading
Purpose:
Submitted by:
Related Material:
BP2161 - Special Education and Related Services for Eligible Students.pdf
PR2161 - Special Education and Related Services for Eligible Students.pdf

SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS

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

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

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

Mediation or Resolution Agreements

The board authorizes the superintendent or a designee to bind the district to a mediation or resolution agreement.

The superintendent or designee will develop and maintain special education procedures necessary to implement this policy. This policy and the procedures will be available to the public.

Cross References:

- 4217 - Effective Communication
- 3241 - Classroom Management, Discipline and Corrective Action
- 3231 - Student Records
- 2410 - High School Graduation Requirements
- 2163 - Response to Intervention
- 2162 - Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References:

- | | |
|--|--|
| <ul style="list-style-type: none"> Chapter 28A.155 RCW RCW 28A.600.485 | <ul style="list-style-type: none"> Special education Restraint of students - Use of restraint or isolation specified in individualized education programs or plans |
|--|--|

FREEMAN SCHOOL DISTRICT NO. 358

**Policy No. 2161
Instruction**

RCW 28A.600.486	developed under section 504 of the rehabilitation act of 1973 - Procedures - Summary of incidents of isolation and restraint - Publishing to website
RCW 28A.605.020	District policy on the use of isolation and restraint — Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973. Parents' Access to Classroom or School Sponsored Activities — Limitation
Chapter 49.60 RCW Chapter 392-172A, WAC 29 U.S.C. 794	Discrimination — Human rights commission Rules for the provision of special education Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794
20 U.S.C. 1400 et seq. 42 U.S.C. 12131-12133 28 CFR Part 35	Individuals with Disabilities Education Act of 2004 Americans with Disabilities Act of 1990 Nondiscrimination on the Basis of Disability in State and Local Government Services
34 CFR Part 99 34 CFR Part 104	Family Education Rights and Privacy Act (FERPA) Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance
34 CFR Part 300	Assistance to States for the Education of Children with Disabilities
34 CFR Part 303	Early Intervention Program for Infants and Toddlers with Disabilities

Management Resources:

2021 – December Issue
2016 – March Issue
2014 - June Issue
2009 - October Issue
Policy News, December 2007 Updated Special Education Policy and Procedure
Policy News, June 2007 Graduation Ceremonies for Special Education Students
Policy News, December 1999 Rule Adoption Leads to Special Education Policy

Adoption Date: February 13, 2008

Revision Date: January 29, 2015, Oct 13, 2016; Jan 26, 2023; Sept 21, 2026

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction****SPECIAL EDUCATION AND RELATED SERVICES
FOR ELIGIBLE STUDENTS**

The purpose of the district's special education program procedures is to address program areas where state and federal regulations require specific local procedures or permit local discretionary choices.

The state regulations governing implementation of special education services pursuant to the Individuals with Disabilities Education Act (IDEA) of 2004 are addressed in Chapter 392-172A WAC. These procedures do not address all of the requirements established in the regulations. District personnel who are not familiar with the regulations need to contact the Director of Special Services if there are questions regarding special education. These procedures describe how the district implements its special education programs.

Free Appropriate Public Education (FAPE)

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

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

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

Services to eligible special education students, ages 3 to 22, will be provided without charge to the student. This does not include incidental fees that are normally charged to all students. Special education services will include preschool, elementary and secondary education and will be provided in conformance with the student's Individualized Education Program (IEP).

The district provides a continuum of services for students, regardless of the funding source. Where the district is unable to provide all or part of the special education or necessary related services, it will make arrangements through contracts with other public or non-public sources, inter-district agreements or interagency coordination.

Students Covered by Public or Private Insurance

The district may use Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required to provide a Free Appropriate Public Education (FAPE), as permitted by the public insurance program. However, the district will not:

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

- Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;
- Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount, incurred in filing a claim;
- Use a student's benefits under a public insurance programs if that use would:
 - Decrease available lifetime coverage or any other insured benefit;
 - Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;
 - Increase premiums or result in discontinuation of insurance; or
 - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

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

- Obtain parent consent in accordance with Chapter 392-172A WAC each time the district wishes to access benefits for a new procedure; and
- Inform the parents that their refusal to permit the district to access their insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents.

Before first accessing a parent's or student's public benefits, for the first time and annually after the first notification, the district will provide written notification using the prior written notice provisions under WAC 392-172A-05010(3) that includes:

- A statement of the parental consent provisions;
- A statement of the "no cost" provisions;
- A statement that the parents may withdraw their consent to disclose personally identifiable information to the agency responsible for administering the state's public benefits or insurance, and
- A statement that a parent's withdrawal or refusal to consent does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

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

- The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;
- The purpose of the disclosure;
- The agency to which the disclosure will be made; and
- That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under the act.

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

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

The Director of Special Services is responsible for providing the required notices and requests for consent to parents under this section.

Parent Participation and Meetings

The district encourages parental involvement and sharing of information between the district and parents to support the provision of appropriate services to its students. As used in these procedures, the term "parent" includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents, and adult students.

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

When a meeting is scheduled, parents will be:

- Notified of the meeting early enough that they will have an opportunity to attend;
- Notified of the availability of interpretation and translation services at no cost to the parents;
- Notified of the purpose, time, and location of the meeting and who will be in attendance.
- The parent will be notified that the district or the parent may invite others who have knowledge or special expertise of the student; and
- The meetings will be scheduled at a mutually agreeable time and place.

The district will take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including but not limited to, arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English. The district will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student's family was provided.

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

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

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

If the parent cannot attend a meeting but wishes to participate, the district will attempt to arrange for other means to participate. This can include individual or conference phone calls, other means of conferencing, or informed discussions after the meeting.

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

Identification and Referral (CHILD FIND)**Identification**

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

- Children residing in the school district boundaries, including preschool-aged children;
- Children attending approved, nonprofit private elementary and secondary schools located within the district boundaries-
- Highly mobile children (such as children experiencing homelessness, in foster care and living in migrant conditions);
- Children who have a disability and may need special education services even though they are advancing from grade to grade; and
- Children at home or home-schooled.

The district will consult with parents and representatives of private school students to ensure its Child Find activities are comparable in approved, nonprofit private schools located within district boundaries. These consultations will occur annually by phone, meeting or letters.

The district reaches students who may be eligible for special education services through:

- Notification to parents of child find activities in its annual informational packet;
- Notification to parents district-wide through local papers or other media;
- Information regarding child find on the district's website;
- Notification to private schools located in the district's boundaries;
- District informational mailings;
- Posting notices regarding screening and referral in schools and public locations including DSHS community service offices, Employment Security offices, grocery stores, laundromats, day cares, community preschool sites and physicians' offices;
- Notifying and coordinating with the designated Part C lead agencies;
- Early childhood screenings conducted by the district;
- Coordination with other public and private agencies and practitioners;
- Written information provided to district staff on referral procedures;

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

- Training teachers and administrators on referral/evaluation/identification procedures; and
- Review of student behavior, discipline and absentee information and information gathered from district-wide assessment activities.

When district staff have concerns that a student may have a suspected disability that could result in eligibility for special education services, they will notify the school psychologist.

The district's special services department conducts early childhood screenings for children from three to five. When parents or others inquire about screenings, the caller will be referred to the special services department.

The screening process involves the following:

- Parents are asked to provide information to assist in assessing their child.
- Children are screened to assess cognitive, communication, physical, social-emotional and adaptive development. Parents will be notified at the screening of the results, and the parents will also be provided written notice of the results within ten days of the screening. If the screening supports evaluation, the district will obtain written consent for an evaluation at the exit interview if possible, or will include consent forms with the written notice notifying the parents of the results. If the screening results indicate that the child does not need an evaluation, written notice shall be sent to the parents, within 10 days of the screening explaining the basis for the district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

Referral

A student, or child whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring staff understand the referral process and maintain the availability of the district's optional referral form. Referrals are required to be in writing unless the person referring is unable to write and/or communicate orally. A person who makes a referral orally must be provided with the optional district referral form in the requestor's native language and offered assistance in completing the referral with the support of a qualified interpreter when needed.

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

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person shall notify a certificated staff. The special education department (a) records the referral, (b) provides written notice of the referral to the parent, including the date the request was received, and (c) advises the school psychologist to collect and review District data and information provided by the parent to determine whether evaluation is warranted.

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

During the referral period and prior to the decision to evaluation, the assessment manager will collect and review existing information from all sources, including parents. Examples may include:

- Child's history, including developmental milestones;
- Report cards and progress reports;
- Individual teacher's or other provider information regarding the child including observations;
- Assessment data;
- Medical information, if provided; and
- Other information that may be relevant to assist in determining whether the child should be evaluated.

If the review of data occurs at a meeting the parent will be invited. The special education department assessment manager provides written notice to the parents of the decision regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the special education department.

After appropriate staff reviews the request for evaluation and supporting data and does not suspect that the child has a disability, the district may deny the request. In this case written notice, including the reason for the denial and the information used as the basis for the denial, must be given to the parent.

If the determination is that the child should be evaluated, the reviewers shall include information about the recommended areas of evaluation, including the need for further medical evaluation of the student. This information will assist the office in providing parents prior written notice and will assist the district in selecting appropriate evaluation group members. The Special Education Department is responsible for notifying parents of the results using prior written prior notice. When the determination is that the child will be evaluated, parent consent for evaluation and consent for release of appropriate records will be sent with the notice.

District staff will seek parental consent to conduct the evaluation without any unnecessary delay. The district is not required to obtain consent from the biological parent if:

1. The student is a ward of the state and does not reside with a parent;
2. The parent cannot be located, or their rights have been terminated; or
3. Consent for an evaluation is given by an individual appointed to represent the student.

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

1. The parents and district agree in writing to extend the timeline;
2. The parent fails or refuses to make the student available for the evaluation; or
3. The student enrolls in another school district after the evaluation begins but before its completion, and the parent and new district agree to complete it.

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

If a parent does not provide written, informed consent for the evaluation, notify Special Education Director. District staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student is homeschooled or is unilaterally placed in a private school. If the parent does not provide written informed consent and the district does not use mediation or due process, the Special Education Director will provide the parent with prior written notice informing the parent that the district cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

Evaluation and Reevaluation**A. Evaluation of Students Moving from Part C to Part B and Participation in Transition Planning Conferences**

The district will participate in transition planning conferences, arranged by the local lead agency as designee of the Part C lead agency for each student who may be eligible for preschool services. Transition plans will be designed to promote uninterrupted provision of appropriate services to the child.

1. Special Education Director will serve as the point of contact with the family resource coordinator for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;
2. Within 25 school days following the transition planning conference, a determination whether or not to evaluate the student for Part B services will be made;
3. The district will follow the procedures for obtaining consent and conducting an initial evaluation, if it determines that the student will be evaluated to determine eligibility for Part B services;

The district will follow the procedures for timelines and evaluation requirements for students moving from Part C to Part B. However, students turning three, who were previously determined eligible for early intervention services under Part C of the IDEA, will be evaluated for initial eligibility for special education services under Part B of the IDEA. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

B. Evaluation Requirements

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

The evaluation must be an individual assessment designed to determine:

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

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

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

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

There are many legal requirements for conducting evaluations. Evaluation procedures or materials must be free of racial, cultural or sexual/gender bias and they must be used for the purpose for which they are valid and reliable. Tests must be appropriate for the student's age and stage of developmental level. Tests should be administered in the native language of the student or conducted in the mode of communication most familiar to the student. If it appears to be clearly not feasible to conduct a procedure or test in the mode of communication most frequently used by the student, the IEP team will contact the special education administrator to develop an individualized strategy for valid evaluation of the student's skills. The inclusion of parents in this collaboration is desirable and strongly encouraged.

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

1. Review of existing data, including corresponding response to intervention (RTI) documentation;
2. Relevant functional and developmental information;
3. Information from parents;
4. Information from other providers;
5. Information related to enabling access to and progress within the general education curriculum and assisting in determining whether there is a disability and the content of the IEP;
6. Current classroom-based evaluations, using criterion-referenced and curriculum-based methods, anecdotal records and observations;
7. Teacher and related service providers' observations; and
8. Testing and other evaluation materials, which may include medical or other evaluations when necessary.

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

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

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

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

Parents and district staff are encouraged to work towards consensus, but the school district has the ultimate responsibility to determine whether the student has a disability or not. The Special Education Department will provide the parent with prior written notice of the eligibility decision, as well as a copy of the evaluation report. If the parent disagrees with the eligibility decision, they will be informed of their dispute resolution options described in the procedural safeguards.

C. Specific Learning Disability (SLD)

The district uses a combination of severe discrepancy and a process based on a student's response to scientific, research-based intervention in determining the identification of students with a specific learning disability.

D. Evaluation of Transfer Students

If a student transfers into the district while an evaluation process is pending from the other district, the school psychologist is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35-school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, the school psychologist will notify the parent and obtain the parent's agreement to establish a new timeline.

E. Eligibility

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

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency; and
2. Eligibility may be determined by documented professional judgment when:
 - a. Properly validated tests are unavailable; or

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

- b. Corroborating evidence indicates that results were influenced due to measuring a disability.

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

Parents will also be provided with prior written notice of the eligibility decision. The special education department personnel are responsible for sending the notice.

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

1. The student is determined through a reevaluation to no longer be eligible for special education;
2. The student has met the district's high school graduation requirements;
3. The student has reached the age of 22. A special education student whose 22nd birthday occurs during the current school year, will continue to be eligible for special education and any necessary related services for the remainder of the school year; or
4. The student no longer receives special education services based upon a parent's written revocation of services.

When a special education student is expected to graduate prior to age 22, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The district will provide prior written notice to parents and adult students that the student is expected to graduate and will no longer be eligible for special education services. The district will also provide the parents and student with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals.

F. Evaluation Report

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

The evaluation group will determine who is most appropriate to develop the evaluation report reflecting the evaluation information. The evaluation and report will, at a minimum:

1. Identify the disability that requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category;
4. Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;

FREEMAN SCHOOL DISTRICT NO. 358

Procedure 2161P Instruction

5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Include the additional information required for the specific learning disability eligibility category;
8. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
9. Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions of the report will prepare a separate statement representing their own conclusion.
10. The school psychologist is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings.

The district will provide the parent with a copy of the evaluation report no later than the 35th school day following the receipt of consent .

The evaluation report must be provided in a written or electronic format that allows the parent or guardian to access, review, and retain the report. Providing the evaluation report solely through screen sharing or solely by review during a meeting is not allowed.

The district will convene an eligibility determination meeting to review the results in the evaluation report and discuss and determine the student's eligibility or continuing eligibility for special education services no sooner than 5 school days after the evaluation report is provided to the student's parent or guardian but no later than the 40th school day following the receipt of consent. If the timeline for completing the evaluation is extended, the eligibility determination meeting will not be held sooner than 5 school days after the evaluation report is provided to the student's parent or guardian.

A parent may voluntarily waive, in writing, the requirement that the eligibility determination meeting be held no sooner than 5 school days after the evaluation report is provided to the student's parent. A waiver is valid only if it applies to the specific eligibility determination meeting for which it is given.

G. Reevaluations

A reevaluation of a student receiving special education or related services is conducted if academic achievement and functional performance has improved to warrant a reevaluation, if the IEP team suspects that the student may no longer be a student with a disability or if the child's parent or teacher requests a reevaluation. A reevaluation does not occur more than once per year, unless the parent and district agree otherwise. A reevaluation must occur at least once every three years, unless the parent and the district agree that a reevaluation is unnecessary. An agreement

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

that an evaluation is unnecessary will be confirmed in writing to the parent. The school psychologist will schedule a review of this determination and notify the special education department.

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

Students who were previously eligible under the category "Developmentally Delayed" must be reevaluated before age ten to determine eligibility within another category.

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

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

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

1. Whether the student continues to be eligible for special education and any necessary related services;
2. The present levels of performance and educational needs; and
3. Whether any additions or modifications to the student's program are needed.

This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing:

If additional testing is needed:

- a. The school psychologist will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;
- b. If the parents do not return the signed consent form, the district will send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the district will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact and other efforts to obtain consent;
- c. If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the reevaluation; and
- d. If the parents refuse to consent to the reevaluation, the evaluation group will notify the Special Education Director so that the district can determine wheth-

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

er it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parent's refusal to consent.

After the reevaluation is completed, the school psychologist will both invite parents to the eligibility meeting and will provide prior written notice after the meeting of the results of the reevaluation to parents in their primary language, indicating one or more of the following:

1. Whether the student continues to be eligible and in need of special education;
2. Present levels of performance and educational needs of the student; and
3. Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

The special education department personnel are responsible for sending the notice.

H. Reevaluation and Graduation

No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 21. Instead, the district will provide prior written notice to the student and the parent 30 calendar days before the student's anticipated last day of school and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. This summary will be provided to the student at the time of the final year's IEP meeting. The case manager is responsible for assuring that the IEP team completes the summary of academic achievement and functional performance.

Independent Educational Evaluations (IEE)

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

When parents request an IEE the district must decide within 15 calendar days whether or not it agrees to provide it. Any parent request for an IEE should be immediately referred to the Special Education Director. The Special Education Director will review the request and determine whether or not the request is warranted. If the district agrees to provide an IEE, arrangements will be made promptly. If the district denies the request to pay for an IEE, it must file for a due process hearing within 15 calendar days of the parent's request. The district may request mediation as an option after filing the due process hearing. If the parents withdraw their request for an IEE the due process hearing can be dismissed.

When a parent requests an IEE, the district must provide parents with a list of district criteria and evaluators. If the district initiates a hearing and a decision is made that the district's evaluation is appropriate, the parent still has the right to an IEE but not at pub-

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

lic expense. A parent is entitled to only one IEE at public expense each time the district has conducted an evaluation with which the parent disagrees.

If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered by the district in any decision made with respect to providing FAPE to the student if the IEE meets the district's criteria. The IEE may also be presented as evidence at a hearing regarding the student.

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

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

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

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

Individualized Education Programs (IEP)**A. IEP Development**

The term IEP means a written statement for each student eligible for special education that is developed, reviewed, and revised in a meeting in accordance with WAC 392-172A-03095 through WAC 392-283A-03100. The IEP reflects the implementation of instructional programs and other services for students who are eligible for special education services, based on the evaluation of student needs.

An IEP must be in effect before the initiation of special education services. The IEP must be developed within 30 calendar days after the student's initial determination of eligibility for special services. IEPs must be updated annually, or revised more frequently if needed to adjust the program and services.

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the school psychologist will notify the parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

The district will maintain a copy of the current IEP which is accessible to all staff members responsible for providing education, other services or implementation of the IEP. All staff members will be informed of their responsibilities for its implementation. This includes not only teachers and other service providers, but also bus drivers, playground and lunchroom supervisors, nursing staff and others who may be responsible for the proper implementation. The building principal and Special Education Director is responsible for ensuring that staff members are knowledgeable about their responsibilities.

IEPs will be implemented without undue delay following IEP meetings, regardless of the payment source for special education and or related services. Parents are members of the IEP team and will have the opportunity to participate fully. The district will make sure that the parents understand the proceedings; including arranging for an interpreter for parents who are deaf or whose native language is other than English. The district will also ensure that meeting locations are accessible. The special education department case worker is responsible for coordinating interpreters and making arrangements for the meeting location.

The district will provide parents/guardians with a copy of the district's *Restraint and Isolation Policy (Policy 3246)* with each initial and annual IEP.

B. IEP Team

The IEP team includes:

1. The parent(s) of the student;
2. Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment; The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of appropriate positive behavioral interventions and supports for the student; and supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185 and WAC 392-172A-03110(2)(b);
3. Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
4. A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources;
5. An individual who can interpret the instructional implications of the evaluation results;

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
7. The student, when appropriate, or when required;
8. Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
9. If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative cannot attend the meeting, district personnel will keep the representative informed of the meeting and obtain agency information that will assist in the service provision; and
10. Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parents and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting.

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

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

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

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

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making changes. The parent and the district must complete a written document indi-

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

cating the changes and inform IEP team members and appropriate individuals of the changes. If the parent requests that the district revise the IEP to include the amendments, the case manager will revise the IEP.

C. IEP Preparation and Content:

IEP teams will consider the recommendations in the initial or most recent evaluation to develop the IEP. In developing each IEP, the team must consider:

1. The strengths of the student including the academic, developmental and functional needs of the student and the concerns of the parents for enhancing the education of their child;
2. Whether positive behavioral interventions and supports, including a behavioral intervention plan, as defined by WAC 392-172A-01031, are needed to address the student's behavior;
3. The language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;
4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;
5. The communication needs of the student (and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; and full range of needs, including opportunity for direct instruction in the student's language and communication mode and
6. Whether assistive technology devices or services are needed.

IEP content must include:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;
2. Measurable academic and functional annual goals for the student (including benchmarks or short-term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;
3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum and be educated and participate with other special education students and non-disabled students and participate in extracurricular and other nonacademic activities;
4. A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular, and non-academic activities;
5. A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

- child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s), why the particular alternative assessment is appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
6. The date for the beginning of services and the anticipated frequency, location and duration of services and modifications;
 7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the district issues progress reports or report cards, or other agreed times as identified in the IEP.
 8. The projected beginning date for the special education and related services;
 9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age-appropriate transition and assessments related to training, education, employment and independent living skills where appropriate; the transition services (including courses of study) needed to assist the child in reaching those goals; and a description of how the postsecondary goals and transition services align with the high school and beyond plan (HSBP);
 10. Emergency response protocols, if determined necessary by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-
 11. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01031;
 12. The procedures by which parents/guardians will be notified of the use of isolation or restraint on their student (*see Procedure 3246*). If a student is placed in an authorized entity under RCW 28A.15.060, the IEP will specify any additional procedures required to ensure the authorized entity fully complies with state restraint and isolation laws.
 13. A statement regarding transfer of rights at the age of majority. The case manager will provide prior written notice to the student one year prior to student turning 18 years of age; and
 14. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report, and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type, amount, or duration of the services.

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

If the need for ESY services is not addressed in the IEP, and ESY services may be appropriate for the student, the IEP team will meet to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress and emerging skills.

The district will follow Policy 3246 and 3246P (Restraint and Isolation) regarding the use of restraint or isolation.

Transfer Students

Students who transfer from one district to another within the state continue to be eligible for special education and any necessary related services. When an eligible student transfers into the district, the building office personnel will notify the special education department. The special education department and principal in consultation with parents will review the student's IEP to ensure the district provides services comparable to those in the previous IEP until the district adopts the previous IEP or develops, adopts and implements a new IEP.

When a student who was identified as eligible for special education transfers from out of state into the district, the building office personnel will notify the special education department as soon as possible. The school psychologist will review the evaluation, eligibility documentation, and IEP to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, the district will follow the procedures described in the previous paragraph to provide comparable services until the district develops an IEP for the student. If the student needs to be evaluated to determine eligibility in this state, school psychologist will notify the parents, obtain consent, and evaluate the student for eligibility within 35 school days of the receipt of the parent's consent. The district, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending the results of the initial evaluation.

The special education department must take reasonable steps to obtain records promptly, including IEP supporting documents and any other records related to special education or related services from the previous school.

Placement

No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes the determination of the special education placement. When a student has been evaluated and the evaluation team and parent have determined student eligibility and the need for special education and related services, programming decisions must occur. These decisions are made on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of the least restrictive environment (LRE) and the continuum of placement alternatives (reviewed be-

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

low). When determining initial eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before the student receives special education services. If the parents do not consent to the provision of special education and related services, the district will not provide special education services to the student. The district will notify the parents that the student is eligible for services and that the district is willing to provide the services when the parent provides written consent. The notification will also inform parents that the district has no FAPE obligation to the student when parents refuse to provide consent.

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

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

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

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

1. The educational benefits of full-time placement in a regular classroom;
2. The non-academic benefits of such a placement;
3. The effect the student will have on the teacher and other students in the regular classroom; and
4. The costs of placing the student in the regular classroom.

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

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. Limits on nonparticipation or conditions of participation must be designated in the IEP.

The district will also make opportunities available for students eligible for special education to participate with non-disabled students in the district's art, music, industrial arts, computer, and consumer classes.

Within the district, a continuum of alternative placement options exists spanning from a general education class or regular early childhood program, resource room, self-

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

contained, home-bound and out-of-district provisions. These options are intended to address the individual needs of students; including preschool students with disabilities, and they are considered according to the following process:

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

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

1. Data-based judgments in IEP development;
2. Judgments (data-based) in determining LRE;
3. The reasonable probability of the placement option(s) assisting the student to attain annual goals and objectives and the quality of services needed; and
4. The consideration of potentially harmful effects upon the student or on the quality of services needed.

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

Students Unilaterally Enrolled in Private Nonprofit Schools by Parents

On November 1st of each year, the district will conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries. The district school psychologist will have timely and meaningful consultation with appropriate representatives of private schools and representatives of parents of private school students and make determinations about who will receive services and what services will be provided. The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

The district is required to spend a proportionate amount of federal special education Part B and Section 619 funds to provide special education and related services to private school students. In order to determine which students will receive services, what services will be provided, how and where the services will be provided, and how services provided will be evaluated, the district will consult with appropriate representatives and parents of private school students. The district will make the final decision with respect to services to be provided to eligible private school students. The special education office will notify each approved nonprofit private school or preschool operating in the district seeking recommendations of persons to serve as representatives of special education private school students in consultations with the district. An initial meeting will be called by the district to establish a work plan and schedule with the private school representatives and representatives of private school parents to discuss how to identify students, the amount of proportionate share, how the proportionate share was calculated.

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

ed, which students will receive services, what services will be provided, how and where services will be provided, and how services will be evaluated.

The school psychologist is responsible for private school involvement and service plan development. A private school student has no individual entitlement to any service or amount of service (s)he would have received if enrolled in a public school to receive FAPE. However, for each private school student receiving special education or related services, the district will initiate and conduct meetings to develop, review and revise a services plan describing the special education and related services that the district will provide. The services plan must: (1) meet IEP content requirements as appropriate; and (2) be developed, reviewed, implemented and revised annually consistent with the requirements for IEP review. The district will make every effort to include a representative from the private school at each meeting. If the private school representative is not able to attend, the district will use other methods, including individual or conference telephone calls, to assure the representative's participation.

Private school students may receive a different amount of services than students in public schools who receive special education. However, the special education services provided to eligible private school students will be provided by personnel meeting the same standards as personnel providing the services in the district.

Services to students in private schools including private sectarian schools may be provided on-site. District personnel may be made available to private schools only to the extent necessary to provide the services required, if those services are not normally provided by the private school. Services will not include payment of private school teachers' or other employees' salaries, except for services performed outside regular private school hours and under public supervision and control.

Equipment and/or supplies may be placed on private school premises for the period of time necessary for the services plan program, but the district will retain and exercise title and administrative control of said equipment/supplies. The district will keep records and make an accounting ensuring that said equipment/supplies is/are used solely for the services plan program. Said equipment/supplies will be removed if necessary to avoid its/their use for other purposes or if no longer needed for the services plan program. No district funds will be used for repairs, minor remodeling or construction of private school facilities.

The district will provide services to students in private schools in a manner that: (1) maintains physical and administrative separation between the private and public school programs; and (2) does not benefit the private school at public expense.

Contracts with Authorized Entities

The district may contract with private schools approved by the state board of education under RCW 28A.305.130, other private in-state entities, and any out-of-state entities authorized by the office of superintendent of public instruction to provide special education and related services to students with disabilities. The district must enter into a written contract with the authorized entity that establishes the responsibilities of the district and

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

authorized entity and sets forth the rights of students with disabilities placed in the authorized entity. This contract must include the following:

1. The names of the parties and the name of the student placed in the authorized entity;
2. The locations and settings of the education and related services to be provided;
3. A description of the opportunities for the student to meet a program for basic education that meets the goals of RCW 28A.150.210;
4. When applicable, a description of the opportunities for the student to either meet high school graduation requirements under RCW 28A.230.090 or to earn a high school equivalency certificate under RCW 28B.50.536 or laws of the state in which the authorized entity is located;
5. A schedule, of at least once per academic term, for the authorized entity to provide to the district student progress reports describing how the student is meeting personalized learning outcomes;
6. The total contract cost and applicable charge and reimbursement systems, including billing and payment procedures;
7. Acknowledgement that the authorized entity is responsible for full reimbursement of any overpayments determined to have been made by the district;
8. Acknowledgement that the authorized entity has a list of staff members providing the education and related services and a copy of the license that qualifies each staff member to provide the service;
9. Agreement by the authorized entity to employ or contract with at least one licensed teacher with special education endorsement;
10. Acknowledgement that the staff of the authorized entity are regularly trained on the following:
 - The constitutional and civil rights of students in schools;
 - Child and adolescent development;
 - Trauma-informed approaches to working with children and youth;
 - Cultural competency, diversity, equity, and inclusion, including best practices for interacting with students from particular backgrounds including English learner, LGBTQ, immigrant, female, and nonbinary student;
 - Student isolation and restraint requirements under RCW 28A.600.485;
 - The federal Family Educational Rights and Privacy Act, Title 20 U.S.C. Sec. 1232g requirements regarding access to and dissemination of student information;
 - Recognizing and responding to student mental health issues; and
 - Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities.
11. Acknowledgement that the district and the authorized entity have clearly established their respective responsibilities and processes for student data collection and reporting;
12. Acknowledgement that the authorized entity will promptly submit to the district any complaints it receives;
13. Acknowledgement that the authorized entity will submit other information required by the district or OSPI;

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

14. Acknowledgement that the authorized entity must comply with student isolation and restraint requirements under RCW 28A.600.485;
15. Acknowledgement that the authorized entity will notify OSPI and every district with which it contracts of:
 - Any major program changes that occur during the authorization period, including adding or eliminating the type of programs available to students; and
 - Of any complaints it receives regarding services to students, as well as any law enforcement incident reports involving the authorized entity and its enrolled students.
16. Acknowledgement that the authorized entity must comply with all relevant Washington state and federal laws applicable to school districts;
17. Acknowledgment that the district must provide OSPI with the opportunity to review the contract and related documentation upon request.

The district will conduct an annual on-site visit to any authorize entity it contracts with to confirm that the health and safety of the facilities, the staffing qualifications and levels, and the procedural safeguards are sufficient to provide a safe and appropriate learning environment for students. The district may arrange for another school district to complete the annual on-site visit on its behalf, so long as the other school district conducting the visit provides a written report documenting the results of the visit and any concerns about the learning environment.

The district will provide the following documents to the parents or guardians of each student placed in the authorized entity:

1. A summary of the district's and authorized entity's responsibilities and processes for reporting incidents of restraint and isolation under RCW 28A.600.485; and
2. A copy of the complaint procedure developed by OSPI.

The district shall report to OSPI and the office of the Washington state auditor any concerns the school district has about overbilling by the authorized entity.

Procedural Safeguards**A. Notice of Procedural Safeguards**

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation or placement is at issue. The school district (*Identify the personnel responsible*) will provide a copy of the procedural safeguards notice to the parents and adult students once a year and:

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the parent's first state complaint and first request for due process hearing in a school year;
3. Upon a disciplinary action that will result in a disciplinary change of placement; and
4. Upon request by the parent.

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, pri-

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

or written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees. Copies of the district's special education procedural safeguards are available with the Special Education Director, Student Services Secretary and the OSPI website.

B. Consent

The district will obtain informed, written parental consent before:

1. Conducting an initial evaluation;
2. Providing initial special education and related services to a student; and
3. Conducting a reevaluation if the reevaluation includes administration of additional assessments.

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

Informed consent means that the parent or adult student:

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

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

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

C. Revocation of Consent

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to the school psychologist.

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

Upon receipt of the parent's written notice of revocation, the school psychologist is responsible for providing the notice:

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

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

D. Prior Written Notice

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

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

The prior written notice will include:

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

Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

mode of communication of the parent is not a written language, the district will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

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

The special education department will document in writing how this information was provided and that the parent understands the content of the notice.

E. Transfer of Educational Rights to an Adult Student

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

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

Appointment of an Educational Representative

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

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

Confidentiality and Records Management

The superintendent is responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The special ed-

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

education department will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable information of special education students. The district will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained or used by the district.

The district will provide instruction annually to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in WAC 392-172A, state law and federal regulations implementing the Family Educational Rights and Privacy Act, FERPA, (34 CFR Part 99).

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review and challenge all educational records which will include, but not be limited to, the identification, evaluation, delivery of educational services and provision of FAPE to the student. The district will comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, educational placement of the student or provision of FAPE to the student, including disciplinary proceedings. In any case, the district will respond no more than 45-calendar days after the date the district received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may inspect and review only information relating to their child. School personnel receiving requests for educational records will immediately forward the request to the Special Education Director.

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the district amend the information. Policy and Procedure 3231, Student Records, describes the process and timelines for challenges and hearings regarding student records.

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

Records management is also governed by Policy and Procedure 4040, Public Access to District Records.

Surrogate Parents

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

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

The special education department is responsible for determining the need for appointment of a surrogate parent.

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

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

1. In cases where the student is in and out of home care the district must determine the legal custodial status of the child.
2. Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation the student is not a ward of the state.
3. Parents whose children are placed in group care, pending a determination of "dependency" may still retain rights to make educational decisions unless otherwise ordered by the court.
4. When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency.
5. Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf their child.

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

When selecting a surrogate parent, the district will select a person willing to participate in making decisions regarding the student's educational program, including participation in the identification, evaluation, placement of and provision of FAPE to the student.

If a student is referred for special education or a student eligible for special education who may require a surrogate parent transfer into the district that may require a surrogate parent, the district special education department will be notified of the potential need. The special education department will then select a trained individual who can adequately represent the student to ensure that all student rights are observed.

The person selected as a surrogate:

1. Must have no interest that conflicts with the interests of the student he or she represents;
2. Must have knowledge and skills that assure adequate representation of the student; and

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

3. May not be an employee of a school district and/or other agency that is involved in the education or care of the student. This includes OSPI, DSHS, district employees and group care providers.

The district will, at a minimum, review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications and special education regulations. The district will also cooperate with other districts, the ESD or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents.

Mediation

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

The primary participants are the parents, school district representatives and mediator. The process is voluntary, confidential and informal. It is a collaborative process, conducted in a nonadversarial manner. Mediation services will be provided by OSPI at no cost to either party.

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

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

Due Process Hearing

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

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the Special Education Director. Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The district special education department is responsible for providing the

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

parents a copy of the procedural safeguards in this situation, and documenting that the safeguards were provided to the parent.

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

When parents file a request for a due process hearing, the Special Education Director will immediately schedule a resolution meeting. The meeting must occur within 15 days after a parent files a due process request with the district and provides a copy of the request to OAH, or, within seven days if the hearing request involves an expedited hearing regarding discipline. The Special Education Director will determine the appropriate district staff that will attend the resolution meeting. The district will ensure that one of the district representatives attending the resolution meeting has authority to bind the district in any resolution agreement. The district will not bring district counsel to a resolution meeting unless the parent is bringing an attorney to the meeting.

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

Discipline

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

A. Removal Up to Ten Days

The special education department may order the removal of a special education student from a current placement. The district need not provide services to a student who is removed from the current placement for ten school days or less in any school year, if services are not provided to a student without disabilities.

B. Removal for More than Ten Days

Once a student has been removed from placement for a total of ten school days in the same school year, and if the district determines that the removal is not a change of placement, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress to-

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

ward meeting the goals set out in the student's IEP. The multi-disciplinary team (MDT) will make the determination of such necessary services.

C. Change in Placement

A change of placement occurs when an eligible student is:

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

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the building principal and special education director and is subject to review through due process and judicial proceedings. The special education department will be notified of disciplinary removals that may exceed ten days.

D. Manifestation Determination

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

The review of the relationship between a student's disability and the behavior subject to the disciplinary action will occur at a meeting that includes the parent and relevant members of the IEP team who are selected by the parent and the district. The team will review all relevant information in the student's file, including the IEP, teacher observations and information provided by the parent to determine:

1. If the conduct was caused by or had a direct and substantial relationship to the child's disability; or
2. If the conduct in question was the direct result of the district's failure to implement the student's IEP.

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

The district will take immediate action to remedy the deficiencies, and will:

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan if one is not already in place; or
2. Review the existing behavioral intervention plan and modify it to address the behavior; and
3. Return the child to the placement from which he or she was removed from unless the parents and the district agree a change is necessary as part of the

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

behavioral intervention plan, or unless the infraction involves drugs, weapons or serious bodily injury.

E. Special Circumstances

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

1. Possesses a “dangerous weapon” or carries such a weapon to school or to a school function;
2. Knowingly possesses or uses “illegal drugs” while at school or a school function;
3. Sells or solicits the sale of a “controlled substance” while at school or a school function; or
4. Inflicts serious bodily injury upon another person while at school or a school function. Serious bodily injury means a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

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

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

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

- the district believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others. If the student’s IEP team believes that the student may not be maintained in his or her current placement, the IEP team should work with the district’s Special Education Director.

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

F. Basis of Knowledge

A student who has not been determined eligible for special education services may assert the protections afforded special education students who are disci-

FREEMAN SCHOOL DISTRICT NO. 358

Procedure 2161P Instruction

plined if the district had knowledge that the student was an eligible for special education before the behavior that precipitated disciplinary action occurred.

The district is deemed to have knowledge if:

1. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability the prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
2. The parent requested that the student be evaluated for special education services; or
3. The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

If the principal institutes disciplinary action that would exceed ten days and believes that one or more of these events applies to the student, the principal will notify the special education department to determine the appropriate disciplinary procedures.

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

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

If the district is not deemed to have knowledge that a student is eligible for special education services, the student may be disciplined as a student without disabilities who engages in comparable behaviors. If a request to evaluate the student is made while the student is excluded, the district will expedite the evaluation. Until the evaluation is completed, such a student will remain in the educational placement determined by the district, which could include suspension or expulsion.

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

Staff Qualifications

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

FREEMAN SCHOOL DISTRICT NO. 358**Procedure 2161P
Instruction**

All employees will hold such credentials, certificates or permits as are now or hereafter required by the PESB for the particular position of employment and will meet such supplemental standards established by the district.

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

In the event a special education teacher does not have a certificate endorsed in special education, (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet PESB criteria outlined in WAC 181-82-110.

If the district must temporarily assign a classroom teacher without a special education endorsement (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement) to a special education position, the district building principal will document the following in writing:

1. The district is unable to recruit a teacher with the proper endorsement who is qualified for the position.
2. The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical.
3. The reassignment of another teacher within the district would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

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

FREEMAN SCHOOL DISTRICT NO. 358

Procedure 2161P Instruction

Classified staff will present evidence of skills and knowledge necessary to meet the needs of students with disabilities. The district will provide training to classified staff to meet the state recommended core competencies.

Personnel Development

In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed:

1. Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents and volunteers.
2. All personnel who use restraint or isolation must be certified and annually trained in the use of such restraint and isolation.
3. In-service training schedules will be developed based upon the results of the district assessment and in support of needs identified.
4. Training activities will be conducted for regular general and special education staff, staff of other agencies and organizations and private school staff providing services for students eligible for special education.
5. Training for classified staff in the state recommended core competencies will occur through district professional development as well as training provided by Education Service Districts and Office of Superintendent of Public Instruction.

Public Participation

Any application and any required policies, procedures, evaluations, plans and reports are readily available to parents and other members of the public through the district's special education office and the office of the superintendent. A notice regarding the availability of such documents will be placed on the district's website.

Management Resources:

- 2025 - July Issue
- 2023 - July Issue
- 2021 - December Issue
- 2016 - March Policy Issue
- 2014 - June Issue
- 2009 - October Issue

Adoption Date: February 13, 2008

Revised: Nov. 30, 2010; Jan. 29, 2015, Oct. 13, 2016; Jan. 26, 2023; Feb. 8, 2024; Dec. 10, 2025; Sept 21, 2026

Coversheet

Approval of Board Policy and Procedure No. 3124 - 2nd Reading

Section:	XII. Unfinished Business
Item:	C. Approval of Board Policy and Procedure No. 3124 - 2nd Reading
Purpose:	
Submitted by:	
Related Material:	BP3124 - Removal-Release of Student During School Hours.pdf PR3124 - Removal-Release of Student During School Hours.pdf

FREEMAN SCHOOL DISTRICT NO. 358

**Policy No. 3124
Students**

REMOVAL/RELEASE OF STUDENT DURING SCHOOL HOURS

The board recognizes its responsibility for the proper care of students during school hours. Students shall not be removed from school grounds, any school building or school function during school hours except by a person duly authorized in accordance with district procedures. The superintendent is authorized and directed to establish procedures governing the removal or release of students during school hours, consistent with state law and the regulations of the Office of Superintendent of Public Instructions.

Students shall remain on school grounds from the time of arrival until the close of the school day unless officially excused in accordance with district policy and procedures.

No student may be removed from school grounds, any school building, or any school-sponsored activity during school hours except by a person authorized by the student's parent or legal guardian, or as otherwise permitted by law and district procedures. An individual seeking to remove the student must present evidence of proper authority satisfactory to the superintendent, principal, or their designee. School staff shall not remove, cause to be removed, or allow a student to be removed from school grounds without such authorization, except as permitted under state law.

A teacher shall not excuse a student from class to meet with any nonemployee unless the request has been approved by the principal or their designee.

Prior to sending a student home due to illness, disciplinary action, or other corrective action, the principal or designee will attempt to contact the student's parent or guardian to inform them of the school's action and request that they come to the school for the student. If the parent or guardian cannot be reached, the student shall remain at school until the close of the school day, unless an emergency or other lawful exception applies. A student may be released to a law enforcement officer or other authorized officials when required or permitted by law and in accordance with the district policy.

Cross References:

- 4310 - District Relationships with Law Enforcement and other Government Agencies
- 4200 - Parent Access and Safe and Orderly Learning Environment
- 3126 - Child Custody
- 3418 - Emergency Treatment

Legal Reference:

- | | |
|-----------------|--|
| RCW 28A.605.010 | Removing child from school grounds during school hours—
Procedure |
| WAC 392-400-455 | Suspensions and expulsions—Notice to student and parents |

Adoption Date: September 25, 2008

Revision Date: Sept 2026

REMOVAL-RELEASE OF STUDENT DURING SCHOOL HOURS

General Rule:

Students shall remain on school grounds from the time of arrival until the close of the school day unless officially excused in accordance with this procedure and applicable law. No student may be removed from school grounds during school hours except as authorized by the student's parent or legal guardian, or as otherwise permitted by law.

Authorized Removal or Release

Schools must exercise a high order of responsibility for the care and supervision of students while they are in school or participating in school-sponsored activities.

Law Enforcement Officers

1. A law enforcement officer, upon proper identification, may remove a student from school without a warrant when acting within the scope of official duties.
2. The officer will sign a written statement indicating that the student is being removed from the school.
3. The student's residential parents or guardian will be notified as soon as reasonably possible when a student is taken into custody.

Other Government of Child-Serving Agencies

1. Any agency other than law enforcement seeking custody of a student must present a valid written administrative directive or court order directing the school district to release the student.
2. Proper identification of the agency representative is required prior to release.

Release to Parents of Guardians

1. A student will be released to the residential parent or the nonresidential parent, unless the school has been provided with a certified copy of a court order restricting and/or prohibiting contact with the nonresidential parent.
2. When there is uncertainty regarding custodial rights, the school district will rely on enrollment records.
3. Parents (and guardians) are responsible for providing schools with accurate, complete, up-to-date documentation regarding custody and visitation rights.
4. School staff will make a reasonable effort to notify the residential parent before releasing the student to a nonresidential parent.

Release to Other Individuals

Prior written authorization from the residential parent or guardian is required before releasing a student to any individual other than a parent of guardian.

This requirement may be waived in emergency situations when immediate action is necessary to protect the student's health or safety.

FREEMAN SCHOOL DISTRICT NO. 358

Procedure No. 3124P Students

Disruptive or Unsafe Situations

Law enforcement will be contacted if a visitor becomes disruptive, threatening, or abusive and presents a safety concern to students or staff.

Limitations on Removal by School Personnel

School Employees will not remove, cause to be removed or allow to be removed a student from school grounds during school hours without parental or guardian consent, except when:

- The employee is the student's parent or guardian;
- The employee is providing bus transportation;
- The employee is supervising a school-sponsored extracurricular activity and providing transportation for the student;
- The student requires emergency medical care and the parent or guardian cannot be reached;
- School security personnel remove a student for disciplinary reasons consistent with district policy and procedure;
- A person acting in an official capacity responds to a 911 emergency call.

Emergency Medical Situations

When a medical emergency occurs, and the school is unable to reach the parent of authorized representative:

- School personnel will exercise reasonable discretion in determining whether the student shall be transported by ambulance or private vehicle. The decision shall be based on the nature and urgency of the medical condition and the safety of the student.

Documentation

Schools shall maintain appropriate documentation of:

- Authorization for student release;
- Identification presented by individuals removing students;
- Law enforcement removal statements;
- Administrative directives or court orders;
- Efforts to notify parents or guardians.

Adoption Date: September 25, 2008

Revision Date: Sept. 21, 2026

Coversheet

Approval of Freeman School District Music Program Anonymous Donation of \$10,000.00

Section: XIII. New Business
Item: A. Approval of Freeman School District Music Program Anonymous
Donation of \$10,000.00
Purpose:
Submitted by:
Related Material: Donation - FSD Music Program.pdf
Charitable Fund Donation Confirmation.pdf



Donation to Freeman School District

School Board Meeting = 9/21/26

TO: Freeman School Board
Lisa Phelan, Superintendent

FROM: Anonymous

RE: \$10,000 Music Program Donation

DESCRIPTION:

FSD received a donation in the amount of \$10,000.00 for the sole and express purpose of the Freeman School District Music Program of Mr. Jydstrup. The donor wishes to be kept anonymous.



FREEMAN SCHOOL DISTRICT #358

15001 S Jackson Rd, Rockford, WA 99030

Phone: 509-291-3695 • Fax: 509-291-3636 • www.freemansd.org

September 2, 2026

To: Anonymous:

This memo outlines the understanding of Freeman School District as to the status of donations or grants awarded to the school district. Based upon review of the applicable Internal Revenue Code (IRC), donations or grants to the district receive status as charitable contributions by the donor, if used solely for a “public purpose.”

As a political subdivision of the State of Washington, the district is not classified as a “501(c)(3), charitable organization”; however, the provisions of IRC Section 170 govern donations and grants to the district. Specifically:

Section 170(a)(1) “General rule – There shall be allowed as a deduction any charitable contribution (as defined in subsection [c]) payment of which is made within the taxable year...”

Section 170(c) “Charitable Contribution Defined – For purposes of this section, the term ‘charitable contribution’ means a contribution or gift to or for the use of (1) A State, a possession of the United States, or any political subdivision of any of the foregoing... but only if the contribution or gift is made for exclusively public purposes.”

The code does not specifically define “public purpose,” but it is interpreted to mean the contribution or gift must not be intended to benefit any particular individual.

The Freeman School District welcomes donations and grants made for the benefit of our educational program and students, and has in place accounting and reporting procedures to ensure that all donations and grants are used for their intended purpose.

If you have any questions regarding this matter, please contact:

Alan Steinolfson

Director of Finance

asteinolfson@freemansd.org

509-291-7501

Donation Agreement

Freeman School District No. 358

Freeman School District acknowledges and thanks Anonymous

for the donation of \$10,000.

with a monetary value of Ten Thousand Dollars (\$10,000) to the district.

This donation is for the sole and express purpose of Freeman School District Music Program of Mr. Jydstrup.

The School District agrees to maintain the above-described property for a period of not less than 20 years from the time of donation.

Date

Superintendent

Board President

Principal (if applicable)

Does the donor wish to be kept anonymous? (X) yes () no

Coversheet

Approval of FSD CTE 4-Year Plan

Section:	XIII. New Business
Item:	B. Approval of FSD CTE 4-Year Plan
Purpose:	
Submitted by:	
Related Material:	FSD CTE 4 year plan 26-27.pdf



Washington Office of Superintendent of

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	2026-27	2027-2028	2028-2029	2029-2030
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 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 explore welding course	Finalize FASCE frameworks per re-approval cycle. Initiate updates to BAM frameworks per re-approval cycle. Explore growth of Construction and Culinary programs as allowed by staffing.	Finalize BAM frameworks per re-approval cycle. Initiate updates to AG frameworks per re-approval cycle. Initiate growth of Construction and Culinary programs as allowed by staffing.	Finalize Agriculture frameworks per re-approval cycle. Initiate updates to Agriculture frameworks per re-approval cycle. Work to grow and strengthen FFA CTSO. Possibly look into Agriculture classes at the middle school level.
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



Washington Office of Superintendent of

PUBLIC INSTRUCTION

CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2026-27	2027-2028	2028-2029	2029-2030
Student Access to Program RCW 28A.700.010 (Criteria 4)	Update and highlight pathways available to all students. Work with counselors to determine and communicate all pathway options for HS students	Update and highlight pathways available to all students. Work with counselors to determine and communicate all pathway options for HS students	Update and highlight pathways available to all students. Work with counselors to determine and communicate all pathway options for HS students	Update and highlight pathways available to all students. Work with counselors to determine and communicate all 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. 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	Leadership team and other stakeholders review the data for CTE program effectiveness and make recommendations. BAM programs uploaded for re-approval	Leadership team and other stakeholders review the data for CTE program effectiveness and make recommendations. Agriculture 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 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.	Assess technology and equipment in BAM 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 Agriculture program. 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 STEM curricula. Update as needed.	Evaluate FASCE curricula. Update as needed.	Evaluate BAM curricula. Update as needed.	Evaluate Agriculture curricula. Update as needed.



Washington Office of Superintendent of

PUBLIC INSTRUCTION

CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2026-27	2027-2028	2028-2029	2029-2030
Leadership and Employability RCW 28A.700.010 (Criteria 9)	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.	Review appropriate CTSO/equivalents by program. All programs submit POW for CTSO or equivalent. Implement WBL requirements.
Long Range Planning RCW 28A.700.010(2)(b) (Criteria 10)	Implement dual credit options with CCS for STEM. 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.	Explore dual credit options with CCS for Agriculture . Review master schedule for options to incorporate more pathways as elective course options.
Advisory Committee RCW 28A.700.020(1) (Criteria 11)	Maintain 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)	Re-evaluate all CTE offerings and adjust based on student interest. Look into middle school students attending STEM competition in the spring.	If appropriate and supported, add a small engineering course to the Master Schedule. Re-evaluate all CTE offerings and adjust based on student interest.	Re-evaluate all CTE offerings and adjust based on student interest.	Re-evaluate all CTE offerings and adjust based on student interest.



Washington Office of Superintendent of

PUBLIC INSTRUCTION

CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2026-27	2027-2028	2028-2029	2029-2030
Certification Work based Learning RCW 28A.700.060(2)(c)(d) (Criteria 13A, 13B)	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.	Identify and implement a minimum number of WBL activities for all courses. Identify 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.
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.	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.	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

School Board President: _____
 Advisory Chairperson: Matt Albright _____
 CTE Director: Heidi Youseph _____

Date: _____
 Date: _____
 Date: _____

Coversheet

Approval of Updated Valleyford Community Park Agreement

Section:	XIII. New Business
Item:	C. Approval of Updated Valleyford Community Park Agreement
Purpose:	
Submitted by:	
Related Material:	Updated Valleyford Community Park Agreement.pdf

NO. 26 - 0472

BEFORE THE BOARD OF COUNTY COMMISSIONERS
OF SPOKANE COUNTY, WASHINGTON

IN THE MATTER OF AUTHORIZING THE
EXECUTION OF AMENDMENT NO. 2 TO
AN AGREEMENT WITH FREEMAN
SCHOOL DISTRICT NO. 358

RESOLUTION

WHEREAS, pursuant to the provisions of the RCW 36.32.120(6), the Board of County Commissioners of Spokane County has the care of County property and the management of County funds and business; and

WHEREAS, pursuant to the provisions of RCW 36.68.010, counties may establish park and playground systems for public recreational purposes; and

WHEREAS, Spokane County and Freeman School District No. 358 entered into an agreement on May 9, 1989, Spokane County Resolution No. 1989-0456, again on October 2, 2007, Spokane County Resolution No. 2007-0818, and again on December 6, 2016, Spokane County Resolution No. 2016-0936 authorizing the County to use certain surplus Freeman School District No. 358 property for park purposes during the months of May through September of each year consistent with the provisions of said agreements; and

WHEREAS, Spokane County and Freeman School District No. 358 are desirous of amending the current agreement, Spokane County Resolution No. 2016-0936 pursuant to the terms and conditions set forth in the attached Amendment No. 2 to Valleyford Park Agreement; and

WHEREAS, Doug Chase, Director of Spokane County Parks, Recreation and Golf, has recommended that the Board of County Commissioners enter into the attached Amendment No. 2 to Valleyford Park Agreement, whereby Spokane County shall undertake certain winterization functions relative to the surplus District property and provide limited financial assistance for Valleyford Park irrigation/water system repairs each season the agreement is in place.

NOW, THEREFORE, BE IT RESOLVED by the Board of County Commissioners of Spokane County, that either the Chair of the Board of County Commissioners of Spokane County, or a majority of the Board, acting on behalf of the Board, is hereby authorized to execute the attached "Amendment No. 2 to the Valley Ford Park Agreement", at other than a public meeting pursuant to which Spokane County will utilize, for park purposes, certain surplus Freeman School District No. 358 property for a ten (10) year period beginning in 2027, during the months of May through September of each year the Agreement is in effect.

PASSED AND ADOPTED this 8th day of September, 2026.



ATTEST:

Shelly Thompson OBS
Ginna Vasquez, Clerk of the Board

**BOARD OF COUNTY COMMISSIONERS
OF SPOKANE COUNTY, WASHINGTON**

Mary Brooks
MARY BROOKS, CHAIR

Josh Kerns
JOSH KERNS, VICE-CHAIR

Al French
AL FRENCH, COMMISSIONER

Amber Waldref
AMBER WALDREF, COMMISSIONER

Chris Jordan
CHRIS JORDAN, COMMISSIONER

AMENDMENT NO. 2 TO THE VALLEYFORD PARK AGREEMENT

THIS AGREEMENT, made and entered into this 8th day of September 2026, by and between SPOKANE COUNTY, a political subdivision of the State of Washington, having offices for the transaction of business at West 1116 Broadway Avenue, Spokane, Washington, 99260, hereafter referred as the “County”, and FREEMAN SCHOOL DISTRICT NO. 358, a municipal corporation of the State of Washington, having offices for the transaction of business at Route 1, Box 51, Rockford, Washington, 99030, hereinafter referred to as the “District”, jointly referred to, along with the County, as the “Parties”.

W I T N E S S E T H:

WHEREAS, pursuant to the provisions of the RCW 36.32.120(6), the Board of County Commissioners has the care of County property and the management of County funds and business; and

WHEREAS, pursuant to the provisions of RCW 36.68.010, counties may establish park and playground systems for public recreational purpose; and

WHEREAS, pursuant to the provisions of RCW 28A.58.033, every school district board of directors is authorized to permit the rental, lease or occasional use of all or any portion of any surplus real property owned or lawfully held by the district to any governmental entity; and

WHEREAS, FREEMAN SCHOOL DISTRICT NO. 358, is the owner of the hereinafter describer real property; and

WHEREAS, pursuant to Spokane County Resolution No. 2016-0936, the Parties entered into an agreement authorizing the County to use certain surplus District property for park purposes during the months of May through September of each year subject to the terms and conditions set forth in said agreement; and

WHEREAS, the Parties wish to amend and renew said Agreement for an additional term as set forth below.

NOW, THEREFORE, for and in consideration of the mutual promises set forth herein after the Parties hereto do mutually agree as follows:

SECTION 1: USE OF PROPERTY

The District hereby authorizes the County to use the property described in Attachment “A”, attached hereto and incorporated herein by reference, hereinafter referred to as the “Premises,” ONLY for park purposes during the months of May through September, inclusive, each year this Agreement is in effect.

In exchange for the use of the Premises, the County agrees to:

- 1) Blow out and winterize irrigation/water system each season this Agreement is in effect.
- 2) Provide Financial assistance to District not to exceed \$2,000 for reimbursement of Valleyford park irrigation/water system repairs per season the agreement is in place.

To receive assistance, the District shall submit an invoice along with supporting documentation as applicable to County Parks, Rec. & Golf Department not later than November 1st each year for irrigation/water system repairs completed during that contract year.

In conjunction with the County's use of the Premises, the District agrees to:

- 1) Maintain/repair the irrigation/water system on the Premises
- 2) Utilize irrigation/water system within the Premises.
- 3) Inform County annually ahead of each season (May – September) as to the District's planned level of service, such that the County may communicate this to the Community on County Parks Website or other means. E.g. whether restrooms will be provided and if so, frequency of cleanings, mowing of irrigated turf, litter pick-up, garbage disposal services vs. Pack-it-in, Pack-it-out, etc.

SECTION 2: DURATION

This Agreement shall commence as of January 1, 2027 and shall run for a ten (10) year time frame terminating on December 31, 2037.

SECTION 3: CITIZEN'S COMMITTEE

The District has created and appointed members to a citizen's committee (Committee). The Committee shall be responsible for implementing/monitoring the District's responsibilities under this Agreement as well as yearly recommending on or before May 1, each year the Agreement is in effect, proposed amendments to the Agreement. No recommendations to the Agreement will be binding on the County.

SECTION 4: TERMINATION

Either party may terminate this Agreement for any reason whatsoever by giving the other party written notice on or before December 1st of any year effective the following year. Provided, however, the District may terminate this Agreement upon thirty (30) days written notice in the event the Premises should be needed for school purposes. Upon termination for any reason, or if this Agreement expires and is not renewed, all improvements placed on the Premises shall belong to the District.

SECTION 5: PARK OPERATION

The Premises shall be open to the public as a public park during the months of May 1st through September 30.

During the months the Premises are not used as a public park, (October through April), the County shall have no responsibility or liability whatsoever for any claims, suits or actions arising out of use of the property.

SECTION NO. 6: INDEMNIFICATION

(a) County agrees to indemnify and defend the District from any loss, cost or expense claimed by third parties for property damage and bodily injury, including death, caused solely by the negligence or willful misconduct of County, its employees or agents in connection with its responsibilities under the terms of this Agreement.

(b) The District agrees to indemnify and defend the County from any loss, cost or expense claimed by third parties for property damage and bodily injury, including death, caused solely by the negligence or willful misconduct of the District, its employees or agents in connection with its responsibilities under the terms of this Agreement.

(c) If the negligence or willful misconduct of both the County and District, or a person identified above for which each is liable, is a cause of such damage or injury, the loss, cost of expenses shall be shared between the County and the District in proportion to their relative degrees of negligence or willful misconduct and the right of indemnity shall apply to such proportion.

SECTION NO. 7: WAIVER

No officer, employee, agent or otherwise of the County has the power, right or authority to waive any of the conditions or provisions to this Agreement. No waiver of any breach of this Agreement shall be held to be a waiver of any other or subsequent breach. All remedies afforded in this Agreement shall be held to be a waiver of any other or subsequent breach. All remedies afforded in this Agreement or at law shall be taken and construed as cumulative, this is, in addition to every other remedy provided herein or by law. Failure of the County to enforce at any time any of the provisions of this Agreement or to require at any time performance by the District of any provision hereof, shall in no way be construed to be a waiver of such provisions, nor in any way affect the validity of this Agreement or any part hereof, or the right of the County to hereafter enforce each and every such provision.

SECTION NO. 8: VENUE STIPULATION

This Agreement has and shall be construed as having been made and delivered in the State of Washington and the laws of the State of Washington shall be applicable to its construction and enforcement. Any action at law, suit in equity or judicial proceeding for the enforcement of this Agreement or any provision hereto shall be instituted only in courts of competent jurisdiction within Spokane County, Washington.

SECTION NO. 9: COMPLIANCE WITH LAWS

Both Parties specifically agree to observe all federal, state and local laws, ordinances and regulations that have any bearing upon either meeting its responsibilities under the terms of this Agreement.

SECTION NO. 10: MODIFICATION

No modification or amendment of this Agreement shall be valid until the same is reduced to writing and executed with the same formalities as this present Agreement.

SECTION NO.11: NOTICES

All notices called for or provided for in this Agreement shall be in writing and must be served on any of the Parties either personally or by certified mail, return receipt requested, sent to the Parties at their respective addresses herein above given. Notices sent by certified mail shall be deemed served when deposited in the United States mail, postage prepaid.

SECTION NO. 12: MAINTENANCE OF RECORDS

Both Parties shall make available to each other or the Washington State Auditor or their duly authorized representatives, at any time during their normal operating hours, all records, books or pertinent information which either shall have kept in conjunction with this Agreement, and which the either Party may be required by law to make part of its auditing procedures, an audit trail, or which may be required for the purpose of funding either's responsibilities under the Agreement.

SECTION NO. 13: ALL WRITINGS CONTAINED HEREIN

This Agreement contains all the terms and conditions agreed upon by the Parties. No other understandings, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto. Both Parties have read and understand all of this Agreement and now states that no representation, promise or agreement not expressed in this Agreement has been made to induce either to execute the same. This agreement supersedes and/or replaces any previous or existing agreements between the parties as they may exist related to Valleyford Park.

IN WITNESS WHEREOF the Parties hereto have caused this Agreement to be executed on the day and year first set forth above.

APPROVED BY THE BOARD this 8th day of September, 2026.



ATTEST:

Shelly Thompson OBO

Ginna Vasquez, Clerk of the Board

BOARD OF COUNTY COMMISSIONERS
OF SPOKANE COUNTY, WASHINGTON

Mary Brooks
MARY BROOKS, CHAIR

Josh Kerns
JOSH KERNS, VICE-CHAIR

Al French
AL FRENCH, COMMISSIONER

Amber Waldref
AMBER WALDREF, COMMISSIONER

Chris Jordan
CHRIS JORDAN, COMMISSIONER

FREEMAN SCHOOL DISTRICT NO. 358
BOARD OF DIRECTORS

CHAIR

ATTEST:

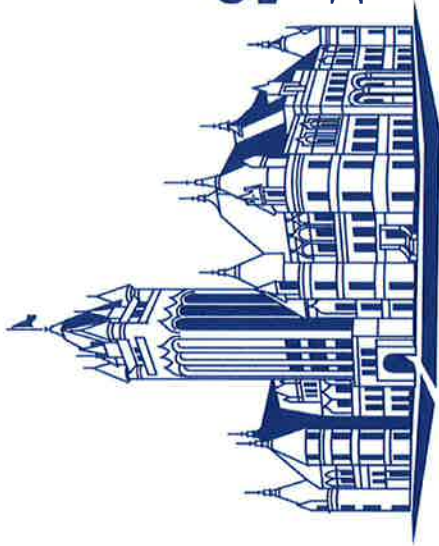
VICE-CHAIR

By: _____
Superintendent

ATTACHMENT "A"

Beginning at a point on the East line of Lot One (1), Block Seven (7) of Valleyford, 420 ft. North from the South east Corner of Lot 1 a distance of 970.25 feet to an intersection with the West line of Lot 1, thence 90 degrees right along the West line of Lot 1 a distance of 744 feet more or less to an intersection with the South right of way line of Palouse Permanent Highway No. 12, thence right 75 degrees 5 min. along the said right of way line 434.2 feet more or less to the land deeded to the Washington Mission Conference of the Evangelical Association, as described in the correction deed, Document No. 257159, filed in the Spokane County Auditor's Office October 25, 1909, at Book 244 of Deeds, page 109, thence right 573.75 feet to the Southwest corner of the said land deeded to the Washington Mission Conference of the Evangelical Association, thence left 90 degrees a distance of 5d5.8 feet to the East line of Lot 1, Block 7, Valleyford, thence right 90 degrees 5 min. a distance of 275.9 feet, thence along the east line of said Lot 1 to the point of beginning, containing 11.24 acres more or less, all in the North Half of Section 33, Township 24, North, Range 44, E.W.M., in Spokane County, Washington.

Also the south 420 feet of Lot One (1), Block Seven (7) of Valleyford, located in Book F of Plats at page 14.



Spokane County

PARKS, RECREATION AND GOLF

Doug Chase, Director

Valleyford Community Park Agreement Renewal (Amendment No. 2) w/ Freeman School District 358

September 9, Briefing

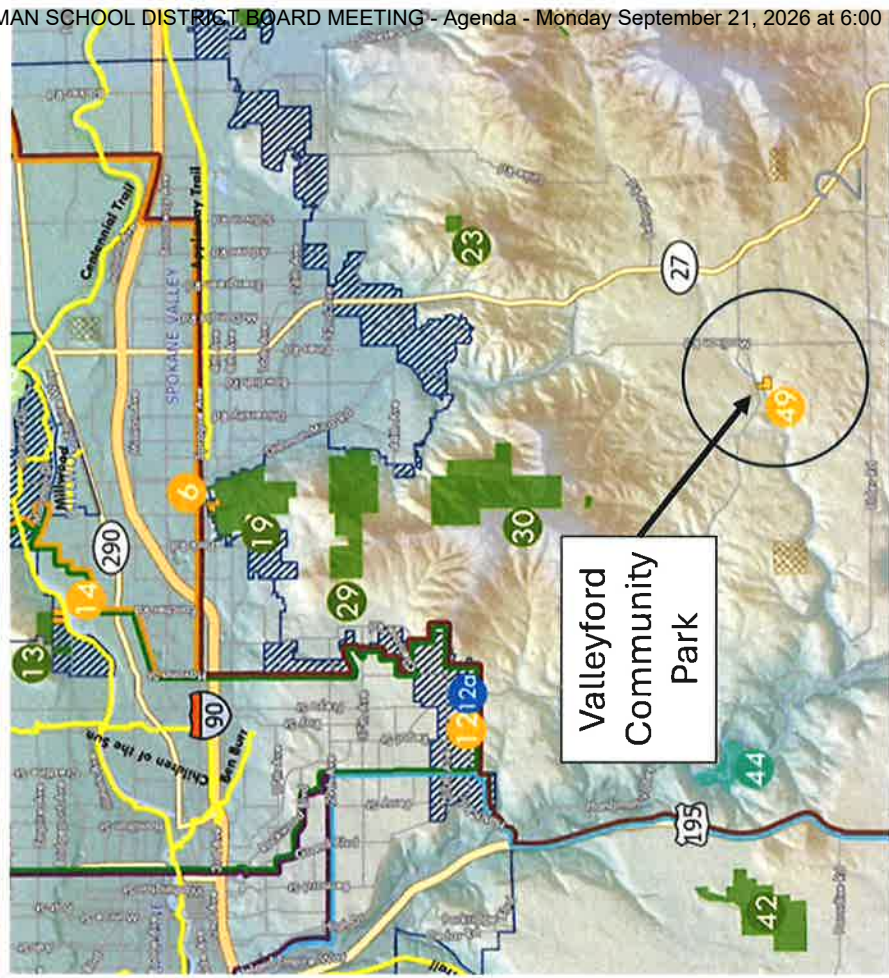
1

Valleyford Community Park

This 22-acre community park features a nature trail, California Creek, and other amenities. Valleyford Community Park is operated and maintained by the Freeman School District per an agreement with County Parks. Because of this unique circumstance, the park is open from May 1st through September 30th.

Amenities

- Valleyford Community Park has amenities such as:
- 15 parking spaces
- Basketball courts
- BBQ area
- Hiking trails
- Play equipment
- Restrooms
- Shelters



Overview

- Agreements have been in place for the last 37-years between Spokane County and Freeman School District 358 for use of certain District surplus property for park purposes as Valleyford Community Park.

Taking 2027 and future projected budget forecasts into account, staff has negotiated adjustments in terms, to ensure sustainability of partnership for the next ten (10) year term.

As proposed:

Amendment No. 2 will:

- Extend the agreement for an additional 10-year period.
- Amend the terms of the agreement to reduce current operational costs to Spokane County by 60% to 80% compared to existing agreement.
(estimated annual impact to County will go from approximately \$10,000 down to \$2,000 - \$4,000)



Requested Action

Staff is recommending that the Board of Spokane County Commissioners execute Amendment No. 2 to the agreement with Freeman School District

Next Step:

- Staff will schedule for formal consideration during upcoming Legislative Meeting



Submit to Clerk of the Board with available supporting materials (Resolutions, Agreements, Presentations, etc.)

AGENDA SHEET

SUBMITTING DEPARTMENT: Parks, Recreation & Golf

CONTACT PERSON: Doug Chase

PHONE NUMBER: 477-2720

CHECK TYPE OF MEETING BELOW: BELOW FOR CLERK'S USE ONLY:

☒ Board Briefing Session Agenda

Clerk's Resolution No.

26 - 0472

Approved:

Majority/Unanimous

Denied:

Majority/Unanimous

Renews/Amends No.

Public Works No.

Purchasing Dept. No.

AGENDA TITLE (please provide a reasonably descriptive agenda title for this item): In the matter of authorizing the execution of Amendment No. 2 to an agreement with Freeman School District No. 358.

DESCRIPTIVE SUMMARY (please provide anticipated fiscal and budgetary information & reason for request): For the last 37-years, Spokane County in partnership with Freeman School District No. 358 have cared for and made available to the public "Valleyford Park". located in rural South Spokane County. This has been accomplished through a series of agreements between Spokane County and Freeman School District No. 358 entered into an agreement on May 9, 1989, Spokane County Resolution No. 1989-0456, on October 2, 2007, Spokane County Resolution No. 2007-0818 and again on December 6, 2016, Spokane County Resolution No. 2016-0936.

As proposed, Amendment No. 2 will:

- Extend the agreement for an additional 10-year period (Section 2 Duration").
- Amend the terms of the agreement to reduce current operational costs to Spokane County by 60 - 80%+/- compared to existing agreement.

Please see attached:

- Amendment No. 2 to the Valleyford Park Agreement Between Spokane County and Freeman School District No. 358

FISCAL IMPACT (please provide anticipated fiscal and budgetary impact, with amount and source of funds, if applicable): As proposed, Amendment No. 2 will modify financial terms where County will continue to provide annual winterization of sprinkler system each season during agreement term and up to \$2,000 for irrigation/water system repairs each season the agreement is in place.

County will no longer provide garbage disposal service (dumpster) at County Expense May 1 through September 30 each season and will no longer provide financial reimbursement to the District for a part-time seasonal employee 20 hours per week for 20 weeks in an amount equal to current minimum wage.

These adjustments in terms are projected to save the county approximately \$6,000 to 8,000+/- in 2027 (increasing slightly each year of the contract term thereafter). Staff estimate the current cost to County to provide annual winterization of sprinkler system at approximately \$1,800 completing this in house.

REQUESTED BOARD ACTION (if any): To Approve

The Spokane County Parks, Recreation, and Golf Department recommends that the Spokane County Board of County Commissioners execute Amendment No. 2 to the agreement between Spokane County ("County") and Freeman School District No. 358 ("District") to use certain surplus District property for park purposes (Valleyford Park) during the months of May through September of each year consistent with the provisions of said agreement.

Other County Departments Impacted - List any other departments that were notified in advance of this agenda item: Legal

This Item will need to be codified in the Spokane County Code: No

Coversheet

Approval of Surplus Freeman High School "March Book One" Books

Section:	XIII. New Business
Item:	D. Approval of Surplus Freeman High School "March Book One" Books
Purpose:	
Submitted by:	
Related Material:	Surplus of FHS March Book One Books 9-21-26.pdf



Freeman School District Surplus

School Board Meeting = 9/21/26

TO: Freeman School Board
Lisa Phelan
Superintendent

FROM: Jeff Smith, FHS Principal

RE: Surplus of Freeman High School "March Book One" Books

DESCRIPTION:

25 copies of "March Book One" by John Lewis, Andrew Aydin & Nate Powell

BRAND NEW COPIES – NEVER USED

Publisher: Top Shelf Productions

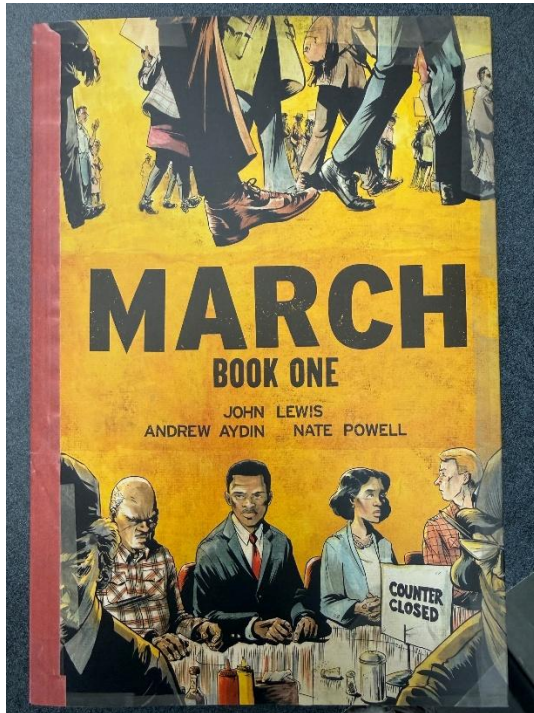
ISBN: 978-1-60309-300-2

IF INTERESTED, PLEASE CONTACT:

Jeff Smith, Freeman High School

jsmith@freemansd.org

509-291-3721



Coversheet

Approval of the Surplus Middle School Science Textbooks

Section:	XIII. New Business
Item:	E. Approval of the Surplus Middle School Science Textbooks
Purpose:	
Submitted by:	
Related Material:	Surplus of FMS Science Textbooks - 9-21-26.pdf



Freeman School District Surplus

School Board Meeting = 9/21/26

TO: Freeman School Board
Lisa Phelan, Superintendent

FROM: Jim Straw, Freeman Middle School Principal

RE: Surplus of Freeman Middle School Science Textbooks

DESCRIPTION:

Holt Science & Technology Series ©2005

Earth's Changing Surface

Student Edition: 92
Teacher's Edition: 4
Resource Files: 2
Total: 98

Restless Earth

Student Edition: 63
Teacher's Edition: 5
Resource Files: 2
Total: 70

Interactions of Matter

Student Edition: 73
Teacher's Edition: 4
Resource Files: 2
Total: 79

Introduction to Matter

Student Edition: 89
Teacher's Edition: 3
Resource Files: 1
Total: 93

Forces, Motion and Energy

Student Edition: 92
Teacher's Edition: 6
Resource Files: 2
Total: 100

Electricity and Magnetism

Student Edition: 91
Teacher's Edition: 5
Resource Files: 3
Total: 99

Sound and Light

Student Edition: 89
Teacher's Edition: 5
Resource Files: 2
Total: 96

Cells, Heredity and Classification

Student Edition: 71
Teacher's Edition: 4
Resource Files: 0
Total: 75

Microorganisms, Fungi and Plants

Student Edition: 79
Teacher's Edition: 5
Resource Files: 2
Total: 86

Animals

Student Edition: 75
Teacher's Edition: 5
Resource Files: 2
Total: 82

Grand Total: 878 textbooks

IF INTERESTED, PLEASE CONTACT:

Jim Straw, Freeman Middle School Principal, jstraw@freemansd.org

Coversheet

Approval of Surplus Air Compressor

Section:	XIII. New Business
Item:	F. Approval of Surplus Air Compressor
Purpose:	
Submitted by:	
Related Material:	Surplus Air Compressor.pdf



Freeman School District Surplus

School Board Meeting = 9/21/26

TO: Freeman School Board
Lisa Phelan, Superintendent

FROM: Everett Combs
Transportation Director

RE: Surplus Equipment

DESCRIPTION:

NAPA Air Gas Powered 30 Gallon Air Compressor
Purchased approximately in 2020
Excellent condition
Been in storage for 3 years

IF INTERESTED, PLEASE CONTACT:

Everett Combs, Transportation Director
ecombs@freemansd.org

Coversheet

Approval of Board Policy No. 2230 - 1st Reading

Section:	XIII. New Business
Item:	G. Approval of Board Policy No. 2230 - 1st Reading
Purpose:	
Submitted by:	
Related Material:	BP2230 - Transition to Kindergarten Program.pdf

TRANSITION TO KINDERGARTEN PROGRAM

If the Freeman School District operates a transition to kindergarten program, it will ensure that the program serves eligible students of all abilities who need additional preparation to be successful in kindergarten and who lack access to other early learning group settings.

Before beginning or expanding a transition to kindergarten program, the district must consider the existing availability and affordability of early learning providers, such as early childhood education and assistance programs, head start programs, and licensed childcare centers and family home providers in the region.

If the district plans to implement and administer a transition to kindergarten program, it is required to adhere to the minimum standards and requirements established by the office of the superintendent of public instruction related to:

1. Best practices for site readiness of facilities that are used for the program;
2. Developmentally appropriate curricula designed to assist in maintaining high quality programs in accordance with RCW 28A.320.230; and
3. Professional development opportunities.

The district may blend or co-locate a transition to kindergarten program with other early learning programs.

A transition to kindergarten program will be considered a separate class or course for data reporting requirements under RCW 28A.320.175.

Eligibility, Recruitment, and Enrollment

The term “screening process and tools” means using one or more instruments or methods of assessing and measuring the ability and need of an individual student.

Children will be eligible to participate in the district’s transition to kindergarten program as follows:

- 1) Based on a screening process and tools, the district has determined that the child would benefit from additional preparation for kindergarten; and
- 2) The child’s age is at least 4 years old by August 31 of the school year in which they enroll in a transition to kindergarten program.

Access to the transition to kindergarten program does not constitute an individual entitlement for any particular child.

In determining eligibility and admitting students to a transition to kindergarten program, the district will:

- 1) Give priority to children most in need of additional preparation to be successful in kindergarten, as demonstrated through a screening process and tool.

FREEMAN SCHOOL DISTRICT NO. 358

Policy No. 2230 Instruction

- 2) Give priority to children with the lowest family income, not otherwise eligible and not enrolled in another local program.
- 3) Not exclude or establish a policy to prohibit participation of an eligible child due only to the presence of a disability.
- 4) ~~Not charge tuition or other fees from state-funded eligible students for enrollment in a transition to kindergarten program.~~ The district is authorized to charge sliding scale fees for enrollment in a transition to kindergarten program, except for students who are eligible for but not yet placed in the early childhood education and assistance program or the head start program, or for children with disabilities entitled to a free appropriate public education in accordance with the special education laws.

All children enrolled in a transition to kindergarten program will be assigned a statewide student identifier.

The district will administer to all children enrolled in a transition to kindergarten program the Washington Kindergarten Inventory of Developing Skills (WaKIDS) at the beginning of their enrollment and at least one more time during the school year. Children whose parents excuse them from participating in the WaKIDS do not have to participate.

Cross References:

3110 – Qualification of Attendance and Placement

Legal References:

RCW 28A.300.072 Transition to kindergarten program
Chapter 392-425 WAC Transition to Kindergarten

Management Resources:

- 2025 - April Issue
- 2023 - July Issue
- 2023 - July Alert

Adoption Date: November 29, 2023

Revision Date: May 29, 2024; Sept. 22, 2025; Oct. 26, 2026

Coversheet

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

Section:	XIII. New Business
Item:	H. Approval of Board Policy and Procedure No. 2410 - 1st Reading
Purpose:	
Submitted by:	
Related Material:	BP2410 - High School Graduation Requirements.pdf PR2410 - High School Graduation Requirements.pdf

FREEMAN SCHOOL DISTRICT NO. 358**Policy No. 2410
Instruction****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.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.
RCW 28A.230.120	High school diplomas — Issuance — Option to receive final transcripts — Notice

FREEMAN SCHOOL DISTRICT NO. 358

Policy No. 2410 Instruction

RCW 28A.230.122	International baccalaureate diplomas
RCW 28A.230.212	High school and beyond plans—Substantive requirements
RCW 28A.600.500	Graduation Ceremonies – Tribal Regalia
RCW 28A.600.300-400	Running start program - Definition
RCW 28A.600.275	Dual credit programs and other advanced courses—Notification to parents.
RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding, diplomas and transcripts — Suspension and restitution — Community Service program as alternative — Publication of information on withheld diplomas- Students 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
- 2009 - April Issue
- 2009 - February Issue

FREEMAN SCHOOL DISTRICT NO. 358

**Policy No. 2410
Instruction**

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



Title: **Procedure - High School Graduation Requirements**

Code: 2410P

Section: WSSDA Model Policies

Section: 2000 - Instruction

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 ninth grade). Graduation requirements may 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); or
- 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 home school) or from an out-of-state or out-of-country program. 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 the credits may be counted as elective credits. The district will evaluate credits from unaccredited programs or home schools as described below for home school 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:
 - i. Repeat the course or courses for credit in high school; or
 - ii. 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:
 - i. 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;

- ii. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;
- iii. The substitution aligns with the student's high school and beyond plan; and
- iv. 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:
 - i. 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;
 - ii. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;
 - iii. The substitution aligns with the student's high school and beyond plan; and
 - iv. 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 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 the district.

Commented [A1]: WAC 392-410-300 requires that districts adopt a policy if they are going to grant this type of credit.

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. The qualifications of instructional personnel;
- I. The plans for evaluation of the 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 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 1.42 FTE between the high school and the college, except in the 2026-2027 and 2027-2028 school years, in which the combined maximum enrollment is 1.3 FTE.
- C. Obtain a Running Start verification form from the college or their high school counselor. Work with a high school counselor and ~~or the~~ 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.

Commented [A2]: Supporting authority for this statement could not be identified, therefore this language was removed

Commented [A3]: ESSB 6260 Sec. 6(1), which revised RCW 28A.600.402.

- E. Work with a school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

For more information about Running Start, review RCW 28A.600.300 through RCW 28A.600.402 and chapter 392-169 WAC.

Credit for Career and Technical Work-Based Learning

~~In accordance with WAC 392-410-315, the district may accept worksite learning in lieu of either required or elective credits 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:~~

Commented [A4]: When the law simply requires districts and students to meet the requirements described in the law, we removed language describing the law and simply reference the law that needs to be complied with.

- ~~A. The school will supervise the work program.~~
- ~~B. The work experience will specifically relate to the student's school program or postsecondary pathways.~~
- ~~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 180 hours for instructional work-based learning experience and not less than 360 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).~~
- ~~H. The employer will legally employ the student, who must have passed his or her sixteenth birthday.~~

Formatted: Left, Indent: Left: -0.25"

Formatted: Left, Indent: Left: -0.25"

~~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.~~

Formatted: Left, Indent: Left: -0.25"

~~J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirement standards.~~

~~The program standards and procedures align with the state career and technical work based learning standards.~~

College in the High School

The district may offer a college in the high school program in accordance with RCW 28A.600.287 and chapter 392-725 WAC. 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.~~

Formatted: Left, No bullets or numbering

~~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.~~

Formatted: Normal (Web), Left, Space Before: 0 pt, After: 0 pt, No bullets or numbering

National Guard High School Career Training

-

In accordance with WAC 392-410-320, WAC 392-410-325, and WAC 392-410-327, ~~the~~ 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 will be completed and filed with the district.~~

Formatted: Left, No bullets or numbering

~~B. — The number of credits toward high school graduation to be granted will be calculated and agreed upon by the student and an authorized representative of the district. Such agreement will be noted on MIL Form 115 or an equivalent form.~~

~~C. — The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.~~

Formatted: Font: 12 pt, Font color: Auto

Formatted: Normal (Web), Left, Space Before: 0 pt, After: 0 pt, No bullets or numbering

Home School Credit

Guidelines for granting high school credit for homeschooling are as follows:

A. To gain credit for a course of study, a student will provide the following:

1. A journal that reflects the actual work completed during a home-study course of study;
2. Exhibits of any specific projects completed (e.g., themes, research papers, art and/or shop projects); 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 80% 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 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.

2.

Formatted: Font: Verdana, Font color: Black

Formatted: Normal, Left, Indent: Left: 1.08", Space Before: Auto, After: Auto, Outline numbered + Level: 2 + Numbering Style: 1, 2, 3, ... + Start at: 2 + Alignment: Left + Aligned at: 0.75" + Tab after: 1" + Indent at: 1"

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.

A. Plan Development

Beginning by the seventh 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.655.070(3)61, 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.

Commented [A5]: 2SSB 5969 Sec. 2(3)(a), which revised RCW 28A.230.212.

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 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 and integrated with the statewide online system for individualized education programs developed under RCW 28A.155.275, to the greatest extent possible, in order to relieve duplication between the two plans.

Commented [A6]: 2SSB 5969 Sec 2(3)(c), which revised RCW 28A.230.212.

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.

B-Components of the High School and Beyond Plan

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

- A. 1-Identification of career goals and interests, aided by a skills and interest assessment;
- B. 2-Identification of secondary and postsecondary education and training goals;
- C. 3-An academic plan for course taking that:
 1. Informs students about course options for satisfying state and local graduation requirements;
 2. Satisfies state and local graduation requirements;

3. Aligns with the student's secondary goals, which can include education, training, and career preparation;
4. 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;
5. Informs students about the potential impact of their course selections on postsecondary opportunities;
6. Identifies available career and technical education equivalency courses that can satisfy core subject area graduation requirements under RCW 28A.230.097;
7. If applicable, identifies career and technical education and work-based learning opportunities that can lead to technical college certifications and apprenticeships; and
- 1-8. 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;

D. A postsecondary financial aid application element that includes
~~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:~~

1. Identification of whether the student is enrolled in the college bound scholarship program established in chapter 28B.118 RCW;
2. Evidence that the student has received information about completing postsecondary financial aid applications that are required for obtaining financial aid for which the student may be eligible;
3. Identification of whether the student has completed state or federal financial aid applications; and
- 1-4. Evidence that the student has received the following:
 - i. Information about the college bound scholarship program established in chapter 28B.118 RCW, the Washington college grant created in RCW 28B.92.200,

Commented [A7]: SSB 5841 Sec. 2, which revised RCW 28A.230.212.

the Washington opportunity scholarship established in chapter 28B.145 RCW, and other scholarship opportunities. Beginning the 2027–2028 school year, information provided to the student in accordance with this provision must be reviewed by the student and the appropriate staff, to the extent practicable, after the student has indicated completing an applicable postsecondary financial aid application. The purpose of the review is to determine whether the student is or may be eligible for the college bound scholarship program, the Washington college grant, the Washington opportunity scholarship, or other scholarship opportunities, and has completed an applicable postsecondary financial aid application.

- ii. The documentation necessary for completing state and federal financial aid applications, including information about application timelines and submission deadlines; and importance of submitting applications early;
- iii. 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 financial aid applications;
- iv. Information about 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
- iv. A sample financial aid letter and a link to the financial aid calculator created in RCW 28B.77.280.

- D.E. 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.

[District note: A district may establish additional local requirements for high school and beyond plans to serve the needs and interests of its students.]

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 **modify as necessary for your district** 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.

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 or apprenticeships 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.

[District note: Districts have discretion in determining which pathway options they will offer to students.]

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.

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

- A. ~~Before the first IEP to be in effect when the student turns sixteen, the age of 14, or younger if determined appropriate by the IEP team, the student will participate with~~ the IEP Team (including a special education teacher, general education teacher, parents, student ~~(as appropriate)~~, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) ~~will 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 the following:
 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.

Commented [A8]: See WAC 392-172A-03090(1)(k).

C. ~~The student will, in cooperation with his or her parent or guardian and the IEP team, determine the following:~~

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.

VII. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the ~~following~~ criteria described in WAC 392-410-350.

~~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~~

~~Demonstrate proficiency in one or more world languages. 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 one of the following methods:~~

~~Passing a foreign language Advanced Placement exam with a score of three or higher;~~

~~Passing an International Baccalaureate exam with a score of four or higher;~~

~~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);~~

~~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~~

~~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 a 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 22 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 to wear an item or object of cultural significance with or attached to their gown at high school commencements and other official graduation ceremonies and events. "An item or object of cultural significance" may include multiple items or objects if they are traditionally worn or used together. Items or objects worn in accordance with this Procedure must be befitting of the ceremony or event and adhere to the district's applicable decorum requirements. The discretion and authority of a school district to prohibit items or objects that are likely to cause a substantial disruption of, or material interference with, a high school commencement or other official graduation ceremony or 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 and authority to prohibit items or objects that are likely to cause a substantial disruption of, or material interference with, a high school commencement or other official graduation ceremony or event, and to determine the conduct for graduation ceremonies as described below.

Note: The following A – E list is offered to provide possible examples of parameters around graduation ceremonies. The board should determine what if any conditions it would like to set and delete non-applicable

language. The board might want to consider whether conditions to participation are inclusive.

Graduation ceremonies will be conducted in the following manner:

- 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 use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and 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:

- A. Was enrolled in a public school in the district at the time of death;
- B. Was deemed on-track to graduation before the time of death; and
- A.C. 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. WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma based 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.

Last Revised: ~~July 16, 2025~~

Classification: **Critical**

Prior Revised Dates: **12.00; 10.04; 12.04; 08.07; 02.09; 12.11; 04.12; 09.13; 10.17; 05.18; 07.19; 02/01/2020; 12/22/2020; 06/28/2021; 07/24/2023; 12/21/2023; 07/31/2024; 07/16/2025**

Management Resources:

- [2025 - July Issue](#)
- [2023 - December Issue](#)
- [2023 - July Issue](#)
- [2021 - June Issue](#)
- [2020 - December Issue](#)
- [2019 - July Policy Issue](#)
- [2018 - May Policy Issue](#)
- [2017 - October Policy Issue](#)
- [2013 - September Issue](#)
- [2012 - April Issue](#)
- [2009 - February Issue](#)

© 2020-2025 Washington State School Directors' Association. All rights reserved.

Coversheet

Approval of Board Policy No. 3120 - 1st Reading

Section:	XIII. New Business
Item:	I. Approval of Board Policy No. 3120 - 1st Reading
Purpose:	
Submitted by:	
Related Material:	BP3120 - Enrollment.pdf

FREEMAN SCHOOL DISTRICT NO. 358

**Policy No. 3120
Students**

ENROLLMENT

The superintendent or designee shall develop procedures for enrolling students, recording attendance behavior and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate in writing whether or not the student has:

- A. Any history of placement in a special education program;
- B. Any past, current or pending disciplinary actions;
- C. Any history of violent behavior;
- D. Adjudications or convictions described in RCW 13.04.155, which include violent offenses, sex offenses, firearm or dangerous weapon offenses, and controlled substance offenses;
- E. Any unpaid fines or fees from other schools; and
- F. any health condition affecting the student's educational needs.

The school enrolling the student shall request the student's permanent record—including records of disciplinary action, history of violent behavior or behavior listed in RCW 13.04.155, attendance records, immunization records, and academic performance—from the school the student previously attended.

If a school principal receives information about adjudications or convictions described in RCW 13.04.155, then he or she will follow the procedure described in Policy 3143 – Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm.

The district will require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements. The district will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see 3115 – Homeless Students Enrollment Rights and Services).

The district will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians.

The district will conditionally accept applications submitted by any reasonable means, including electronic applications, for enrollment and course registration for a student of a military family who, as a result of being on active duty, having been called to active duty, or having been notified of an impending order to active duty, transferred to, or is pending transfer to, a military installation within Washington or a bordering ~~the~~ state (see 2100 – Educational Opportunities for Students with a Parent in the Military ~~Children~~).

FREEMAN SCHOOL DISTRICT NO. 358

Policy No. 3120 Students

The request for enrollment may be made by the student, parent or guardian.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, staff shall be diligent in maintaining such records.

Cross Reference:

- 2100 – Educational Opportunities for Military Children
- 2255 – Alternative Learning Experience Programs
- 3115 – Students Experiencing Homelessness - Enrollment Rights and Services
- 3143 – Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

Legal References:

- RCW 28A.225.215 Enrollment of children without legal residences
- RCW 28A.225.216 Children of military families—Residency
- RCW 28A.225.330 Enrolling students from other districts—Requests for Information and permanent records— Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules
- WAC 392-121-108 Definitions - Enrollment exclusions
- WAC 392-121-122 Definitions—Enrolled and full-time equivalent students
- WAC 392-121-182 Alternative learning experience requirements
- WAC 392-169-022 Running start student—Definition

Management Resources:

- 2020 – August Issue
- 2019 – July Issue
- 2014 - June Issue
- 2011 – August Issue

Adoption Date: September 25, 2008

Revision Date: Nov.25, 2019; Oct. 2020; Oct. 26, 2026

Coversheet

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

Section:	XIII. New Business
Item:	J. Approval of Board Policy and Procedure No. 3246 - 1st Reading
Purpose:	
Submitted by:	
Related Material:	BP3246 - Restraint and Isolation.pdf PR3246 - Restraint and Isolation.pdf

FREEMAN SCHOOL DISTRICT NO. 358**Policy No. 3246
Students****RESTRAINT, and ISOLATION AND
~~OTHER USES OF REASONABLE FORCE~~**

It is the policy of the ~~Freeman Board of Directors~~board 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, and~~ 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, or isolation, ~~and other forms of reasonable force~~ may only be used on a student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by ~~RCW 71.05.020~~RCW 28A.600.485 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 and ensure that the district complies with laws governing restraint and isolation of students. Additionally, the superintendent will annually report to the board on incidents involving the use of force.~~

FREEMAN SCHOOL DISTRICT NO. 358

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	<u>Use of restraint or isolation specified in 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 website</u> 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
RCW 71.05.020	Definitions
<u>WAC 392-172A-01092 Imminent</u>	

Management Resources:

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

Adoption Date: December 12, 2013

Revision Date: 9/8/16; 3/30/23; Oct. 23, 2024; Oct. 26, 2026

RESTRAINT, and 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.150.300, RCW 28A.155.210, and for students with an IEP, consistent with the regulations of Chapter 392-172A, WAC. This procedure applies to incidents of restraint or isolation that occur while a student is participating in school-sponsored instruction or activities.~~

I. 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 sprayrestraint:** Pepper spray, Oc Spray or other similar chemicals that are used to control a student or limit a student's freedom of movement. A drug or chemical administered by a staff member to a student to control the student's behavior or restrict the student's freedom of movement that is not (i) prescribed by a licensed health professional acting within the scope of the practice of that health profession for the standard treatment of a student's medical or psychiatric condition; (ii) administered by a licensed health professional acting within the scope of the practice of that health profession or administered by a designated staff member delegated and trained by the licensed health professional under RCW 28A.210.260; or (iii) administered in accordance with the student's medical or psychiatric treatment plan.
- ~~• **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~~

FREEMAN SCHOOL DISTRICT NO. 358

Procedure No. 3246P

Students

~~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 the 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. Further, isolation doesn't include a nonpermanent, removable material or barrier within an instructional setting for the purpose of temporarily separating a student from the rest of the instruction setting for a short period to address privacy concerns among students when a student engages in actions such as disrobement or similar behavior that raises significant privacy concerns and substantially impacts the ability to maintain a safe environment for learning for all students. The temporary material or barrier must still allow the student to be monitored by instructional or support staff in the classroom. Any incidents involving this type of separation of a student using a temporary material or barrier as described above trigger the post-incident requirements described later in this procedure.
- **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 or tht harm will be inflicted by a student;
 - 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.~~
- **Mechanical restraint:** A staff member's use of a device to restrict a student's freedom of movement. It does not include a device used by a staff member or a student (i) as prescribed by a licensed health professional acting within the scope of the practice of that health profession; (ii) as documented in a student's individualized education program (IEP) or a student's Section 504 plan; or (iii) for a specific therapeutic, orthopedic, or medical purpose, when used for its designed purpose. Further, a mechanical restraint does not include the use of vehicle restraints when used as intended during the transport of a student in a vehicle.
- **Physical escort:** The temporary touching or holding of a student's hand, wrist, arm, shoulder, or back by a staff member for the purpose of directing the student to a safe or otherwise appropriate location.

FREEMAN SCHOOL DISTRICT NO. 358

Procedure No. 3246P

Students

- **Physical prompt:** A teaching technique used by a staff member that involves voluntary physical contact with a student for the purpose of enabling the student to learn or model the physical movement necessary for the development of a desired competency.
- **Physical restraint:** Physical contact by one or more staff members that immobilizes or reduces the ability of a student to move the student's arms, legs, torso, or head freely. It does not include chemical restraint, mechanical restraint, physical escort, or physical prompt.
- ~~**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.~~
- **Provider of public educational services:** Any entity that directly operates, or provides educational services under contract to, an elementary or secondary school program that receives public funds from the office of the superintendent of public instruction. It includes a school district, a public school as defined in RCW 28A.150.010, an educational service district, an institutional education provider as defined in RCW 28A.190.005, a public agency or private entity providing educational services under contract with any other provider or public educational services, an authorized entity as defined in RCW 28A.300.690, any providesr of services in accordance with special education laws, the state school for the blind, and the center for deaf and hard of hearing youth established under RCW 72.40.010.
- **Restraint:** This includes chemical restraint, mechanical restraint, and physical restraint.
- **Staff member:** An employee or contractor of a school district or other provider of public educational services. It does not include licensed or certified health professionals of inpatient health care facilities.
- **Students:** Children and youth served by the district or other provider of public educational services. It does not include children served in early childhood education and assistance programs established under chapter 43.216 RCW or federal head start programs.
- ~~**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~~

FREEMAN SCHOOL DISTRICT NO. 358**Procedure No. 3246P****Students**

~~demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.~~

II. General Use of ~~R~~restraint ~~or~~, ~~I~~isolation, or other forms of reasonable force:**General Conditions**

Restraint, or isolation of a student is permitted only when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm to the student or to another person, such as another student or staff member.

Staff members are prohibited from using the following restraints on any student: chemical restraints; mechanical restraints; or physical restraint or physical escort that is life-threatening, restricts breathing, or restricts blood flow to the brain, including prone, supine, and wall restraints. Further, the district will refrain from using any of the practices prohibited by WAC 392-172A-02076 or presumed unreasonable by RCW 9A.16.100(2).

- ~~• , 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 or isolation must be administered in a way that prevents or minimizes physical harm to the student. If, at any time during the use of restraint or isolation, the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, staff must take immediate steps to seek medical assistance .

Restraint or isolation must be closely monitored to prevent harm to the student and must be discontinued as soon as the likelihood of serious harm has dissipated. Monitoring must be conducted by continuous visual monitoring of the student and must include regularly evaluating the student for signs of physical distress. 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.

Isolation

The district may not design, construct, remodel, reconfigure, repurpose, or otherwise establish any new room or other enclosed area for the primary purpose of student isolation, irrespective of how the space is labeled. However, this doesn't prevent the district from creating the following types of space:

- A quiet space for voluntary use by a student for self-calming.
- A safe place to be used during a temporary removal of a student from their regular instructional area to an unlocked area for the purpose of carrying out an appropriate positive behavior intervention plan.

FREEMAN SCHOOL DISTRICT NO. 358

Procedure No. 3246P

Students

- A temporary safe space to be used during removal of a student from their regular instructional area when there is an imminent likelihood of serious harm to the student or to another person and the general conditions described above are met. Use of this type of space is considered isolation and triggers the post-incident requirements described below.

IEP and Section 504 Plans

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. An IEP or Section 504 plan must not include the use of restraint or isolation as a planned behavior intervention. The only time restraint may be included in an IEP or Section 504 plan is if the student's individual needs require more specific advanced educational planning, the student's parent or guardian requests inclusion of the restraint, a licensed health care provider documents in writing that the intervention is medically necessary, and the parent or guardian provides informed, voluntary written consent.

Parents or guardians of children with IEPs or Section 504 plans will be provided with a copy of Policy 3246 and this procedure at the time the programs or plans are created.

IEPs will include the procedures for notifying a parent or guardian regarding the use or restraint or isolation. Additionally, if a student is placed in an authorized entity under RCW 28A.155.060, the student's IEP will specify any additional procedures required to ensure the authorized entity fully complies with RCW 28A.600.485.

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):

FREEMAN SCHOOL DISTRICT NO. 358**Procedure No. 3246P****Students**

~~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.~~

Special Education Students

A staff member who uses isolation on a student eligible for special education services must comply with the following conditions in addition to the general conditions described above:

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 The 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 trained by the district in isolation requirements~~the safe use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.~~

A staff member who uses restraint on a student eligible for special education services must comply with the general conditions described above and must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques) and restraints.

School Resource Officers

Nothing in this procedure prohibits a school resource officer, as defined in RCW 28A.320.124, from carrying out the lawful duties of a commissioned law enforcement

FREEMAN SCHOOL DISTRICT NO. 358**Procedure No. 3246P****Students**

officer. Nonetheless, incidents of restraint or isolation involving a school resource officer trigger the post-incident requirements described below.

~~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;~~

~~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~~

FREEMAN SCHOOL DISTRICT NO. 358**Procedure No. 3246P****Students**

~~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.~~

III. Post-incident notification and review with parent/guardian: Requirements

~~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.~~

Post-Incident Report:

~~Any school employee, school resource officer or school security officer~~staff member ~~who uses restraint, or 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 superintendent's office. The written report will contain, at a minimum, the following information:

- The date and time of the incident;
- The name and job title of the staff member who administered the restraint,or isolation,~~or other form of reasonable physical force;~~

FREEMAN SCHOOL DISTRICT NO. 358**Procedure No. 3246P****Students**

- A description of the activity that led to the restraint, or isolation, ~~or other form of reasonable physical force~~;
- The type of restraint, or isolation, ~~or other forms of reasonable physical force~~ used on the student, ~~and including~~ the duration;
- Whether the student or staff ~~members were~~ was physically injured during the incident involving restraint, or 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.

Post-Incident Notice

Within twenty-four hours following the use of restraint or isolation the principal, other building administrator, or designee must make a reasonable effort to verbally inform the student's parent or guardian of the incident and must send written notification as soon as practical, but postmarked no later than five business days after the restraint or isolation occurred. If the school or district customarily provides the parent or guardian with school-related information in a language or mode of communication other than English, the written report must be provided to the parent or guardian in that language or mode of communication.

Post-incident Review

The principal, other building administrator, 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 restraint or isolation and the appropriateness of the response.

The principal, other building administrator, or designee will review the incident with the staff member who administered the restraint or isolation to discuss whether proper procedures were followed and what staff training or support is needed to help the student 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: IV. Training

All staff will receive training ~~will include~~ regarding instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-

FREEMAN SCHOOL DISTRICT NO. 358**Procedure No. 3246P****Students**

escalating disruptive or dangerous behavior and safe and appropriate use of ~~force, isolation and restraint~~ and isolation. Annually, administrators will provide all staff with Policy 3246 and this procedure. ~~the district established policy and procedure regarding the use of reasonable force.~~

~~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.~~

V. Report to Submission of incident reports to the Office of Superintendent of Public Instruction:

~~Beginning January 1, 2016 and A~~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 ^u;
- the number of students involved in the incidents ^u;
- the number of injuries to students and staff ^u; 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.~~

Management Resources:

- 2023 - July Issue
- 2021 - December Issue
- 2016 - March Policy Issue
- 2015 - July Policy Alert
- 2013 - December Issue
- 2013 - September Issue
- 2013 - July Issue

Adoption Date: December 12, 2013

Revision Date: 9/29/16; 3/30/2023; 2/8/2024; Oct. 23, 2024; Oct. 26, 2026

Coversheet

Future Board Meetings

Section:	XIV. Other Information
Item:	A. Future Board Meetings
Purpose:	
Submitted by:	
Related Material:	Future Board Meeting Schedule 2026-2027.pdf



FREEMAN SCHOOL BOARD MEETINGS 2026 - 2027

MON	OCT 26	5:00 PM	ADVANCE WORK SESSION	PRTC CONFERENCE ROOM
		6:00 PM	BOARD MEETING	PRTC CONFERENCE ROOM
MON	NOV 30	6:00 PM	BOARD MEETING	PRTC CONFERENCE ROOM
MON	DEC 14 *	2:00 PM	ADVANCE WORK SESSION	PRTC CONFERENCE ROOM
		4:00 PM	BOARD MEETING	PRTC CONFERENCE ROOM
		5:30 PM	WINTER CONCERT	FREEMAN HIGH SCHOOL
MON	JAN 25	6:00 PM	BOARD MEETING	PRTC CONFERENCE ROOM
MON	FEB 22	6:00 PM	BOARD MEETING	PRTC CONFERENCE ROOM
MON	MAR 29	6:00 PM	BOARD MEETING	PRTC CONFERENCE ROOM
MON	APR 26	6:00 PM	BOARD MEETING	PRTC CONFERENCE ROOM
MON	MAY 24	6:00 PM	BOARD MEETING	PRTC CONFERENCE ROOM
MON	JUNE 7	6:00 PM	BOARD MEETING	PRTC CONFERENCE ROOM
THURS	JULY 1	5:00 PM	BUDGET HEARING	PRTC CONFERENCE ROOM
		6:00 PM	BOARD MEETING	PRTC CONFERENCE ROOM
MON	AUG 23 *	2:00 PM	ADVANCE WORK SESSION	PRTC CONFERENCE ROOM
		6:00 PM	BOARD MEETING	PRTC CONFERENCE ROOM

* SCHOOL BOARD ADVANCE WORK SESSION

Coversheet

Personnel Action

Section:	XV. Personnel
Item:	A. Personnel Action
Purpose:	
Submitted by:	
Related Material:	Personnel Action 9-21-2026 - addendum.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 21, 2026 - addendum.

Administration: None

Classified Director:

- None

Certified:

- Madelyn Dunham – Substitute Teacher
- Wallace Doud – Substitute Teacher
- Brian Blessing – Substitute Teacher, pending OSPI Cert clearance
- Jessica Clemons – Substitute Teacher

Classified:

- Sophie Leeper – Paraeducator/Special Education – One Year Only
- Morgan Odenthal – Substitute Paraeducator

Contract:

Extracurricular:

- Alex van Vlymen - High School Assistant Wrestling Coach – Girls' Position
- Brooke Forkner – Middle School Girls 7th Grade Head Volleyball Coach

Resignations/Retirements:

- Nate Garner – Middle School 7th Grade Girls Assistant Basketball Coach
- Nate Garner – Middle School 7th Grade Boys Assistant Basketball Coach

Extended Leave Requests:

- Kimi Kirkland – 10/28/26 – return date TBD
- Barb Gady – 11/5/26 – 12/11/26
- Kayleen Archibald – 11/16/26 – 3/1/27