Prosser School District

Regular Board Meeting

Date and Time

Wednesday October 28, 2026 at 6:00 PM PDT

Location

Prosser School District Boardroom
1203 Prosser Ave.
Prosser, WA 99350

Join Zoom Meeting:
https://prosserschools-org.zoom.us/j/84742629936?pwd=vH7ttmXyePeDKmuUEasyAL9NqTI2RK.1
Meeting ID: 847 4262 9936
Passcode: 783736
One tap mobile:
+12532050468,84742629936#,*783736

The Prosser School District Board of Directors will hold a Regular Board Meeting on Wednesday, October 28, 2026, at 6:00pm in the Prosser School District Boardroom, 1203 Prosser Ave., Prosser WA 99350.

Agenda

Presenter

I. Opening Items

A. Call the Meeting to Order

Presenter

B. Pledge of Allegiance

C. Record Attendance

D. Approval of Agenda

II. Protocol for Addressing the Board

A. Welcome to the Board Meeting!

III. Hearing of Visitors

IV. Public Hearing for the Surplus of Missimer/OIE Property

Recess the Regular Board Meeting and open Surplus of Property on Missimer/OIE Public Hearing

Close the Surplus of Property on Missimer/OIE Public Hearing and reconvene the Regular Board Meeting

V. Information Items

A.	Building Report: Housel Middle School	Michael Denny
B.	Department Review: Food Services	Darlene Morrow
C.	Building Report: Heights Elementary School	Jodi Sabin
D.	Winter Weather Procedures	Kim Casey

VI. Discussion Items

A.	Principal Appreciation Month	Kim Casey
B.	Enrollment-Fiscal Report	Shawn Cook
C.	AI Policy Discussion - continuing from October 14, 2026	

VII. Student Representative Reports

A. Student Representative Olivia Smasne

		Presenter
B.	Student Representative Ezri Roy	
C.	Student Representative Reagan Andrews	

VIII. Action Items

A.	Kitchen Modernization Project	Shawn Cook
B.	Resolution #15-26	Kim Casey
C.	Transportation - Special Services Bus Purchase	Kim Casey

The Transportation Vehicle Fund has a balance that will cover the full cost of the bus.

D.	Prosser Family Fitness Zone Facility Usage Agreement	Jackson Haak
E.	Vouchers and Payroll	Business and Operations

IX. Consent Items

A.	Classified Personnel
B.	Approval of Minutes

X. Reports

A.	Director of Grants, Assessment and Elementary Programs	Kevin Gilman
B.	Director of Business and Operations	Shawn Cook
C.	Superintendent	Kim Casey

XI. Board Member Reports

A.	Vice President Michelle O'Brien
B.	Director Brian Weinmann
C.	Director Frank Vermulm
D.	Director Elisa Riley
E.	President Jason Rainer

Presenter

XII. Closing Items

A. Future Meetings

Regular Board Meeting, November 18, 2026, Prosser School District Boardroom, 6:00pm

B. Adjourn Meeting

Prosser School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boys Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination:
Section 504/ADA Coordinator: Dr. Jennifer Allen, 1203 Prosser Ave. Prosser, WA 99350 509-786-1820 jennifer.allen@prosserschools.org
Title IX Coordinator and HIB Coordinator for State Law: Kim Casey 1203 Prosser Ave. Prosser, WA 99350 509-786-3323 kimberly.casey@prosserschools.org
Civil Rights Coordinator for State Law: Deanna Flores 1203 Prosser Ave. Prosser, WA 99350 509-786-3323 deanna.flores@prosserschools.org

Coversheet

Winter Weather Procedures

Section: V. Information Items
Item: D. Winter Weather Procedures
Purpose:
Submitted by:
Related Material: Nov 2025 Winter Closures and Delays (English).pdf
Winter Weather Procedures for Staff October 2026.pdf

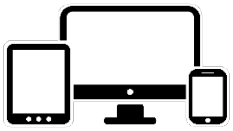
Prosser School District No. 116
1203 Prosser Avenue
Prosser, WA 99350
(509) 786-3323 FAX: (509) 786-2062
Website: www.prosserschools.org

Winter Closures and 2 Hour Delays

Please read this information carefully and refer to this sheet in case of inclement weather. Below are the places to look for school delays and cancellations.

Online

Please check our district webpage at www.prosserschools.org for updated information.



Flash Alert

Use your smartphone or other electronic device to download the ***Flash Alert Messenger*** app. This app will send you direct notifications when school is delayed or closed.

Television Stations



KVEW KAPP
KEPR KNDU



Radio Stations

KFAE 89.1 FM	HOTT 99.7 FM
KXDD 104.1 FM	KARY 100.9 FM
KORD 102.7 FM	KRSE 105.7 FM
KEYW 98.3 FM	KBBO 980 AM
KXRX 97.1 FM	KJOX 1390 AM
KOLW 97.5 FM	KLOK 94.9 FM
KFLD 870 AM	KONA 105.3 FM/610 AM

Notification Timing



First notification will be on or before **6:00 A.M.** in the case of a delay.
If it is determined school must close, the decision is made by **7:30 A.M.**

Safety First

The safety of our students and staff is our first priority. The district takes the decision to delay or cancel school very seriously. We carefully monitor and check road and school conditions prior to making the decision to delay or cancel.



Updated: October 18, 2024

Prosser School District No. 116
1203 Prosser Ave
Prosser, WA 99350
(509) 786-3323 FAX: (509) 786-2062
Website: www.prosserschools.org

Emergency Weather Procedures for Staff

The District will make every attempt to advise the community and staff of the impact of weather conditions on the school day as early in the day as possible. Under normal situations, these decisions will be made no later than 6:00 A.M. The District will first notify principals and supervisors and then radio stations. Should it be necessary to revise a decision due to changes in weather conditions (i.e. change from a two-hour delay to a cancellation), the decision to do so will be made no later than 7:30 A.M.

The following procedure will be followed in the event of both a two-hour delay and a cancellation:
1. No morning Developmental Pre-School classes will be held.
2. No morning Tri-tech classes will take place.
3. Breakfast service will not be available.

The District has established the following procedures/practices for situations of severe or hazardous weather conditions.

General:
The general procedure deals with the following conditions:
- < Two-Hour Delay: There will be a two-hour delay to the start of school.
- < Early dismissal (weather): Conditions when it is deemed necessary to dismiss students early as a safety measure to have buses off the roads before dark.
- < Cancellation: When school is canceled due to severe weather conditions.

Teachers
- < Two-Hour Delay: Teachers' workday is also delayed.
- < Early Dismissal: Teachers will work their normal workday unless law enforcement officials request that everyone stay off the roads. Principals will have the discretion for individual circumstances.
- < Cancellation: Everyone stays home.

PSE Paraeducators:
- < Two-Hour Delay: Paraeducators workday is also delayed.
- < Early Dismissal: Paraeducators will remain on duty until their students have been cleared from school properties.
- < Cancellation: Everyone stays home.

Building Secretaries:
- < Two-Hour Delay: Secretaries workday is also delayed.
- < Early Dismissal: Secretaries shall be released as soon as possible after the closure is implemented and shall suffer no loss of pay or leave.
- < Cancellation: Everyone stays home.

*Building Secretaries deemed to serve a critical function by supervisor may be asked to report or remain during the hours of delay or release.

Principals/Directors/Custodians/Maintenance/Transportation (non-drivers)/Technology Desktop Technicians:
- < Two-Hour Delay: Be at work unless local law enforcement officials request everyone to stay off the roads.
- < Early Dismissal: Everyone is expected to work their normal hours unless law enforcement officials request that everyone stay off the roads.
- < Cancellation: Be at work unless local law enforcement officials request everyone to stay off the roads.

Food Service Cooks:
- < Two-Hour Delay: Be at work unless local law enforcement officials request everyone to stay off the roads.
- < Early Dismissal: Everyone is expected to work their normal hours unless law enforcement officials request that everyone stay off the roads.
- < Cancellation: Everyone stays home.

All Other Food Service Staff:
- < Food Service: Under all situations, staff workday/hours are based on student day.

Transportation
- < Bus Drivers: Under all situations, drivers' workday/hours are based on student day.

Business Office/Curriculum Department/Technology Administrative Assistant:
- < Two-Hour Delay: Staff workday is also delayed; and employees shall suffer no loss of pay.
- < Early Dismissal: Staff shall be released as soon as possible after the closure is implemented and shall suffer no loss of pay or leave.
- < Cancellation: Everyone stays home. The employee can work from home or use leave for the unworked hours.

*Staff deemed to serve a critical function by supervisor may be asked to report or remain during the hours of delay or release.

Security Guards:
- < Two-Hour Delay: Security Guards workday is also delayed.
- < Early Dismissal: Security Guards will work their normal workday unless law enforcement officials request that everyone stay off the roads. Principals will have the discretion for individual circumstances.
- < Cancellation: Everyone stays home.

Delay and cancellation information will also be posted immediately to the District website and ParentSquare as well as sent electronically through Flash Alert, which can alert you of delays and closures immediately through text message or email alert as well as posting the alerts through our District Facebook page. If you have not signed up for the Flash Alert service we urge you to do so by going to our District webpage at *www.prosserschools.org* and under the "Employees" link, click on *School Closure Information.*

Last Updated: November 4, 2025

Coversheet

Enrollment-Fiscal Report

Section: VI. Discussion Items
Item: B. Enrollment-Fiscal Report
Purpose:
Submitted by:
Related Material: 26-27 October Enrollment-Fiscal Board Report.pdf

PROSSER SCHOOL DISTRICT

Fiscal Update Report

School Board Meeting

October 2026

Prepared By:	Shawn Cook, Director of Finance and Operations
Enrollment Period	October 2026
Fiscal Period	September 2026



Educate, Graduate and Empower all Students to Become Responsible and Contributing Members of Society

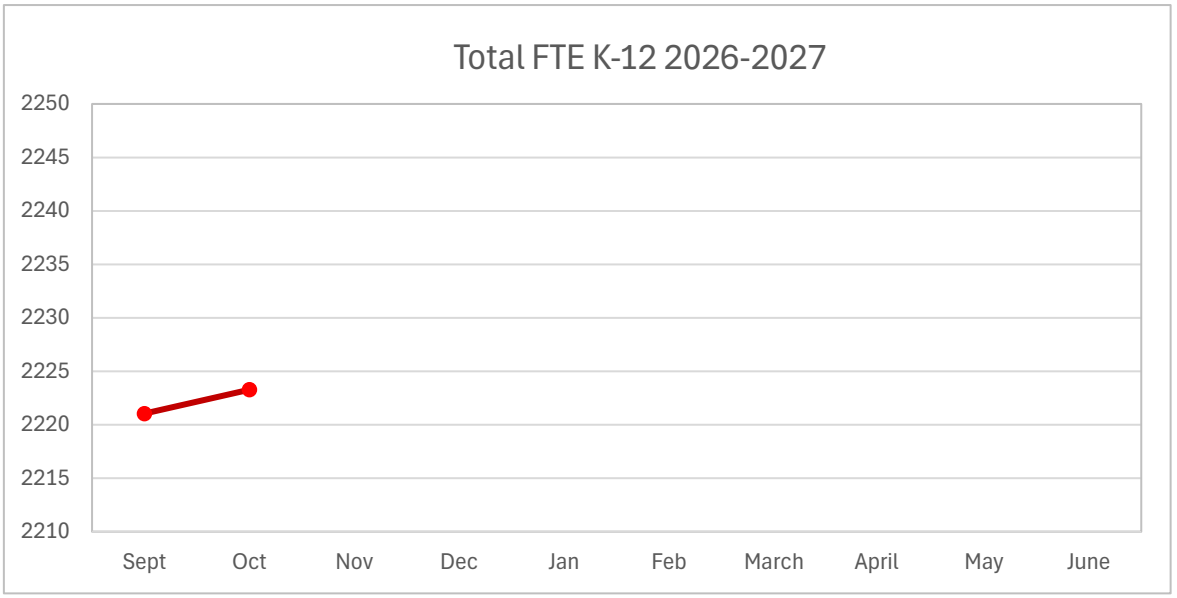
PSD ENROLLMENT
CURRENT YEAR INFORMATION

Year-to-Date
October 2026

MONTHLY ENROLLMENT 26-27 (FTE)

* Montly Enrollment does not include TK, Running Start, ALE or Open Doors

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
K	145.68	148.68								
1st	171.00	173.00								
2nd	164.39	162.39								
3rd	158.14	157.14								
4th	158.51	160.51								
5th	187.76	185.76								
6th	182.61	181.61								
7th	169.11	169.11								
8th	158.00	160.00								
9th	210.99	210.99								
10th	215.10	213.11								
11th	168.75	163.38								
12th	131.01	137.60								
	2221.05	2223.28	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A



Grade	Average
K	147.18
1st	172.00
2nd	163.39
3rd	157.64
4th	159.51
5th	186.76
6th	182.11
7th	169.11
8th	159.00
9th	210.99
10th	214.11
11th	166.07
12th	134.31
Total	2222.17

ENROLLMENT
FISCAL INFORMATION

Year-to-Date
October 2026

This chart compares budgeted student enrollment (FTE) with the Annual Average Full-Time Equivalent (AAFTE) enrollment that drives state apportionment funding. While the budget was built using projected enrollment, actual funding is based on the students ultimately served throughout the year.

The current difference results in an reduction in apportionment revenue or an increase in apportionment revenue, demonstrating how enrollment changes directly affect the district's financial resources.

GRADE LEVEL

	Bugeted FTE	Annual Average FTE	Difference	**est. Apportionment Difference
Kinder	150.00	147.18	-2.82	-$28,200.00
1st	160.00	172.00	12.00	$120,000.00
2nd	168.00	163.39	-4.61	-$46,100.00
3rd	146.00	157.64	11.64	$116,400.00
4th	153.00	159.51	6.51	$65,100.00
5th	184.00	186.76	2.76	$27,600.00
6th	183.00	182.11	-0.89	-$8,900.00
7th	166.00	169.11	3.11	$31,100.00
8th	147.00	159.00	12.00	$120,000.00
9th	181.00	210.99	29.99	$299,900.00
10th	202.00	214.11	12.11	$121,050.00
11th	165.00	166.07	1.07	$10,650.00
12th	158.00	134.31	-23.70	-$236,950.00
	2163.00	2222.17	59.17	$591,650.00

**This chart is based on an estimated apportionment rate of $10,000 per student. Actual state apportionment funding is determined by a variety of factors and is not calculated solely on a per-student basis. However, for budgeting and planning purposes, a reasonable estimate is that apportionment funding ranges between approximately $10,000 and $12,000 per student. During the 25-26 school year we were closer to $11,000.00 per student.

PSD ENROLLMENT HISTORICAL AVERAGES

Year-to-Date
October 2026

TRADITIONAL ENROLLMENT - FTE

Traditional Enrollment is based on K-12. TK, Running Start, ALE and Reengagment are bugeted and accounted for differently than in the traditional enrollment.

School Level	22-23	23-24	24-25	25-26	26-27
Whitstran Elementary	233.72	221.49	229.02	230.71	229.24
Keene RiverView Elementary	387.10	360.30	361.68	366.55	365.97
Prosser Heights Elementary	360.50	384.08	411.37	406.77	391.27
Housel Middle School	573.73	555.05	514.43	496.64	509.22
Prosser High School	762.06	787.73	739.78	723.85	720.97
Total	2317.11	2308.65	2256.28	2224.52	2216.67

ALTERNATIVE LEARNING ENROLLMENT - FTE

ALE program serves students under age 16 through alternative learning options and students age 16 and older who are credit deficient or pursuing online learning.

School Level	22-23	23-24	24-25	25-26	26-27
Housel Middle School	0.00	6.40	8.40	9.60	2.00
Prosser High School	13.20	21.20	34.60	21.20	9.50
Total	13.20	27.60	43.00	30.80	11.50

REENGAGEMENT / OPEN DOORS ENROLLMENT - FTE

The 1418 Reengagment program serves student over the age of 16 and hosted by Prosser Oppertunity Acadamy with the goal of a diploma. Open Doors program serves students over the age of 16 and hosted by the ESD123 with the goal of a GED.

School Level	22-23	23-24	24-25	25-26	26-27
1418 Reengagment	19.10	38.30	52.96	49.80	46.50
Open Doors	1.00	2.20	1.20	2.20	4.00
Total	20.10	40.50	54.16	52.00	50.50

RUNNING START ENROLLMENT - FTE

School Level	22-23	23-24	24-25	25-26	26-27
Prosser High School	34.44	42.54	43.69	52.66	54.00

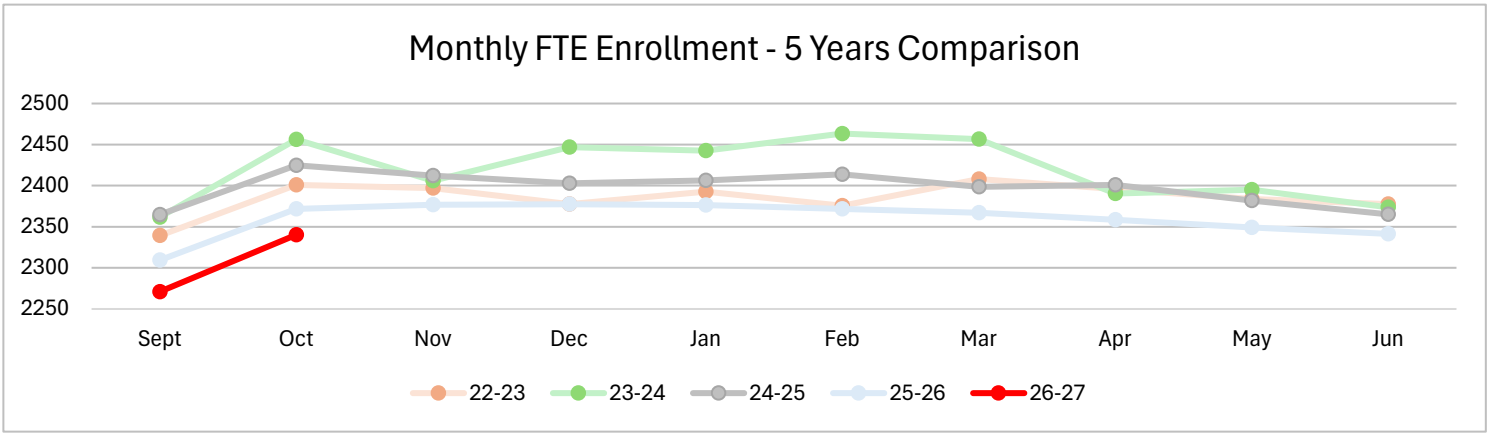
DISTRICT TOTAL ENROLLMENT - FTE

School Level	22-23	23-24	24-25	25-26	26-27
TK Only	7.20	35.00	52.70	52.40	54.00
ALE Only	13.20	27.60	43.00	30.80	11.50
Elementary Only	981.32	965.87	1002.07	1004.03	986.48
HMS Only	573.73	555.05	514.43	496.64	509.22
PHS Only	762.06	787.73	739.78	723.85	720.97
POA Only	20.10	40.50	54.16	52.00	50.50
Total	2357.61	2411.75	2406.14	2359.72	2332.67

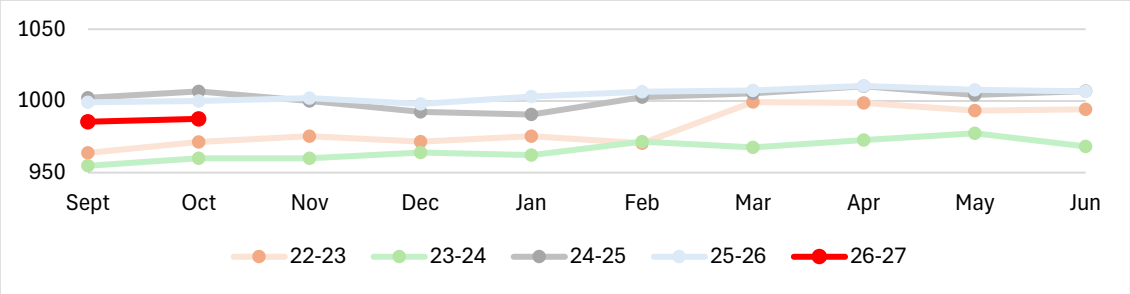
PSD ENROLLMENT HISTORICAL TRENDS

Year-to-Date
October 2026

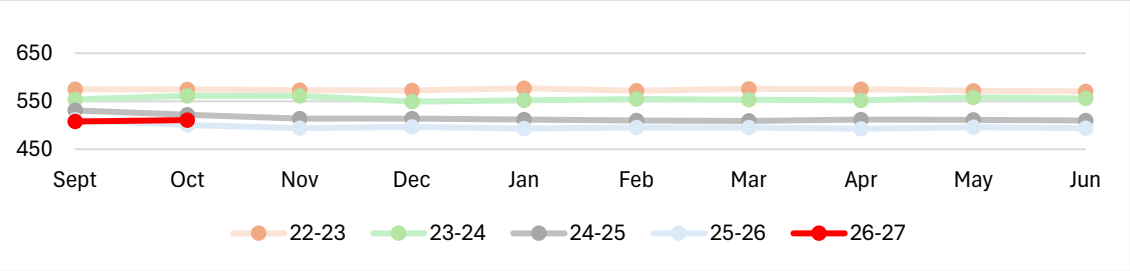
* Counts are based on District Totals including TK, ALE, Running Start, and Open Doors.



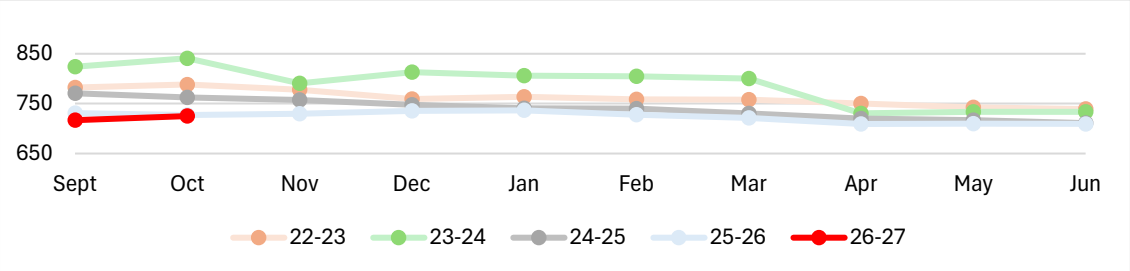
Elementary Schools Enrollment



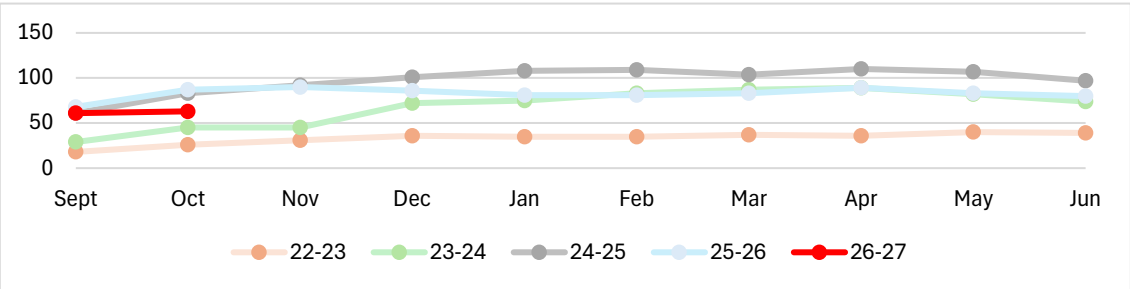
Middle School Enrollment



High School Enrollment



ALE/Open Doors Enrollment



PSD ENROLLMENT
CURRENT MONTH INFORMATION

For the month of:
October 2026

October Student Enrollment / Withdrawals

	Enrollment	Withdrawals	Virtual
KRV	4	1	
Whitstran	0	1	
Heights	2	2	
HMS	4	3	2
PHS	11	15	3
POA	5		

	Enrollment	Withdrawals	
New to District	17		
Choice Transfer			
Re-Entry			
Moved out of District		13	
Homeschool	1		
Dropped out/Working			
Graduated		1	
Running Start Changes			
Between Entities			
Non-Attendance			
Unconfirmed Transfer			
Enrolled in POA from PHS	5	5	
Withdrew from POA to PHS			
Online	3	3	

The District Office maintains monthly records of student enrollment and withdrawal activity, including the reasons for these changes. As September is the initial month of data collection, no information is available for reporting at this time.

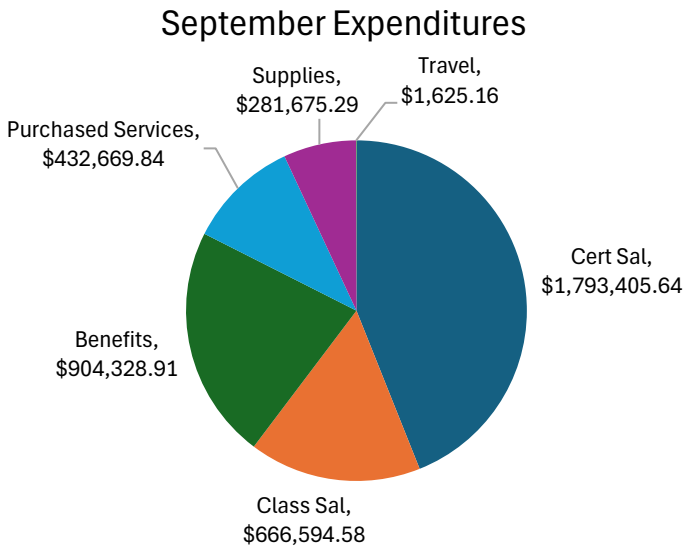
DISTRICT BUDGET
CURRENT MONTH - September 2026

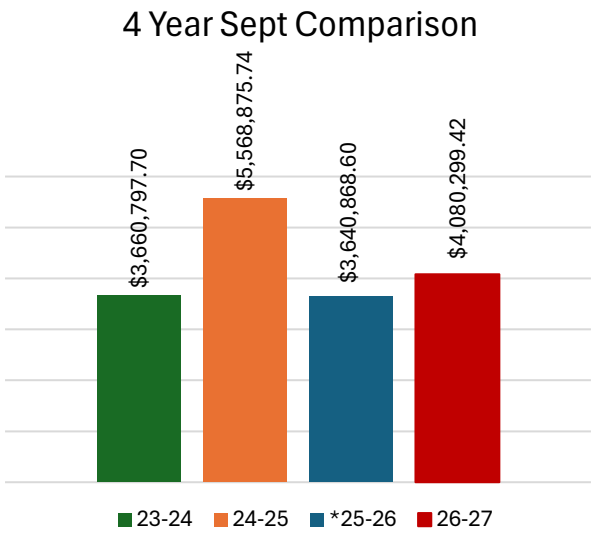
Month of
September 2026

General Fund (GF)	The General Fund is the District's primary operating fund and supports daily educational and business operations, including instruction, student services, transportation, food services, maintenance, administration, and safety. Funded by state, federal, and local revenues, it provides the flexibility needed to support the District's highest priorities and serves as the foundation of overall district operations.

The General Fund fiscal year started on September 1 following a better than anticipated prior-year financial outcome. As anticipated, September expenditures exceeded revenues due to the timing of annual contract obligations, beginning-of-year purchases, and other startup costs associated with opening schools. This early-year spending pattern is normal and aligns with budget expectations. As a district we remain committed to conservative fiscal management, careful stewardship of public resources, and ongoing monitoring of expenditures to ensure every dollar is spent wisely in support of students, staff, and district operations.

You will also notice that days cash on hand reflects September's operating trend, with expenditures exceeding revenues. Our multi-year plan is to improve our overall financial position and increase September cash performance so our days cash on hand is positive for September as well.





Days Cash on Hand

0.00

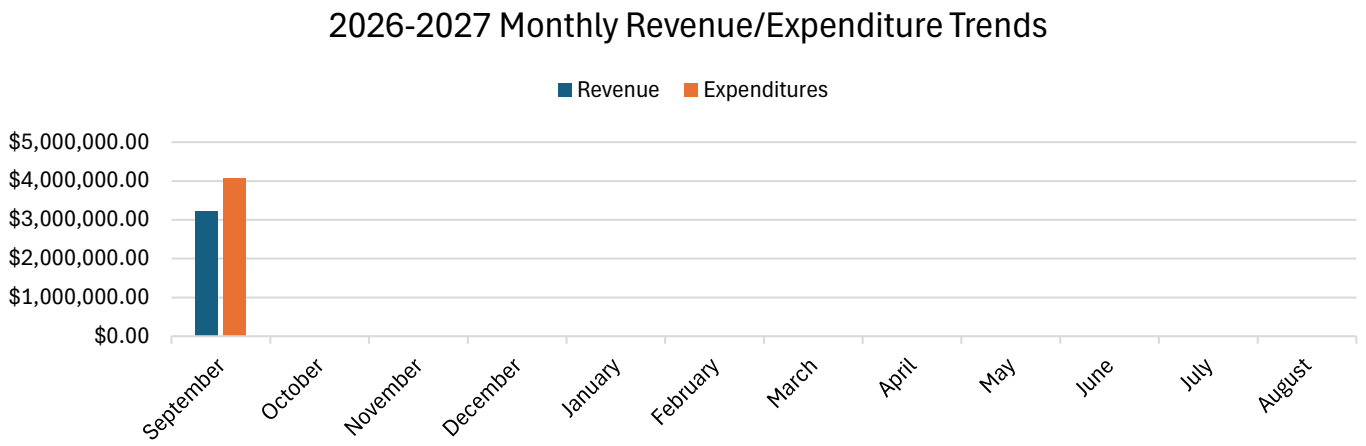
How long we can operate with what is in the bank today.
Minimum should be 30 days, giving us the ability to operate one full month without revenue.

* September is not directly comparable to last year, as cash flow limitations delayed bill payments in September, resulting in higher October expenditures.

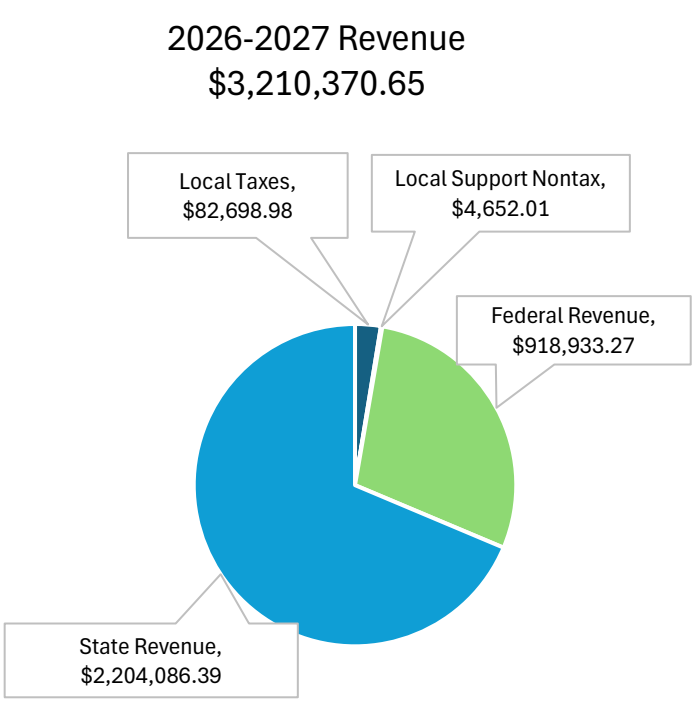
DISTRICT BUDGET
YEAR TO DATE QUICK FACTS

Year-to-Date
September 2026

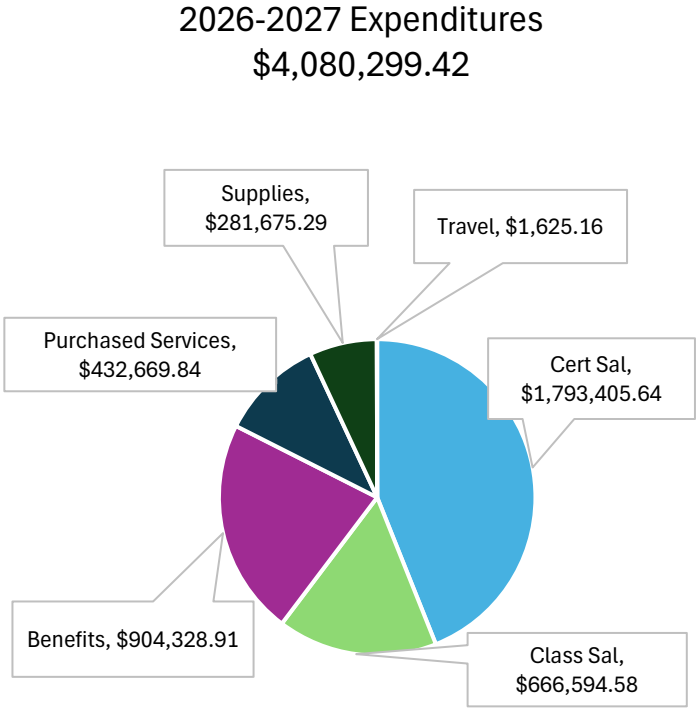
Month-to-month comparisons of revenues and expenditures can be misleading in K-12 finance because revenue is not received evenly throughout the year. State apportionment, enrollment adjustments, grant reimbursements, and other funding sources are distributed at varying times, making year-to-date and annual trends more meaningful indicators of the District's financial position.



WHERE OUR SEPTEMBER FUNDING CAME FROM

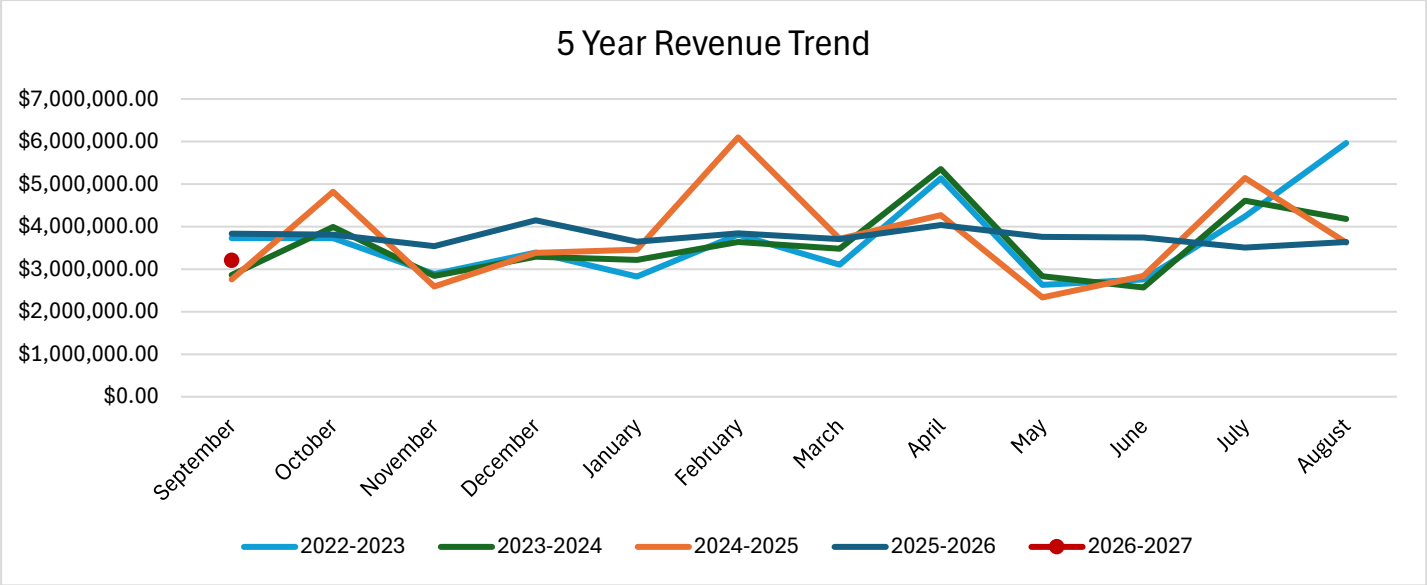


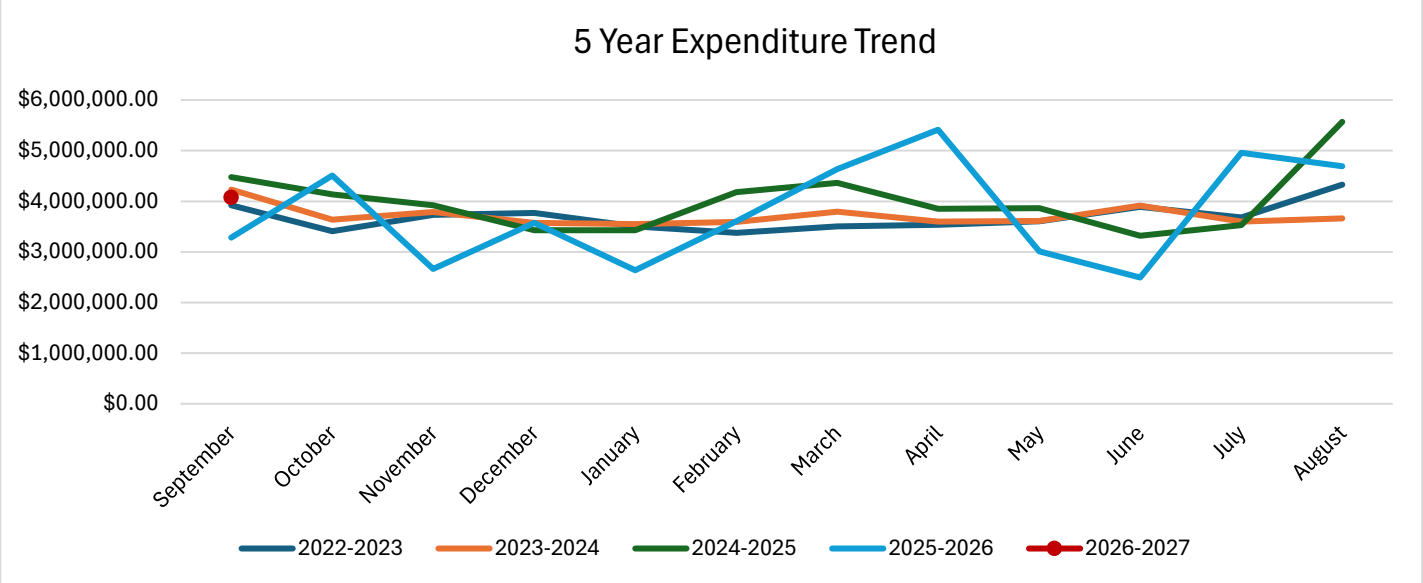
WHERE OUR FUNDING WENT IN SEPTEMBER

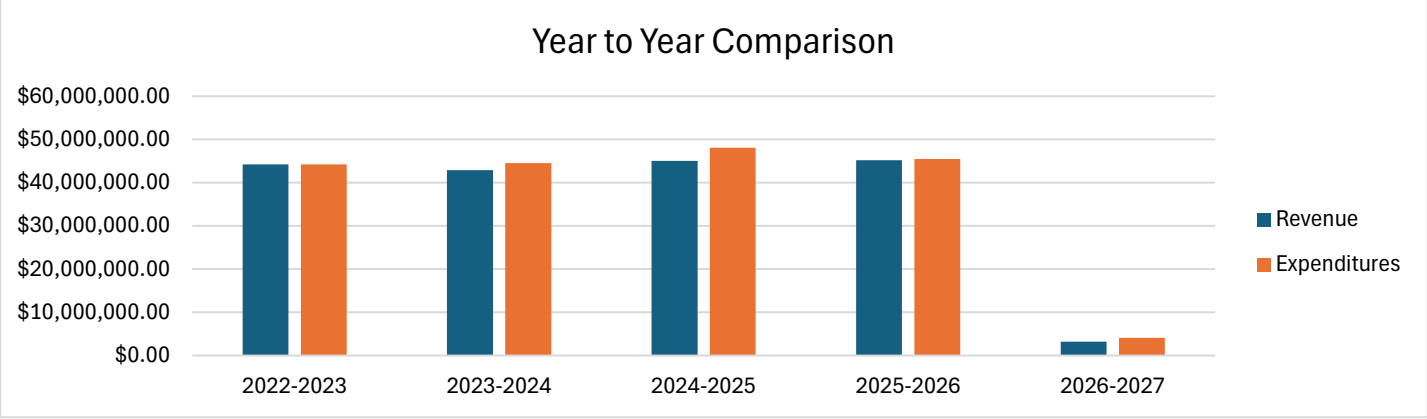


Renenue/Expendature Activity (Trends)

Year-to-Date
September 2026







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

For the PROSSER SCHOOL DISTRICT NO.116 School District for the Month of September , 2026

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 LOCAL TAXES	4,783,399	82,698.98	82,698.98		4,700,700.02	1.73
2000 LOCAL SUPPORT NONTAX	94,000	4,652.01	4,652.01		89,347.99	4.95
3000 STATE, GENERAL PURPOSE	26,232,203	2,204,086.39	2,204,086.39		24,028,116.61	8.40
4000 STATE, SPECIAL PURPOSE	10,514,236	918,933.27	918,933.27		9,595,302.73	8.74
5000 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	3,695,954	.00	.00		3,695,954.00	0.00
7000 REVENUES FR OTH SCH DIST	30,000	.00	.00		30,000.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	.00		.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	45,349,792	3,210,370.65	3,210,370.65		42,139,421.35	7.08
B. EXPENDITURES						
00 Regular Instruction	20,952,228	2,084,970.24	2,084,970.24	17,054,078.87	1,813,178.89	91.35
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	5,659,542	407,824.87	407,824.87	4,180,506.69	1,071,210.44	81.07
30 Voc. Ed Instruction	2,079,160	163,295.49	163,295.49	1,584,601.25	331,263.26	84.07
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	4,288,559	470,812.35	470,812.35	3,102,867.05	714,879.60	83.33
70 Other Instructional Pgms	164,015	17,745.00	17,745.00	202,134.68	55,864.68-	134.06
80 Community Services	0	.00	.00	0.00	.00	0.00
90 Support Services	10,598,200	935,651.47	935,651.47	6,160,179.82	3,502,368.71	66.95
Total EXPENDITURES	43,741,704	4,080,299.42	4,080,299.42	32,284,368.36	7,377,036.22	83.14
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. UNUSUAL/INFREQUENT-INFLOWS (GL 968)	0	.00	.00		.00	0.00
F. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)	0	.00	.00		.00	0.00
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	1,608,088	869,928.77-	869,928.77-		2,478,016.77-	154.10-
H. TOTAL BEGINNING FUND BALANCE	0		40,408.96			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	1,608,088		829,519.81-			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810	Restricted For Other Items	0	.00
G/L 815	Restric Unequalized Deduct Rev	0	.00
G/L 821	Restrictd for Carryover	0	339,648.13
G/L 823	Restricted for Carryover of Tra	0	385,493.88
G/L 825	Restricted for Skills Center	0	.00
G/L 828	Restricted for C/O of FS Rev	0	.00
G/L 830	RESERVE FOR DEBT	0	.00
G/L 835	Restrictd For Arbitrage Rebate	0	.00
G/L 840	Nonspnd FB - Invent/Prepd Itms	0	164,539.54
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	Committd 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	.00
G/L 890	Unassigned Fund Balance	1,608,088	3,987,485.82-
G/L 891	Unassigned Min Fnd Bal Policy	0	2,268,284.46
	TOTAL	1,608,088	829,519.81-

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

For the PROSSER SCHOOL DISTRICT NO.116 School District for the Month of September , 2026

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	785,807	14,208.21	14,208.21		771,598.79	1.81
2000 Local Support Nontax	10,000	6,785.70	6,785.70		3,214.30	67.86
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	1,375,000	.00	.00		1,375,000.00	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	256,788.37	256,788.37		256,788.37-	0.00
Total REVENUES/OTHER FIN. SOURCES	2,170,807	277,782.28	277,782.28		1,893,024.72	12.80
B. EXPENDITURES						
10 Sites	1,375,000	2,738.94	2,738.94	841,990.20	530,270.86	61.43
20 Buildings	0	.00	.00	0.00	.00	0.00
30 Equipment	0	.00	.00	271,996.06	271,996.06-	0.00
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
Total EXPENDITURES	1,375,000	2,738.94	2,738.94	1,113,986.26	258,274.80	81.22
C. OTHER FIN. USES TRANS. OUT (GL 536)	523,000	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. UNUSUAL/INFREQUENT-INFLOWS (GL 968)	0	.00	.00		.00	0.00
F. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)	0	.00	.00		.00	0.00
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	272,807	275,043.34	275,043.34		2,236.34	0.82
H. TOTAL BEGINNING FUND BALANCE	647,023		868,766.94			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	919,830		1,143,810.28			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 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	660,837.91
G/L 862 Committed from Levy Proceeds	785,807	539,888.49
G/L 863 Restricted from State Proceeds	275,000-	161,000.23
G/L 864 Restricted from Fed Proceeds	275,000	.00
G/L 865 Restricted from Other Proceeds	647,023	70,128.09-
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 868 Restricted from CTE Carryover R	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	513,000-	147,788.26-
G/L 890 Unassigned Fund Balance	0	.00
TOTAL	919,830	1,143,810.28

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

For the PROSSER SCHOOL DISTRICT NO.116 School District for the Month of September , 2026

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	4,640,000	85,477.94	85,477.94		4,554,522.06	1.84
2000 Local Support Nontax	25,000	6,341.76	6,341.76		18,658.24	25.37
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	523,000	.00	.00		523,000.00	0.00
Total REVENUES/OTHER FIN. SOURCES	5,188,000	91,819.70	91,819.70		5,096,180.30	1.77
B. EXPENDITURES						
Matured Bond Expenditures	3,133,000	.00	.00	0.00	3,133,000.00	0.00
Interest On Bonds	2,053,017	.00	.00	0.00	2,053,017.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	550.00	550.00	0.00	550.00-	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	5,186,017	550.00	550.00	0.00	5,185,467.00	0.01
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. UNUSUAL/INFREQUENT-INFLOWS (GL 968)	0	.00	.00		.00	0.00
F. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)	0	.00	.00		.00	0.00
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	1,983	91,269.70	91,269.70		89,286.70	> 1000
H. TOTAL BEGINNING FUND BALANCE	1,681,276		2,162,834.34			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	1,683,259		2,254,104.04			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	1,683,259		2,254,104.04			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	1,683,259		2,254,104.04			

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

For the PROSSER SCHOOL DISTRICT NO.116 School District for the Month of September , 2026

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	116,472	9,770.29	9,770.29		106,701.71	8.39
2000 Athletics	512,700	21,329.74	21,329.74		491,370.26	4.16
3000 Classes	38,700	14,857.90	14,857.90		23,842.10	38.39
4000 Clubs	389,790	22,838.69	22,838.69		366,951.31	5.86
6000 Private Moneys	30,000	240.00	240.00		29,760.00	0.80
Total REVENUES	1,087,662	69,036.62	69,036.62		1,018,625.38	6.35
B. EXPENDITURES						
1000 General Student Body	138,300	15,716.25	15,716.25	15,411.11	107,172.64	22.51
2000 Athletics	438,600	2,266.28	2,266.28	17,798.33	418,535.39	4.57
3000 Classes	26,450	.00	.00	0.00	26,450.00	0.00
4000 Clubs	374,449	2,982.24	2,982.24	24,814.94	346,651.82	7.42
6000 Private Moneys	30,000	141.43	141.43	449.40	29,409.17	1.97
Total EXPENDITURES	1,007,799	21,106.20	21,106.20	58,473.78	928,219.02	7.90
C. EXCESS OF REVENUES OVER(UNDER) EXPENDITURES (A-B)	79,863	47,930.42	47,930.42		31,932.58-	39.98-
D. UNUSUAL/INFREQUENT-INFLOWS (GL 968)	0	.00	.00		.00	0.00
E. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)	0	.00	.00		.00	0.00
F. NET CHANGE IN FUND BALANCE (C+D-E)	79,863	47,930.42	47,930.42		31,932.58-	39.98-
G. TOTAL BEGINNING FUND BALANCE	417,403		507,940.25			
H. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
I. TOTAL ENDING FUND BALANCE (F+G + OR - H)	497,266		555,870.67			
J. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	497,266		555,692.01			
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			
TOTAL	497,266		555,692.01			
Differences	0		178.66-			

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

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

For the PROSSER SCHOOL DISTRICT NO.116 School District for the Month of September , 2026

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	7,500	951.50	951.50		6,548.50	12.69
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	300,000	.00	.00		300,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	307,500	951.50	951.50		306,548.50	0.31
B. EXPENDITURES						
Type 30 Equipment	450,000	.00	.00	0.00	450,000.00	0.00
Type 40 Energy	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	450,000	.00	.00	0.00	450,000.00	0.00
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. UNUSUAL/INFREQUENT-INFLOWS (GL 968)	0	.00	.00		.00	0.00
F. UNUSUAL/INFREQUENT-OUTFLOWS (GL 538)	0	.00	.00		.00	0.00
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	142,500-	951.50	951.50		143,451.50	100.67-
H. TOTAL BEGINNING FUND BALANCE	674,911		669,990.24			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	532,411		670,941.74			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	532,411		670,941.74			
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			
TOTAL	532,411		670,941.74			

Coversheet

AI Policy Discussion - continuing from October 14, 2026

Section: VI. Discussion Items
Item: C. AI Policy Discussion - continuing from October 14, 2026
Purpose:
Submitted by:
Related Material: Students_First_Act.pdf
What is AI.pdf
Classroom Perspectives on AI.pdf
PSD AI Guidance for Schools Toolkit TeachAI.pdf
Comprehensive AI Guidance.pdf

119th Congress
2nd Session

S.2026

The STUDENTS FIRST Act

The "Safe Technology Use, Data Privacy, and Ethical Norms for Teaching—Fostering Integrity and Responsible Systems in Teaching (STUDENT FIRST) Act of 2026" is hereby introduced for the inaugural 2026 Student Senate convening on artificial intelligence policy, to establish rights, protections, and responsibilities for students, parents, teachers, and administrators with respect to the use of artificial intelligence in education, and for other purposes.

SECTION 1. GENERAL PROVISIONS

The following provisions will apply generally to all K-12 public school community members.

1. Any organizations that offer generative AI powered services to public educational facilities must address all known biases within their generative AI, and must inform their clients of the biases that their products represent. The public educational facility must then provide this information to the parents and guardians of their students.

2. Educators should always prioritize educator-student relationships by omitting AI usage in situations where human connection is irreplaceable in the learning environment.

3. Nothing in this act shall:
    a. Infringe upon the professional judgment of teachers in managing their specific classroom environments.
    b. Penalize a teacher or administrator for opting not to use AI tools in their personal instructional or administrative practice, provided they meet all other curriculum standards.
    c. Preempt federal or state laws regarding student privacy and data protection.

SECTION 2. STUDENT PROVISIONS

The following provisions will apply to K-12 public school students in the United States. Any amendments to the following provisions were proposed by members of the *Students' Technology Use, Data Privacy, and Educational Network Transparency* (STUDENT) special subcommittee, and added after receiving a majority vote from the entire Student Senate.

1. Students should have the right to appeal any convictions of wrongful AI use. They may be subject to technologies such as AI detectors. Students should prepare their documents to defend against potential false positives, such as procuring the document history of major assignments. Students who are suspected of using AI should be guaranteed a thorough examination of their work by two school officials, as well as an AI checker software.

2. States shall require schools to provide AI literacy instruction when students start using devices in the classroom, and can continue each year as the district sees fit. AI education should include topics such as misinformation, plagiarism, bias in AI systems, privacy concerns, appropriate academic use, environmental impacts, and how AI functions.

3. Schools should allow AI-based learning supports to be included in IEP or 504 accommodation plans when appropriate.

4. Students should never use AI for the act of writing, though editing, brainstorming, and studying with AI is permitted after eighth grade. How to edit written assignments (without AI assistance) should be taught and assessed thoroughly prior to eighth grade before students use AI for editing.

5. Students are restricted from creating AI images, videos, audio recordings, or messages to bully, harass, libel, or falsely accuse other students, teachers, faculty, or school community members. Violators of this rule can be subjected to suspension or expulsion as deemed fit by the school administration. Violators may also face legal consequences and will not be protected by the school administration.

6. Students must have permission from a teacher to use AI to assist in an assignment. If a student uses AI, they must cite how and where they used it or else it will be considered plagiarism. If they are not explicitly told that AI use is permitted, any use of AI will be considered unauthorized and plagiarism.

7. High school students can refuse to use AI tools in the classroom. An alternative assignment must be given to the student.

8. Students are prohibited from inputting assignments directly into AI platforms.

9. AI use is strictly prohibited on all graded assessments. If a teacher catches a student using it for that purpose, the grade on that assignment must result in a zero unless the teacher specifies otherwise. AI use is permitted for studying.

10. Students should not be able to use AI in a plagiarizing format on formative or summative assignments. If found, whatever choice of punishment should be made by the teacher, with permission from the principal.

11. Students must independently fact-check all AI generated claims before submitting.

12. *Verification of Mastery:* Students must be prepared to demonstrate independent mastery of learning objectives through in-person discussions, handwritten assessments, or oral defenses if AI was utilized during the drafting phase.

13. Students may not use AI to complete artistic assignments.

14. Students must be informed of any and all data collection from them, as well as what their data would be used for, and have the right to deny unnecessary data collection. Schools are strictly prohibited from using AI tools to profile or categorize students based on their ethnicity, religion, appearance, beliefs, or values.

15. Students must have access to at least one school approved, filtered, and monitored AI mode.

SECTION 3. PARENTS AND GUARDIANS PROVISIONS

The following provisions will apply to the parents and guardians of K-12 public school students in the United States. Amendments to the following provisions were proposed by members of the *Parents' Access, Rights, and Education on New Technology in Schools* (PARENT) special subcommittee, and added after receiving a majority vote from the entire Student Senate.

1. Parents should encourage balanced technology habits and reinforce ethical academic behavior at home. Parents should support critical thinking over taking shortcuts.

2. Parents should be encouraged to learn AI literacy, which shall be used to monitor the effective use of artificial intelligence by their children when it comes to the use of AI at home to assist in schoolwork, studying, or other education-based activities.

3. Parents or guardians shall be informed about how AI is being incorporated into the school's curriculum and shall have the opportunity to provide feedback on how its use can be improved.

4. Annually, families should be informed of the potential usage of AI that may ensue in the following school year. Parents / legal guardians should sign off on said use prior to the year beginning. Parents and guardians may request clarification about AI-related classroom rules, and schools should provide a timely response.

5. Parents must be aware and sign a written form on punishments caused by breaking of set rules around AI and allow for a period of public comment before going into effect.

6. Parents/guardians can request information from the teacher about the AI policy. It is up to the parent to set the rules for the student’s approach to AI at home, however it is advised to follow the school’s policy if there is one.

7. Parents and guardians have discretion to use AI as they see fit to educate their child at home or assist their child with non-graded work. Parents and guardians may only use AI to assist on graded work, such as class assignments or projects, when the classroom teacher has explicitly allowed AI assistance on said graded work. If parents use AI to assist their child on graded work when explicit permission is not given by their classroom teacher, students will be subject to suspension or expulsion at their schools discretion.

8. Parents are required to review school AI guidelines to ensure they are informed and can enforce appropriate boundaries on usage at home.

9. Parents and guardians have a right to request an explanation on any classroom rules regulating student AI use from their teacher. The teacher must respond within one week, clearly explaining any classroom rules around artificial intelligence.

10. School-purchased/licensed AI software, specifically, chatbots/LLMs, must be able to detect when students attempt to use them for emotional support or life advice. When detected, this software should take action, which may include alerting school officials (including but not limited to: principals, assistant principals, secretaries, counselors, and school resource officers, if available). In such instances, machines cannot fulfill students' requests.

SECTION 4. TEACHERS

The following provisions will apply to K-12 public school teachers in the United States. Amendments to the following provisions were proposed by members of the *Teachers' Ethical Adoption of Classroom AI, Human Oversight, Evaluation, Rights, and Support* (TEACHERS) special subcommittee, and added after receiving a majority vote from the entire Student Senate.

1. Teachers cannot solely rely on AI to determine grades, improper student conduct, or other choices concerning a student's education.

2. Teachers must use one standardized AI detector in conjunction with their school district for written graded assessments and use Lockdown browsers for graded online assessments. If AI detects any misconduct, teachers must personally investigate the issue before reporting the student to admin for improper use.

3. Teachers must outline a clear, written AI usage policy in their course syllabus at the start of each semester, explicitly stating when AI is permitted, restricted, or banned for specific assignments. The AI rules should be consistent across different classes in the same course or subject varying by school size. There should be category based rules (essay, worksheet, test).

4. Just as students are expected to be transparent in their AI usage, teachers should be held to the same standard. Teachers may use artificial intelligence to support lesson planning, create practice materials, provide feedback, organize classroom resources, and improve instruction, but AI should not replace a teacher’s professional judgement or relationship with students. Furthermore, teachers must review AI-generated materials for accuracy, bias, and appropriateness before using them in class.

5. *Teacher autonomy:* Teachers maintain the right to choose whether to use AI as a drafting tool for internal classroom assessments. If AI is used to assist in test creation, the teacher is responsible for verifying all content for accuracy, bias, and alignment with curriculum standards.

6. *VIVA VOCE (Oral Defense):* Teachers reserve the right to require an oral defense of any paper or project where AI use is suspected or reported, to ensure the student possesses the knowledge displayed in the work.

7. Teachers have a right to discipline a student that was using AI to complete or assist with their assignment depending on guidelines. However, in some instances, matters of discipline should be referred to school administrators. Every public school district must draft clear guidelines for their schools regarding which infractions fall within the jurisdiction of teacher discipline or administrator discipline. Guidelines should address the following factors:

   1) Grade weightage
   2) Offense level
   3) School size

   Teachers are encouraged to teach AI literacy to students. When teachers craft IEP/504 plans for students with disabilities, they are prohibited from entering sensitive, identifiable student information into an AI tool.

8. Teachers assigning digital work must complete a state-provided AI literacy training course every two years. The course would educate teachers on responsible AI use, academic integrity, student privacy, accessibility tools, and recognizing AI-generated work.

SECTION 5. ADMINISTRATORS

The following provisions will apply to K-12 public school administrators in the United States. Amendments to the following provisions were proposed by members of the *Administrators' Data, Management, Implementation, and Networks* (ADMIN) special subcommittee, and added after receiving a majority vote from the entire Student Senate.

1. Administrators should require that school counselors do not utilize AI tools, particularly in mental health contexts, and that students should receive face to face help and engage in discussion rather than work with AI tools to receive help.

2. Administration must review AI policy every year to ensure that practices meet district values and goals.

3. Administrators must create a clear rule set for the usage of AI in schools. These rules must be published on the school official website, or rule book as well as the repercussions for breaking said rules.

4. Administrators must establish clear guidelines for AI use for both teachers and students, as well as consequences for misuse.

5. Administrators must provide mandated bi-annual AI literacy training for teachers, covering professional usage as well as responsible and safe integration into curriculum.

6. Any disciplinary action taken regarding AI misuse must include an appeal process. Administrators are not allowed to use AI in the disciplinary process except for the occasion where it is used to reveal academic dishonesty (e.g. AI checking software). An administrator must have at least one party in addition to the administrator to aid in decision making relating to use of AI

7. Administrators can take away the privilege of the students using AI.

8. Repeat Violations. If a student is found to repeatedly misuse AI tools or intentionally break established rules after an initial warning, they shall be subject to progressive discipline, which may include:

    A. Mandatory parent-teacher-administrator conferences.
    B. Requirement to redo the assignment in a strictly monitored, non-digital environment.
    C. Loss of credit for the assignment or course.
    D. Academic probation or other disciplinary actions as defined by the school’s code of conduct.

9. Administrators may not enter any student's or teacher's personal information into AI tools.

10. Administrators must consult with students, staff, and families before drafting AI rules. Administration must establish a committee to monitor AI use, collect feedback, and make continuous improvements. Administrators must publish their guidelines at least two weeks prior to the beginning of the school year.

11. Administrators must establish AI usage opt-out procedures at least two weeks prior to the beginning of the school year. If parents or guardians wish to enact such procedures for their child before the school year starts, administrators must respond within one week to schedule an appointment to discuss available opt-out procedures or specific worries.

12. Administrators are not allowed to use AI to employ teachers or faculty.

13. Proportional federal funding (with a baseline minimum) should be issued to states for district level AI considerations. This includes, but is not limited to, specialized enterprise AI (designed for safe usage and data privacy), mandatory training for employees, and a variety of AI literacy options for students.

Teach AI

What is AI?

Implications and Misconceptions

Understanding artificial intelligence (AI) helps decision-makers craft and evaluate policies to promote the responsible use, access, and design of this transformative technology.

AI is best used to augment uniquely human traits, such as creativity, while automating more mundane tasks. Integrating AI into society should augment, rather than replace, the human touch.

Artificial Intelligence

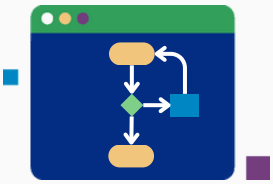
refers to **programs or machines that simulate tasks that typically require human intelligence.** An AI system is a "machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments" (OECD, 2024) The varied definitions and applications of AI and its recent pace of development make it a challenge to regulate.





2020s

Large Language Models (LLMs), a product of DL techniques, are models specialized for tasks like natural language processing, text generation, and translation.



1980s

Machine Learning (ML) is a range of techniques whereby computers are trained to improve their performance by processing vast amounts of data. Early educational applications included intelligent tutoring systems, and later, adaptive learning.

Deep Learning (DL) is an ML technique that utilizes neural networks and algorithms inspired by how human brains learn and process information.

1950s

Artificial Intelligence emerges as a field of computer science, integrating concepts from mathematics, engineering, and psychology.

Classical AI approaches use human-programmed rules to perform specific tasks.

What is Generative AI?



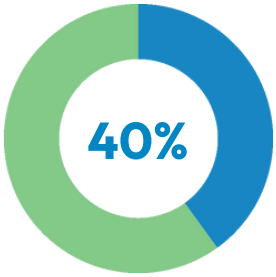
Generative AI (Gen AI) is a powerful category of AI that includes LLMs and other models that generate text, images, videos, or music. The internal workings of Gen AI models can lack transparency and explainability, making it challenging to build trust and ensure accountability. Additional issues specific to Gen AI in education include bias, misinformation, and overreliance on AI tools.

Promoting AI Literacy

AI literacy encompasses understanding how AI works, using AI responsibly, and recognizing its social and ethical impacts. It includes understanding AI's potential benefits and risks and how to mitigate the risks. AI literacy is a crucial aspect of digital competence and equips individuals to engage productively and responsibly with AI in society, the economy, and their personal lives. Championing AI literacy is essential to prepare students to be informed citizens who can also thrive in a future workforce in which AI is ubiquitous across all fields.



AI Literacy requires understanding **how AI works**, including its principles, concepts, and applications, and **how to use AI**, including its limitations, implications, and ethical considerations.



Global jobs that will be complemented, or in extreme cases, replaced by AI. (IMF, January 2024)

Education leaders and policymakers can adopt policies to **prepare students** for the future of work in an age of AI.

Common Misconceptions about AI

Misconception	Explanation
AI can think in the same ways people do.	Gen AI simulates understanding by repeating patterns in data rather than comprehending content with intent or awareness. This approach can lead to seemingly plausible errors, often called "hallucinations," highlighting the need for humans in decision-making roles.
All AI is alike.	There is a wide range of AI technologies with various capabilities and levels of autonomy and adaptability. Each has its strengths and limitations and is suited to different tasks.
AI decisions are unbiased.	AI systems can perpetuate or amplify biases in their training data. Bias in AI systems can also come from the design, development, or testing process.

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Teach AI

Classroom Perspectives on AI

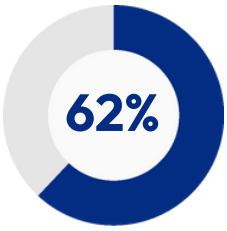
Beliefs, Use Cases, Ethical Concerns, and the Digital Divide

Teachers, students, and parents have diverse and evolving perspectives on Artificial Intelligence (AI) in education, but they agree that AI literacy is crucial to students' futures and that guidance is needed to navigate the benefits and risks.

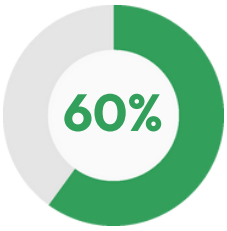


Did you know?

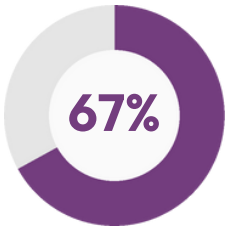
Beliefs and attitudes about AI will change. Here is what we currently know:



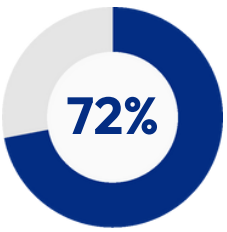
Students are concerned about the security and privacy of their data. (CDT, September 2023)



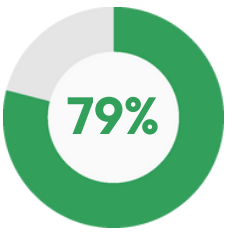
Teachers worldwide say AI literacy will be a key skill for future jobs. (Capgemini, May 2023)



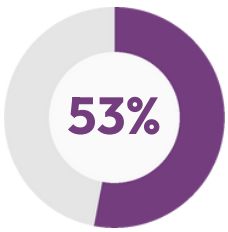
Parents believe that the potential benefits of AI in education outweigh or are equal to the potential drawbacks. (National Parents Union, October 2023)



Students want guidance on how to responsibly use Generative AI for schoolwork and within school rules would be helpful. (CDT, September 2023)



Teachers say that their school system does not have clear policies on AI in education. (EdWeek, December 2023)



Parents feel that schools are preparing students to succeed in an AI future. (National Parents Union, October 2023)



Are teachers prepared?

Only 1 in 5 teachers feel equipped to use Gen AI tools in the classroom (HMH, June 2023) and only 29% of teachers have received any professional development on AI (EdWeek, March 2024). Teachers in urban or lower-income education systems and those who teach primary grades are less likely to say they have received any AI training.

Sample Use Cases and Ethical Concerns

While AI may enhance teacher support, student learning, and school operations, it also raises ethical concerns.

Use Case	Ethical Concern
Teacher Support: AI Teaching Assistant With the help of automated feedback and lesson planning tools, teachers may dedicate more time to student engagement and facilitating collaborative learning.	**Pedagogical Practices** Should tool developers be responsible for using evidence-based approaches rather than automating existing processes without evaluating their effectiveness?
Student Learning: Personalized Pathways An AI-powered tutor can help students with disabilities learn at their own pace with customized support and accommodations, adjusting content in real time.	**Teacher and Student Agency** How do schools adopt AI tools for "personalized learning" without diminishing the value of the collaborative and social aspects of teaching and learning?
School Operations: Surveillance Video cameras with AI-enabled facial identification can improve security and track student attendance.	**Privacy and Bias** How should the deployment of facial recognition account for privacy risks due to storing biometric data and lower accuracy for individuals with darker skin tones?

A Potential AI Divide

The introduction of AI in education may exacerbate an existing digital divide. Reducing this divide involves addressing barriers to access, supporting effective pedagogical design, and providing powerful learning opportunities.[1]



Access: Devices and Connectivity
Ensure internet and device availability for AI-enabled learning experiences. Broad AI bans are counterproductive, exacerbating disparities in access.



Design: Pedagogical Approach
Provide educators with sufficient time and high-quality professional development to design effective learning experiences with AI tools.



Use: Active Experiences
Ensure all students, regardless of background, engage in critical and creative AI use rather than passive, traditional learning experiences.

[1] A Call to Action for Closing the Digital Access, Design and Use Divides. https://tech.ed.gov/netp/

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AI Guidance for Schools Toolkit

Last Updated: May 5, 2025

Visit: teachai.org/toolkit

Teach AI

About TeachAI

TeachAI brings together education leaders and technology experts to assist governments and education authorities in teaching with and about AI. The initiative is led by Code.org, ETS, the International Society for Technology in Education, Khan Academy, and the World Economic Forum and advised by a diverse group of 100+ organizations, governments, and individuals. TeachAI's goals include increasing awareness, building community and capacity, and guiding policy.

This toolkit was first released in 2023 and updated in 2025, following analysis of the existing guidance landscape. The 2025 update also sharpens our focus on important issues, shares new and useful resources, and provides differentiated support for new and returning users.

Authors of AI Guidance for Schools Toolkit (2023):

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AI Guidance for Schools Toolkit (2025):

We thank Alan Coverstone for drafting the updates and Tara Nattrass for her content and editorial review. We appreciate the valuable feedback provided by the authors of the 2023 toolkit and the TeachAI steering committee.

Suggested Citation

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AI Guidance for Schools Toolkit

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Welcome

> **"It is in a spirit of humility that we offer this toolkit. My sincere hope is that teachers feel guided and supported by their leaders as we all adapt to the changes AI brings to education."**
>
> – Pat Yongpradit, Chief Academic Officer of Code.org and Lead of TeachAI

This toolkit is designed to support education authorities, school leaders, and teachers in creating thoughtful guidance to help their communities realize the potential benefits of incorporating artificial intelligence (AI) in primary and secondary education while understanding and mitigating the potential risks.

Potential **benefits** of using AI in education include

- Content development and differentiation;
- Assessment design and timely, effective feedback;
- Tutoring and personalized learning assistance;
- Aiding creativity, collaboration, critical thinking, and agency skills development;
- Operational and administrative efficiency.

Potential **risks** involved in using AI in education include

- Misinformation, errors, and academic dishonesty;
- Perpetuating societal biases and misinformation;
- Compromised student privacy and unauthorized data collection;
- Bullying and harassment;
- Diminished student and teacher agency and accountability;
- Overreliance on technology and less critical thinking.

In 2025, many educational systems still face an urgent call to provide clear, structured guidance for the integration of artificial intelligence (AI) in schools, driven by widespread demand and persistent gaps in support. According to data drawn from the RAND American Educator Panel, only 18% of U.S. principals reported that their schools or districts had provided guidance on AI use, with even lower rates in high-poverty schools, where just 13% had such support compared to

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25% in more affluent areas.[1] As of April 2025, only 26 U.S. States have issued guidance. While nearly one in five teachers used AI tools for instruction, the disparity in access to guidance and training reflects a systemic challenge that can stifle equitable adoption and innovation.

At the same time, 74% of students across Europe believe AI will be critical to their future careers, yet fewer than half feel their schools adequately prepare them to engage with these technologies. Nearly half worry that AI could increase inequalities among their peers.[2] These perceptions underscore a clear call for action: students see the value of AI but lack the foundational knowledge, skills, and institutional support to use it effectively.

This toolkit helps local and national education systems worldwide to develop guidance on the responsible use of AI, ensure compliance with relevant policies, and build the capacity of all stakeholders to understand AI and use AI effectively. The recommendations in this toolkit may also inform the early stages of developing policies and procedures, whether mandatory or voluntary.

Thoughtful and inclusive guidance development can usher in important work that teachers need to move forward.

We Want Your Feedback

Please use this form to provide feedback on the toolkit, including how you have used it. Your responses will inform our work.

[1] Kaufman, J. H., Woo, A., Eagan, J., Lee, S., & Kassan, E. B. (2025, February 11). *Uneven adoption of artificial intelligence tools among U.S. teachers and principals in the 2023–2024 school year*. RAND. https://www.rand.org/pubs/research_reports/RRA134-25.html

[2] Vodafone Foundation. (2025). *AI In European Schools: A European Report Comparing Seven Countries [Report]*. Retrieved April 23, 2025, from https://skillsuploadjr.eu/docs/contents/AI_in_European_schools.pdf

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How to Use this Toolkit

The examples and suggestions provided in this toolkit are not meant to be copied verbatim but to anchor understanding in practical examples and prompt thoughtful discussions about developing AI guidelines. The examples and sample language can be considered starting points to inform each education system's process of responsibly shaping AI guidance, policies, and practices.

While issuing **standalone guidance** on AI can be an initial step, it's also important to consider how and where it makes sense to address AI in **existing policies,** such as academic integrity, privacy, or responsible use policies.

Guidance and policies should be developed in accordance with an education system's established processes, which may include a review by a policy committee, key stakeholders (e.g., teachers, parents, and students), and legal counsel before seeking approval from governing bodies. Developing or updating AI education guidance could involve:

1. Adopting foundational principles,
2. Reviewing and updating existing policies,
3. Integrating AI literacy into professional development and curriculum, and
4. Gathering ongoing feedback to refine AI practices continuously.

Organized around the seven Principles for AI Guidance, this toolkit offers a high-level roadmap towards developing strong guidance and provides tools to help you get started. It offers samples, tools, and other resources to help as you execute your guidance development plans. You can use these resources to learn how different systems are approaching issues and to reflect on your plans.

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→ Using the Toolkit: Navigating Different Sections

1. Develop an Overall Vision: A Framework for Incorporating AI
2. Inform Your Guidance: Principles for AI Guidance
3. Review Existing Policies: Sample Considerations for Existing Policies
4. Featured User Guides:
    a. Education System Leaders
    b. Principals and Local School Administrators
    c. Teachers
5. Consider Sample Resources:
    a. Sample Considerations for Existing Policy
    b. Sample Guidance: Guidance on the Use of AI in Our Schools
    c. Sample Communication with Parents, Staff, and Students
    d. Give a Presentation: The AI in Education Presentation
6. Consider: How AI Was Used in This Toolkit

Developing Responsible Use Policies
A responsible use policy, also known as an acceptable use policy or technology use policy, describes the terms and conditions of technology use in an educational institution. These existing policies should be updated to ensure all users use AI tools safely and appropriately. For more information, see Setting Conditions for Success: Creating Effective Responsible Use Policies for Schools.

Assessing Readiness and Tracking Development of Generative AI Use
The Council of the Great City Schools (CGCS) and the Consortium for School Networking (CoSN) worked in partnership with Amazon Web Services (AWS) to create a useful tool, the K-12 Generative AI Readiness Checklist, to support school systems in determining their readiness to use AI in education. Building on that checklist, CoSN and CGCS added developmental levels (emerging, developing, mature) with descriptions to use in tracking implementation. The resulting K-12 Gen AI Maturity Tool also includes a 7th domain: Academic AI Literacy Readiness.

Commonsense Guardrails for Using Advanced Technology in Schools
Developed by the American Federation of Teachers, the Commonsense Guardrails resource outlines nine core values to guide the ethical, safe, and effective use of AI and other advanced technologies in K–12 education. It emphasizes student empowerment, educator decision-making, digital

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citizenship, equity, and collective responsibility.

→ A note about terminology

Education System Terminology

While terminology varies across countries and regions, “education system” refers to a district, regional, state, or national governing body, agency, or authority. Each entity must thoughtfully consider its own unique role in developing appropriate AI guidance and policies.

Guidance vs. Policy

Guidance is flexible, non-binding advice that offers principles and promising practices that can be adapted to various situations and updated frequently.

Policy is more static and long-lasting, has undergone a formal approval process, and includes accountability.

Types of AI Tools Used in Schools

Predictive AI tools, such as streaming service recommendations and online shopping recommendations, use data about past behaviors to identify patterns and forecast things we might want or do in the future. For example, they can analyze patterns in student data to forecast outcomes such as being on track for graduation.

Generative AI tools, such as large language models, are trained on massive amounts of data to recognize patterns and relationships between words, images, sounds, code, etc. They use those relationships to generate new, original outputs customized to users' prompts.

Agentic AI tools, such as scheduling assistants, can operate autonomously to pursue goals and carry out tasks. They don’t just analyze or generate information; they act on it. For example, a scheduling assistant might proactively rearrange students’ study plans or automatically coordinate parent-teacher conferences based on real-time changes.

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Agentic AI tools are continuously trained on new information, update their strategies, and autonomously take further actions, closing the loop between "intelligence" and "action."

Note: Many commercial products combine multiple AI approaches, not purely "one technique." The application (e.g., adaptive tutoring, resource management) is often designed based on which AI method—or combination—best addresses the need. Additionally, AI is not always presented as a standalone product and is increasingly offered as a built-in feature shaping how platforms function, making it harder to monitor, govern, and explain.

Educational Technology tools provide opportunities to integrate AI into[3]:

- Instructional materials
- Assessment and feedback
- Teacher professional learning
- Instructional strategy and pedagogy support for teachers
- Social tools
- Student support

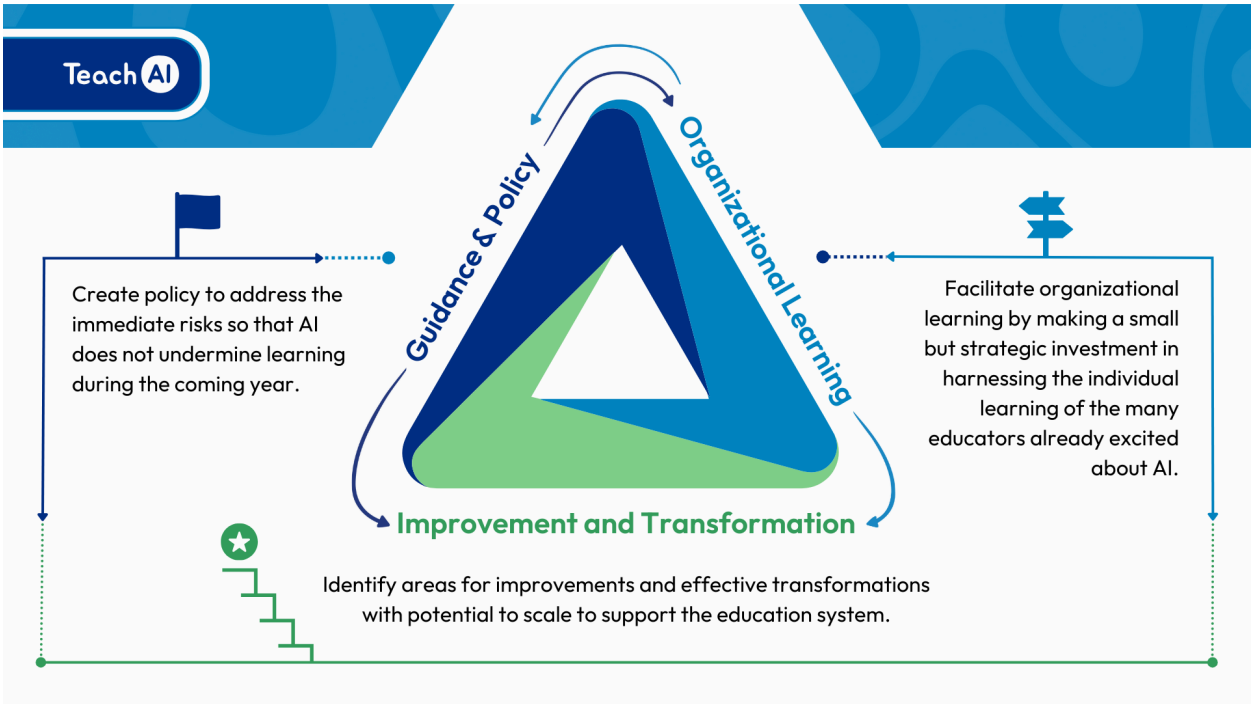
⟶ Want to learn more about AI?

- Download the AI in Education Presentation slides to customize your own presentation for others.
- Review the What is AI? one-pager from TeachAI's policy resources.
- Explore ISTE+ASCD's AI resources, including Bringing AI to Schools: Tips for School Leaders.
- See AI 101 for Teachers from Code.org, ETS, ISTE+ASCD, and Khan Academy.

[3] Edtech Insiders. *GenAI use cases in education*. (2025, January 10). Use Case Database. Retrieved March 11, 2025, from https://www.edtechinsiders.ai/

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A Framework for Incorporating AI in an Education System



This framework highlights three areas of work, each depending on iterative improvement cycles and building across each other. Together, they show how education leaders can shepherd artificial intelligence to transform teaching and learning. Starting points and interrelationships will vary within different learning contexts, but developing guidance and policy, building strong learning organizations, and advancing continuous improvement lay a strong foundation for leading the important shifts in teaching and learning that our educators and students will need.[4]

→ Guidance & Policy: Create guidance and policies to address immediate issues

Education systems should not delay efforts to develop guidance on the use of AI, as students and

[4] Gallagher, H. A., Yongpradit, P., & Kleiman, G. (August, 2023). *From reactive to proactive: Putting districts in the AI driver's seat* [Commentary]. Policy Analysis for California Education. https://edpolicyinca.org/newsroom/reactive-proactive

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teachers already have independent access, and many existing technologies embed AI into their systems (e.g., search engines, email applications, schedulers, assistive technologies, etc.). Ensuring that AI use complies with existing security and privacy policies, providing guidance to students and staff on topics such as the opportunities and risks of AI, and clarifying responsible and prohibited (especially uses that require human review and those related to academic integrity and grading) will shape AI educational ecosystems. Establishing these parameters and guardrails depends on basic AI literacy, so that guidance and policies will mitigate risks without thwarting organizational learning or stifling improvement and transformation. At the same time, they also lay the foundations for advancing an AI literacy that aligns with student safety, privacy, and learning.

A National Guide for ChatGPT

In May 2023, the Ministry of Education in Chile released a teacher guide called How to Use ChatGPT to Enhance Active Learning. The guide provides various use cases and prompts and covers key limitations and precautions.

"At the current time, as a country we need to enhance the learning of all students to be able to face the challenges of today's world - and an uncertain future - and support teachers to achieve these objectives. In this context, we must prepare educational institutions, teachers, students and families to take advantage of the opportunities offered by new technologies and act against their risks."

→ Organizational Learning: Harness what educators are already learning

In parallel with guidance and policies that address immediate concerns, education systems must prioritize professional development for all staff and bring together individual educators' experiences with AI to document successes, identify gaps, and build collective organizational knowledge and capacity. A systemwide approach would go beyond instructional issues to include operational considerations, such as evaluating AI tools already in use, creating selection criteria for future evaluations, and understanding how AI is used across departments. It also leads to more equitable AI integration across classrooms and prevents inequities from emerging when innovation diffuses haphazardly.

Continue to Learn

Engage with TeachAI partners and others, such as Code.org, CoSN, Digital

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Promise, ISTE+ASCD, and UNESCO, for timely access to guidance, frameworks, and other resources. Visit Go Deeper for a collection of resources, such as the Foundational Policy Ideas for AI in Education.

→ Improvement & Transformation: Iterate, improve, and scale effective work

Thoughtful guidance and a commitment to ongoing organizational learning are essential to navigating the uncertain and evolving role of AI in education. While AI presents promising possibilities, such as supporting personalized learning, aiding formative feedback, and assisting with certain administrative tasks, these outcomes are not guaranteed and should be approached with caution. Any perceived efficiency gains, for example, must be weighed against the time and resources needed for professional development, implementation, and ongoing evaluation. Incorporating AI into education creates a new context for reexamining long-standing priorities, such as equity, access, and instructional quality, but it does not inherently advance reform.

The extent to which AI use results in productive change or exacerbates existing challenges depends on how it is introduced, governed, and integrated. Strong guidance, continuous organizational learning, and a systems approach to improvement work together to help educational institutions make informed, adaptive decisions. Rather than assuming a linear path toward transformation, this approach embraces an ongoing cycle of thoughtful introduction, evaluation, and adjustment, recognizing that both opportunities and concerns must be addressed continuously and in tandem.

AI Integration Starter Tools

AI Consultancy Protocol (EDSAFE AI Alliance): A step-by-step process for assessing readiness and building capacity for ethical AI implementation.

AI Policy Stack (EDSAFE AI Alliance): A policy development guide covering key areas from AI literacy to governance, grounded in the SAFE framework.

Emerging Technology Acceptable Use Policy Sample Language (Digital Promise): Adaptable policy language for responsible generative AI use in PK–12 schools, developed by U.S. district leaders in collaboration with the National Science Foundation.

Ethical guidelines on the use of artificial intelligence (AI) and data in teaching

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and learning for educators (European Commission): A comprehensive framework to support educators in using AI and data ethically and effectively, featuring practical guiding questions, real-world classroom use cases, and core principles like fairness, human agency, and transparency—all aligned with EU policy and regulatory initiatives.

Principles for AI in Education

Consider the following principles as you develop your AI guidance. Each principle includes questions to discuss and consider, a description, and a real-world example. Visit the Sample Guidance section for an illustrative example of a resource based on these principles.



1. Purpose: Use AI to help all students achieve educational goals.

- ☐ *How does our guidance highlight the purposeful use of AI to achieve our shared education vision and goals?*
- ☐ *How do we reduce the digital divide between students with easy access to AI tools at home and those dependent on school resources?*

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- ☐ *How does our guidance ensure inclusivity, catering to diverse learning needs and linguistic and cultural backgrounds?*

Education leaders should clarify the shared values that will guide the use of AI tools, especially those that were not specifically created for educational contexts. AI tools should be applied to serve organizational goals, such as promoting student and staff well-being, enriching student learning experiences, and enhancing administrative functions. At the same time, new or revised goals may also emerge as workforce needs shift.

→ Addressing Equity

Using AI tools to promote equity in education requires both access and thoughtful implementation. Equity is also addressed in the other principles in this toolkit, such as promoting AI literacy for all students, realizing the benefits of AI, and addressing the risks.

Age Restrictions and Parental Consent

Always review each AI tool's user agreement for the most up-to-date information on age restrictions, terms of use, and required consents. This resource offers a helpful starting point—but does not substitute for local evaluation and legal review.

School systems are responsible for determining appropriate use. This includes:

- Reviewing user agreements regularly.
- Aligning existing school policies on consent, privacy, and acceptable use.
- Considering whether a tool's use is appropriate for the context.
- Investing in AI literacy for educators and students.
- Engaging legal counsel when setting or revising local policies.

Decisions about AI use should be guided by local values, legal frameworks, and a commitment to student safety and well-being, not by vendor defaults alone.

Education systems should carefully evaluate students' access to AI tools, rather than take the approach of general bans. Considerations should be given to age restrictions, data privacy, security concerns, and alignment with teaching and learning goals, curriculum, and the overall district technology plan. Attempting to enforce broad bans on AI is a futile effort that widens the digital divide between students with independent access to AI on personal devices and students dependent on school or community resources. Closing the digital divide in an age of AI still begins with internet connectivity, device availability, and digital literacy.

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> **"Attempting to enforce general bans on AI is a futile effort that serves to widen the digital divide..."**

AI tools can present opportunities to promote equity in education when they are implemented with thoughtful safeguards and strong oversight, minimizing associated risks. For instance, real-time translation tools can increase engagement for multilingual learners by breaking down language barriers. At the same time, tools like plagiarism detectors can carry unintended biases that may disproportionately affect the same learners. To ensure equitable outcomes, educators and administrators must critically assess the accuracy and inclusivity of AI tools. The extent to which these technologies advance equity—or deepen existing divides—will depend on the quality of leadership, the robustness of AI literacy, and the strength of guidance in place to govern their use.

Example: The Lower Merion School District, Pennsylvania, USA, states, *"We believe in preparing students for the future. Our students will most certainly be engaging with artificial intelligence in years to come. As such, we view it as partly our responsibility to teach them how to use new technology and tools in ways that are appropriate, responsible, and efficient... **Rather than ban this technology, which students would still be able to access off campus or on their personal networks and devices, we are choosing to view this as an opportunity to learn and grow.**"*

→ Ethical AI Use

The use of AI to pursue educational goals must be carefully aligned with the core values and ethics of the education system. This means identifying and mitigating the risks of AI in education so that the benefits may be realized (see Principle 4). Furthermore, students should learn about "the impact of AI on our lives, including the ethical issues it raises," and teachers should be provided training to recognize misinformation.[5] AI systems should be deployed in ways that support and maintain human decision-making in the process of teaching and learning.

Example: Peninsula School District, Washington, USA. AI Principles and Beliefs Statement.[6] *"Our unwavering commitment to Universal Design for Learning (UDL) shapes our belief that our use of AI should align with UDL's three core principles: diversified ways of representation, action/expression, and engagement. AI can facilitate presenting information in diverse formats, aligning with individual learners' needs."*

[5] UNESCO. 2023. *Guidance for generative AI in education and research*. Paris, UNESCO. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000386693 (Accessed 22 September 2023.)
[6] Here is further information on how the Peninsula School District's "*AI Principles and Beliefs Statement*" was created.

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Practical Resource

AI & Ethics is a slide deck by Torrey Trust, Ph.D., offering insights on data privacy, AI-related biases, copyright, and the broader ethical implications of integrating AI into learning contexts. It is a practical guide for educators aiming to responsibly navigate AI adoption in their classrooms.

→ Information accuracy: Addressing misinformation, disinformation, and malinformation

What's the difference?

- **Misinformation** is false, but not created or shared with the intention of causing harm.
- **Disinformation** is deliberately created to mislead, harm, or manipulate a person, social group, organization, or country.
- **Malinformation** is based on fact, but used out of context to mislead, harm, or manipulate.

(The Cybersecurity and Infrastructure Security Agency (CISA). (n.d.). Disinformation stops with you. In *www.cisa.gov/mdm-resource-library*. https://www.cisa.gov/sites/default/files/publications/disinformation_stops_with_you_infographic_set_508.pdf)

When false information is used to harm: Deepfakes

Deepfake technology poses a growing threat within educational environments, potentially harming not only students but also administrators, teachers, and other staff members. AI-generated images, videos, and audio can be used to manipulate reality and used to create false accusations, impersonations, or fabricated media that can lead to serious consequences for individuals' emotional well-being, reputations, and even legal standing.

Students need to learn how to recognize, resist, and report deepfakes, not only to protect themselves but also to understand the ethical implications of their use. In some cases, students may be the ones wielding deepfakes to exert social pressure, spread misinformation, or attempt to undermine adults or peers in subtle but impactful ways.

This issue cannot be addressed solely through bullying policies. Schools should incorporate structured, ongoing professional development for educators and age-appropriate AI literacy

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education for students. Understanding how these technologies work, their risks, and the broader implications of digital deception is critical to building safe and respectful learning environments.

Governments are beginning to respond to these challenges with targeted policies. In North Carolina, school systems are encouraged to update their bullying and cyberbullying policies to explicitly address deepfake content, including AI-generated explicit images, and to educate students about the risks of sharing personal media that could be misused. The Welsh government provides structured guidance on safeguarding students from the risks of generative AI, integrating responsible AI use into school policies, and offers specific strategies to protect learners online.

2. Compliance: Reaffirm adherence to existing policies.

- ☐ *What is the plan to conduct an inventory of systems and software to understand the current state of AI use and ensure adherence to existing security and privacy regulations?*
- ☐ *Does the education system enforce contracts with software providers, stipulating that any use of AI within their software or third-party providers must be clearly revealed to district staff and first approved by district leadership?*

When implementing AI systems, key areas of technology policy to comply with are privacy, data security, student safety, data transfer and ownership, and child and youth protection. The Council of Great City Schools and the Consortium for School Networking (CoSN), in partnership with Amazon Web Services, have developed the K-12 Generative Artificial Intelligence (Gen AI) Readiness Checklist to help districts in the U.S. prepare for implementing AI technology solutions. The checklist provides a curated list of questions to help district leaders devise implementation strategies across six core focus areas: Executive Leadership, Operations, Data, Technology, Security, and Risk Management.

> The Common Sense Media AI Ratings System provides a framework "designed to assess the safety, transparency, ethical use, and impact of AI products."

> **Current regulations relevant to the use of AI in education**
> **United States**
> - FERPA - AI systems must protect the privacy of student education records and comply with parental consent requirements. Data must remain within the direct control of the educational institution.
> - COPPA - AI chatbots, personalized learning platforms, and other technologies collecting personal information and user data on children

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under 13 must require parental consent.
- IDEA - AI must not be implemented in a way that denies disabled students equal access to education opportunities.
- CIPA - Schools must ensure AI content filters align with CIPA protections against harmful content.
- Section 504 - The section of the Rehabilitation Act applies to both physical and digital environments. Schools must ensure that their digital content and technologies are accessible to students with disabilities.

International

- EU AI Act (EU) - A comprehensive regulatory framework that categorizes artificial intelligence systems by risk level and sets legal requirements to ensure their safe, ethical, and transparent use across member states.
- GDPR (EU) - The EU General Data Protection Regulation provides strict data protection and privacy regulations for individuals in the European Union.
- Data Protection Act (UK) - Governs the use of personal data in the United Kingdom.
- PIPL (China) - The China Personal Information Protection Law protects student data privacy.
- DPDP (India) - The Digital Personal Data Protection Act proposes protections for student data.

Example: Wayne RESA, Michigan, USA, created an artificial Intelligence website and guidance document with ethical, pedagogical, administrative, and policy considerations. *"AI systems often need large amounts of data to function effectively. In an educational context, some uses could involve collecting and analyzing sensitive data about students, such as their learning habits, academic performance, and personal information. Therefore, maintaining student privacy is the primary ethical consideration. Even with consent, it is not appropriate to prompt public models with identifiable data because anything shared with a model, even if information is shared in prompt form, may be added to the model for future reference and even shared with other users of the model."*

Generative AI introduces new challenges to copyright and intellectual property, particularly as it becomes harder to determine clear ownership of content used to train or generated by AI systems. Oregon's guidance acknowledges this complexity and recommends that schools approach these issues with caution. Educators are encouraged to review licensing frameworks such as Creative Commons and stay informed through resources like the U.S. Copyright Office's

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Artificial Intelligence Initiative. While not education-specific, this initiative offers valuable insight into how copyright laws may apply to AI-generated content. Given the legal uncertainties in this evolving area, school systems should engage legal counsel to help monitor developments and inform local policies, ensuring that staff understand their rights and responsibilities when using, sharing, or creating instructional materials with AI tools.

Once you have aligned your AI Responsible use guidelines and policies and updated existing privacy, data security, and student protection policies, your procurement and approval policies may also need a refresh. A coalition of seven leading edtech organizations—1EdTech, CAST, CoSN, Digital Promise, InnovateEDU, ISTE+ASCD, and SETDA—has introduced Five Edtech Quality Indicators to help schools evaluate AI and edtech products efficiently. The coalition is also developing an EdTech Index to display verified edtech product approvals.

The 2025 SETDA EdTech Quality Indicators Guide applies the Five EdTech Quality Indicators to support education leaders in evaluating and selecting high-quality educational technology tools. The guide includes adaptable questions for procurement leaders, examples of state leadership in edtech evaluation, and third-party validation resources to support informed decision-making.

Example: Guidance from the U.S. State of Georgia recommends and offers resources for "vetting and adopting district and school level AI tools" and "establishing formal agreements with AI systems and tools" vendors (p. 9). Resources include a sample rubric for "evaluating and adopting AI tools" according to their "educational value, data privacy, usability, cost, scalability, vendor reputation, and age restrictions" (p. 10).

3. Knowledge: Promote AI Literacy.

- ☐ *How does the education system support staff and students in understanding how to use AI and how AI works?*
- ☐ *What is the strategy for incorporating AI concepts into core academic classes, such as computer science?*
- ☐ *How is systemwide participation in AI education and professional development being encouraged and measured?*

> **What is AI Literacy?**
> AI literacy refers to the knowledge, skills, and attitudes associated with how artificial intelligence works, including its principles, concepts, and applications, as well as how to use artificial intelligence, such as its limitations, implications, and ethical considerations.

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Foundational concepts of AI literacy include elements of computer science, as well as ethics, psychology, data science, engineering, statistics, and other areas beyond STEM. AI literacy equips individuals to engage productively and responsibly with AI technologies in society, the economy, and their personal lives. Schools can create opportunities for educators to collaborate and consolidate lessons learned to promote AI literacy across disciplines. In April 2025, the Center for Reinventing Public Education (CRPE) issued "an urgent call" for widespread support of AI literacy for educators and education leaders, arguing that "Adult AI literacy is the foundation to advancing scalable, sustainable AI strategies."[7]

NEW RESOURCE: AI Literacy Framework

The European Commission and the Organization for Economic Cooperation and Development (OECD), with support from Code.org and leading global experts are developing a global AI literacy framework for primary and secondary education.

The framework defines what students should know and be able to do as AI evolves and shapes society, enabling them to benefit from, as well as lead and shape, the AI transition. It will include competencies that primary and secondary educators can integrate across subjects, so that AI literacy becomes a part of everyday classrooms.

A draft of the AI literacy framework will be released in May 2025. We invite feedback from educators and stakeholders worldwide. The final version—shaped by global feedback—will be released in early 2026 and will include practical, high-quality examples of AI literacy. Visit teachai.org/ailiteracy to learn more about this work.

The United States White House issued an executive order in April 2025, Advancing Artificial Intelligence Education for American Youth, that underscores the importance of AI literacy.

AI4K12's Five Big Ideas in AI provide K-12 guidelines for how AI works.

[7] Center on Reinventing Public Education. *Calming the noise: How AI Literacy Efforts Foster Responsible adoption for Educators.* (2025, April 1). https://crpe.org/calming-the-noise-how-ai-literacy-efforts-foster-responsible-adoption-for-educators/

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One of the major benefits of learning about AI is developing computational thinking, a way of solving problems and designing systems that draw on concepts fundamental to computer science and are applicable to various disciplines. Learning how AI works is an opportunity for learning computational thinking skills, such as:

- Decomposition: AI often tackles complex problems. Understanding these problems requires breaking them down into smaller, more manageable parts.
- Pattern Recognition: Machine learning relies on recognizing patterns in data. By understanding machine learning, students practice and develop skills in identifying patterns and trends.
- Algorithmic Thinking: Learning about AI exposes students to algorithms, step-by-step solutions to a problem, from simple decision trees to more complex processes.
- Reflection: As with any computational task, AI models can sometimes produce unexpected or incorrect results. Understanding and rectifying, or debugging, these issues are central to both AI and computational thinking.
- Evaluation: AI often requires assessing different solutions to determine the best approach. This mirrors a key aspect of computational thinking, where solutions are tested and refined based on outcomes.

As an example of a discipline engaging deeply in how AI might influence curriculum and instruction, refer to TeachAI and CSTA's Guidance on the Future of Computer Science Education in an Age of AI.

> The EU AI Act, Article 4, mandates that providers and deployers of AI systems ensure a sufficient level of AI literacy among their staff and others involved in operating AI systems, considering their technical knowledge, experience, education, and the context in which the AI systems are used. This requirement became effective on February 2, 2025.
>
> Article 26 of Argentina's Framework for the Regulation of the Development and Use of AI states that "AI training and education will be promoted for professionals, researchers and students, in order to develop the skills and competencies necessary to understand, use and develop AI systems in an ethical and responsible manner."

AI literacy has benefits for a wide range of stakeholders and a variety of purposes. For example:

- Policymakers will be better able to assess and mitigate risks, from data privacy threats to overreliance on automation.

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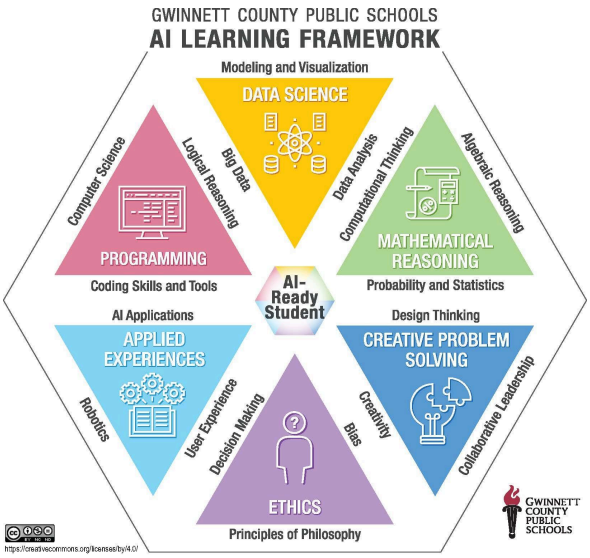
- Teachers will be more prepared to lead discussions on AI's ethical and societal impacts, including bias, privacy, and fairness, and promote its responsible use.
- Students will be more likely to critically assess AI-generated content and discern between reliable outputs and potential misinformation.

AI Literacy frameworks are beginning to emerge, and many guidance documents offer significant content shaping these frameworks. The AI Readiness Framework, developed by aiEDU, highlights “What students, educators, and district leaders need to know.” This free resource is offered for students and educators to use as they “develop AI Literacy and build AI Readiness.” For districts, the resource includes a rubric to use as they prepare schools for AI integration.

The Digital Promise AI Literacy Framework is designed to provide educational leaders with a concise and comprehensive understanding of what constitutes AI literacy. The framework centers around three interconnected “Modes of Engagement: Understand, Evaluate, and Use”. Underpinning these modes are core values emphasizing human judgment and centering justice. These values are operationalized through “AI Literacy Practices”, which are actionable skills that demonstrate understanding and evaluation. The framework also identifies three types of use: interact, create, and problem solve. This interconnected approach highlights that robust AI literacy involves a concurrent and integrated engagement with understanding, evaluating, and using AI, guided by core values and demonstrated through specific practices.

The European Artificial Intelligence Office maintains a Living Repository of AI Literacy Practices: A dynamic collection of real-world AI literacy initiatives from European organizations, compiled to support implementation of Article 4 of the EU AI Act. This repository showcases practices across sectors and organizational sizes, offering concrete examples of how to tailor AI literacy training by role, technical expertise, and contextual use. It’s designed to inspire cross-sector learning, highlight inclusive and risk-aware strategies, and ensure AI tools are used ethically, effectively, and in alignment with regulatory expectations.

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Example: In 2019, Gwinnett County Public Schools launched a K-12 AI literacy initiative that includes both discrete and embedded learning experiences across content areas through the lens of their AI Learning Framework. High school students have the option to participate in the discrete three-course AI pathway, which dives beyond literacy to rigorous technical learning for those students interested in an AI career.

Image: Gwinnett County Public Schools AI Learning Framework

Example: The California Department of Education offers information regarding the role of AI in California K12 education. *"Knowing how AI processes data and generates outputs enables students to think critically about the results AI systems provide. They can question and evaluate the information they receive and make informed decisions. This is of particular significance as students utilize AI in the classroom, to maintain academic integrity and promote ethical use of AI."* In addition, California's legislature passed Assembly Bill No. 2876 in 2024 which requires "*... the commission to consider incorporating Artificial Intelligence (AI) literacy content into the mathematics, science, and history-social science curriculum frameworks when those frameworks are next revised after January 1, 2025, and would require the commission to consider including AI literacy in its criteria for evaluating instructional materials when the state board next adopts mathematics, science, and history-social science instructional materials, as provided.*"

4. Balance: Realize the benefits of AI and address the risks.

- ☐ *Does our guidance describe and support opportunities associated with using AI and proactively mitigate the risks?*

Navigating AI in education requires a balanced approach—one that embraces innovation while maintaining a clear-eyed awareness of the risks. Rather than viewing AI as inherently good or

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bad, educational leaders can work toward practical strategies that shape how AI is used in ways that reflect our values, advance student learning, and preserve human judgment. This principle recognizes that realizing the benefits of AI depends on how thoughtfully it is integrated, governed, and supported.

One resource that wrestles with what a balanced approach to AI in the classroom entails is How to Address Artificial Intelligence in the Classroom (School of Education at the University of San Andrés in Argentina). The guide (available in Spanish and English) provides educators, policymakers, and school leaders with insights and practical strategies for integrating AI into classrooms responsibly, including using AI-generated texts for analysis, incorporating AI literacy into lessons, and adapting assessments to ensure genuine student learning.

The tables below outline areas of opportunity, related risks, and strategies to mitigate these risks in student learning, teacher support, and management and operations.

Tables: Opportunities, Risks, and Guardrails for Balanced AI Integration in Education

Student Learning		
Opportunities	**Risks**	**Guardrails**
Personalized Content and Review: AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students (including those with disabilities) access and develop tailored resources to meet their specific needs, and help students organize thoughts and review content. **Greater Content Accessibility for Students with Disabilities:** Assistive technologies like text-to-speech software, speech recognition systems, and AI-integrated augmentative and alternative	**Plagiarism and cheating** can occur when students copy from generative AI tools without approval or adequate documentation and submit AI-generated work as their original work. **Misinformation** can be produced by generative AI tools and disseminated at scale, leading to widespread misconceptions. **Bullying and harassment** by using AI tools to manipulate media in order to impersonate others can have severe consequences for	In addition to being clear about when and how AI tools may be used to complete assignments, teachers can restructure assignments to reduce opportunities for plagiarism. This may include evaluating the artifact development process rather than just the final artifact and requiring personal context, original arguments, or original data collection. Students should learn how to critically evaluate all content for misinformation or manipulation and be taught

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communication (AAC) tools hold potential to improve learning experiences for students with diverse needs. accessibility.[8] **Aiding Creativity:** Students can use generative AI as a tool to spark creativity across diverse subjects, including writing, visual arts, and music composition. AI can suggest novel concepts or generate artwork or musical sequences to build upon. **Tutoring:** AI technologies have the potential to democratize one-to-one tutoring and support, especially for students with financial or geographic constraints. Virtual teaching assistants powered by AI can provide round-the-clock support, help with homework, and supplement classroom instruction. **Critical Thinking and Future Skills:** Students who learn about how AI works are better prepared for future careers in a wide range of industries. They can develop	students' well-being. **Overreliance** on AI models can lead to undercutting the learning process and abandoning human discretion and oversight. Important nuances and context can be overlooked and accepted.[9] People may overly trust AI outputs, especially when AI is seen as having human-like characteristics (i.e., anthropomorphization). **Unequal access** to AI tools worsens the digital divide between students with independent and readily available access at home or on personal devices and students dependent on school or community resources.	about responsible development and sharing of AI-generated content. Staff and students should be taught how to properly cite and acknowledge the use of AI where applicable. If an assignment permits the use of AI tools, the tools must be made available to all students, considering that some may already have access to such resources outside of school. See Principle 1. Purpose and Principle 5. Integrity for more information.

[8] Pérez Perez, F. (2024) *AI & Accessibility in Education.* Consortium for School Networking & CAST. https://www.cosn.org/2024-blaschke-executive-summary/

[9] Dede, C. (2023). *What is Academic Integrity in the Era of Generative Artificial Intelligence?* (Blog) https://silverliningforlearning.org/what-is-academic-integrity-in-the-era-of-generative-artificial-intelligence/

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computational thinking skills to break down complex problems, analyze data critically, and evaluate the effectiveness of solutions.		

Teacher Support		
Opportunities	**Risks**	**Guardrails**
Content Development, Enhancement, and Differentiation: AI can assist educators by differentiating resources, drafting initial lesson plans, generating diagrams and charts, and creating customized activities based on student needs and proficiency levels. **Assessment Design and Analysis**: In addition to enhancing assessments by automating question creation, providing standardized feedback on common mistakes, and designing adaptive tests based on real-time student performance, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments.	**Harmful bias** is often due to human biases reflected in the data used to train an AI model. Risks include reinforcing stereotypes, recommending educational interventions that are inappropriate, or making discriminatory evaluations, such as falsely reporting plagiarism by multilingual learners. **Diminishing student and teacher agency and accountability** is possible when AI technologies deprioritize the role of human educators in making educational decisions. While generative AI can present useful assistance in amplifying teachers' capabilities and reducing teacher workload, these	Select AI tools that provide an appropriate level of transparency in how they create their output to identify and address harmful bias. Include human evaluation before any decisions informed by AI are made, shared, or acted upon. Educate users on the potential for harmful bias in AI systems so they can select and use these tools more thoughtfully. All AI-generated content and suggestions should be reviewed and critically reflected upon by students and staff, thereby keeping “humans in the loop” in areas such as student feedback, grading, and when learning

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Teachers should ultimately be responsible for evaluation, feedback, and grading, as well as determining and assessing the usefulness of AI in supporting their grading work. AI should never be solely responsible for grading. **Continuous Professional Development**: AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to teachers' needs, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference. **Ethical Decisions**: Understanding how AI works, including its ethical implications and environmental impact, can help teachers make critical decisions about the use of AI technologies and help them support ethical decision-making skills among	technologies should be a supporting tool to augment human judgment, not replace it. **Privacy concerns** arise if AI is used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on teachers' privacy rights and create a culture of surveillance.[10]	interventions are recommended by AI [11] When AI tools generate instructional content, it's vital for teachers to verify that this content is accurate and aligns with the curriculum standards, learning objectives, and needs of their students. See Principle 3. Knowledge and Principle 6. Agency for more information.

[10] The White House: OSTP, *Blueprint for an AI Bill of Rights: Making Automated Systems Work for the American People*, The White House, https://www.whitehouse.gov/ostp/ai-bill-of-rights/
[11] U.S. Department of Education, Office of Educational Technology, *Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations*, Washington, DC, 2023.

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students.		

A National Level Guide for Applying Generative AI

In April 2023, the United Arab Emirates Office of AI, Digital Economy, and Remote Work released 100 Practical Applications and Use Cases of Generative AI, a guide that includes detailed use cases for students, such as outlining an essay and simplifying difficult concepts.

"The potential for AI is obvious, and educating our future generation is just the beginning."

– H.E. Omar Sultan Al Olama

Management and Operations		
Opportunities	**Risks**	**Guardrails**
Operational Efficiency: Staff can use tools to support school operations, including helping with scheduling, automating inventory management, increasing energy savings, conducting risk assessments, and generating performance reports. **Data Analysis:** AI can extract meaningful insights from vast amounts of educational data by identifying trends in performance, attendance, and engagement to better personalize instruction.	**Compromising privacy** is a risk when AI systems gather sensitive personal data on staff and students, store personal conversations, or track learning patterns and behaviors. This data could be hacked, leaked, or exploited if not properly secured and anonymized. Surveillance AI raises all of the concerns above, as well as the issue of parental consent, potential harmful biases in the technology, the emotional impact of continuous monitoring, and the potential misuse of collected data.	Evaluate AI tools for compliance with all relevant policies and regulations, such as privacy laws and ethical principles. AI tools should be required to detail if/how personal information is used to ensure that personal data remains confidential and isn't misused. Use AI as a supplementary tool rather than a replacement for human judgment. For example, AI can be used to filter out clearly unqualified candidates, but final

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Communications: AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation. **Professional Development**: AI can tailor professional development programs and content based on staff interests and career stages.	**Discrimination** is a main concern of AI-driven recruitment due to the potential for reinforcing existing biases. If the AI system is trained on historical hiring data that contains harmful biases (e.g., preferences for candidates from certain universities, gender biases, or age biases), the system might perpetuate those biases in its selections.	decisions should involve human recruiters. See Principle 2. Compliance for more information.

Guidance from the Allen Institute for AI

Though ethical AI research continues, current best practices exist:

- Developers can train AI models with diverse datasets, evaluate models for harmful bias and toxicity, and provide insight into a model's intended uses and limitations.
- School administrators can train staff on AI, inform families about AI use, and monitor how tools are performing across demographics.

Example: The Code of Student Conduct of the Madison City Schools, Alabama, USA, integrates an Artificial Intelligence Acceptable Use Policy into section 4.8.14 of the "Acceptable Use Of Computer Technology And Related Resource" and recognizes specific risks of AI use:

- *"Students should acknowledge that AI is not always factually accurate, nor seen as a credible source, and should be able to provide evidence to support its claims."*
- *"All users must also be aware of the potential for bias and discrimination in AI tools and applications."*

🚀 Looking ahead: As new research emerges on the applications of AI in educational settings, schools should rely on evidence-based methods to guide initiatives (see also Principle 7: Evaluation).

5. Integrity: Advance academic integrity.

- ☐ *Does our guidance sufficiently cover academic integrity, plagiarism, and proper attribution when using AI technologies?*

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- ☐ *Do we offer professional development for educators to use commonly available AI technologies to support the modification of assignments and assessments?*
- ☐ *Do students have clear guidance for citing AI usage, using it properly to bolster learning, and understanding the importance of their voice and perspective in creating original work?*

While it is necessary to address plagiarism and other risks to academic integrity, AI simultaneously offers staff and students an opportunity to emphasize the fundamental values that underpin academic integrity – honesty, trust, fairness, respect, and responsibility.[12] AI's limitations can also showcase the unique value of authentic, personal creation.

Tips to Avoid Plagiarism

The Oregon Department of Education suggests multiple strategies, including:

- Rethink assignments and clarify what standards/skills are being addressed.
- Create more opportunities for students to problem solve, analyze, synthesize, and share their thinking in classroom settings.
- Embed formative assessment throughout in order to get a deeper sense of students' writing over time.

"**Adapt assignments, assessments, and grading**, which could include features like a scaffolded set of tasks; connections to personal and/or recent content for longer out-of-class assignments; in-class presentations to demonstrate content learned, regardless of if or how AI supported that learning; appropriate citations of AI (like any other source) showing what was used and how; and some skill assessments designed to remove the possibility of AI support."[13]

Existing academic integrity policies should be evaluated and updated to include issues specific to generative AI. Students should be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own for evaluation and feedback. Students should be instructed to properly cite any instances where generative AI tools were used.

[12] International Center for Academic Integrity [ICAI]. (2021). *The Fundamental Values of Academic Integrity*. (3rd ed). www.academicintegrity.org/the-fundamental-values-of-academic-integrity

[13] Gallagher, H. A., Yongpradit, P., & Kleiman, G. (August, 2023). *From reactive to proactive: Putting districts in the AI driver's seat* [Commentary]. Policy Analysis for California Education. https://edpolicyinca.org/newsroom/reactive-proactive

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How do you cite generative AI content?

Use one of the following resources:

- MLA Style - Generative AI
- APA Style - ChatGPT
- Chicago Style - Generative AI

Emerging guidance documents also recommend "rethinking" academic integrity in the context of AI. These approaches double down on the importance of maintaining standards of academic integrity, while acknowledging that we will not fully know the extent of AI use within the work that we see. Because of that perpetual uncertainty introduced by generative AI, maintaining academic integrity will require clarity about what academic integrity means. Proactively articulating the values of academic integrity and doing the work of defining those principles and operationalizing them in the context of AI is critical to prevent this potential erosion of integrity in our schools.

Rethinking Academic Integrity in the Context of AI: Illustrative Approaches from Colorado and Oklahoma
Colorado: "Be open to rethinking academic integrity; include clear definitions of plagiarism and academic dishonesty while emphasizing how students can responsibly use AI as a tool, eliminating the need for a separate AI plagiarism policy. Additionally, providing basic AI literacy education is essential, linking it to data literacy and career readiness. It is also crucial to teach students how to verify AI-generated information for truthfulness, ensuring they can critically assess the accuracy of such information" (p. 19).
Oklahoma: The Oklahoma State Department of Education guidance emphasizes the need to rethink traditional notions of plagiarism in the age of AI and adapt teaching methods and expectations: "As AI becomes an integral part of writing, from scholarly articles to news updates and emails, it is imperative to reconsider our traditional notions of plagiarism and academic integrity. As AI continues to shape education, labeling all AI-assisted work as "cheating" is shortsighted. Instead, educators must adapt their teaching methods and expectations to accommodate this new reality" (p.7).

Teachers should be transparent about *their own* uses of AI and clear about how and when students are expected to use or not use AI. For example, a teacher might allow the limited use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.

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Be Clear About When and How to Use AI for Assignments		
Level of AI Use	**Description**	**Example Instruction**
Permissive	Students can freely utilize AI tools to assist in their assignments, such as generating ideas, proofreading, or organizing content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic, but proper citation is required."
Moderate	Students can use AI tools for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original.	"You can employ AI tools to assist brainstorming or initial research, but the main content, arguments, and conclusions should be your own."
Restrictive	AI tools are prohibited for the assignment, and all work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."

An AI Assessment Scale is a tool that can help communicate clearly to students the specific uses of AI allowed on different assessments ranging from no AI to Full AI use.[14] The authors recently updated the AI Assessment Scale. The new scale maintains the five categories of AI use, extending to creative uses of AI in exploration.

[14] Perkins, M., Furze, L., Roe, J., MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): *A Framework for Ethical Integration of Generative AI in Educational Assessment. Journal of University Teaching and Learning Practice, 21*(6). https://doi.org/10.53761/q3azde36

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1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. **You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. **You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Perkins, M., Furze, L., Roe, J., MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. *Journal of University Teaching and Learning Practice, 21*(6). https://doi.org/10.53761/q3azde36

Teachers should not use technologies that purport to identify the use of generative AI to detect cheating and plagiarism. The accuracy of these technologies is questionable, leading to the risk of false positives and negatives. Their use can promote a culture of policing assignments to maintain the status quo rather than preparing students for a future where AI usage is ubiquitous.[15]

> **"Teachers should not use technologies that purport to identify the use of generative AI to detect cheating and plagiarism."**

Example: Laguna Beach USD in California has produced a short video to assist in clarifying expectations regarding AI use on assignments that you may also find useful.

[15] Liang, W., Yuksekgonul, M., Mao, Y., Wu, E., and Zou, J. (2023). *GPT Detectors Are Biased against Non-native English Writers*. Patterns 4,100779.

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Resources Addressing Academic Integrity

- Combating Academic Dishonesty from the University of Chicago
- Promoting Academic Integrity in Your Course from Cornell University
- Strategies for Teaching Well When Students Have Access to Artificial Intelligence (AI) Generation Tools from George Mason University

6. Agency: Maintain human decision-making when using AI.

- ☐ *Does our guidance clarify that staff are ultimately responsible for any AI-aided decision and that AI is not solely responsible for any major decision-making or academic practices?*
- ☐ *How does our guidance ensure that students retain appropriate agency in their decisions and learning paths when using AI tools?*

Any decision-making practices supported by AI must enable human intervention and ultimately rely on human approval processes. These decisions include instructional decisions, such as assessment or academic interventions, and operational decisions, such as hiring and resource allocation. AI systems should serve in a consultative and supportive role without replacing the responsibilities of students, teachers, or administrators.

> **"Any decision-making practices supported by AI must enable human intervention and ultimately rely on human approval processes."**

Example: Peninsula School District, Washington, USA. AI Principles and Beliefs Statement*: "The promise of Artificial Intelligence (AI) in the Peninsula School District is substantial, not in substituting human instructors but by augmenting and streamlining their endeavors. Our perspective on AI in education is comparable to using a GPS: it serves as a supportive guide while still leaving ultimate control with the user, whether the educator or the student."*

Early concepts of "humans in the loop" appear in many guidance documents. That same work is beginning to conceptualize the human role as more than a mere participant and to check on the information generated by AI tools. **Human agency** conceives of AI as a tool that humans use to accomplish their goal and meet their needs. This perspective better aligns with the purpose of education systems in the first place: to build the knowledge, skills, and dispositions that students need to play rewarding and productive roles in their communities.

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The European Commission resource, *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for Educators* defines human agency as *"the capability to become a competent member of society,"* and the ability to *"determine their life choices and be responsible for their actions. Agency underpins widely used concepts such as autonomy, self-determination, and responsibility"* (p. 18).

🚀 Looking ahead: In the future, AI policies should expect increased transparency from AI providers on how tools work and include statements like, "*Our school system aims to work with AI tools that are transparent in how they operate, that provide explanations for outputs, and that enable human oversight and override. We will require all providers to make it clear when a user is interacting with an AI versus a human."*

7. Evaluation: Regularly assess the impacts of AI.

- ☐ *Does our education system's guidance on AI recognize the need for continuous change?*
- ☐ *Has the education system reassessed existing products, as their providers may have added AI features since their initial evaluation?*
- ☐ *Is there a plan for community input on AI policy and implementation, including feedback from students, parents, teachers, and other stakeholders?*

The US Office of Educational Technology's *Empowering Education Leaders: A toolkit for safe, effective, and equitable AI integration offers*, Module 4: Understanding the Evidence offers a framework for educational leaders to evaluate AI-enabled tools and continuously refine AI education guidance. It outlines the four tiers of evidence defined by the Every Student Succeeds Act (ESSA), ranging from well-supported research to emerging interventions with a rationale for effectiveness. Leaders can use these tiers to assess AI products, ensuring they align with evidence-based practices before adoption. Resources like the What Works Clearinghouse or the Edtech Index that is in development can support informed decision-making, while research-practice partnerships offer opportunities for continuous evaluation and improvement of AI policies and procurement strategies (see also Principle 2: Compliance).

Guidance should be reviewed and updated often to ensure it continues to meet the school's needs and complies with changes in laws, regulations, and technology. Guidance and policies will benefit from feedback from various stakeholders, including teachers, parents, and students, especially as more is learned about the impact of AI in education. See suggestions for monitoring, ongoing support, and collecting feedback in Digital Promise's Emerging Technology Adoption Framework.

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Example: Gwinnett County Schools in Georgia, USA, created an office dedicated to computer science and AI. *"The Office of Artificial Intelligence and Computer Science provides supports for the district's K-12 Computer Science for All (CS4All) program as well as K-12 competition robotics. The office also supports the AI and Future-Readiness initiative in collaboration with other departments. Future-Readiness emphasizes the learning needed for students to be ready for their futures. As advanced technologies continue to impact the workplace and society, GCPS students will be future-ready as informed users and developers of those technologies."*

Example: The Utah State Board of Education has a dedicated AI education specialist who supports policy decisions around artificial intelligence in education, and supports schools in developing their own frameworks and policies around AI. The AI education specialist is also charged with supporting internal and external professional development efforts around artificial intelligence across Utah.

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Featured User Guides

The process of developing guidance will look slightly different for a **system leader**, a **local administrator/principal**, or a **classroom teacher**, and you can find roadmaps for using the toolkit tailored to each role below. No matter your role, ***the overarching goal remains the same: fostering the safe, effective, and equitable use of artificial intelligence in education.***

Education system leaders, such as school board members, local and national education leaders (e.g. ministries of education, superintendents), directors of technology, and directors of curriculum and instruction, can use this toolkit to inform the development of a vision statement, set of principles and beliefs, or a responsible use policy.

Principals and local school administrators, such as academic officers or staff development specialists, can use this toolkit to inform instructional guidance and professional development.

Teachers can use sections of the toolkit to inform their use of AI for instruction and assessment and consider how their students should or should not use AI when completing assignments.

→ Education System Leaders

Objective: **Develop or update systemwide AI guidance and/or policy that aligns with educational goals, addresses compliance, and sets the tone for AI use in multiple districts or schools.**

- ☐ **Establish a vision and framework** (Refer to A Framework for Incorporating AI in an Education System)
  - **Action**: Review the document's explanation of how AI guidance, organizational learning, and transformation interrelate.
  - **Outcome**: Define high-level goals for AI use (improving student outcomes, supporting teacher well-being, ensuring equity, etc.).
  - **Why**: This lays the foundation for any forthcoming guidance or policy, rooting AI use in your system's existing strategic priorities.
- ☐ **Use the TeachAI Principles and Sample Guidance to determine the guidance and policy you need to develop**

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- **Action**: Examine each principle—Purpose, Compliance, Knowledge, Balance, Integrity, Agency, Evaluation—and determine the issues that need to be addressed in system wide policy.
- **Outcome**: Adopt or adapt these guiding principles into official documents.
- **Why**: Clear principles help unify diverse stakeholders around shared beliefs about AI's role.

☐ **Assess current policies and gaps** (Refer to Sample Considerations for Existing Policies)

- **Action**: Compare existing technology, privacy, and academic integrity policies with the toolkit's sample language around AI.
- **Outcome**: Identify policy gaps (e.g., no mention of generative AI, inconsistent privacy stipulations, significant student protections) and draft updates or new sections.
- **Why**: This ensures your overarching policy infrastructure is coherent, up to date, and compliant with relevant laws.

☐ **Facilitate stakeholder input** (Refer to Engage Parents, Staff, and Students)

- **Action**: Use the toolkit's suggestions on engaging families, educators, and students early. Consider hosting listening sessions or surveys. Make use of the adaptable AI in Education Presentation.
- **Outcome**: Gather and address real-world concerns and ideas from the field to refine your policy, building broad-based support.
- **Why**: Early engagement fosters trust, surfaces issues leaders may overlook, and increases policy adoption. It is also a useful first step in building general AI Literacy within your system's community.

☐ **Plan for capacity-building and cultivate AI Literacy** (Refer to Principle 3. Knowledge: Promote AI Literacy)

- **Action**: Budget for statewide/district wide training, referencing the toolkit's emphasis on AI literacy and professional development.
- **Outcome**: Develop training plans and other supports so resources are available for teachers, staff, and students.
- **Why**: Even a well-written AI policy will fail if end users lack the knowledge or resources to implement it responsibly across subjects.

☐ **Establish Ongoing Evaluation** (Refer to Principle 7. Evaluation: Regularly Assess the Impacts of AI)

- **Action**: Create a mechanism to track AI's efficacy and potential unintended consequences.
- **Outcome**: Policies remain agile as technology evolves; updates are based on evidence rather than reactive bans.

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- **Why**: AI tools, regulations, and best practices will rapidly change, and your system must remain proactive.

→ Principals and Local School Administrators

Objective: **Create practical, localized guidelines and professional development plans so that staff and students have clarity on how to use AI tools within the school or region.**

- ☐ **Align with systemwide framework** (Refer to A Framework for Incorporating AI in an Education System)
  - **Action**: If a larger education authority has set guidelines, map your local strategy to their overarching framework. If not, use the toolkit to define your vision mapped to your own key frameworks and principles (e.g. instructional vision, portrait of a graduate)
  - **Outcome**: A vision or AI mission statement for your organization that respects existing regulations and emphasizes local priorities.
  - **Why**: Alignment ensures that you address immediate community needs and that deployment of AI advances rather than frustrates broader system goals.
- ☐ **Draft local guidance** (Refer to TeachAI Principles and Sample Guidance)
  - **Action**: Use the sample guidance sections—Purpose, Scope, Principles, Responsible Use, Prohibited Use—to craft a succinct document.
  - **Outcome**: A clearly articulated document or handbook for staff, students, and families.
  - **Why**: Clearly defined expectations reduce classroom confusion and inconsistencies, offering teachers the confidence to innovate rather than become overly risk-averse.
- ☐ **Review and Update Existing Policies** (Refer to Sample Considerations for Existing Policies)
  - **Action**: Work with your legal, IT, and instructional teams to integrate AI references into your responsible use policies, privacy statements, academic integrity rules, and other relevant guidance.
  - **Outcome**: Updated policies that directly mention generative AI, specify how teachers and students should cite AI-generated work, and outline restrictions (e.g., no personally identifiable information (PII) or data are shared with AI).
  - **Why**: In many schools, general "acceptable use" policies need explicit AI-focused language to address privacy, plagiarism, and misuse within the context that generative AI creates.
- ☐ **Engage Your Community** (Refer to Engage Parents, Staff, and Students)

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- **Action**: Host workshops or Q&A sessions that highlight how AI might be used for tutoring, creativity, or administrative tasks—and address concerns such as privacy or cheating.
- **Outcome**: Greater transparency and support from families and the broader community.
- **Why**: AI adoption can spark misunderstandings and fears; proactive dialogue fosters trust and clarifies benefits and boundaries.

☐ **Plan and deliver professional development and training** (Refer to Principle 3. Knowledge: Promote AI Literacy)

- **Action**: Engage and communicate with teachers and staff. Schedule AI Literacy training for teachers and staff on AI basics, best practices, ethical considerations, and the specific guidelines you've set. Consider using the AI in Education Presentation available in the toolkit.
- **Outcome**: Improved staff confidence in using AI to create materials, differentiate lessons, assess student work, and remain alert to potential harmful biases.
- **Why**: Teachers in all subjects need both theoretical and hands-on exposure to generative AI tools to integrate them responsibly and effectively.

☐ **Implement a Feedback & Improvement Cycle** (Refer to Principle 7. Evaluation: Regularly Assess the Impacts of AI)

- **Action**: Collect feedback from teachers, students, and families about AI usage in classrooms. Monitor changes in academic integrity incidents, privacy issues, or administrative efficiency.
- **Outcome**: A regular improvement process that updates your local guidelines as technology, laws, and best practices evolve.
- **Why**: AI changes quickly; ongoing evaluation ensures your policies stay relevant and effective.

→ Teachers

Objective: Use the toolkit's recommendations to guide daily classroom practices, incorporate AI in ways that enrich student learning, and set appropriate boundaries.

☐ **Familiarize Yourself with the Basics** (Refer to Summary of Key Messages and Principles, Principle 1. Purpose: Use AI to help students achieve educational goals, Principle 3. Knowledge: Promote AI Literacy and the AI in Education Presentation)

- **Action**: Read or view the toolkit's foundational materials on AI (what it is, how it works, typical pitfalls like misinformation, and ways to use it for creativity).
- **Outcome**: A clear understanding of generative AI's strengths and limitations (e.g., hallucinations, bias, harassment).

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- **Why**: A teacher's ability to model responsible AI use starts with personal proficiency and awareness of both benefits and risks. (Refer to Principle 4. Balance)

- ☐ **Clarify Classroom AI Use with Students** (Refer to Principle 5. Integrity: Advance Academic Integrity, Principle 4. Balance: Realize the Benefits of AI and address the risks, Sample Student Agreement on the Use of AI, and Sample Guidance)
  - **Action**: Explicitly state when AI is allowed, how it must be credited, and in which assignments or portions of assignments it is prohibited. Integrate this process across all subjects.
  - **Outcome**: Students understand academic integrity expectations—especially around originality versus AI-generated content.
  - **Why**: Transparency prevents misconduct and helps students see AI as a learning aid rather than a shortcut for plagiarism.
- ☐ **Design Lessons and Assessments Thoughtfully** (Refer to Principle 3. Knowledge: Promote AI Literacy, Principle 5. Integrity: Advance Academic Integrity, Principle 4. Balance: Realize the Benefits of AI and Address the Risks)
  - **Action**: Rethink assignments so they focus on critical thinking, personal reflection, deliberation, debate, or in-class presentations—tasks that can't be done solely by AI. This work will continue as AI evolves. For instance, agentic AI will have different capabilities and require different assignments for learning with agents.
  - **Outcome**: Students build deeper knowledge, leveraging AI as a learning tool, while simultaneously building the skills of voice and agency that the advent of AI will require of them throughout their educational and career pathways.
  - **Why**: Adapting lessons, assignments, and assessments to the AI era helps you maintain rigorous standards for creativity, original thought, content knowledge, and agency skills.
- ☐ **Use AI to Enhance Instruction** (Refer to Principle 6. Agency: Maintain human decision-making when using AI, Sample Guidance sections Guiding Principles for AI Use, and Responsible Use of AI Tools)
  - **Action**: Explore AI for differentiating instruction, creating tailored assessments, generating reading passages at different levels, or providing quick translations.
  - **Outcome**: Increased time to offer more personalized support to students.
  - **Why**: Generative AI can reduce repetitive tasks, increasing time on relationships and high-value instructional activities.
- ☐ **Model Safe and Ethical Usage** (Refer to Principle 4. Balance: Realize the Benefits of AI and Address the Risks)
  - **Action**: Demonstrate how to verify AI-generated information, talk about harmful biases, and show students how you incorporate AI responsibly in your workflow.

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- **Outcome**: Students develop digital literacy skills and a healthy skepticism toward automated outputs.
- **Why**: Teachers shape student attitudes; modeling best practices fosters a culture of responsible, critical use of technology.

☐ **Provide Feedback and Adapt** (Refer to Principle 7. Evaluation: Regularly Assess the Impacts of AI)

- **Action**: Share classroom experiences with colleagues and leadership—both successes and pitfalls. Document changes in student engagement or achievement. Involve students in sharing their experiences and ideas for using AI to learn and deliberating over ethical and responsible practices in class.
- **Outcome**: A professional learning community that refines local AI guidelines.
- **Why**: Teacher experiences on the ground should inform how the region or system updates its AI strategies and policies over time.

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Sample Considerations for Existing Policies

While issuing standalone AI guidance may serve as an initial step, guidelines should also be incorporated into existing policies. Below are examples of language based on the Principles for AI in Education relevant to responsible use, privacy, and academic integrity policies. These policies should be developed in accordance with your education system's established policy development process, which may include review by a policy committee, key stakeholders, and legal counsel before seeking approval from governing bodies.

In creating your own guidance or addendums to existing policies, we recommend that you:

- Use language that's clear and familiar to educators, administrators, students, and families.
- Engage local educators, families, students, and community members to gather feedback and insights.
- Account for the available technological infrastructure, like internet access and device availability.
- Ensure policies account for the training needs of educators to implement new guidelines effectively.

These are examples for illustrative purposes and should be customized.

→ Responsible Use Policy: AI Tools & Systems

- **AI Output Review**: Always review and critically assess outputs from AI tools before submission or dissemination. Staff and students should never rely solely on AI-generated content without review.
- **Bias and Misinformation**: Be aware that AI-generated content may possess harmful biases or inaccuracies. Always verify AI-produced results using trusted sources before using them.
- **Safety & Respect**: Users must not use AI tools to create or propagate harmful, misleading, or inappropriate content. (Note: This may also be added to a student code of conduct or bullying/harassment policy.)
- **Transparency**: Any use of AI to aid assignments, projects, or research must be declared.

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- **Usage**: AI tools will be used for educational purposes only. Misuse or malicious use of AI technologies will lead to disciplinary action.

→ Privacy Policy: AI & Data Collection

- **Data Collection**: Parents, guardians, and students will be informed of specific data collection initiatives, and where applicable, consent will be sought. All AI-driven data collection will adhere to local data protection regulations and best practices.
- **Third-Party AI Tools**: The school's approved list of AI tools should always be consulted. Unauthorized AI tools might not adhere to our data privacy standards.
- **Personal Information**: Staff and students should never input personal, sensitive, or confidential data into any AI system without prior authorization, including any data related to student education records.

→ Academic Integrity Policy: AI Assistance

- **Assessments**: AI tools may be used as a tutor or studying assistant to prepare for assessments, such as exams or quizzes, but not in the context of completing exams or quizzes unless explicitly stated.
- **Assignments**: Teachers are responsible for clarifying appropriate or prohibited uses of AI tools. Teachers might allow the limited use of generative AI on entire assignments or parts of assignments. They should articulate why they do not allow its use in other assignments or parts of assignments.
- **Bias & Critical Thinking**: Teachers and students alike should critically evaluate AI-generated content for potential harmful biases or inaccuracies and understand the limitations of AI and the importance of cross-referencing with trusted sources.
- **Citations**: Any AI-generated content used in assignments must be appropriately cited; its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
    - MLA Style - Generative AI
    - APA Style - ChatGPT
    - Chicago Style - Generative AI
- **Plagiarism**: AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.

Use of AI Detection Tools: At present, technologies that claim to detect content developed by generative AI are not sufficiently accurate to reliably determine cheating and plagiarism. Therefore, while some teachers might use such systems to inform the feedback they provide to

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students about improving their writing, we discourage reliance on these systems to determine responsibility in cases where plagiarism is suspected.

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Sample Guidance

This is an example of a resource an education system might provide schools. It is designed to be downloaded as a reference during guidance development. It is provided for illustrative purposes and is not a definitive model. See Sample Considerations for Existing Policies for language that can be added to existing responsible use, privacy, and academic integrity policies.

> As of January 2025, twenty-six U.S. states have published AI guidance: AL, AZ, CA, CO, CT, DE, GA, HI, IN, KY, LA, MI, MN, MS, NC, ND, NJ, OH, OK, OR, UT, VA, WA, WI, WV, and WY, as well as PR. Visit teachai.org/policy-tracker for an updated list.

→ Guidance on the Use of AI in Our Schools

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→ Purpose

This document guides our students, staff, and school communities on the appropriate and responsible use of artificial intelligence (AI), particularly generative AI tools, in classroom instruction, school management, and systemwide operations. Generative AI has potential benefits for education and risks that must be thoughtfully managed.

Artificial intelligence refers to computer systems that are taught to automate tasks normally requiring human intelligence. "Generative AI" refers to tools, such as, Copilot, ChatGPT, Gemini, Midjourney, and DALL-E, that can produce new content, such as text, images, or music, based on

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patterns they've learned from their training data.[16] This is made possible through "machine learning," a subset of AI where computers learn from data without being explicitly programmed for a specific task. Think of it as teaching a computer to be creative based on examples it has seen. While generative AI tools show great promise and often make useful suggestions, they are designed to predict what is right, which isn't always right. As a result, their output can be inaccurate, misleading, or incomplete.

✍️ *You may want to specifically reference your existing technology use, academic integrity, and student support policies here.*

→ Scope

This guidance applies to all students, teachers, staff, administrators, and third parties who develop, implement, or interact with AI technologies used in our education system. It covers all AI systems used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analytics tools. This guidance complements existing policies on technology use, data protection, academic integrity, and student support.

→ Guiding Principles for AI Use

The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. We commit to adopting internal procedures to operationalize each principle.

1. **We use AI to help all of our students achieve their educational goals.** We will use AI to help us reach our community's goals, including improving student learning, teacher effectiveness, and school operations. We aim to make AI resources universally accessible, focusing especially on bridging the digital divide. We are committed to evaluating AI tools for harmful biases and ethical concerns, ensuring they effectively serve our diverse educational community.

2. **We reaffirm adherence to existing policies and regulations.** AI is one of many technologies used in our schools, and its use will align with existing regulations to protect student privacy, ensure accessibility, and protect against harmful content. We will not share personally identifiable information with consumer-based AI systems. We will thoroughly evaluate existing and future technologies and address any gaps in compliance that might arise.

[16] OpenAI. (2023). ChatGPT (September 25 Version) [Large language model]. https://chat.openai.com

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3. **We educate our staff and students about AI.** Promoting AI literacy among students and staff is central to addressing the risks of AI use and teaches critical skills for students' futures. Students and staff will be given support to develop their AI literacy, which includes the knowledge, skills, and attitudes associated with how artificial intelligence works, including its principles, concepts, applications, and foundational concepts of computer science , as well as how to use artificial intelligence, such as its limitations, implications, and ethical considerations. We will support teachers in adapting instruction in a context where some or all students have access to generative AI tools.

4. **We explore the opportunities of AI and address the risks.** In continuing to guide our community, we will work to realize the benefits of AI in education, address risks associated with using AI, and evaluate if and when to use AI tools, paying special attention to misinformation and harmful bias.

5. **We use AI to advance academic integrity.** Honesty, trust, fairness, respect, and responsibility continue to be expectations for students and teachers. Students should be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own for evaluation and feedback.

6. **We maintain student and teacher agency when using AI tools.** AI tools can provide recommendations or enhance decision-making, but staff and students will serve as "critical consumers" of AI and lead any organizational and academic decisions and changes. People will be responsible and accountable for pedagogical or decision-making processes where AI systems may inform decision-making.

7. **We commit to auditing, monitoring, and evaluating our school's use of AI.** Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and practices.

→ Responsible Use of AI Tools

Our school system recognizes that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clarify if, when, and how AI tools will be used, with input from students and families, while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy. Appropriate AI use should

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be guided by the specific parameters and objectives defined for an activity.[17] Below are some examples of responsible uses that serve educational goals.

✍️ *You may want to adjust the paragraph above to denote who will be responsible for setting boundaries of responsible use in classes and assignments based on your school's norms.*

Student Learning

- **Aiding Creativity:** Students can use generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- **Collaboration:** Generative AI tools can serve as a supplemental partner for students in group projects by contributing concepts, supplying research support, and identifying relationships between varied information.
- **Communication:** AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations.
- **Content Creation and Enhancement:** AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.
- **Tutoring:** AI technologies have the potential to democratize one-to-one tutoring and support, making personalized learning more accessible to a broader range of students. AI-powered virtual teaching assistants may provide non-stop support, answer questions, help with homework, and supplement classroom instruction.

Teacher Support

- **Assessment Design and Analysis:** In addition to enhancing assessment design by creating questions and providing standardized feedback on common mistakes, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments. Teachers will ultimately be responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will not be solely responsible for grading.
- **Content Development and Enhancement for Differentiation:** AI can assist educators by differentiating resources, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and proficiency levels.
- **Continuous Professional Development:** AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional

[17] Gallagher, H. A., & Cottingham, B. W. (2023, June). *The urgent need to update district policies on student use of artificial intelligence in education* [Commentary]. Policy Analysis for California Education. https://edpolicyinca.org/newsroom/urgent-need-update-district-policies-student-use-artificial-intelligence-education

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development to teachers' needs and interests, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.
- **Research and Resource Compilation:** AI can help educators by recommending books or articles relevant to a lesson and updating teachers on teaching techniques, research, and methods.

School Management and Operations

- **Communications:** AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation.
- **Operational Efficiency:** Staff can use AI tools to support school operations and streamline administrative processes, including scheduling courses, automating inventory management, increasing energy savings, and generating performance reports.
- **Learning Management Systems (LMS):** AI can analyze student performance data to provide insights to educators, helping them tailor instruction or interventions.

🧩 *Sample language to consider when reviewing your Responsible Use Policy: Always review and critically assess outputs from AI tools before submission or dissemination. Staff and students should never rely solely on AI-generated content without review.*

⟶ Prohibited Use of AI Tools

As we work to realize the benefits of AI in education, we also recognize that risks must be addressed. Below are the prohibited uses of AI tools and the measures we will take to mitigate the associated risks.

Student Learning

- **Bullying/harassment**: Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.
- **Overreliance:** Dependence on AI tools can decrease human discretion and oversight. Important nuances and context can be overlooked and accepted. Teachers will clarify if, when, and how AI tools should be used in their classrooms, and teachers and students are expected to review outputs generated by AI before use.
- **Plagiarism and cheating:** Students and staff should not copy from any source, including generative AI, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Staff and students will be taught how to

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properly cite or acknowledge the use of AI where applicable. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied.

- **Unequal access:** If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.

Teacher Support

- **Societal Bias:** AI tools trained on human data will inherently reflect harmful societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by multilingual learners. Staff and students will be taught to understand the origin and implications of harmful societal bias in AI, AI tools will be evaluated for the diversity of their training data and transparency, and humans will review all AI-generated outputs before use.
- **Diminishing student and teacher agency and accountability:** While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher workload, these technologies will not be used to supplant the role of human educators in instructing and nurturing students. The core practices of teaching, mentoring, assessing, and inspiring learners will remain the teacher's responsibility in the classroom. AI is a tool to augment human judgment, not replace it. Teachers and staff must review and critically reflect on all AI-generated content before use, thereby keeping "humans in the loop."[18]
- **Privacy concerns:** AI tools will not be used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on students' and teachers' privacy rights and create a surveillance culture.

School Management and Operations

- **Compromising Privacy**: The education system will not use AI in ways that compromise teacher or student privacy or lead to unauthorized data collection, as this violates privacy laws and our system's ethical principles. See the Security, Privacy, and Safety section below for more information.
- **Noncompliance with Existing Policies**: We will evaluate AI tools for compliance with all relevant policies and regulations, such as privacy laws and ethical principles. AI tools will

[18] U.S. Department of Education, Office of Educational Technology, *Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations*, Washington, DC, 2023.

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be required to detail if/how personal information is used to ensure that personal data remains confidential and isn't misused.

→ Special Consideration: Advancing Academic Integrity

While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility.[19]

- Staff and students can use AI tools to quickly cross-reference information and claims, though they must still be critical of the output.
- Advanced AI tools can increase fairness by identifying and potentially minimizing biases in grading and assessments.
- AI can adapt materials for students with different learning needs, showing respect for individual differences.

Additional Recommendations for Advancing Academic Integrity

- Teachers might allow the use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.
- Teachers will not use technologies that purport to identify the use of generative AI to detect cheating and plagiarism, as their accuracy is questionable.
- If a teacher or student uses an AI system, its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
    - MLA Style - Generative AI
    - APA Style - ChatGPT
    - Chicago Style - Generative AI

✍️ You may want to reference your academic integrity policies here.

🧩Sample language to consider when reviewing your Academic Integrity Policy: AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.

💡For more resources on adjusting teaching and learning to uphold academic integrity:

[19] International Center for Academic Integrity [ICAI]. (2021). *The Fundamental Values of Academic Integrity*. (3rd ed). www.academicintegrity.org/the-fundamental-values-of-academic-integrity

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- Combating Academic Dishonesty from the University of Chicago
- Promoting Academic Integrity in Your Course from Cornell University
- Strategies for Teaching Well When Students Have Access to Artificial Intelligence (AI) Generation Tools from George Mason University

→ Special Consideration: Security, Privacy, and Safety

We will implement reasonable security measures to secure AI technologies against unauthorized access and misuse. All AI systems deployed within the school will be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. For example, providers will clearly indicate when a user is interacting with an AI versus a human.

Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to.

→ Review

This guidance will be reviewed annually, or sooner, to ensure it continues to meet the school's needs and complies with changes in laws, regulations, and technology. We welcome feedback on this policy and its effectiveness as AI usage evolves.

[Last updated: MM/DD/YY]

💡 For more information to inform ethical AI procurement:

- Common Sense Media AI Ratings System
- Emerging Technology Adoption Framework
- The Ethical Framework for AI in Education
- SIIA Education Technology Industry's Principles for the Future of AI in Education
- EdSAFE AI SAFE Benchmarks

✍️ You may want to reference relevant data privacy and security regulations and policies.

Teach AI

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> 🧩Sample language to consider when reviewing your Privacy Policy: Staff and students should never input personal, sensitive, or confidential data into any AI system without prior authorization.

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Sample Letter to Parents and Guardians on the Use of AI

A letter to parents and guardians will engage families in the education system's vision and recommendations for the use of AI in schools. This is an example for illustrative purposes and should be customized. We thank the National Parents Union for their engagement in refining this resource.

→ Sample Letter to Parents and Guardians

Dear Parents and Guardians,

As emerging technologies like artificial intelligence (AI) become more prevalent, our school is proactively developing principles to guide the safe, effective, and responsible use of these tools for student learning. After careful consideration, we have established the following principles:

1. Support Education Goals for All: AI will be thoughtfully used to enhance outcomes for every student. Here is a list of possible edtech tools in use at our schools: [***Insert names and links for more information***]
2. Privacy & Security: AI use will align with regulations protecting student data privacy, safety, and accessibility.
3. AI Literacy: Students and teachers will build skills to critically evaluate and utilize AI technologies ethically.
4. Realize Benefits & Address Risks: We will cautiously explore AI benefits while proactively addressing risks.
5. Academic Integrity: Students will produce original work and properly credit sources, including AI tools. Here is a link to our responsible use policy: [***Insert link to policy***]
6. Maintain Human Agency: AI will provide support, not replace educator and student discretion in decisions. Our staff will set parameters for each class and assignment for when and how AI systems can be used.
7. Continuous Evaluation: We will routinely audit AI use, update policies with community input and provide training to students, teachers, families or community members as needed.

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We remind parents and guardians that AI tools may have age restrictions. For example, ChatGPT currently requires users to be at least 13 years old and requires parental or legal guardian consent for students between the ages of 13 and 18. The website warns that "ChatGPT may produce output that is not appropriate for all audiences or all ages and educators should be mindful of that while using it with students or in classroom contexts."

Our goal is to create a learning environment where AI technologies empower rather than replace the human aspects of education. We embrace these technologies cautiously to prepare students for a future where these technologies are everywhere. Please reach out with any questions or input on these principles as we navigate this rapidly changing terrain together. We thank you for your support.

Sincerely,
[Name]
[Title]

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Sample Letter to Staff on the Use of AI

Administrators and teachers will collaborate to determine how AI is used in classrooms, and teachers will play a critical role in monitoring the impact of AI tools on students and learning. Administrators should share clear guidance for teacher roles and practices. The AI ecosystem in schools will also include all staff as AI-enhanced tools enter every phase of work. Consider and include staff broadly (front office staff, child nutrition staff, maintenance teams, and others). A letter to staff can accompany guidance to help summarize and outline their specific roles and responsibilities; issuing such guidance is most effective when coupled with professional development. This is an example for illustrative purposes and should be customized.

→ Letter to Staff

Dear Teachers and Staff,

Artificial intelligence (AI) can transform our schools in exciting ways, but we must also mitigate the risks. Below are a few examples of responsible and prohibited uses of AI. We will provide ongoing PD opportunities throughout the rest of the school year.

Examples of Responsible Uses of AI

Student Learning:

- Aiding Creativity: Students can use generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- Content creation and enhancement: AI can help generate personalized study materials, summaries, assessments, and visual aids, help students organize thoughts and content, and help review content.

Teacher Support:

- Assessment Design and Analysis. AI can enhance assessment by creating questions and providing standardized feedback on common mistakes. Teachers will ultimately be

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responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will not be solely responsible for grading.
- Content Differentiation. AI can assist educators by differentiating curricula, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and proficiency levels.

Responsible use of AI in the classroom may vary. For example, AI may only be appropriate for some graded assignments. I encourage you to discuss AI use with your students.

Examples of Prohibited Uses of AI

Student Learning:

- Bullying/harassment: The use of AI tools to create deepfakes, manipulate media, or impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.
- Plagiarism and cheating: Students and staff should not copy from any source, including generative AI, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied.

Teacher Support:

- Bias: AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by multilingual learners. Staff and students will be taught to understand the origin and implications of bias in AI, AI tools will be evaluated for the diversity of their training data and transparency, and humans will review all AI-generated outputs before use.
- Diminishing student and teacher agency and accountability: AI technologies will not be used to supplant the role of human educators in instructing and nurturing students. AI

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is a supporting tool to augment human judgment, not replace it. Teachers and staff must review and critically reflect on all AI-generated content before use.

We will continue to ensure that data privacy and security are top priorities and will continue to approve software according to updated policies that include AI. Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. For more information, please read our complete guidance [insert link] on using AI in education, which includes a sample student agreement for AI in the classroom. We will also be providing ongoing professional development opportunities throughout the school year.

Sincerely,

[Name]

Teach AI

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Sample Student Agreement on the Use of AI

Teachers can promote responsible AI use by having students sign agreements describing appropriate practices. Rules can be implemented as additions to a class syllabus or independent student contracts. Some teachers have also conducted class activities where such agreements are co-developed with students to support the development of AI literacy. This is an example for illustrative purposes and should be customized.

→ Student Agreement

Artificial Intelligence (AI) can help me learn better and is important for my future, so I promise to use it responsibly and make smart choices.

1. I will use AI tools responsibly and will not use AI in a way that could harm myself or others.
2. I will not share personal or confidential information with an AI tool.
3. I will only use AI to support my learning and will follow my school's rules and teacher's instructions on when and how to use AI on an assignment.
4. I will be honest about when I use AI to help with assignments, and I will not turn in work that is fully created by an AI as my own.
5. If I use AI, I will review its work for mistakes.
6. I will check with my teacher when unsure about what is acceptable.

Student Signature _____

🧩Sample language to consider when reviewing your class syllabus: *AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.*

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How AI Was Used in This Toolkit

It would only be fitting that a toolkit that touts the benefits of AI and recommends that "its use must be disclosed and explained" would have a section dedicated to explaining how AI tools helped in its development. In this section, we explain how AI was used as a writing assistant, and rather than adhere to evolving approaches to citing and referring to generative AI text (see APA, Chicago, and MLA), we've chosen to describe our approach.

Multiple generative AI tools were used to help refine this toolkit's text, including Copilot, ChatGPT 4.0, Claude, and Gemini. AI tools were primarily used to transform initial concepts into draft sentences for further refinement. For example, tools were frequently prompted to "Clean this up:" accompanied by a rough attempt at a sentence. Assuming the output was satisfactory, adjustments were made to fit the context of the surrounding text. These revised sentences were frequently re-inputted into the AI tool to be shortened or to remove technical jargon. Every output was thoroughly evaluated for accuracy and tone before being included in the toolkit.

> **Why use more than one generative AI tool?**
> While cost, performance, and recency of the training data were all factors in choosing tools, the same prompt was often input into two or more generative AI tools to simply get more variety in the outputs. Portions of output from each tool were often combined to create a final text.

Below are examples of tasks, prompts, and actions based on text created by generative AI tools.

Task	Prompts	Follow-up Actions or Prompts
Reword text to make it clearer, more concise, or more active tense	"Summarize this in 3 sentences: [insert text]" "Write this in one sentence: [insert text]"	Copy the text and edit a few words. "Simplify the language and make it more direct"
See multiple variations of a sentence.	"Show me 5 different ways to say this: [insert text]"	Edited the tone and structure to match existing text. "Write the first one in a less technical way."

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Not all of the AI tools used to write the Toolkit were generative AI tools. An intelligent writing assistant that uses advanced natural language processing was used to detect and suggest spelling and grammar edits. These suggestions were evaluated and then accepted or rejected.

→ Humans in the Lead

We want to emphasize the importance of human creativity and collaboration in creating this toolkit. Our toolkit could not have been created without the other humans who envisioned, discussed, drafted, reviewed, and revised the resources. Furthermore, not all of the co-authors decided to use AI tools. Effective collaboration across organizations, which included sharing ideas, examples, expertise, and learning from one another, drove the development of this toolkit while generating words to help shape and express the ideas was the main contribution of AI.

We Want Your Feedback

Please use this form to provide feedback on the toolkit, including how you have used it. Your responses will inform our work.

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Go Deeper: Engage with Examples of Guidance and Policies

Educational leadership in artificial Intelligence is a dynamic and growing field

The toolkit illustrates potential approaches rather than definitive models while providing examples of AI guidance from local, state, and national education systems. As you move through the toolkit and develop your own guidance plans, you may also want to review and consider several unique resources from TeachAI and other organizations.

***Guidance for AI in Education: A Landscape Overview* (2025)**
This resource, completed in March 2025, provides an overview of emerging themes in official guidance documents from around the world. The themes highlighted in this report are: centering the purposes of education, ensuring equity in AI integration, protecting privacy and security in AI integration, cultivating AI literacy, teaching academic integrity in the AI world, and establishing continuous evaluation and improvement. You will find narrative overviews, illustrative examples, and tools and resources that may be useful as you develop your guidance documents.

See existing guidance documents
Visit teachai.org/policy-tracker for links to AI in education guidance from countries and U.S. states.

Advance policies to support AI in education
Visit TeachAI's Foundational Policy Ideas for AI in Education for informational **briefs**, **policy ideas** and **presentation materials**.

Access a growing list of resources and tools from other organizations
See more resources at: teachai.org/policy-resources.

Find U.S. school district guidance
The Center for Reinventing Public Education (CRPE) created an AI Early Adopters database highlighting school district-level guidance from the 2024-25 school year.

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Human-Centered AI

Guidance for K–12 Public Schools

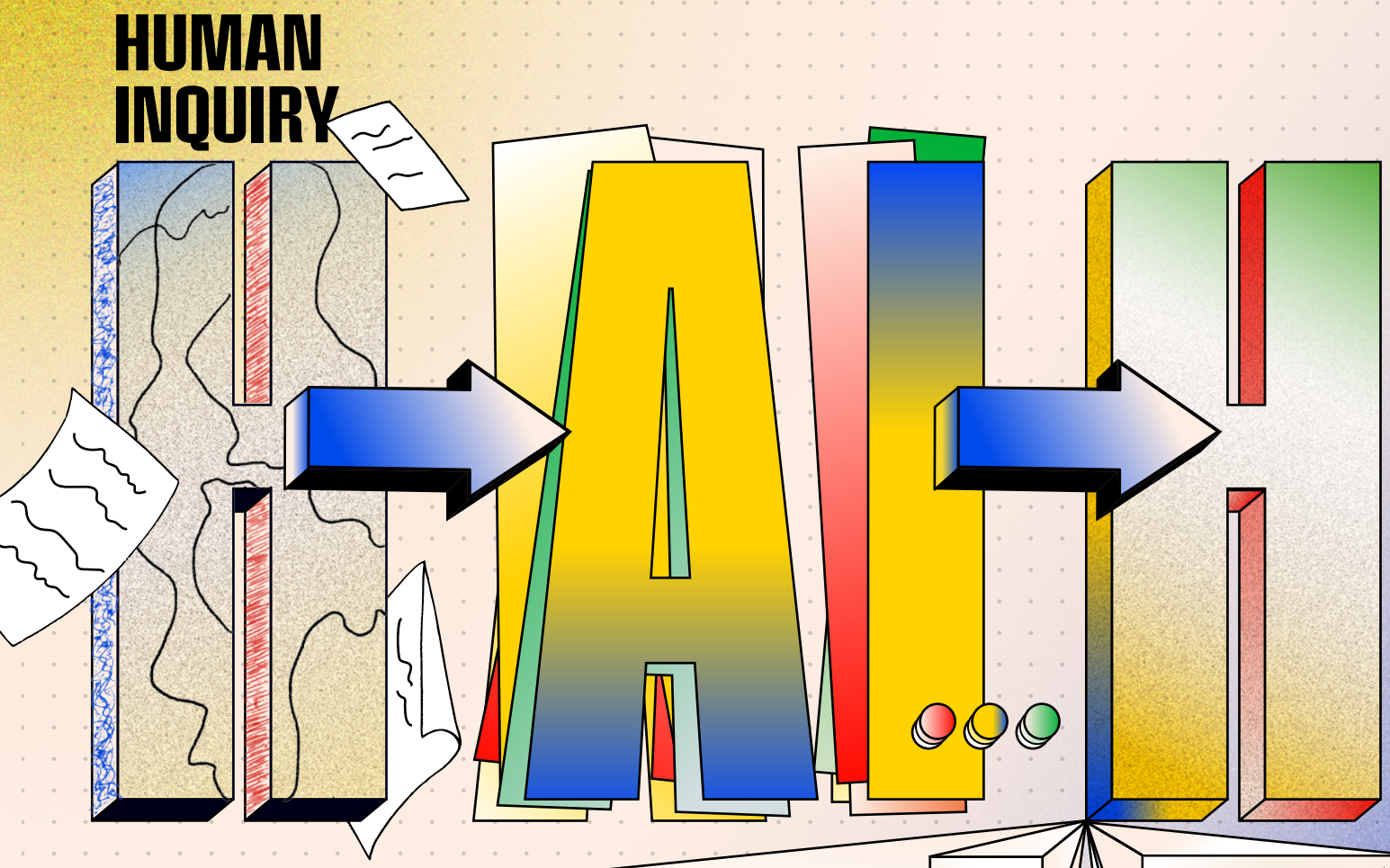
Version 3.0

Date of publication: July 1, 2024

Updates: Ethical Considerations for AI:
A Framework for Responsible Use

Human Inquiry
HAH
Human Empowerment

Washington Office of Superintendent of
PUBLIC INSTRUCTION



Our Philosophy: Embracing a Human-Centered Approach

In K–12 education, uses of AI should always start with human inquiry and always end with human reflection, human insight, and human empowerment. This model, abbreviated as "Human→AI→Human" or "H→AI→H" throughout this guidance, offers pathways for educators, school district administrators, and students to engage with AI responsibly, ethically, and safely. https://youtu.be/m9Fkw9PWPiM

Watch a video from State Superintendent Chris Reykdal

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Human Inquiry
HAH
Human Empowerment

Message from State Superintendent Chris Reykdal

In the last year, Washington's teachers delivered over a billion hours of instruction to our students – and technology held an important role in that delivery, as it has every year. Particularly during the pandemic, our schools took on the massive effort of establishing a technological infrastructure that allowed for each and every student and teacher to have their own device. Artificial Intelligence (AI) is emerging rapidly into the various aspects of teaching, learning, and school district operations. Washington state is remarkably positioned to integrate AI in our classrooms and campuses across our state.

It is with great excitement and appropriate caution that we distribute guidance to schools and districts now. Like many of the innovations in technology that came before it, the world of AI is evolving at lightning speed. Also like many of the technology innovations that came before it, young people are accessing these tools and wanting to use them in their daily lives. In other words, AI is here and slowing down isn't an option. Students and educators are already engaging with AI, but the key question remains: How will we use it in a way that empowers critical thinking? As this technology revolutionizes industries, communities, sciences, and workplaces, our responsibility is to prepare students and educators to use these tools in ways that are responsible, ethical, and safe.

Schools across Washington are already pioneering efforts to integrate AI into classrooms. With a full embrace of AI, Washington's public education system will be at the forefront of innovation and excellence. This initiative is not just about staying current with technology—it's about enriching the learning journey of every student and empowering our educators with the most effective tools available.

I encourage all stakeholders—caregivers, families, teachers, education partners, and community members—to join us in this groundbreaking journey. Your insights and participation are invaluable as we chart this path and learn together. Our state leads by example, setting a standard for how technology and human ingenuity can work hand in hand to prepare the next generation of leaders for success in careers, jobs, and communities that don't yet exist.

Our commitment is not just to integrate AI into the classroom; it's to do so with a vision that places our educators and students at the center of this digital revolution with a priority for human inquiry that uses AI for production, but never as the final thought, product, or paper. AI is a powerful tool, but it only enhances learning if students and educators embrace an "H→AI→H" approach. Start with human inquiry, see what AI produces, and **always** close with human reflection, human edits, and human understanding of what was produced. It is imperative that we empower our teachers to utilize AI as a responsible and transformative tool. This means providing educators with the necessary resources, training, and support to incorporate these technologies in ways that enhance their instruction and, more importantly, nurture our students' critical thinking.

Together, we will create an educational environment where technology supports, but where human control and inquiry lead to boundless learning, and where our children are ready to lead in a world augmented by artificial intelligence.

Chris Reykdal
Superintendent of Public Instruction

Section 1

Human Inquiry → AI → Human Empowerment

Human-Centered AI Guidance for K–12 Public Schools

Building AI Foundations: A Human-Centered Approach

This document introduces a human-centered approach to using artificial intelligence (AI) in educational contexts. In Washington, educators and education leaders are encouraged to use the "Human inquiry → AI → Human empowerment" framework to guide their decision-making and policy creation. This document details the structure of this framework, as well as provides definitions, lists guiding principles and values, and offers considerations for educators and education leaders who are creating human-centered AI learning environments and policies.

Human Inquiry
HAH
Human Empowerment

Executive Summary

Artificial Intelligence (AI) is emerging rapidly across industries—including K–12 education. To support educators and education leaders in equitable and inclusive uses of AI in classrooms across Washington, the Office of Superintendent of Public Instruction (OSPI) presents this initial guidance, which emphasizes a human-centered approach to using this ever-evolving tool.

In This Guidance

- **Understanding AI:** Provides context about the emergence of AI and a framework for public education systems to address it.
- **Definitions:** Explains what generative AI (or "Gen AI") is and is not, and identifies potential opportunities and risks for using AI in public education.
- **Principles and Values:** Lists the guiding principles that OSPI supports, including that uses of AI in public education should be equitable and inclusive, safe and secure, understandable, and purposeful and beneficial.
- **Guidance:** Provides considerations for creating human-centered AI learning environments, implementing AI in student learning, and protecting sensitive and confidential data.
- **Policy:** Details key components of AI usage policies, including acceptable use policies and requiring both human input and review of AI outputs.
- **Academic Integrity and AI Assistance:** Indicates academically honest ways to use AI, how to cite AI, and when using AI could be classified as plagiarism.
- **Professional Development:** Lists the topics and subjects on which local education agencies (LEAs) should provide training.

How to Use This Guidance

OSPI's guidance on integrating AI into Washington classrooms is designed to be used by stakeholders across public education:

- **School district administrators** should integrate this guidance into their district and school policies on AI use.
- **Educators** should use this guidance for recommendations on implementing AI in their classrooms.
- **Students and families** can refer to this guidance for suggested uses of AI and to gain a deeper understanding of Washington's statewide approach to and understanding of AI.

This guidance is designed to evolve with advances in AI and adapt to the unique needs of school communities across Washington. With the transformative power that AI presents, the overarching goal of this guidance is to empower Washington's students to lead in the world they are helping to create.

Human Inquiry HAH Human Empowerment

Understanding Artificial Intelligence

The integration of Artificial Intelligence (AI) in education starts with the fundamental understanding that AI is not a replacement for human intelligence or humanitarian presence in education. According to UNESCO, AI in education is expected to be a $6 billion worldwide industry in 2024[1] with estimates of growth reaching $19.9 billion by 2028[2]. LinkedIn's Economic Graph Research Institute estimates that, by 2030, the skill sets needed for jobs will change by 65%, affecting not just tech, but all industries[3]. Corporate entities are moving fast to meet the need and demand for products that streamline the delivery of education, but not all products are the same. It is the responsibility of the education community to carefully and strategically understand how these products work, what data is collected, and where information is sourced.

While AI is an emerging innovation in education, Local Education Agencies (LEAs) can utilize and build on existing policies that are based on educational integrity, student safety, and proven instructional practices. In conversation, AI tools are often discussed as a holistic, outside influence on education, yet policy regarding AI should not be separately written. Key facets of these tools already apply to concerns such as student data privacy, plagiarism, cyberbullying, and digital literacy, and can be called out within existing and corresponding policies.

Whether updating policies, adopting software, delivering instruction, or analyzing outputs, the vital role each of us plays in understanding what AI is and is not cannot be overemphasized. The first step in AI integration is realizing the opportunity for AI to transform the way we access and use information as we learn and work in our world today, as well as into the future. The next step is to ensure all guidance, policies, systems, and instructional practices are grounded on ethical, equitable, and inclusive uses of AI throughout our Washington communities. LEAs must ensure educational and technology standards are applied to meet the needs of all students so that AI tools enhance education. Finally, state and local policymakers and education leaders must act to build an ethical framework of funding to support policies around every student that embraces each student's unique abilities and allows them to use existing and emerging AI tools in a safe learning environment.

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[1] United Nations Educational, Scientific and Cultural Organization. (2021). *AI and education: guidance for policy-makers.* https://doi.org/10.54675/PCSP7350

[2] International Market Analysis Research and Consulting Group. (2023). *Size, Share and Trends.* https://www.imarcgroup.com/ai-in-education-market

[3] LinkedIn Economic Graph. (2023). *Preparing the Workforce for Generative AI: Insights and Implications.* https://economicgraph.linkedin.com/content/dam/me/economicgraph/en-us/PDF/preparing-the-workforce-for-generative-ai.pdf

AI in Education: A Human-Centered Approach

A human-centered AI learning environment is one that prioritizes the needs, abilities, and experiences of students, educators, and administrators. An educational leader can support a human-centered learning environment by considering the following:

- **Developing students' AI literacy** by helping them understand the concepts, applications, and implications of AI in various domains, and empowering them to use AI as a tool for learning and problem-solving.
- **Ensuring ethical, equitable, and safe use of AI** by protecting the privacy and security of data, addressing potential biases and harms, and promoting digital citizenship and responsibility.
- **Providing professional development** and support for educators by helping them integrate AI into their pedagogy, curriculum, and assessment, and by facilitating their collaboration and innovation with AI.
- **Applying human-centered design principles** to the development and implementation of AI solutions, such as involving stakeholders in the design process, testing and iterating the solutions, and evaluating the impact and outcomes.
- **Aligning AI solutions with the best practices and principles of learning,** such as supporting learner agency, fostering collaboration, enhancing feedback, and promoting critical thinking.

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Definitions: What AI Is and What It Is Not

Generative Artificial Intelligence (also abbreviated as Gen AI) refers to software tools modeled on large amounts of data to produce text, images, videos, or other digital artifacts. Common, general-purpose examples include a wide range of software known for text generation through Large Language Models (LLMs) and image generation. Tools more tailored to an educational setting include personal AI tutoring programs, virtual assistants, and software with the capability to generate lesson plans within seconds or grade tasks in real-time.

As with all new tools and technologies, it is important to understand the tool itself in order to use it responsibly. Generative AI has a place in the classroom when educators and students remain at the center of instruction and learning.

Generative AI is...	Generative AI is not...
... a means to augment teaching and learning.	... a replacement for student development.
... already embedded into many technologies, as is AI more broadly speaking.	... something that can plausibly be avoided or "turned off."
... permeated with flaws such as algorithmic bias that must be considered when utilized.	... a source of unquestionable, factual information.
... a product of companies led by teams of humans with their own values, agendas, limitations, bias, and organizational needs.	... produced in a vacuum free of societal influence.
... an algorithm that enables users to generate new content based on a pre-trained Large Language Model.	... a sentient being with untethered superhuman capabilities. ... a replacement for highly qualified educators.

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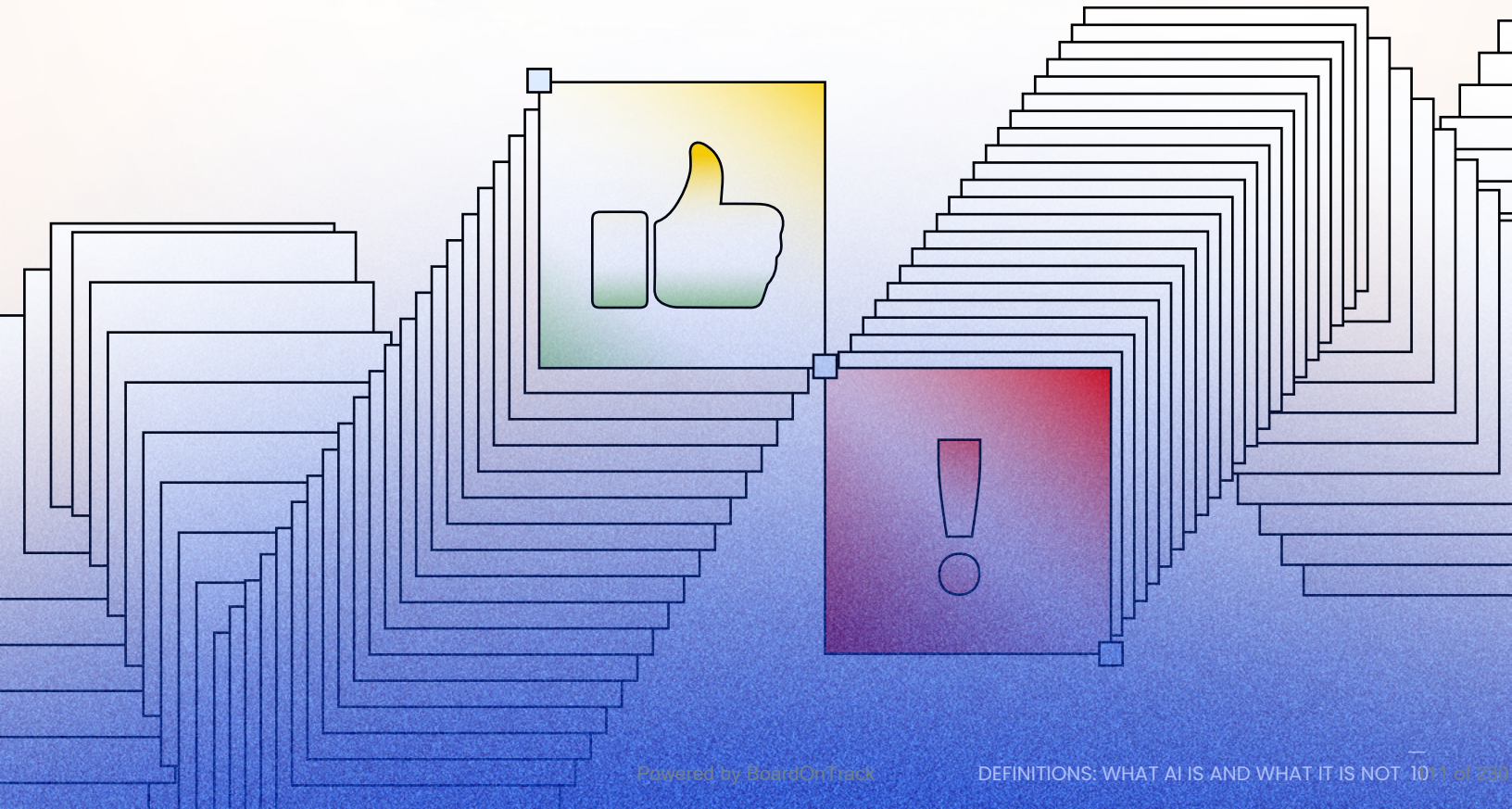
Potential Opportunities for Using AI in Education

- Personalize learning and feedback in real time
- Lesson plan and assessment design with customized planning for differentiation
- Translation between languages
- Develop critical thinking through human input, data output, and elevated human analysis
- Aid in creativity, simulation, and skill development
- Streamline operational and administrative functions

Potential Risks That Need to Be Mitigated When Using AI in Education

- Increasing and/or creating inequitable learning environments
- Unauthorized access to protected user information and unauthorized data collection
- Perpetuating institutional and systemic biases
- Plagiarism and academic dishonesty
- Over-relying on technology and undermining the importance of human intelligence in education

Artificial Intelligence tools provide opportunities, benefits, and potential risks. It is the responsibility of every parent/guardian, policymaker, teacher, administrator, and support staff member to ensure that the use of this transformative new technology and its future is regularly reviewed to ensure equity of access, data privacy, and safe and ethical usage are maintained at all levels. It is equally critical that LEAs embrace and teach students what AI is and isn't and how to use AI technologies to enhance learning – not prevent students from developing critical skills needed to graduate with technological literacy.



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Principles and Values

The National Institute of Standards and Technology (NIST) AI Risk Management Framework[4] outlines guiding principles regarding the trustworthiness of systems that use AI, referenced in Washington Technology Solutions' (WaTech's) own guidelines[5]. Similarly, the TeachAI Toolkit[6] outlines principles for the use of AI in education. With these resources as foundations, OSPI supports the following principles and values for the use of AI in education in Washington:

- **New Level of Education:** Artificial Intelligence brings a new level of hope and opportunity to the delivery of education in Washington. The onset of technological tools using AI provides a new way for educators to think about how we, as humans, learn, create, and process information.
- **Equitable and Inclusive:** All students should have access to AI tools which are inclusively designed with all students in mind.
- **Safe and Secure:** Students should not be put at further risk by using AI nor should their personally identifying information be unlawfully shared.
- **Consistent and Compliant:** AI tools should be consistent in their expected capabilities and meet the needs of the education system.
- **Accountable and Transparent:** The companies partnering with schools to provide AI tools should be accountable for their products, just as schools and LEAs should be accountable for student use of AI.
- **Interpretable and Understood:** Though many AI systems are black boxes (too mechanically complex to be human interpretable), at a practical level students and educators should be literate in how AI works and why it produces the results that it does.
- **Purposeful and Beneficial:** All use of AI should ultimately provide a positive experience with intentional use in teaching and learning.
- **Human and Machine:** AI should aid in (not replace) decision-making, creativity, learning, development, growth, and productivity.
- **Continuous Learning and Development:** AI has permeated society faster than technologies of the past and it is essential that Washington educators, technology specialists, and partners in school services provide access to AI tools, while continuing to engage in conversations to learn how to effectively manage and develop the role AI plays in shaping the future of education.

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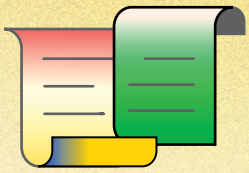
[4] National Institute of Standards and Technology. (2023). *Artificial Intelligence Risk Management Framework (AI RMF 1.0).* U.S. Department of Commerce. https://nvlpubs.nist.gov/nistpubs/ai/NIST.AI.100-1.pdf

[5] Washington Technical Solutions. (2023). *Interim Guidelines for Purposeful and Responsible Use of Generative Artificial Intelligence.* https://watech.wa.gov/sites/default/files/2023-09/State%2520Agency%2520Generative%2520AI%2520Guidelines%25208-7-23%2520.pdf

[6] TeachAI. (2023). *AI Guidance for Schools Toolkit.* https://www.teachai.org/toolkit

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Guidance



A Human-Centered Approach to AI

A human-centered AI learning environment always starts with human inputs and inquiry, and always concludes with human reflection and edits. It should prioritize the needs, abilities, and experiences of students, teachers, and administrators. An education leader can support a human-centered learning environment by considering the following:

- **Developing students' AI literacy** by helping them understand the concepts, applications, and implications of AI in various domains, and empowering them to use AI as a tool for learning and problem-solving.
- **Ensuring ethical, equitable, and safe use of AI** by protecting the privacy and security of data, addressing potential biases and harms, and promoting digital citizenship and responsibility.
- **Providing professional development** and support for teachers by helping them integrate AI into their pedagogy, curriculum, and assessment, and by facilitating their collaboration and innovation with AI.
- **Applying human-centered design principles** to the development and implementation of AI solutions, such as involving stakeholders in the design process, testing and iterating the solutions, and evaluating the impact and outcomes.
- **Aligning AI solutions with the best practices and principles of learning,** such as supporting student agency, fostering collaboration, enhancing feedback, and promoting critical thinking.
- **Avoiding sole reliance on the use of "AI detection" tools** in checking for student plagiarism. These tools often use data that is biased against students who are multilingual/English language learners.

Implementing AI in Student Learning

When integrating AI into student learning, it's important to empower students in how and to what degree AI is utilized in their learning journey. By doing so, students can actively participate in shaping their educational experience with AI.

- Co-create and share an AI decision-making rubric with students (example rubric).
- Support students in taking a human-centered approach to using AI.
- Empower students in leveraging AI in scaffolding understanding, feedback, and reflection.
- Support students in critically thinking about the role of AI within their learning journey and within their preparation for college, career, and life.
- Empower students receiving special education services to use AI to personalize and increase their access to learning.
- Integrate ethics and critical thinking activities that align with grade-level and subject-level instruction.
- Use AI for differentiation and assessment, including intelligent tutoring systems that allow text to speech, translation, personalized learning, and inquiry-based learning.
- Prepare students for jobs of the future, including those in career and technical education (CTE) programs, by partnering with industry to update and integrate learning standards.

Sensitive and Confidential Data

Ensure that your LEA AI use complies with student/personal privacy and data protection laws. Be aware of and follow any age restrictions for the use of all AI tools and resources.

- Before sharing private data, ensure that the AI tool meets the following requirements:
  - Family Education Rights and Privacy Act (FERPA) requires that schools not disclose personal identifying information of a minor or eligible student without express written consent of the parent or eligible student.
  - Children's Online Privacy Protection Act (COPPA) requires schools to obtain parental consent before allowing students under 13 to use online services that collect, use, or disclose personal information.
  - Children's Internet Protection Act (CIPA) requires that schools implement an internet safety policy that includes protective measures to block or filter access to obscene or harmful content.
- Have a clear understanding of your data collection processes. Update policies to include the use of and considerations for using AI.
- Give users options to opt-out or delete their data if they want.

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Policy

AI policies must promote equitable and inclusive access to AI. Education policymakers must focus on ensuring the use of AI increases the public good, with emphasis on empowering students who are members of communities that have been historically underserved. It is important that policies, by design, enhance a human-centered approach to pedagogy and learning, and respects ethical norms and standards. AI policy and use should be geared to improving learning for every student, empowering teachers, and strengthening learning management systems.

Building Human-Centered AI Policies

Incorporate the need for human intelligence and responsibility into AI usage policies. All AI use should start, and end, with human insight.

- **Responsible Use Policy:** Known as an acceptable use policy (AUP) or technology use policy, this describes what any person authorized to utilize the district's technology system may do and not do. It describes the terms and conditions for educational institutions and should be updated to include the safe and appropriate use of AI tools. (A separate AI AUP is not needed.)
- **AI Inquiry and Input Review:** Require human input of data with clear mandates that staff and students should never input personal, sensitive, or confidential data, including any data related to student education records, into any AI system without first ensuring that the system meets FERPA, COPPA, and CIPA requirements. Emphasize the need for review prior to finalizing any information into a system that learns from data entered.
- **Embrace the Use of Data and the Evaluation of AI Output:** Invest in systems that create streamlined opportunities for staff and students to enter information efficiently and safely, allow them to improve instruction, and draw connections to better understand student thinking and learning.
- **AI Output Review:** AI users should review and critically assess outputs from AI tools before sharing or publicizing results, including in the classroom. Staff and students should not rely exclusively on AI-generated content without fact-checking and evaluating results. Ultimately, it is up to human users to determine how AI information is shared and used.
    - **Bias and Misinformation:** AI-generated content is based on datasets or data models that may contain biases, false information, or other inaccuracies. AI systems do not have the ability to think or verify accuracy. Therefore, verifying AI results to ensure the source is credible must occur before considering an AI output in academic work.
    - **Safety and Respect:** Users must never use AI tools to create misleading or inappropriate content, take someone's likeness without permission, or harm humans or the community at large. (Note: This may also be added to a student code of conduct or bullying/cyberbullying/harassment policy.)

Updates for Existing Policies

- **Data Collection:** Parents, guardians, and students must be informed of specific data collection activities or potential risk, where applicable, with consent required. All AI-driven data collection must adhere to local data protection regulations, best practices, and community standards.
- **Third-Party AI Tools:** The district's approved list of AI software and tools should always be reviewed and updated. Unauthorized AI software and tools (including updates) might not adhere to the district's data privacy standards and practices.
- **Personal Information:** Staff and students should never input personal, sensitive, or confidential data into any AI system without prior parental or guardian authorization, including any data related to student education records. Personnel must adhere to the FERPA, COPPA, and CIPA when entering information.

Academic Integrity and AI Assistance[7]

- **Assessments:** Teachers are encouraged to allow students to use AI tools as a personal tutor or studying buddy to prepare for assessments. When students are completing exams or quizzes, it should be at the teacher's discretion to determine whether an AI tool is used, and it should be explicitly stated whether this is allowed.
- **Assignments:** Teachers should have the responsibility of clarifying appropriate or inappropriate uses of AI tools when students are completing assignments. Teachers might allow the limited use of generative AI on entire assignments, parts of assignments, or as a brainstorming tool. Teachers should be encouraged to articulate why they do or do not allow its use in other assignments or parts of assignments.
- **Bias and Critical Thinking:** All users of AI software should review and evaluate AI output for accuracy and potential bias. Students must develop the critical thinking skills needed to successfully use and navigate the world of AI. Limitations of AI systems and the data used to develop AI content can, and sometimes do, amplify human bias. Use caution and human review prior to using AI outputs in classrooms, publications, data analysis, etc.
- **Citations, Disclosures, and Attributions:** AI-generated content is considered plagiarism, unless appropriately cited in assignments or publications; any use must be referenced. Instruction should emphasize the importance of ethical use of AI and the role of using sources in assignments.
- The following resources provide a sample of how to appropriately cite the use of AI in any publication or assignment:
  - MLA Style - Generative AI
  - APA Style - ChatGPT
  - Chicago Style - Generative AI
- **Plagiarism:** Staff and students should be encouraged to use AI tools for brainstorming, creative stimulations, or preliminary research. Using AI tools to generate answers, stories, essays, or other publications, and/or complete assignments without proper citation, is plagiarism.
- **Use of AI Detection Tools:** Software companies that claim products can detect content developed by another AI tool, or its own AI tool, are currently not reliable and should not be used as the sole way to determine whether cheating and plagiarism have occurred.

[7] Adapted from TeachAI. (2023). *AI Guidance for Schools Toolkit.* https://www.teachai.org/toolkit

Section 2

Human Inquiry → AI → Human Empowerment

Human-Centered AI Guidance for K–12 Public Schools

Implementing AI: A Practical Guide for the Classroom

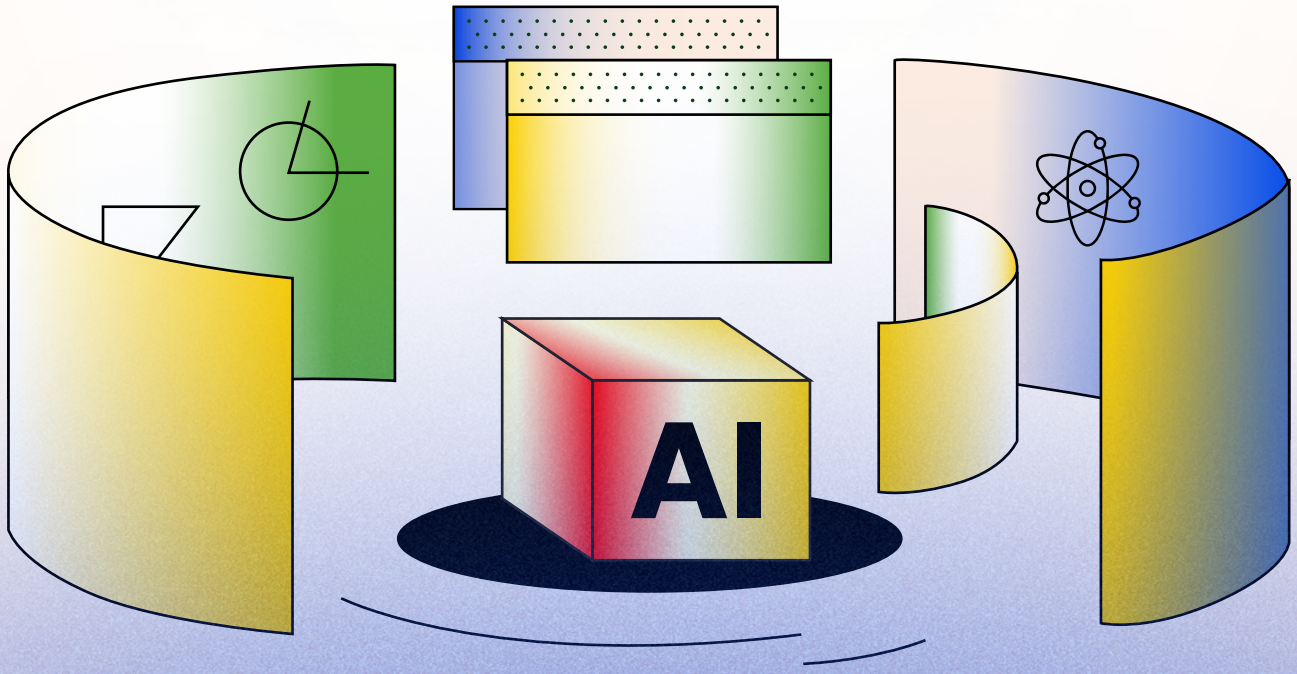
Building on the "Human inquiry → AI → Human empowerment" framework, this document explains how to integrate artificial intelligence into the classroom. It includes tools to determine the level of AI use in various classroom assignments, differentiation for AI uses across grade levels and subject areas, and example policies.

Human Inquiry
H→AI→H
Human Empowerment

Introduction

Implementing AI: Classroom & Student Considerations outlines a comprehensive approach for integrating Artificial Intelligence (AI) into K-12 education, with a focus on maintaining a human-centered instructional framework. It explains how the H → AI → H (Human Inquiry, AI Use, Human Empowerment) methodology can foster personalized learning experiences that cater to individual student needs, including those with disabilities. This document emphasizes the essential role of educators in guiding AI integration. It also addresses considerations across various grade levels, the importance of equity in AI access, and the development of critical thinking skills when using AI.

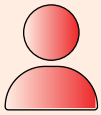
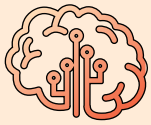
OSPI's hope is that this implementation guidance assists school leaders and educators in navigating the complexities of AI integration into teaching and learning environments. It highlights the importance of a strategic approach to the adoption of AI tools, ensuring that technology enhances rather than replaces human interaction and pedagogical principles. By detailing best practices for embedding AI within curriculum design, and student engagement strategies, it aims to maximize the educational benefits of AI. Furthermore, this guidance underscores the necessity of continuous professional development for teachers, equipping them with the knowledge and skills to effectively implement AI technologies. It also advocates for inclusive participation in AI-related activities, ensuring that all students, regardless of their background, can benefit from the transformative potential of AI in education.



Guidance for Integrating AI in Education: A Human-Centered Approach

5 Step Scaffolding Scale for Students

The following 5 step implementation framework can be a practical tool to help students understand the various ways and levels at which AI can support their learning journey. This framework, designed to categorize AI integration from basic support to advanced interactive learning, serves as a roadmap for students to visualize how AI technologies can be progressively utilized in their education. Starting with foundational AI assistance, such as personalized study aids, the scale moves through increasing levels of complexity, including collaborative problem-solving wth AI and culminating in creative projects that blend AI insights with human creativity. By introducing this scale in the classroom, educators can guide students through each level, encouraging them to explore and experiment with AI tools that match their current learning needs and aspirations. This approach not only supports the understanding of AI for students but also empowers them to take control of their learning, recognizing AI as a valuable ally that can be tailored to support their educational goals across a variety of activities, from enhancing study habits to facilitating innovative project work.

Level 1 No AI Assistance	Level 2 AI -Assisted Brainstorming	Level 3 AI-Supported Drafting	Level 4 AI-Collaborative Creation	Level 5 AI as Co-Creator
				Human Inquiry HAH Human Empowerment
No AI tools are used at any point. Students rely solely on their knowledge and skills.	AI tools can help generate ideas. Final content must be created by the student without direct AI input. AI assistance must be cited.	AI can help with drafting initial versions. The final version must be significantly revised by the student. Clear distinction between AI input and student's contributions.	AI-generated content can be included. Student must critically evaluate and edit AI contributions. AI usage must be transparent and cited.	Extensive use of AI in content creation. Student provides a rationale for AI use and ensures original thought. Work adheres to academic integrity with proper citations.

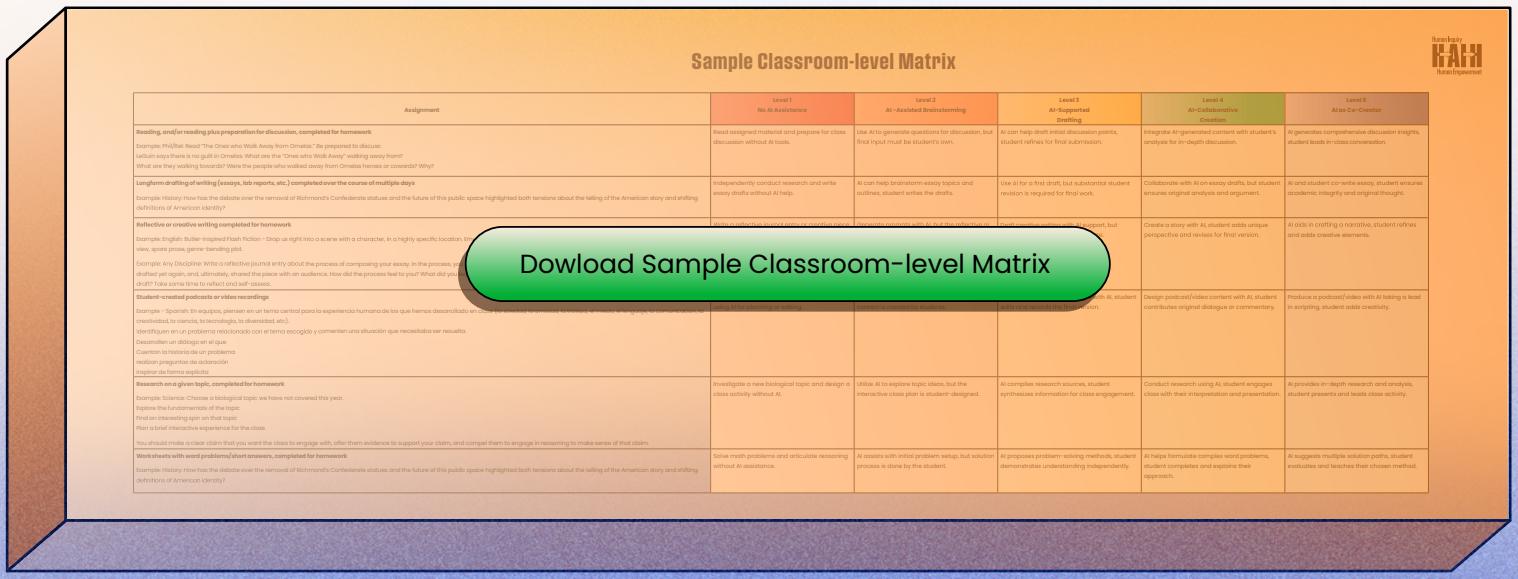
Dowload 5 Step Scaffolding Scale

Essential Role of the Educator

Educators play a crucial role in the integration of Artificial Intelligence (AI) within classroom environments, focusing on a human-centered approach to AI usage, as illustrated by the OSPI's adoption of the H→AI→H (Human Input → AI → Human Empowerment) framework. By grounding their instruction in a philosophy that begins with human inquiry and culminates in human empowerment, educators are encouraged to weave AI into the fabric of learning in a way that respects and uplifts the human dimension of education. This approach not only navigates the complexities of integrating AI into teaching and learning but also underscores the educators' indispensable role in moderating the influence of AI, ensuring that it augments rather than replaces the nuanced processes of human teaching and learning. Through this initiative, Washington champions a forward-thinking stance on educational innovation, spotlighting the educator's essential contribution to harnessing AI as a tool for enhancing educational outcomes while safeguarding ethical standards and promoting inclusivity.

Example AI Assignment Scaffolding Matrix for Educators

The AI Scaffolding Example Matrix is designed as a resource to help teachers integrate AI tools into their assignments in a way that enhances learning outcomes and student engagement. This rubric provides a structured approach for incorporating AI at various levels of complexity and for different educational purposes, ranging from basic understanding and application of AI tools to more advanced analysis and creation tasks using AI technologies. Teachers can use and adapt this rubric to carefully plan and scaffold assignments, ensuring that students not only engage with AI as a subject matter but also apply AI tools to facilitate their learning process. This approach encourages students to critically assess the role and impact of AI in their assignments while progressively building their skills in navigating AI tools. By aligning assignment objectives with the rubric's criteria, educators can provide a clear framework for students, guiding them through a graduated learning path from introductory exposure to AI to proficient use and understanding of AI's capabilities and limitations in various contexts. Educators are encouraged to create a copy of this matrix and adapt and update it as needed to fit the needs of their classroom and students.



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AI Considerations Across K-12

Teaching AI across the K–12 spectrum is crucial for preparing students for a future where AI literacy is a fundamental skill. As children grow, their encounters with AI in daily life and the classroom will shape their understanding of technology and its implications. Introducing AI at an age-appropriate pace ensures students develop critical thinking skills alongside their technical abilities. Educators are key in guiding students through the ethical, practical, and innovative uses of AI, ensuring that as they mature, they are not only proficient in using AI but also in understanding its impact on society and individual identity.

Elementary School Students

"Artificial Intelligence" importantly includes the term "artificial." Understanding AI is predicated on understanding that AI is not sentient, but that can be difficult for young kids to discern as virtual assistants like Amazon Alexa and Apple's Siri are designed to engage with users in a human-like fashion. Furthermore, many children under the age of 13 have access to these technologies and social media platforms – even though there may be usage policies in place prohibiting children from using these tools. Because young children using these tools may be exposed to the same risks as teenagers and adolescents, educators should also be aware of the considerations listed below for middle and high school students.

Elementary educators have tools available to mitigate the risks associated with young children using tools that come with AI features. Interactive tools like Google's Quick, Draw! or Instrument Playground can be fun ways to engage with AI-based technology and bridge foundational understanding about how the tools work. When educators guide students in asking questions of and submitting prompts to large language models, students can receive answers while avoiding potentially inappropriate content. Categorizing the tools kids are already familiar with as AI can be a great starting point to build toward deeper conversations down the road.

Middle and High School Students

Middle school is a time of significant development for students. As learners, middle school students develop curiosity and critical thinking skills while engaging with challenging subjects. AI tools can complement this developmental stage by engaging students in critically thinking about content and how they can leverage AI tools within their own personal learning journey. Students can analyze output generated by a large language model to discern what flaws the model or even the model's argument may have.

As students progress through high school, they may pursue more advanced studies about how AI is incorporated into society, industry, and policy. Knowledge of AI is increasingly becoming a sought-after skill in workplaces across a variety of fields. Digital literacy, including deeper understanding of the technical and ethical aspects of AI, is an important skill for all students to learn as they consider their post-secondary pathways.

Framework for Student Critical Thinking about AI

Utilizing the SHIFT framework with middle and high school students offers a structured approach to developing critical thinking skills, particularly in the context of leveraging AI tools in their work. By starting with curiosity, students are encouraged to explore AI's potential and limitations, fostering a questioning attitude toward technology. Honing in on specific details allows them to understand the intricacies and implications of AI applications, encouraging deeper learning. Identifying the context helps students recognize the relevance and impact of AI in various situations, promoting awareness of its societal and ethical dimensions. Framing issues from new perspectives encourages creativity and problem-solving skills, while discussing what's missing challenges students to identify gaps in AI capabilities, leading to a more comprehensive understanding of technology's role and limitations. This holistic approach not only enhances their cognitive abilities but also prepares them for responsible and informed use of AI in their future endeavors.

SHIFT Framework	Statement	Question to Consider
S	Start your curiosity engine	What intrigues me about the output AI gives me?
H	Hone in on a detail	What specific details did AI get right or wrong and how do I know?
I	Identify your Context	How does AI fit into the bigger picture of my work?
F	Frame it from a new perspective	Can I think of a different perspective that AI could help me uncover?
T	Talk about what's missing	What limitations or challenges of AI should I consider?

Policy Samples

What follows are samples of policy frameworks that serve as valuable starting points for LEAs to consider when creating their own internal policies. These samples illuminate approaches to harnessing AI's potential while addressing ethical, safety, and privacy considerations inherent in its use. By examining these templates, LEAs can gain insights into the balance between innovation and responsibility, ensuring that the deployment of AI technologies enriches the educational landscape in a manner that is both effective and respectful of the rights and welfare of all stakeholders.

This section aims to equip leaders and educators with the knowledge and inspiration needed to craft comprehensive policies that align with their unique contexts and educational objectives. It is also strongly recommended that LEAs visit the WSSDA site for the most up-to-date policies.

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Sample Language to ADD to your district's existing Responsible Use Policy (RUP) Edmonds SD (District Policy Section 2000 - Instruction)

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

B. Appropriate Use

Student and staff use of generative Artificial Intelligence technologies should be used to support and extend student learning and workplace productivity, in accordance with the expectations outlined in Policy #, as well as the guidelines in this document (#). Appropriate student use is further outlined in the attached AI Code of Conduct.

C. Inappropriate Use

In addition to those uses which violate this document (#), the following are prohibited uses of Artificial Intelligence:

- Any use of Artificial Intelligence which 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.

D. Violating these Guidelines

In the event that these guidelines are not followed, schools will be following their normal disciplinary procedures regarding disruptive or inappropriate behavior. Consequences may include discipline outlined in Sample District Procedure 2000, as well as restrictions placed on a student or staff member's use of generative Artificial Intelligence.

Human Inquiry HAH Human Empowerment

Sample Classroom Protocols (Peninsula School District)

In our class, I encourage you to use Artificial Intelligence (AI) tools such as ChatGPT, Google Gemini, Canva, Midjourney, and others. Some of our activities and projects will even require these tools. Understanding and using AI is a new and essential skill, and I will provide lessons and help using these tools.

Some of our activities and projects will even require these tools. However, you must understand a few things about using AI, particularly generative tools like ChatGPT:

- Effort matters. If you don't take the time to think through and carefully write your prompts to the AI, you may not get excellent results. It will require practice and patience to get better results.
- Don't blindly trust the AI's responses if the AI gives you a fact or a number. Remember, you will be responsible for the accuracy of the information you use in your work, even if it comes from the AI.
- Always remember to acknowledge when you've used AI in your work. At the end of any project or assignment where you've used AI, include a short explanation about how and why you used it and what prompts you used. Not doing this could be considered as not being honest about your work.
- Lastly, use AI thoughtfully. It can be a great tool, but it's not always the right tool for the job. Consider whether it's the best choice for the task at hand.

Using AI tools in class can be a fun and exciting way to learn. I look forward to seeing how you use these tools in your work!

Sample Student AI Code of Conduct

Student Pledge for AI Use

I, [STUDENT NAME] as a student of [NAME OF SCHOOL] school, pledge to:

1. Use AI Responsibly: I will use AI tools responsibly and for educational purposes only. I understand that misuse or malicious use of AI tools will not be tolerated and may result in disciplinary action.
2. Respect Others: I will not use AI to harm, deceive, or disparage others. I will always respect others' privacy and dignity.
3. Maintain Academic Integrity: When using AI to assist with my schoolwork, I will always give proper credit. I understand that any work generated by AI should be clearly indicated.
4. Protect Privacy: I will be mindful of my own and others' privacy when using AI. I will not share personal information with AI without appropriate consent and understanding of how the data will be used.
5. Learn Continuously: I understand that AI is a rapidly evolving field. I will continuously learn about AI, its implications, and how to use it ethically.
6. Report Concerns: I will report any concerns or potential breaches of this pledge to a teacher or school administrator immediately.

By signing this pledge, I commit to adhering to these principles and understand the importance of ethical AI use in our school community.

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Sample Professional Ethics for Educators When Implementing AI Tools

1. Fairness and Unbiased AI Systems
   a. Ensure all AI tools and software used in classrooms allow equal access and outputs are unbiased.
   b. Verify data or any output generated from an AI prompt is void of language and data that is bias or defamatory.
2. Protect Student Privacy and Data
   a. Establish safeguards to make certain that student data collected, used, and stored is secure and with appropriate consent.
   b. Confirm that any data collected does not violate current regulations relevant to education and student data privacy. (See below)
3. Avoid Overreliance on AI
   a. Use AI tools to enhance teaching and not a substitute for good teaching pedagogy.
   b. Continue professional development to remain up to date with emerging AI tools and resources.
4. Plagiarism and Integrity
   a. Model the same level of integrity as outlined for students.
   b. Cite use of AI in development of materials provided to students when appropriate.
5. Ensure Equal Access
   a. Consider with intention that some students may not have access to digital resources outside of the classroom and assign work that aligns with equal access.
   b. Avoid creating projects that rely implicitly on AI for completion, unless this is a course specifically designed for AI instruction.

Considerations: When kids are not quite ready to speak up for themselves or handle AI tools alone, schools should establish strong partnerships with parents to proactively encourage the development of students' critical thinking skills. Together, parents and school communities should help kids understand how their data is collected and used by AI, whether it's at school, home, or even with toys meant for learning and fun. It's all about making sure kids stay safe and develop critical thinking skills around their personal data privacy.

Current regulations relevant to the use of AI in education

United States

1. FERPA - AI systems must protect the privacy of student education records and comply with parental consent requirements. Data must remain within the direct control of the educational institution.
2. COPPA - AI chatbots, personalized learning platforms, and other technologies collecting personal information and user data on children under 13 must require parental consent.
3. IDEA - AI must not be implemented in a way that denies disabled students equal access to education opportunities.
4. CIPA - Schools must ensure AI content filters align with CIPA protections against harmful content.
5. Section 504 - The section of the Rehabilitation Act applies to both physical and digital environments. Schools must ensure that their digital content and technologies are accessible to students with disabilities.

Source: AI Guidance for Schools Toolkit (teachai.org)

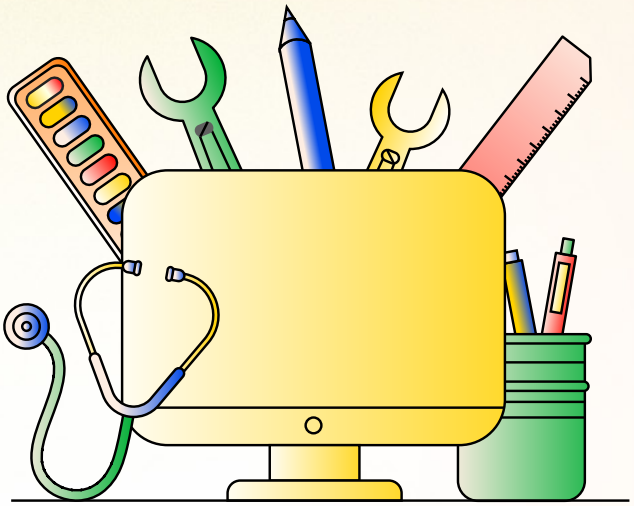
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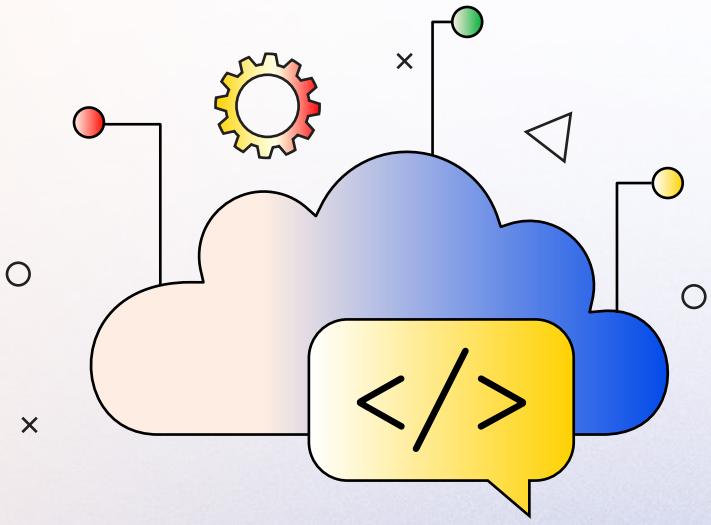
Considering AI in Specific Subject Areas

While AI plays a role in many areas of education, there are some subjects in which AI plays a more prominent role in the classroom or in course materials. Below are some examples of how AI can be integrated into different subject areas — in some cases as a tool, in others as a topic of discussion.

Career and Technical Education

Career and Technical Education (CTE) is crucial in preparing students for the AI workforce, not just as software developers but as proficient users of AI tools and digitally literate graduates. CTE courses equip students with transferable skills and familiarity with the latest software used across various sectors. As AI influences diverse industries, CTE can widen AI-related career paths, encourage cross-training, and increase attainment of multiple industry-recognized credentials in a single pathway. This mindset is key to supporting more students entering the workforce with AI proficiency.





Computer Science

As a field of research, artificial intelligence is considered a subset of the broader field of computer science (Map of Computer Science video and infographic) and is called out in the Computer Science K-12 Learning Standards. Discussions about societal impact of technology, algorithmic bias, user experience, and much more can be naturally incorporated into computer science coursework alongside programming languages, data structures, and other technical material.

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Core Subjects

English Language Arts (ELA)

Perhaps the prototypical example when it comes to concerns about plagiarism using AI tools, ELA educators are seeing first-hand the power of large language models. Understanding the limitations of AI tools can help educators distinguish and facilitate student critical thinking versus generated text and images.

Mathematics

At the heart of machine learning, the key subfield of AI upon which many state-of-the-art tools are based, are statistics, linear algebra, and calculus. Neural networks are effectively an application of the chain rule from calculus. Confidence scores generated by machine learning algorithms are essentially probabilities. The way the tool is manifested as a program comes from computer science, while the logical insights produced by the tool come from mathematics.

Physics and Engineering

A continually burgeoning field of AI is robotics, which combines logic and reasoning with engineering principles. From robot vacuum cleaners navigating the floor of a living room to the increasingly more human-like movements articulated by the robots at Boston Dynamics, robotics spans many applications including commerce, disaster relief, and human prosthetics.

Social Studies

Social discourse is increasingly contending with company-designed, bias-promoting algorithms as well as user-side bots that exacerbate the spread of disinformation and misinformation. Use of deepfakes (fake, digital representations of someone's likeness) can range from comical jabs to malicious attempts at influencing public knowledge, belief, and behavior. Social networks have for years served as platforms for civic engagement and AI has and will introduce new concerns that students need to be aware of as digital citizens.

Please note: Additional subjects will be included in the fourth version of the guidance.

Climate and Environmental Science

A critical component of all intensive computing, including widely available AI models, is the energy expended by the servers performing these complex computations. Recent studies have shown that making a single image with generative AI uses as much energy as fully charging a smart phone (MIT). At the same time, AI can be a beneficial tool for related areas such as predicting weather patterns (MIT).

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Additional Considerations for Students with Unique Needs

Special Education

AI can support agency, self advocacy, and improved outcomes for students with disabilities through personalized instructional supports to leverage individual strengths, interests, and preferences while addressing needs and closing opportunity gaps.

English Language Learners (ELL)

AI can play a significant role in supporting ELLs by providing them with personalized, interactive, and adaptive learning experiences that may include pronunciation feedback, vocabulary and grammar assistance, reading comprehension support, and speaking practice and interaction.

World Languages

AI-powered chatbots can simulate conversations while adapting to a student's learning level, interests, and goals. GenAI can create customized and dynamic content—such as stories, dialogues, and learning exercises—customized on a learner's preferences and needs.

Section 3

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Human-Centered AI Guidance for K–12 Public Schools

Ethical Considerations for AI:

A Framework for Responsible Use

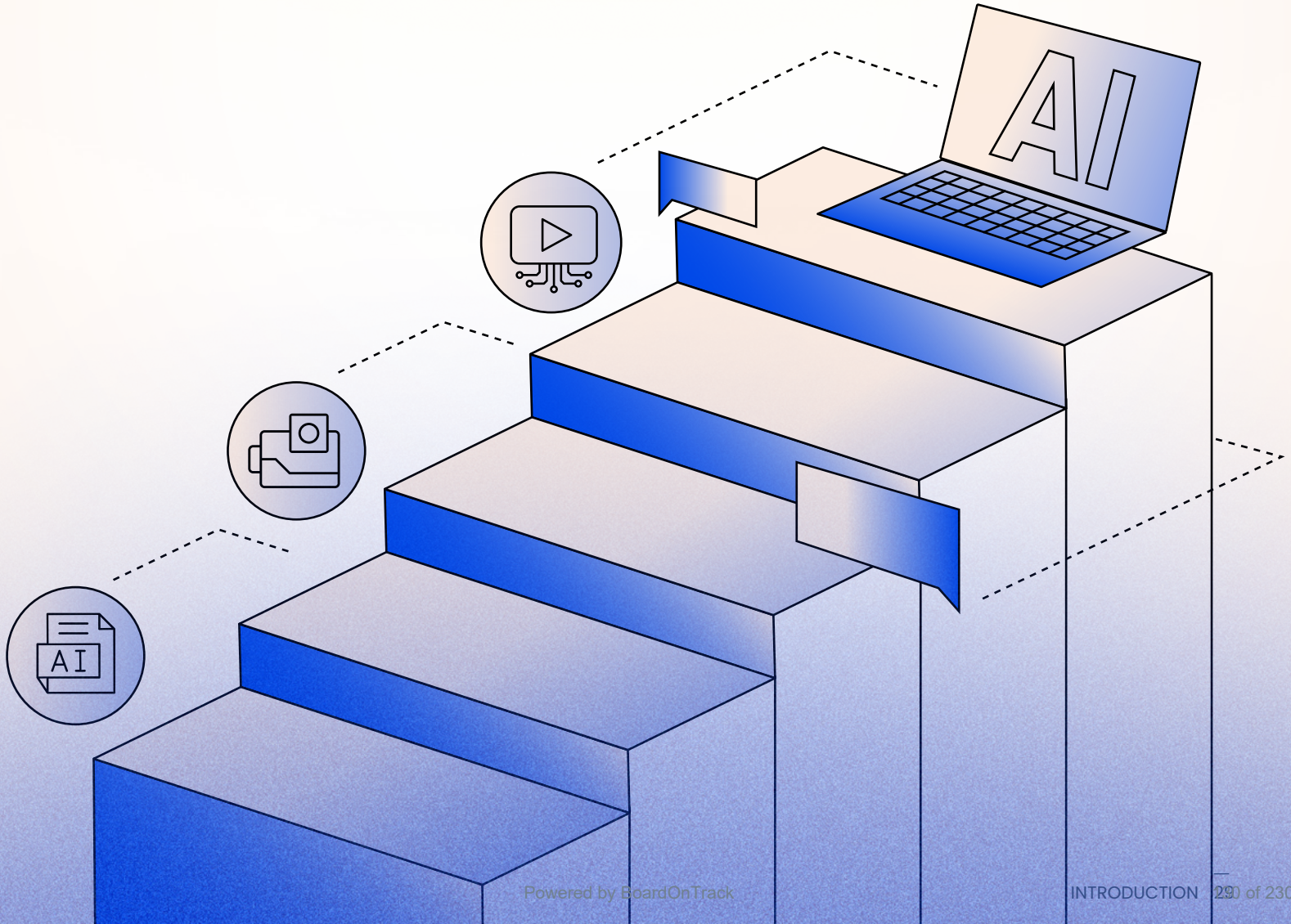
Artificial intelligence (AI) presents opportunities for innovation and advancement in education. Using AI also comes with risks that must be mitigated to protect student privacy, prevent biases and inequities, and embrace human intelligence and empowerment. This document details the ethical considerations that educators, education leaders, students, information technology and education technology professionals, and community members should consider when using AI.

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Introduction

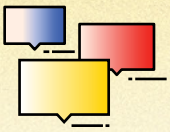
This guidance has been developed to support you as you navigate your AI journey. It is intended to spark conversations that encourage the development of a shared understanding of AI in your educational community and the development of your ethical guidelines around the responsible use of AI in your educational setting. This resource is not intended to be a comprehensive nor dictated checklist of right and wrong ways to use AI. You will find that this document is outlined based on specific audiences for ease of use, and you are encouraged to not only explore the information relevant to your district role but also delve into the broad insights.

As AI is implemented, the fundamental focus is human empowerment. For decades, education has seen technology emerge at a rapid pace, including online grading platforms, collaborative tools (such as Google Docs and Microsoft Office 365), adaptive assessments, and immersive readers, which have changed how we interact with and engage students in learning. Through it all, educators have adapted. AI is a similar tool that requires educator expertise to lead integration to ensure student learning remains at the forefront of the educational journey.



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Overview of AI Ethics: Understanding the Conversation



Artificial intelligence often seems to progress rapidly, as though it is a natural phenomenon that unfolds over time. However, AI is unlike the changing of seasons or biological phenomena in that the driving force behind AI is people – developers, researchers, investors, customers, etc. – who collectively fashion the next technological advancement into existence. This human influence introduces various biases, motivations, and incentives into the developmental process. While these innovations could bring great benefits to the creators and the users of AI tools, they also carry potential consequences, ranging from minor inconveniences to profound inequities or harm.

AI ethics examines the impact AI systems have on society and determines how to ensure AI is developed and used responsibly. These issues are not just relevant to those with deep knowledge of AI systems to tackle, but everyone that interacts with these systems. Most people who drive cars, for example, probably do not fully understand the inner mechanics of their vehicles, but that does not preclude them having a moral compass about how cars should be used. The same applies to AI: You don't need to be an AI expert to have a sense of what's morally right or wrong. Furthermore, most of the advanced AI models are much less transparent about how they make decisions. This lack of transparency can make it difficult to know if AI systems are generating outputs ethically. Hence, it's important to think about the ethical implications of AI systems, especially when they are used in decision-making tasks.

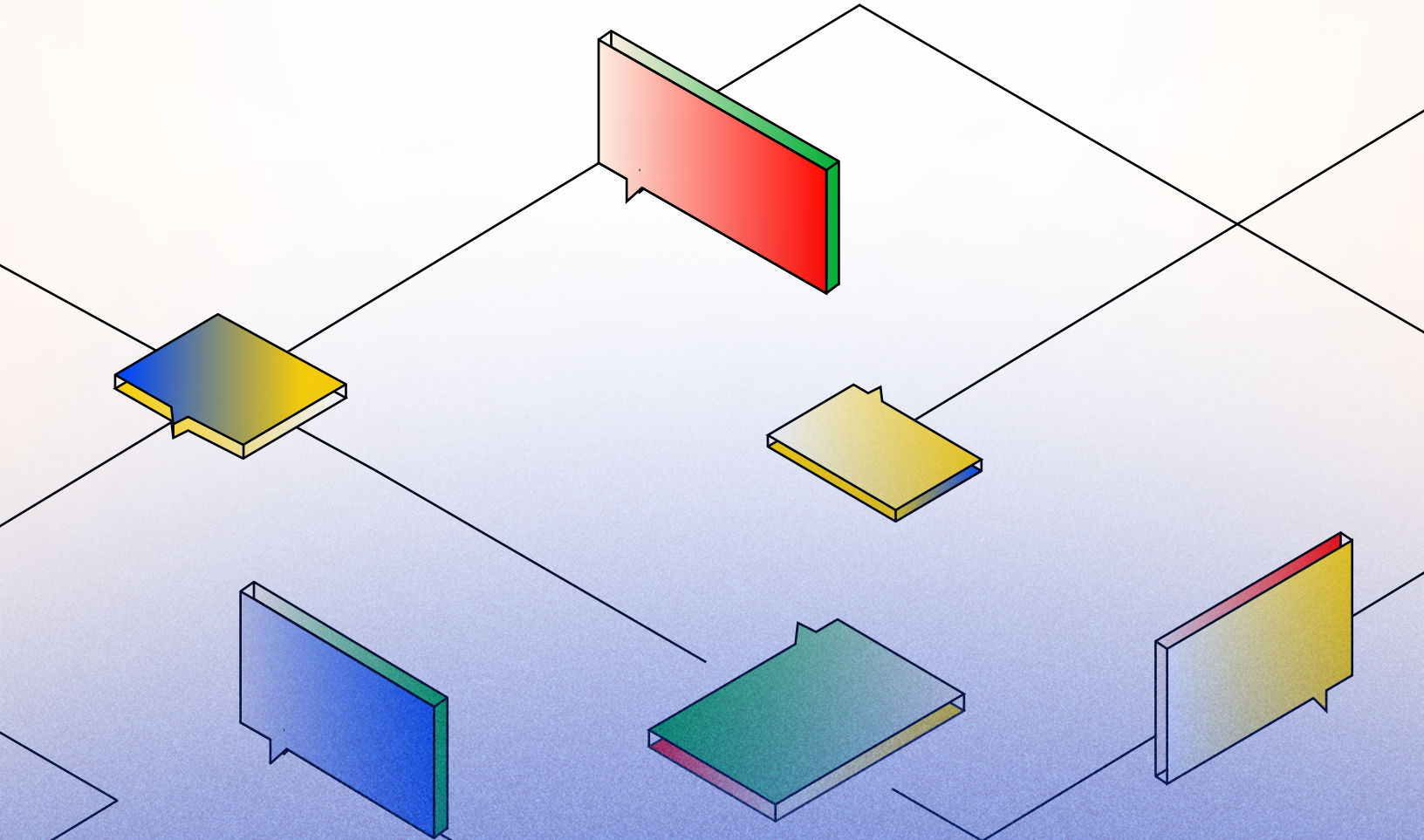
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Discussion Norms

Ethics is an inherently subjective topic. The values that guide one person's decision-making may conflict with those of another. As such, there is not one correct answer to questions of ethics. If anything should be considered "the answer," it is the discussion itself. Engaging in conversation with one another about these topics is what brings forth critical thinking, personal connection, and human empowerment.

To frame this ethics discussion, we propose the following set of norms be adhered to when considering AI ethics. In your community or context, consider agreeing with and even amending or adding to these norms before beginning the discussion:

- Include everyone in the conversation
- Respect the opinions of others
- Consider the positives and negatives
- Present data and sources as support
- Focus on common goals and solutions
- Expect and accept non-resolution



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The Ethics of AI vs The Ethical Use of AI

When discussing AI ethics, there are two distinct and powerful conversations to have surrounding AI ethics: the ethics of AI itself, and the ethical use of AI by the end user.

The Ethics of AI

The ethics of AI focuses on the inherent qualities of and considerations within AI technologies. One of the concerns is the potential for AI to harbor biases derived from the data on which it is trained. Such biases can inadvertently perpetuate and amplify societal inequalities within educational content and tools, thus necessitating a conscientious approach to the selection and implementation of AI technologies. Factors such as this underscore the need for a responsible and informed approach to deploying AI in educational contexts, emphasizing transparency, fairness, potential bias, and environmental sustainability.

The Ethical Use of AI

The ethical use of AI focuses on how AI is used by the end user. This perspective champions a Human Input → AI → Human Empowerment (H → AI → H) model, advocating for AI to be employed as a bridge between human intention and enhanced capabilities. In this model, AI tools are not seen as replacements for human effort but as amplifiers of human potential. The ethical use of AI in education revolves around empowering educators and students to leverage these technologies to augment learning, creativity, and problem-solving capacities. It is about making informed and conscientious choices in how AI tools are integrated into the learning environment, ensuring they serve to elevate the educational experience rather than detract from the human elements of empathy, learning, and teaching.

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Local Education Agency Leaders

Access to AI tools has rapidly become as ubiquitous for education as the internet is for students and educators worldwide. Washington education leaders face the critical task of balancing the need to mitigate serious risks while enabling Local Education Agencies (LEA) to uphold the values of their communities.

When educators and students are accessing AI tools, it is crucial that these tools protect student data and improve student outcomes while allowing the opportunity for increased efficiency and enhanced educational experiences. Therefore, it is imperative that education leaders are mindful and intentional when implementing AI tools and programs in schools, skill centers, and other institutions. Education leaders are encouraged to consider the following:

AI Policies Review and Updates

- Encourage regular reviews and updates to LEA policies to ensure ethical and responsible AI tool use while complying with regulations like FERPA, COPPA, and CIPA.
- Include diverse community stakeholders (parents/guardians, educators, staff, students, legal professionals) in policy reviews and updates.
- For further insights, see guidance for educators and students.

Equitable Technology Access

- Consider how access to software can impact the digital divide and student preparedness.
- Continue to provide options for low- to no-cost internet access for students.
  - Foster local partnerships to enhance technology access beyond school hours.
  - Consider tools that work on lower bandwidths and mobile devices.
  - Engage Career and Technical Education (CTE) industry partners for software recommendations.

Teacher Training and Confidence

- Provide training for educators to build confidence in the use of AI tools.
- Explore funding opportunities to extend training to educators and the wider community.

Ensure Alignment with District AI Vision and Philosophy

- Provide options so that individual schools or classrooms do not ban the appropriate use of new technology.
- Enforce steps in place to prevent students from being left behind their peers due to limited technology access.

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Student Privacy and Data Security

- Continue to evaluate the need to balance data demand with student privacy concerns.
- Continue to support technology leadership in addressing risks of data breaches and external sharing of student or staff information.
- Continue to review implemented software that does not promote student profiling and surveillance.
- Provide students with grade-level appropriate instruction in thinking critically about their digital security.

Address Bias

- Consider if the use of AI empowers the user and is the best tool for the purpose.
- Empower educators to teach students to identify and compensate for biases and misinformation when using AI.
- Advocate for creating and adopting bias-aware AI tools.
- Assure diverse tools are catering to various learning styles prioritized during the selection process.

Lead the Vetting of AI Tools

- Consider whether adding AI enhances the action or use of the software.
- Ensure software companies' Data Privacy Agreements (DPAs) are verified.
- Validate that companies are COPPA, CIPA, and FERPA compliant.
- Continue to insist on encryption and security measures and verify that LEA IT staff are comfortable with these procedures.
- Partner with community experts in critical evaluation of CTE and other tools needed to prepare students for the workforce.

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Information Technology/Education Technology Leaders

IT professionals hold a pivotal role in shaping the digital landscape for students and educators. Just as the Internet, computers, smart phones, and other technology have revolutionized learning, AI and the tools that support its use are becoming essential for enhancing the educational experience. Implementation of this technology comes with great responsibility in selecting the right tools to safeguard student information. Here are some considerations to explore as the technology leader in your LEA:

Educational Goals and Alignment

- Insist the software aligns with the LEA's educational goals, policies, and priorities – especially as it relates to equity of access and bias.
- Assess whether the software supports the curriculum, enhances teaching, and improves student outcomes.

Compatibility and Integration

- Consider how well the software integrates with existing systems (e.g., student information systems, learning management systems).
- Enforce actions that support the compatibility with hardware, operating systems, and network infrastructure.

Security and Privacy

- Prioritize security and data privacy.
- Implement vetting procedures requiring vendors to notify the district when updates include AI changes are made.
- Ensure that the software's security features and encryption comply with regulations (e.g., FERPA, CIPA, and COPPA).
- Confirm that the software vendor follows best practices in protecting student data.

Cost and Budget

- Balance the total cost of ownership, including licensing fees, maintenance, and support, in the evaluation for purchase.
- Consider how leveraging AI tools could replace other costs.
- Research different funds you could use to support implementation of AI.
- Find ways that AI can supplant current budgetary items.
- Lead conversations that assess whether the software provides value and access to all students and/or educators for the investment or options for students who may have challenges accessing the software.
- Direct, when possible, the software to run on a lower bandwidth to allow students with limited home Internet access.

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Usability and Training

- Test the software's usability to ensure it is intuitive for teachers, students, and administrators.
- Assess the availability of training resources and professional development for staff.

Scalability and Futureproofing

- Consider whether the software will scale as the LEA grows to meet the educator's and student's future needs.
- Insist the vendor provide regular updates and adapt to technological advancements.

Vendor Reputation and Support

- Research the software vendor's reputation: read reviews and seek recommendations.
- Learn the range of the vendor's customer support, responsiveness, and willingness to address issues meet the needs of the LEA: Is training available when needed and what is the cost?

Licensing Models

- Consider licensing options (e.g., perpetual, subscription-based, concurrent licenses).
- Ensure that the chosen licensing model aligns with the district's financial and operational preferences.

Accessibility and Inclusivity

- Consider how AI tools enhance learning for students, including those with diverse needs.
- Highlight features that promote inclusivity and accommodate diverse learning needs.

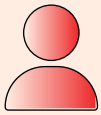
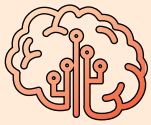
Pilot Testing and Feedback

- Create an AI pilot group/committee of users before full implementation of an AI tool.
- Engage and gather feedback from educators, students, and administrators to inform decision-making and to provide transparency of decisions.

Educators

As AI becomes more ingrained in our daily life, it is imperative that educators establish clear guidelines and model the ethical and transparent use of AI, as well as support healthy conversations and safe use. It is critical that educators create a classroom culture that empowers both themselves and their students in having conversations around the ethical use of AI within the context of the class, alignment with learning standards, and outcomes being met on an assignment-by-assignment bases. Much like when using a calculator, math educators will support students in understanding which assignments calculators can be used and which assignments they cannot. Educators must have constant conversations and make clear the intended outcomes of assignments to students. In support of this, an educator might consider creating a set of classroom guidelines that lay out the responsibilities that students have in completing assignments.

To support students in understanding the different ways in which AI might be leveraged within a given assignment, it is recommended that educators or a school at large adopt an AI Matrix so that students are clear on how to use AI tools ethically and responsibly on a given assignment. The OSPI AI Matrix is a good starting point for educators to build an understanding of ethical AI use.

Level 1 **No AI Assistance**	**Level 2** **AI -Assisted Brainstorming**	**Level 3** **AI-Supported Drafting**	**Level 4** **AI-Collaborative Creation**	**Level 5** **AI as Co-Creator**
				Human Inquiry HAH Human Empowerment
No AI tools are used at any point. Students rely solely on their knowledge and skills.	AI tools can help generate ideas. Final content must be created by the student without direct AI input. AI assistance must be cited.	AI can help with drafting initial versions. The final version must be significantly revised by the student. Clear distinction between AI input and student's contributions.	AI-generated content can be included. Student must critically evaluate and edit AI contributions. AI usage must be transparent and cited.	Extensive use of AI in content creation. Student provides a rationale for AI use and ensures original thought. Work adheres to academic integrity with proper citations.

Dowload 5 Step Scaffolding Scale

When creating a classroom culture around ethical use of AI, teachers should also consider establishing the responsibilities they have to students incorporating AI use within assignments.

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Teachers' Considerations Regarding AI Use in Assignments

Clarity: Consider, before assigning any work, clearly stating whether AI is allowed and to what extent. This clarity ensures that all students understand the expectations and can adhere to them, fostering a fair and equitable learning environment.

Rationale: Consider providing reasons behind decisions on AI use in assignments. Understanding why AI is permitted or not helps students see the value in developing their own skills and knowledge as they learn to leverage technology effectively.

Guidance: Consider guiding students on how to use AI responsibly when allowed. This includes teaching students to critically assess AI-generated content and to use AI as a tool for learning enhancement rather than as a shortcut.

Support: Consider providing resources for students to learn about AI and its applications. This support ensures that all students, regardless of their prior exposure to AI, can confidently use these tools in their academic work.

Establishing a classroom culture that empowers students to use AI tools ethically and responsibly is the responsibility of every educator.

Evaluating Student Work

It is highly recommended that educators use caution when leveraging AI tools to evaluate student work. When weighing whether to use AI to evaluate student work, educators are asked to consider the following:

- Make sure the student work does not have personally identifiable student information.
- Communicate with students that you will be leveraging AI to evaluate their work.

Using AI Detection Tools

It is highly recommended that educators do not utilize AI detection software in evaluating student work. Research by both Vanderbilt University and Stanford University have shown these tools to be less accurate than advertised, as well as biased against non-native English speakers and writers. The best way to detect if AI was used inappropriately within a learning experience is to know your students' voice and writing style through samples of work gathered over time. Rather than rely on AI detection software, it is recommended that educators create a classroom culture built on the ethical use of AI within the learning journey.

If the inappropriate use of AI is suspected, it is recommended that educators have a conversation with the student(s), allowing them to explain if they used AI and in what compacity within the assignment. If an AI Matrix has been implemented and clearly communicated within the classroom, it can form the basis for these conversations. Ultimately, the goal of these conversations is for both the educator and student to understand the use of AI.

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Students

Artificial intelligence is quickly becoming more capable of doing many incredible things. You, as a student, have an important role in making sure that AI is used for good. Here's why:

You are the ultimate AI tester. Being a student means you are great at exploring new things and using AI in creative ways to learn and grow. It's like playing a game and figuring out all the best moves. You probably already use many applications or websites every day that make use of AI, such as social media, video streaming and recommendation sites, and virtual assistants.

Keep in mind that AI is kind of like a toy robot. In some ways, it can be very sophisticated and can perform some complex tasks, but at the same time it can only do what it is programmed to do. This means AI can be used in the wrong way, sometimes by accident. Plus, the companies that make AI might collect your personal information without you knowing it!

In other words, there are pros and cons to using AI, which is why it is so important that you engage with AI ethically. Think like a detective. You want information from the AI, but you also have questions to ask yourself, such as:

- Is the AI helping you learn or is it just doing the work for you?
- What kind of information is the AI using to learn?
- Does the application ask for personal information that you would not normally give to a stranger?
- Are the results or responses fair or biased? What sort of information might be missing from the results that you think should be considered?
- How could someone misuse this tool, either on purpose or by mistake?

By critically thinking about AI, you can help make sure it benefits everyone. If you are ever unsure, ask your teachers, family, or community members.

Framework for Students on Discussing Their Workflow

When working with AI, it's important to think about people. First, consider how you're using AI. Is it helping you with a task? Maybe suggesting what to write in an essay or creating some cool art to show your friends what you are imagining? Keep people and how they will view your work in mind.

Next, check the work that AI gives you (output). Whatever writing or picture the software gives you, take a close look and evaluate it. Is it accurate? Does it make sense?

If you are unsure, talk to your teacher. When it is time to submit the final project, make sure you have used AI wisely.

Here are some more tips to consider as you use AI to support your learning:

Transparency



Always be clear and honest about how you've used AI in your assignments. Whether you've used it to generate ideas, conduct research, or check your work, your teachers and peers should know how AI tools have contributed to your final submission.

Understanding



You should not only use AI but also strive to understand the concepts and content it helps you create. Be prepared to discuss the reasoning behind your work, how you've used AI to assist you, and the knowledge you've gained through the process.

Reflection



Reflect on your learning process with AI. Consider what you've learned independently and what insights AI has provided. This reflection will help you articulate your workflow and the role AI played in your assignments.

Collaboration



Engage in discussions with your peers and teachers about the use of AI in your work. Sharing your experiences can foster a community of learning where everyone benefits from collective insights and strategies.

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Family and Community Members

Mentors, friends, family, and all community members who support our students are a hugely important part of the Washington education system. Whether you're picking up and dropping off at school, helping with homework, coaching an after-school team, or cooking dinner, you have an impact on our students' lives. Depending on your level of familiarity, topics like artificial intelligence might seem out of your wheelhouse. Nonetheless, you are encouraged to keep your student's well-being in mind as they navigate the AI landscape.

Try to identify what tools you use regularly that may depend on lots of data. Movie recommendation systems, text autocomplete and grammar checking apps, and web search engines are examples of common tools now based on machine learning AI models. Even without delving into the details of how these models work, you can help guide students' critical thinking and perhaps even bring them on your own journey toward understanding these ethical questions.

Consider the following example:

> You're on a website shopping for sunglasses and see an option to use their "virtual try-on" tool. After opening the tool, you quickly agree to the lengthy disclaimer, proceed to scan your face with your camera, and very conveniently see how the slick pair of sunglasses looks on your face via a 3D virtual display.

This might be a completely innocuous scenario. But consider what you may have agreed to in the disclaimer. What data is the site extracting when it scans your face? You may have provided biometric data not unlike the facial IDs used to unlock many smart phones. Your likeness may be shared with third party sites. Some form of AI is probably used to align the virtual glasses model with your face and is, as far as you can verify, just a neat, useful tool. But is the convenience worth what you may be giving up? How might these considerations apply to other tools you have used?

Include your student(s) in these conversations. They might realize something they have never considered, reveal other relevant information you may not have been familiar with, and perhaps make connections with other AI tools they are using for their learning. The more everyone in the community is aware of these concerns, the more critically we can all engage with AI.

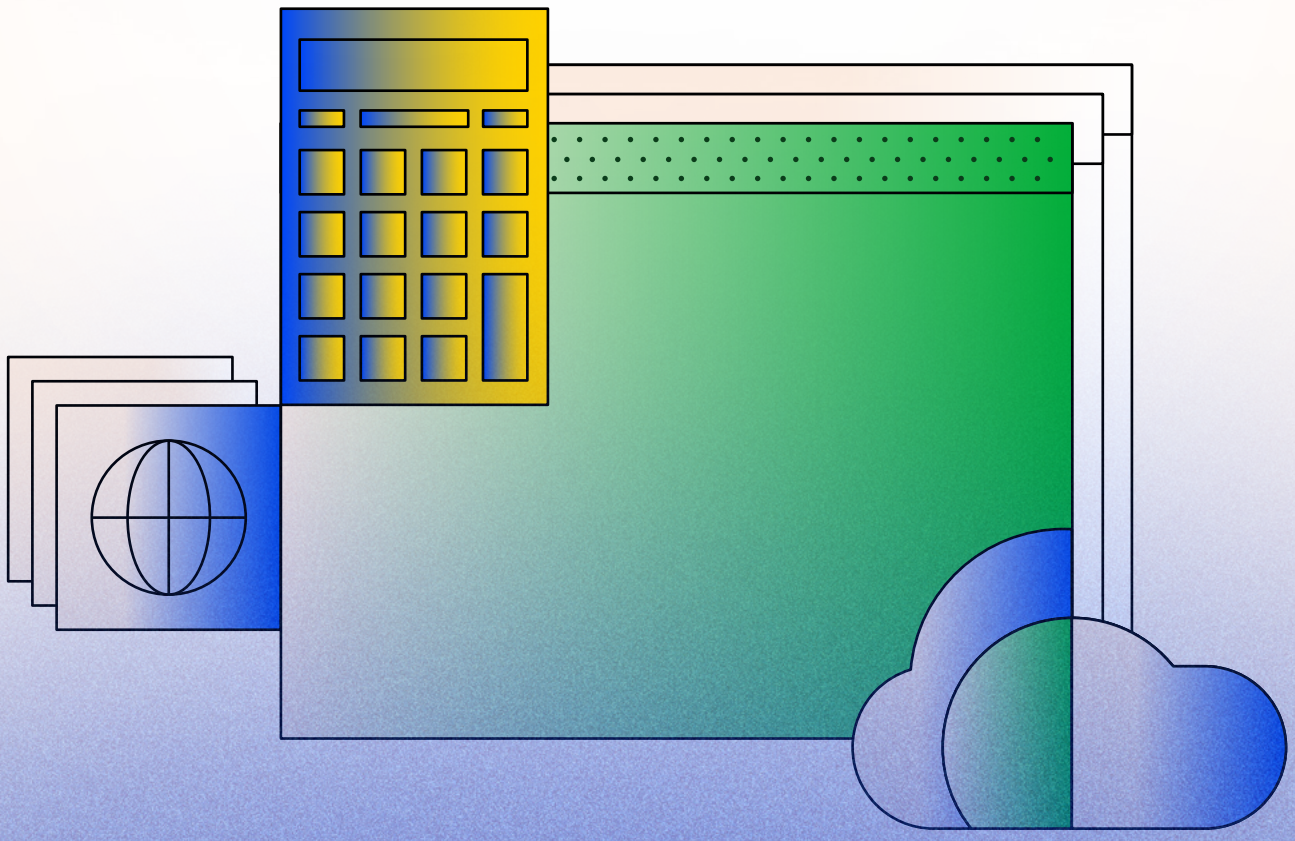
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Outlook

Every technology has historically faced a significant amount of confusion and pushback. Consider, for example, calculators, which initially raised widespread skepticism and concerns about their potential to weaken students' mathematical skills. Similarly, the introduction of computers sparked debates and concerns over increased screen time and decrease in interpersonal interactions.

Just as past educational advancements have brought both challenges and opportunities, the current wave of innovation holds great potential for enhancing student learning. It is our collective responsibility to ensure that human empowerment (H → AI → H) is a key consideration in our critical evaluation and application of tools that improve educational experiences for all students.

In this era of rapid innovation, it is important to recognize our place at the cusp of change. This guidance serves to shed light on important factors for a diverse group of stakeholders. As AI systems evolve, our guidelines and considerations must also evolve to keep pace with new technologies and the ever-changing cultural and social landscapes in which they are embedded. As our communities' knowledge expands and our societal norms around technology shift, it is imperative that these discussions remain a central focus in our educational institutions, engaging both students in the classroom and the broader school community. Continuing to prioritize these dialogues and maintain a human-centric approach in education—always putting the student experience first—is the most valuable legacy we can pass on to future generations.



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Professional Development

As Gen AI continues to evolve and impact all aspects of industry, LEAs need to provide training on and understanding of Gen AI for all educational stakeholders. The appropriate use of AI always begins with human inquiry and ends with human engagement with the AI output. LEAs must ensure users of Gen AI understand the safe, responsible ways to utilize these tools in a human-centered approach.

LEA leadership should prioritize staff understanding of how to utilize the technology in the following areas:

- Improve organizational awareness, productivity, and effective use of AI tools
- Understand the pedagogical changes that Gen AI has for learning
- Promote student empowerment in the use of AI in work and assessments
- Establish a shared understanding about the importance and equity concerns when using AI
- Promote access to appropriate AI tools for learning
- Create a shared understanding of academic integrity in the era of AI
- Emphasize ethical use of AI
- Promote understanding of AI and AI tools across the wider educational community
- Empower teachers to generate curriculum using open educational resources provided by OSPI (Washington OER Hub)

Human Inquiry HAH Human Empowerment

Human Inquiry-AI-Human Empowerment: AI in Education FAQ

This FAQ dives into the transformative role of AI in education, shedding light on how it's reshaping teaching and learning. It highlights AI's potential to tailor education to individual needs, streamline educator tasks, and enhance school operations. Alongside the excitement, OSPI cautions about issues such as privacy and equity. Essentially, OSPI envisions AI as a powerful ally in education by embracing a human-centered approach, focusing to make learning more effective and accessible, while also acknowledging the challenges that come with integrating technology into educational environments.

What is AI in Education?

Some key aspects of AI in education include:

- Personalized learning, intelligent tutoring systems, and increased access to learning for students from all backgrounds
- Leveraging automation in grading and administrative tasks
- Utilizing unprecedented access to data and knowledge to inform instructional decision-making

How Can AI Improve Teaching and Learning?

AI can improve teaching and learning by increasing efficiency, personalization, and accessibility.

Some examples of improvements include:

- Early identification of learning disabilities and opportunities for interventions
- Language translation and support
- Assisting with curriculum development
- Continuous professional learning for educators
- Facilitating collaborative learning and enhanced engagement in class

How Does AI Personalize Learning?

AI can use data-driven approaches and adaptive technologies to personalize educational experiences to individual needs.

Some examples include:

- Analysis of student learning and customized feedback
- Intelligent tutoring systems and adaptive course content
- Personalized learning schedules and study guides
- Guidance for further study, skills development, and career interests

Human Inquiry HAH Human Empowerment

What Role Can AI Play in Assessing Student Performance?

AI can enhance efficient assessment of student performance, though it may not be appropriate for assessing all student outputs.

Some appropriate uses of AI in assessment include:

- Creating assessments that are adaptive and interactive
- Automated grading of multiple-choice tests
- Performance tracking over time, identification of knowledge gaps, and personalized feedback
- Analysis of skills and competency, sentiment, and engagement

How Can AI Support Educators?

AI can support educators by enhancing their efficiency and effectiveness.

Some examples include:

- Automating administrative tasks
- Language translation
- Supporting the creation of learning materials and development of curricula
- Enhancing accessibility of classroom content
- Analysis of student performance
- Professional learning plans

How Is AI Integrated into Educational Curricula?

Integrating AI into educational curricula should take a multifaceted approach that includes not only teaching about AI itself, but also using AI as a tool in the classroom.

Some ways to integrate AI into curricula include:

- Teaching AI concepts
- Incorporating AI into STEM (science, technology, engineering, and mathematics) education
- Project-based learning
- Educational games, simulations, and virtual or augmented reality experiences. Enhancing accessibility of classroom content

How Can AI Improve Education Systems?

AI—when used responsibly—has the potential to improve educator and student experiences.

Some examples of improvements include:

- Making educational resources scalable
- Enhanced research capabilities, including processing and analyzing large datasets
- Fostering global learning communities by transcending language barriers and geographical boundaries
- Efficiency and cost-effectiveness

Human Inquiry HAH Human Empowerment

Are There Any Risks or Challenges Associated with AI in Education?

Yes. As with other technology that came before it, there are risks and challenges that need to be managed when integrating AI in education.

Some concerns include:

- Data privacy and security
- Bias in algorithms and other AI tools
- Inequitable access to technology
- Over-reliance on technology, including effects on student interactions and social skills
- Academic honesty and plagiarism
- Quality controls and fact-checking

What Are the Ethical Considerations of Using AI in Education?

Using AI ethically means using AI in ways that are responsible, safe, and beneficial.

Some considerations include:

- Bias, fairness, and cultural sensitivity and inclusion
- Data privacy and security
- Potential impacts on psychology and development
- Autonomous AI as a replacement for human decision-making
- Potential long-term consequences

What Is the Future of AI in Education?

The future of AI in education looks promising and is expected to transform how education is delivered and experienced.

Some key trends that are likely to shape the future of AI in education include:

- Advanced adaptive learning systems with greater personalization
- AI literacy and skills training
- Emotion recognition and mental health support
- Collaborative AI
- Smart campus infrastructures
- AI as a research assistant
- Combatting educational disruption

AI Integration: Leadership Checklist

There are important steps that Local Education Agencies (LEAs) should take when implementing the use of artificial intelligence (AI) in schools. Like technology that came before it, AI presents opportunities for enhanced learning experiences, creative and innovative thinking, and personalized instruction that supports all learners. Also like technology that came before it, AI must be used in ways that are responsible, ethical, and safe.

Having clear and updated LEA policies will support the appropriate use of AI in the classroom. Below, find a checklist to guide your process of integrating AI into your LEA. All draft AI policies should be reviewed and approved prior to adoption.

Step 1: Identify Stakeholders

✓ Make a list of key stakeholders within your LEA that will support your LEA with developing and adopting AI policies. Consider including:
- School district leaders
- IT Directors
- Educators
- Students
- Communications staff

✓ Make a list of key stakeholders in your LEA community that should be consulted and informed throughout your LEA's process of developing and adopting AI policies. Consider including:
- School board members
- Families
- Students
- Community members
- Community partners (such as advisory committees, school board members, CTE advisory committees, businesses, or nonprofit organizations that your LEA works with regularly)

Step 2: Discussions with Stakeholders

✓ Use OSPI's AI guidance, AI terms, and FAQ as resources to provide a basis of understanding for conversations.

✓ Work with stakeholders within your LEA to identify AI tools that your LEA will support. Consider:
- The availability of technological infrastructure at your LEA
- The data privacy policies of the AI tools under consideration
- How teachers will engage in professional learning opportunities to integrate AI into their classrooms

✓ Give families, students, community members, and community partners multiple opportunities to engage in the process. This engagement could look like:
- Town hall meetings
- Open houses
- Question-and-answer sessions

Step 3: Develop AI Policy

✓ Collaborate with stakeholders to develop your LEA's AI policy.

✓ Develop a process for updating your LEA's AI policy as technology advances and the needs of your LEA community change.

✓ Ask stakeholders to review and provide feedback on your LEA's AI policy. Ask multiple types of stakeholders to engage in the review process, including:

- Administrators
- Educators
- Students
- Families

✓ Partner with your LEA's communications staff to:

- Ensure that your LEA's AI policy is written in "Plain Talk."
- Ensure that the document is compliant with the Americans with Disabilities Act.
- Make the document available to the public.
- Identify the process for updating the document and housing its updated versions.

Step 4: Update Other Policies

✓ Using the processes in place at your LEA, work with committees, appointed staff, and/or others to review and update current LEA policies to be in alignment with your AI policy. Policies to consider including:

- Technology Responsible Use Policy (RUP)
- Integrate LEA academic integrity policy
- LEA student code of conduct or HIB (harassment, intimidation, bullying) policy
- Staff policies
- Classroom academic policies and syllabi

✓ Partner with your LEA's Communications staff to coordinate messaging to students, families, and other stakeholders regarding these updated policies.

Human Inquiry HAH Human Empowerment

Definitions of Key AI Technology Terms OSPI AI Advisory Group

Audience: Education Leaders

Version 5: 03/27/2024

Term	Definition	Resources
Algorithm	An algorithm is a structured series of steps or rules formulated to process information and achieve desired outcomes.	Explainer: What Is an Algorithm?
Artificial Intelligence (AI)	Artificial Intelligence (AI) is a computer system that can learn, make decisions, and perform tasks typically needing human intelligence.	What is Artificial Intelligence?
Large Language Model	Large Language Models are advanced AI systems designed to understand, interpret, and generate human language, imagines, audio and video products.	How Chatbots and Large Language Models Work
Generative AI	Generative AI is an AI algorithm capable of creating text, images, videos, or other content using generative models, in reponse to prompts.	Generative AI: what is it good for?
GPT AIs	"GPT" (generative pre-trained transformer) includes: ChatGPT, ImageGPT, MusicGPT, VideoGPT and more to come. **Generative:** The AI generates materials based on an input. **Pre-Training:** The AI is pre-trained on a set of data (Large Language Model). **Transformer:** The underlying technology code and algorithm that makes the AI work in a particular way.	

Term	Definition	Resources
Human empowerment (AI)	Humans use AI technologies to enhance human capabilities, well-being, and autonomy, ensuring that AI systems are designed to support, augment, and elevate human abilities, experiences, and values across diverse domains of life.	The Future of Human Empowerment
Algorithmic Bias	Algorithmic bias is the systematic and unfair distortions in the output of algorithms.	Machine Learning and Human Bias
Hallucination (AI)	AI hallucination is the phenomenon where AI systems produce fabricated or inaccurate information.	Why Large Language Models Hallucinate
AI Ethics	AI ethics are the set of guiding principles that stakeholders use to ensure artificial intelligence technology is developed and used responsibly.	Ethics of AI: Challenges and Governance

Acknowledgements

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AI Advisory Group:

- Adam Aguilera, Teacher at Evergreen Public Schools
- Cindy Cromwell, Principal in Kelso School District
- Dr. Trevor Greene, Superintendent of Yakima School District
- Kris Hagel, Executive Director of Digital Learning for Peninsula School District
- Travis Rush, Technical Education Lead for the Association of Educational Service Districts (AESD)
- Dr. Min Sun, Associate Professor at the University of Washington's College of Education
- Shahan Ali Memon, PhD student at the Information School at the University of Washington
- Maxwell Richards, student representative from the Bainbridge Island School District

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- Rebecca Wallace, Assistant Superintendent of Secondary Education and Postsecondary Pathways at OSPI

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AI Use Disclaimer

In crafting this guidance, OSPI harnessed the power of Large Language Models (LLMs). Anchored in the "Human → AI → Human" paradigm, this document aims to foster and model responsible and ethical engagement with AI technologies. Educators are encouraged to leverage AI as an augmentation tool, preserving human insight and creativity.

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Coversheet

Kitchen Modernization Project

Section: VIII. Action Items
Item: A. Kitchen Modernization Project
Purpose:
Submitted by:
Related Material: 2026-10-28 Kitchen Modernization.pdf

BOARD PACKET

TO:	**Board of Directors**
SUBJECT:	**Kitchen Modernization Project**
AGENDA:	**ACTION**
DATE:	**October 28, 2026**
PREPARED BY:	**Shawn Cook, *Director of Finance and Operations***
	Darlene Morrow, *Director of Food Services*

Background

The Board approved the Kitchen Modernization Project on October 14. Following approval, the milk chiller experienced another failure. While the unit was returned to service through an inexpensive repair, the equipment has required numerous repairs over the years and is nearing the end of its useful life. To avoid future disruptions to food service operations it is recommend to add a replacement milk chiller to the project.

Quotes Received

Vendor	Quote
Central Restaurant Products	$4,565.40
KaTom Restaurant Supply, Inc.	$4,895.05
Don's Restaurant Equipment	$5,208.08

Recommendation

It is recommended that the Board of Directors approve the addition of a replacement milk chiller to the Kitchen Modernization Project. The purchase will be funded through the Capital Projects Fund. It is recommend to award the purchase to Central Restaurant Products in the amount of **$4,565.40**.

Coversheet

Resolution #15-26

Section: VIII. Action Items
Item: B. Resolution #15-26
Purpose:
Submitted by:
Related Material: Resolution 15-26 auth. sale of MIssimer OIE property.pdf

RESOLUTION #15-26

A Resolution of the Prosser School District No. 116 Board of Directors Authorizing the Sale of Surplus District Real Property, the Use of a Licensed Real Estate Broker, and Authorizing the Superintendent to Negotiate the Terms of Said Sale on the District's Behalf

WHEREAS, the Prosser School District No. 116 (subsequently the "District") is the owner of the following real property, and improvements thereon, located in Benton County, Washington, that is no longer required for school purposes:

Parcel A:

The South half of the Northwest quarter of the Southwest quarter and the Northeast quarter of the Southwest quarter of the Southwest quarter and the West half of the Southeast quarter of the Southwest quarter of the Southwest quarter, all in Section 34, Township 9 North, Range 24 East W.M., records of Benton County, Washington.

APN 1-3494-300-0003-000; and

Parcel B:

The West half of the Southwest quarter of the Southwest quarter of Section 34 Township 9 North, Range 24 East, W.M., records of Benton County, Washington.

APN 1-3494-300-0004-000; and

WHEREAS, Parcels A and B referred to in the preceding clause shall collectively subsequently be referred to herein as the "Properties;" and

WHEREAS, in accordance with RCW 28A.335.120(2), notice (subsequently referred to herein as the "Notice") of the Board of Director's, (subsequently the "Board"), proposal to sell the Properties, and the possibility that a licensed real estate broker may be used to facilitate the sale(s) of the same, was previously published in the Prosser Record-Bulletin, a legal newspaper with a general circulation in the area in which the District is located, on Wednesday, October 14, 2026, and again on Wednesday, October 21, 2026; and

WHEREAS, the Notice included notice/information that the Board would hold a public hearing on October 28, 2026, at the Prosser School District Board Room located at 1203 Prosser Avenue, Prosser WA, 99350, beginning at 6:00 p.m., or as soon thereafter as practicable, upon the proposal to dispose of the Properties, at which the Board would admit evidence offered for and against the propriety and advisability of the proposed sale of the same; and

WHEREAS, the public hearing described in the Notice did occur on October 28, 2026; and

WHEREAS, the Board, having considered the evidence offered during the public hearing on October 28, 2026, finds and concludes that the parcels comprising the Properties, and each of them, are no longer required for school purposes and should be sold; and

WHEREAS, the District has previously obtained and been provided a separate and distinct market value appraisal from a general real estate appraiser certified under Washington law for each parcel comprising the Properties separately; and'

WHEREAS, the Board finds and concludes that the efficiency and effectiveness of the process of negotiating the sale of the parcels comprising the Properties with potential buyers of the same would be furthered by authorizing the District's superintendent to be the primary official of the District in any such negotiations.

THEREFORE, BE IT RESOLVED that each parcel comprising the Properties is no longer needed for school purposes, should be listed and marketed for sale, and should be sold by the District.

AND BE IT FURTHER RESOLVED that the sale of each parcel comprising the Properties would be facilitated and greater value realized through use of the services of licensed real estate brokers, and that the District's superintendent is authorized to negotiate a contract for the same in accordance with the requirements and limitations of RCW 28A.335.120(6).

AND BE IT FURTHER RESOLVED that notice of the Board's desire to sell the Properties, as set forth in this resolution, shall be published in accordance with RCW 28A.335.120(3).

AND BE IT FURTHER RESOLVED that the District's superintendent is hereby authorized to negotiate the sale of the Properties, or any portion thereof and/or parcel included therein, with potential buyers of the same.

AND BE IT FURTHER RESOLVED that the District's superintendent shall keep the Board apprised of the status of the marketing of the Properties, or any portion thereof and/or parcel included therein, for sale, and of the status of negotiations with potential buyers related to the sale of the same, including any offers made by any such potential buyer.

AND BE IT FURTHER RESOLVED that the sale of the Properties, or any portion thereof and/or parcel included therein, is subject to, and requires, approval by the Board in accordance with Washington law, including RCW 28A.335.120.

The foregoing resolution was adopted at a regular meeting of the Board of Directors of Prosser School District No. 116 held the 28th day of October, 2026, with the following members present and voting:

PROSSER SCHOOL DISTRICT #116
Board of Directors

_____
Jason Rainer, President

_____
Michelle O'Brien, Vice President

_____
Elisa Riley, Director

_____
Brian Weinmann, Director

_____
Frank Vermulm, Director

Attest:

_____
Kim Casey,
Superintendent and Secretary to the Board

Prosser School District No. 116 Resolution # 15-26 - 3

Coversheet

Transportation - Special Services Bus Purchase

Section: VIII. Action Items
Item: C. Transportation - Special Services Bus Purchase
Purpose: Vote
Submitted by:
Related Material: Board Packet Cover Sheet - Special Services Bus Purchase.pdf
2027 PROSSER - A2 27008AP L 09-09-26.pdf
2027 PROSSER - A2 27009AP L 09-09-26.pdf

BOARD PACKET

TO: Board of Directors
SUBJECT: Transportation Department – Special Services Bus
AGENDA: Action Item
DATE: October 26, 2026
PREPARED BY: Kim Casey, Superintendent

Blue Bird and Thomas quotes are attached. We are choosing Thomas because it is less money for an identical product. Important to note both b uses were equipped with track seating which allows for multiple seating opportunities with up to two (2) wheel chairs.

BRYSON

Quote #
A227008AP L

Prosser School District No. 116
1126 Meade Ave.
Prosser, WA 99350
Amiee Cook
(509) 786-2630
amiee.cook@prosserschools.org

Bryson Sales & Service of Washington, Inc.
2407 Gibson Road. Everett, WA 98204
Phone 425-953-2820 FAX 425-610-4389

"WE SERVICE WHAT WE SELL"
Since 1969



Quote Date:	*Expected Delivery Date:*	*Customer Required Delivery Date:*	***MICRO BIRD LIFT***
09/09/2026	150-210 Days ARO	_____	

2026-2027 WASHINGTON STATE QUOTE PRICE

REQ. QTY	ST BID CATEGORY	MAKE	MODEL	WHEELBASE	CAPACITY	PRICE	EXTENDED
1	A 10-34 GAS	MICRO BIRD			18+1	$ 141,112	$ 141,112
1	OPTION GM 14,200 CHASSIS	DRW	G5	159	18+1	$ 16,519	$ 16,519

REQUIRED AND AVAILABLE ADDITIONAL OPTIONS OR (CREDITS)

BODY SPECIFICATIONS

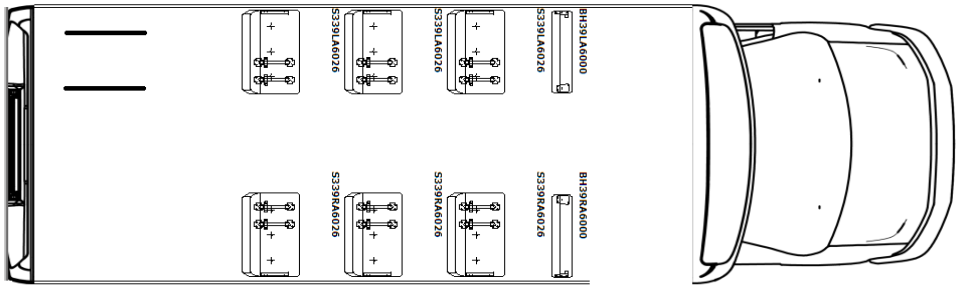
1	INCL	8WL	WARNING, 4 AMBER LED LIGHTS AND 4 RED LED LIGHTS	$ -	$ -
1	INCL	ALI	ALIGNMENT	$ -	$ -
1	INCL	ALS	ADDITIONAL SPRING LEAF (1)	$ -	$ -
1	INCL	BC5	FLAT FLOOR	$ -	$ -
1	INCL	BBX-PLT	BBX TRAY STD	$ -	$ -
1	INCL	BBX-SLD	BBX TRAY SLIDES	$ -	$ -
1	INCL	BBX-UNLCK	BBX DOOR STD	$ -	$ -
1	INCL	BBX-X	BBX W/ AUX BATTERY	$ -	$ -
1	INCL	BFK	BODY FLUID KIT	$ -	$ -
1	INCL	BSPD	LIGHT SWITCH/CONTROL PANEL RHEOSTAT	$ -	$ -
1	INCL	BU1-S	BUMPER -REAR - STEEL	$ -	$ -
1	INCL	BU2	BUMPER REINFORCEMENTS	$ -	$ -
1	**OPTION**	**BUA-1**	**BACK-UP ALARM**	**$ 168**	**$ 168**
1	**OPTION**	**BUC-1**	**BACK UP CAMERA W/ SCREEN IN MIRROR**	**$ -**	**$ -**
1	INCL	BW1	PANEL BELOW WINDOW - ALUMINUM	$ -	$ -
1	INCL	BWP	PAINT BLACK AROUND WARNING LIGHTS	$ -	$ -
1	INCL	CAE-8	SPECIALTY ELECTRIC CROSSING CONTROL ARM, YELLOW POLYCARBONATE BAR	$ -	$ -
1	INCL	CPO	CHASSIS PREPARATION	$ -	$ -
1	INCL	CRG	GM RADIO CHIME	$ -	$ -
1	INCL	CST-1	STRUCTURAL CAGE	$ -	$ -
1	INCL	DBB	DECAL BATTERY BOX LOCATION (2")	$ -	$ -
1	INCL	DFO	DECAL, FUEL DESIGNATION	$ -	$ -
1	INCL	DG2	DRIVE LINE GUARD - FRONT & REAR	$ -	$ -
1	INCL	DMB-EY	DECAL MICRO BIRD ENG YLW BACK	$ -	$ -
1	INCL	DSB	"SCHOOL BUS" DECALS REFLECTIVE	$ -	$ -
1	INCL	E32	ENTRANCE DOOR 32" G5	$ -	$ -
1	INCL	EDG	CLEAR WINDOWS FOR ENTRANCE DOOR	$ -	$ -
1	INCL	EEC	ELECTRIC ENTRANCE DOOR MECHANISM	$ -	$ -
1	INCL	E4B-2-3	"EMERGENCY DOOR" DECAL - ENGLISH	$ -	$ -
1	INCL	EOS-B	SWITCH, EMERGENCY OVERRIDE, WSQ & WPB	$ -	$ -
1	INCL	ESK	EXTERIOR SKINS	$ -	$ -
1	INCL	EWF	EXTERIOR WINDOW TRIM	$ -	$ -
1	INCL	EX2	FIRE EXTINGUISHER - 5 LBS.	$ -	$ -
1	INCL	EXB	RELOCATE EXHAUST TO REAR	$ -	$ -
1	INCL	FAK	FIRST AID KIT - FEDERAL SPECIFICATIONS, WA	$ -	$ -
1	INCL	FDC	CONSOLE FOR SWITCHES	$ -	$ -

1	INCL	FGL	INT & EXT FINISHING PARTS	$	-	$	-
1	INCL	FGSW-PZ	GREY FLOOR SMOOTH WHITE NOSES WITH PEBBLE STEPS ZENITH	$	-	$	-
1	INCL	FIR	FUEL INTEGRITY REINFORCEMENTS	$	-	$	-
1	INCL	FS1	STEEL FLOOR GALVANIZED 14 GAUGE	$	-	$	-
1	INCL	FSR-1	STANDARD FRONT STRUCTURE	$	-	$	-
1	INCL	GCS	ENTRANCE GRAB STAINLESS STEEL LH	$	-	$	-
1	**OPTION**	**GDS**	**ENTRANCE GRAB STAINLESS STEEL RH**	**$**	**142**	**$**	**142**
1	**OPTION**	**GLC**	**GLOVE COMPARTMENT**	**$**	**-**	**$**	**-**
1	INCL	GRG	GRAVEL SHIELDS STANDARD BLACK	$	-	$	-
1	INCL	GUT	DRIP RAILS	$	-	$	-
1	**OPTION**	**GVWR-142**	**GVWR (GROSS VEHICLE WEIGHT) 14,200LBS**	**$**	**-**	**$**	**-**
1	INCL	HCD-1	HANDICAP DECAL	$	-	$	-
1	INCL	H D A	HEATER 42,000 BTU	$	-	$	-
1	HEATER LOCATION		HEATER TO BE LOCATED TOWARDS FRONT OF BUS - NOT IN W/C AREA	**$**	**-**	**$**	**-**
1	INCL	HHNC	HEATER HOSE SUPREME ONLY (1X)	$	-	$	-
1	INCL	HS1	HEATED AIR BLOW - ENTRANCE STEP DOD	$	-	$	-
1	INCL	HWB	HOOD OVER WARNING LIGHTS (BLACK)	$	-	$	-
1	INCL	I40	INTERLOCK FOR LIFT WITH OR W/OUT KEY	$	-	$	-
1	INCL	IM	INTERIOR MIRROR 6" X 16"	$	-	$	-
1	INCL	IPL	INSPECTION PLATE FOR FUEL TANK WITH 5/8" PLYWOOD	$	-	$	-
1	INCL	ISF	INT FRONT SKINS	$	-	$	-
1	INCL	ISRR	INT FINITION REAR	$	-	$	-
1	INCL	ITC-P1RS	CEILING SKINS	$	-	$	-
1	INCL	ITST	INTERIOR FINISH STANDARD	$	-	$	-
1	INCL	L2N-1	REAR DOOR LATCH -SLIDE BAR 3 POINT SYSTEM (NON-LOCKABLE)	$	-	$	-
1	INCL	LAH-S	DOME LIGHTS LED	$	-	$	-
1	INCL	LAH-3	DOME LIGHTS ACTIVATED ON BATTERY	$	-	$	-
1	INCL	LBU-L	4" LED BACK-UP LIGHTS	$	-	$	-
1	INCL	LCB	READING LIGHT ABOVE DRIVER LED	$	-	$	-
1	INCL	LCL-L	CLEARANCE / IDENTIFICATION FRONT AND REAR LED LIGHT	$	-	$	-
1	INCL	LDN-L	REAR DIRECTIONAL LED LIGHTS WITHOUT ARROWS	$	-	$	-
1	INCL	LDS	LIFT DOOR SWITCH ON 2ND DOOR	$	-	$	-
1	INCL	LE2-L	DIRECTIONAL LIGHTS (INTERMEDIATE SIDE MARKER ARMORED) LED	$	-	$	-
1	INCL	LFF	PILOT LIGHT - LIFT DOOR, GREEN	$	-	$	-
1	INCL	LGM-DS	MICRO BIRD LOGO	$	-	$	-
1	INCL	LGT	LIFT DOOR GLASS - TINTED	$	-	$	-
1	INCL	LGZ	STEPWELL LIGHT	$	-	$	-
1	**OPTION**	**LJ1-L**	**EXTERIOR LIGHT ENTRANCE DOOR (ADA REQUIREMENTS) LED**	**$**	**142**	**$**	**142**
1	INCL	LJ2-L	EXTERIOR LIGHT LIFT DOOR (ADA REQUIREMENTS) LED	$	-	$	-
1	INCL	LLP-L	LICENSE PLATE LIGHT LED	$	-	$	-
1	INCL	LN2-3M	REFLECTORS REAR (4) RED 3M	$	-	$	-
1	**OPTION**	**LTK-QMR**	**L TRACK W/C BELT QRT MAX FIXED S/BELT**	**$**	**-**	**$**	**-**
1	**OPTION**	**LPS-Q**	**L-TRACK FLOOR POCKET SYSTEM (Q-STRAINT)**	**$**	**356**	**$**	**356**
1	INCL	LR0	LIFT DOOR - REAR, 100 SERIES	$	-	$	-
1	INCL	LR0-N	NON-LOCKING LIFT DOOR HANDLE	$	-	$	-
1	INCL	LBS2	BRAUN LIFT CENTURY	$	-	$	-
1	INCL	LST-L	REAR AND STOP & TAILS LIGHTS LED	$	-	$	-
1	INCL	MD1	EXTERIOR P/A SPEAKER	$	-	$	-
1	INCL	ME2-WA	PREWIRE 2-WAY RADIO	$	-	$	-
1	INCL	MRSHR-Z6	REARVIEW/CROSS-OVER ROSCO MIRRORS - LH AND RH / HEATED WITH TIMER	$	-	$	-
1	INCL	MUD	MUD FLAPS	$	-	$	-
1	INCL	MVW	MORE VIEW WINDOW	$	-	$	-
1	INCL	NNS-S	NOISE SUPPRESSION SWITCH	$	-	$	-
1	INCL	NWH	NO WHEEL HOUSINGS	$	-	$	-
1	INCL	P3S	PLYWOOD 5/8"	$	-	$	-
1	INCL	PAG	FUEL FILLER PORT	$	-	$	-
1	INCL	PEY	PAINT EXTERIOR YELLOW	$	-	$	-
1	INCL	PLH	REINFORCEMENT FOR LIFT & DOOR	$	-	$	-
2	INCL	PMH	"PERMIT HOLDER" 7 5/8 X 9 1/4	$	-	$	-
1	INCL	PRW5	PAINT ROOF WHITE	$	-	$	-
1	INCL	PSBC	PAINTED ENTRANCE STEP BODY COLOR MATCH	$	-	$	-
1	INCL	PST	HEAD PADS GREY G5	$	-	$	-

1	INCL	PWA	"UNLAWFUL TO PASS WHEN RED LIGHTS FLASH" DECAL FOR WASHINGTON	$	-	$	-
1	INCL	RD2-RL	REAR DOOR 2 GLASS W/ RLD	$	-	$	-
1	INCL	RDB	EMERGENCY EXIT AJAR BUZZER	$	-	$	-
1	INCL	RDR	RETAINER REAR EMERGENCY DOOR	$	-	$	-
1	INCL	RDW2-G	REAR DOOR GLASS (2) TINT 26%	$	-	$	-
1	**OPTION**	**RF8**	**RUNNING BOARD (DRIVER DOOR)271**	**$**	**336**	**$**	**336**
1	INCL	RFCF	ROOF CAP STANDARD FRONT G5	$	-	$	-
1	INCL	RFCR	REAR CAP FIBERGLASS STANDARD	$	-	$	-
1	INCL	RFT-Y-3M	REFLECTIVE TAPE EMERGENCY DOOR	$	-	$	-
1	INCL	RLD	RACK & LOAD	$	-	$	-
1	INCL	RMW-PAS	RADIO AM/FM/CD/USB/AUX W/ PA SYSTEM	$	-	$	-
1	INCL	RRF	RUB RAIL - FLOOR LEVEL	$	-	$	-
1	INCL	RRF-2	RUB RAIL - LIFT DOOR FLOOR LEVEL	$	-	$	-
1	INCL	RRN	RUB RAILS BLACK	$	-	$	-
1	INCL	RRS	RUB RAIL - SEAT LEVEL	$	-	$	-
1	INCL	RRS-2	RUB RAIL - LIFT DOOR SEAT LEVEL	$	-	$	-
1	INCL	RSR-5	REAR STRUCTURE W/ RLD	$	-	$	-
1	INCL	RSS1	ROOF HATCH SPHEROS SMART	$	-	$	-
1	INCL	RTR-1-3M	1" REFLECTIVE TAPE REAR (OUTLINE)	$	-	$	-
1	INCL	SBC	SEAT BELT CUTTER	$	-	$	-
1	INCL	SFS	STANDARD FLOOR STRUCTURE	$	-	$	-
1	INCL	SKG-1	SUPPORT FOR SIDE SKINS AND MUD FLAPS (G5)	$	-	$	-
1	INCL	SLND	ELEC SYS W/ RELAY 200A	$	-	$	-
1	INCL	SRT-S	(4) SPEAKERS - INSTALLED ON ROOF TOP OF THE BUS	$	-	$	-
1	INCL	SSD	DECALS " SEAT SPACING" WA	$	-	$	-
1	INCL	SSM3	SPECIALTY ELECTRIC STOP ARM LED WITH STROBE	$	-	$	-
1	INCL	STC	EXTERIOR STORAGE COMPARTMENT	$	-	$	-
1	INCL	SV1	STATIC ROOF VENT	$	-	$	-
1	INCL	T2S-3M	2" REFLECTIVE TAPE (BOTH SIDES)	$	-	$	-
1	INCL	THR	TOW HOOK - REAR (2)	$	-	$	-
1	INCL	TWD	TRIANGULAR WARNING DEVICES	$	-	$	-
1	INCL	UC2	RUSTPROOF COATING OF UNDERBODY/CHASSIS	$	-	$	-
1	INCL	V40-1	ELECTRIC/MANUAL VALVE CLOSING HEATER (UNDER BODY)	$	-	$	-
1	INCL	V50	SHUT OFF VALVE WITH BLEEDER	$	-	$	-
1	INCL	WAC	WINDOW 26% (DARK) TINTED SPLIT SASH WINDOWS (SCHOOL BUS)	$	-	$	-
1	INCL	WHT	MOULDED BLACK WHEEL TRIM	$	-	$	-
1	INCL	WPB	ELECTRICAL, FLASHING LIGHTS SYSTEM ON BATTERY	$	-	$	-
1	INCL	WRC	TINTED (DARK) BACK WINDOWS (2).	$	-	$	-
1	INCL	WSQ	SEQUENTIAL FLASHING LIGHTS SYSTEM	$	-	$	-
1	INCL	WSS-S	WIRING SYSTRM STANDARD	$	-	$	-
			SEATING				
1	INCL	KER	39" KICK PANEL UNDER BARRIER - RH	$	-	$	-
6	INCL	LEGD-S	BARRIER, 39" LH CEW BROWN FIREBLOCK	$	-	$	-
1	INCL	BH39LA6000	BARRIER, 39" LH CEW BROWN FIREBLOCK	$	-	$	-
1	INCL	BH39RA6000	BARRIER, 39" RH CEW BROWN FIREBLOCK	**$**	**-**	**$**	**-**
3	INCL	S339LA6026	HSM 3 PTS 39 LH HB BROWN FB	**$**	**-**	**$**	**-**
3	INCL	S339RA6026	HSM 3 PTS 39 RH HB BROWN FB	$	-	$	-
			LETTERING				
1	INCL	LETTERING	**PROSSER SCHOOL DISTRICT NO. 116**	$	-	$	-
1	INCL	LOCAL	BUS NUMBER(S):	$	-	$	-
1	INCL	LOCAL	"FOR OFFICIAL USE ONLY"	$	-	$	-
1	INCL	LETTERING	"BATTERY"	$	-	$	-
			CHASSIS				
1	INCL	ABS	4 WHEEL DISC BRAKES WITH ABS	$	-	$	-
1	INCL	AJ3	AIR BAG DRIVER'S SIDE ONLY	$	-	$	-
1	INCL	AR7	SEAT FRONT BUCKET WITH VINYL TRIM	$	-	$	-
1	INCL	BNC	BODY MOUNT CUSHIONS (PUCK)	$	-	$	-
1	INCL	B3D	SCHOOL BUS ON GAS	$	-	$	-
1	**OPTION**	**C60**	**FRONT DASH AIR**	**$**	**138**	**$**	**138**
1	INCL	DTRL	DAYTIME RUNNING LIGHTS	$	-	$	-
1	INCL	D31	TILT REAVIEW MIRROR	$	-	$	-

1	INCL	ENC-HVAC	AUX HEATER PLUMBING AND WIRING	$	-	$	-
1	INCL	FTC-21	FUEL TANK 32 GALLONS	$	-	$	-
1	INCL	KW5	ALTERANTOR 220 AMPS	$	-	$	-
1	INCL	L8T	ENGINE GAS 6.6L V8	$	-	$	-
1	INCL	N8X	8 SPEED HD TRANSMISSION	$	-	$	-
1	INCL	PWS	POWER STEERING	$	-	$	-
1	INCL	R05	DUAL REAR WHEELS	$	-	$	-
1	INCL	TP3	DUAL BATTERIES EACH 770 AMPS	$	-	$	-
1	INCL	UJ1	BRAKE WARNING INDICATOR	$	-	$	-
1	INCL	U0F	RADIO	$	-	$	-
1	INCL	U05	HORN DUAL NOTE TONE	$	-	$	-
1	INCL	VK3	LICENSE PLATE BRACKET	$	-	$	-
1	INCL	VTP	VOLTMETER TEMPERATURE & OIL PRESSURE	$	-	$	-
1	INCL	V4D	STOP TURN SIGNAL CIRCUITS	$	-	$	-
1	INCL	XHF	TIRE FRONT LT 225 / 75R 16E ALS B/L DRW	$	-	$	-
1	INCL		TIRE REAR LT 225 / 75R 16E ALS B/L	$	-	$	-
1	INCL	ZX1	HIGH BACK BUCKET DRIVER'S ONLY	$	-	$	-
1	INCL	8E8	FRONT BUMPER PAINTED BLACK	$	-	$	-
1	INCL	01U	EXTERIOR PAINT SCHOOL BUS YELLOW	$	-	$	-
1	INCL	9L7	ACCESSORY POWER CIRCUITS	$	-	$	-
1	INCL	93W	TRIM VINYL MEDIUM DARK PEWTER	$	-	$	-
1	**OPTION**	**ZQ3**	**Cruise Control, GM Chassis**	**$**	**370**	**$**	**370**
1	**OPTION**	**KO5**	**Block Heater**	**$**	**-**	**$**	**-**
1	**OPTION**	**V10**	**Cold Climate Package**	**$**	**97**	**$**	**97**
1	**OPTION**	**5G0**	**Paint Wheels Black**	**$**	**84**	**$**	**84**
1	**OPTION**	**C7I**	**CHASSIS CHEVY 6.0L GAS 14200**	**$**	**-**	**$**	**-**
			WARRANTY				
1	INCL		MANUFACTURER.	$	-	$	-
1	INCL		MICRO BIRD STANDARD 12 MONTH/12,000 - 5 MONTHS/100,000 MILES WARRANTY	$	-	$	-
			ADDITIONAL OPTIONS				
1	INCL	LOCAL	PRE-DELIVERY AND STATE PATROL INSPECTION	$	-	**$**	**-**
1	INCL	9010101	DECALS,LOCAL KIT (TYPE A)	$	-	**$**	**-**
1	**OPTION**	**9020001**	**RADIO, TWO WAY, DELETE STD KENWOOD INCLUDED IN STATE BID**	**$**	**(550)**	**$**	**(550)**
1	**OPTION**	**LOCAL**	**RADIO PURCHASED FROM PUGET SOUND INSRUMENT AND INSTALLED @ DISTRICT**	**$**	**1,724**	**$**	**1,724**
1	**OPTION**	**LOCAL**	**TWO-WAY RADIO: CM200D**	**$**	**-**	**$**	**-**
1	INCL	9270101	LIFT COVER, UPGRADE TO BRAUN (GRAY)	**$**	**-**	**$**	**-**
1	INCL	LOCAL	TRACWRAP FOR TRANSPORT	**$**	**-**	**$**	**-**
1	**INCL**	**LOCAL**	**LICENSE PLATE, REGISTRATION, OSPI OPERATING PERMIT UPON DELIVERY $750**				
			CAMERA SYSTEMS				
1	**OPTION**	**LOCAL**	**CAMERA SYSTEM, HD6-600W-3-500GB HDD 4 CAMERA SYSTEM**	**$**	**3,568**	**$**	**3,568**

SEAT PLAN



ADDITIONAL NOTES

STOCK UNIT, SUBJECT TO PRIOR SALE

SUMMARY

We Service What We Sell

Since 1969

Lolo Barrera - (509) 952-3549 lolo@brysonsales.com

BRYSON

VISIT OUR WEBSITE
WWW.BRYSONSALESWA.COM

Quote Valid for 30 Days and is subject to manufacturer acceptance at time of District order.

Quote #

A227008AP L

NOTE: Tax Rate Is Subject To Change At The Time Of Invoice.

BASE BID PRICE		$ 141,112.00
DISTRICT OPTION		$ 23,094.00
PER BUS TOTAL, ONE BUS		$ 164,206.00
PURCHASE QUANTITY		1
EQUIPMENT TOTAL		$ 164,206.00
OPTIONS DISCOUNT, DEDUCT		$ (31,000.00)
SUBTOTAL		$ 133,206.00
LESS TRADE/S		
TAX RATE	9.10%	$ 12,121.75
TOTAL PURCHASE PRICE		$ 145,327.75
MULTIPLE UNIT TOTAL		$ 145,327.75

The following signature authorizes the order of this bus including items listed above:

Authorized Signature: *Date:*

Bryson Sales & Service of Washington, Inc.
2407 Gibson Road. Everett, WA 98204
Phone 425-953-2820 FAX 425-610-4389

"WE SERVICE WHAT WE SELL"
Since 1969

Quote #
A227009AP L

Prosser School District No. 116
1126 Meade Ave.
Prosser, WA 99350
Amiee Cook
(509) 786-2630
amiee.cook@prosserschools.org



Quote Date: 09/09/26	*Expected Delivery Date:* 150-210 Days ARO	*Customer Required Delivery Date:* _____	***MICRO BIRD LIFT***

2026-2027 WASHINGTON STATE QUOTE PRICE

REQ. QTY	ST BID CATEGORY	MAKE	MODEL	WHEELBASE	CAPACITY	PRICE	EXTENDED
1	A 10-34 GAS	MICRO BIRD			18+1	$ 141,112	$ 141,112
1	OPTION GM 14,200 CHASSIS	DRW	G5	159	12+1	$ 16,519	$ 16,519

REQUIRED AND AVAILABLE ADDITIONAL OPTIONS OR (CREDITS)

BODY SPECIFICATIONS

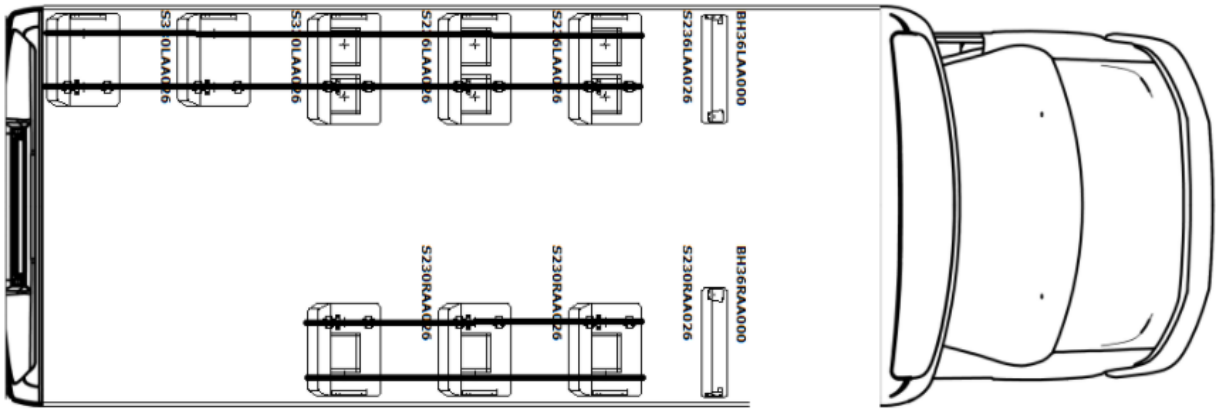
1	INCL	8WL	WARNING, 4 AMBER LED LIGHTS AND 4 RED LED LIGHTS	$ -	$ -
1	INCL	ALI	ALIGNMENT	$ -	$ -
1	INCL	ALS	ADDITIONAL SPRING LEAF (1)	$ -	$ -
1	**OPTION**	**BC5**	**FLAT FLOOR**	**$ -**	**$ -**
1	INCL	BBX-PLT	BBX TRAY STD	$ -	$ -
1	INCL	BBX-SLD	BBX TRAY SLIDES	$ -	$ -
1	INCL	BBX-UNLCK	BBX DOOR STD	$ -	$ -
1	INCL	BBX-X	BBX W/ AUX BATTERY	$ -	$ -
1	INCL	BFK	BODY FLUID KIT	$ -	$ -
1	INCL	BSPD	LIGHT SWITCH/CONTROL PANEL RHEOSTAT	$ -	$ -
1	INCL	BU1-S	BUMPER -REAR - STEEL	$ -	$ -
1	INCL	BU2	BUMPER REINFORCEMENTS	$ -	$ -
1	**OPTION**	**BUA-1**	**BACK-UP ALARM**	**$ 168**	**$ 168**
1	**OPTION**	**BUC-1**	**BACK UP CAMERA W/ SCREEN IN MIRROR**	**$ -**	**$ -**
1	INCL	BW1	PANEL BELOW WINDOW - ALUMINUM	$ -	$ -
1	INCL	BWP	PAINT BLACK AROUND WARNING LIGHTS	$ -	$ -
1	INCL	CAE-8	SPECIALTY ELECTRIC CROSSING CONTROL ARM, YELLOW POLYCARBONATE BAR	$ -	$ -
1	INCL	CPO	CHASSIS PREPARATION	$ -	$ -
1	INCL	CRG	GM RADIO CHIME	$ -	$ -
1	INCL	CST-1-H	STRUCTURAL CAGE	$ -	$ -
1	INCL	DBB	DECAL BATTERY BOX LOCATION (2")	$ -	$ -
1	INCL	DFO	DECAL, FUEL DESIGNATION	$ -	$ -
1	INCL	DG2	DRIVE LINE GUARD - FRONT & REAR	$ -	$ -
1	INCL	DMB-EY	DECAL MICRO BIRD ENG YLW BACK	$ -	$ -
1	INCL	DSB	"SCHOOL BUS" DECALS REFLECTIVE	$ -	$ -
1	INCL	E32	ENTRANCE DOOR 32" G5	$ -	$ -
1	INCL	EDG	CLEAR WINDOWS FOR ENTRANCE DOOR	$ -	$ -
1	INCL	EEC	ELECTRIC ENTRANCE DOOR MECHANISM	$ -	$ -
1	INCL	E4B-2-3	"EMERGENCY DOOR" DECAL - ENGLISH	$ -	$ -
1	INCL	EOS-B	SWITCH, EMERGENCY OVERRIDE, WSQ & WPB	$ -	$ -
1	INCL	ESK	EXTERIOR SKINS	$ -	$ -
1	INCL	EWF	EXTERIOR WINDOW TRIM	$ -	$ -
1	INCL	EX2	FIRE EXTINGUISHER - 5 LBS.	$ -	$ -
1	INCL	EXB	RELOCATE EXHAUST TO REAR	$ -	$ -
1	INCL	FAK	FIRST AID KIT - FEDERAL SPECIFICATIONS, WA	$ -	$ -
1	INCL	FDC	CONSOLE FOR SWITCHES	$ -	$ -

1	INCL	FGL	INT & EXT FINISHING PARTS	$	-	$	-
1	INCL	FGSW-PZ	GREY FLOOR SMOOTH WHITE NOSES WITH PEBBLE STEPS ZENITH	$	-	$	-
1	INCL	FIR	FUEL INTEGRITY REINFORCEMENTS	$	-	$	-
1	INCL	FS1	STEEL FLOOR GALVANIZED 14 GAUGE	$	-	$	-
1	INCL	FSR-1	STANDARD FRONT STRUCTURE	$	-	$	-
1	INCL	GCS	ENTRANCE GRAB STAINLESS STEEL LH	$	-	$	-
1	**OPTION**	**GDS**	**ENTRANCE GRAB STAINLESS STEEL RH**	**$**	**142**	**$**	**142**
1	**OPTION**	**GLC**	**GLOVE COMPARTMENT**	**$**	**-**	**$**	**-**
1	INCL	GRG	GRAVEL SHIELDS STANDARD BLACK	$	-	$	-
1	INCL	GUT	DRIP RAILS	$	-	$	-
1	**OPTION**	**GVWR-142**	**GVWR (GROSS VEHICLE WEIGHT) 14,200LBS**	**$**	**-**	**$**	**-**
1	INCL	HCD-1	HANDICAP DECAL	$	-	$	-
1	INCL	H D A	HEATER 42,000 BTU	$	-	$	-
1	HEATER LOCATION		HEATER TO BE LOCATED TOWARDS FRONT OF BUS - NOT IN W/C AREA	**$**	**-**	**$**	**-**
1	INCL	HHNC	HEATER HOSE SUPREME ONLY (1X)	$	-	$	-
1	INCL	HS1	HEATED AIR BLOW - ENTRANCE STEP DOD	$	-	$	-
1	INCL	HWB	HOOD OVER WARNING LIGHTS (BLACK)	$	-	$	-
1	INCL	I40	INTERLOCK FOR LIFT WITH OR W/OUT KEY	$	-	$	-
1	INCL	IM	INTERIOR MIRROR 6" X 16"	$	-	$	-
1	INCL	IPL	INSPECTION PLATE FOR FUEL TANK WITH 5/8" PLYWOOD	$	-	$	-
1	INCL	ISF-R	INT FRONT SKINS	$	-	$	-
1	INCL	ISRR	INT FINITION REAR	$	-	$	-
1	INCL	ITC-P1RS	CEILING SKINS	$	-	$	-
1	INCL	ITST-H	INTERIOR FINISH STANDARD	$	-	$	-
1	INCL	L2N-1	REAR DOOR LATCH -SLIDE BAR 3 POINT SYSTEM (NON-LOCKABLE)	$	-	$	-
1	INCL	LAH-S	DOME LIGHTS LED	$	-	$	-
1	INCL	LAH-3	DOME LIGHTS ACTIVATED ON BATTERY	$	-	$	-
1	INCL	LBU-L	4" LED BACK-UP LIGHTS	$	-	$	-
1	INCL	LCB	READING LIGHT ABOVE DRIVER LED	$	-	$	-
1	INCL	LCL-L	CLEARANCE / IDENTIFICATION FRONT AND REAR LED LIGHT	$	-	$	-
1	INCL	LDN-L	REAR DIRECTIONAL LED LIGHTS WITHOUT ARROWS	$	-	$	-
1	INCL	LDS	LIFT DOOR SWITCH ON 2ND DOOR	$	-	$	-
1	INCL	LE2-L	DIRECTIONAL LIGHTS (INTERMEDIATE SIDE MARKER ARMORED) LED	$	-	$	-
1	INCL	LFF	PILOT LIGHT - LIFT DOOR, GREEN	$	-	$	-
1	INCL	LGM-DS	MICRO BIRD LOGO	$	-	$	-
1	INCL	LGT	LIFT DOOR GLASS - TINTED	$	-	$	-
1	INCL	LGZ	STEPWELL LIGHT	$	-	$	-
1	INCL	LJ1-L	EXTERIOR LIGHT ENTRANCE DOOR (ADA REQUIREMENTS)	$	-	$	-
1	INCL	LJ2-L	EXTERIOR LIGHT LIFT DOOR (ADA REQUIREMENTS)	$	-	$	-
1	INCL	LLP-L	LICENSE PLATE LIGHT LED	$	-	$	-
1	INCL	LN2-3M	REFLECTORS REAR (4) RED 3M	$	-	$	-
1	INCL	LR0-H	LIFT DOOR	$	-	$	-
1	INCL	LR0-N	NON-LOCKING LIFT DOOR HANDLE	$	-	$	-
1	INCL	LBS2	BRAUN LIFT CENTURY	$	-	$	-
1	INCL	LST-L	REAR AND STOP & TAILS LIGHTS LED	$	-	$	-
1	**OPTION**	**LTK-QMR1**	**Q-STRAINT RET.QRT-MAX TIE-DOWN SYSTEM (USE WITH L-TRACK & WALL TRACK)**	**$**	**979**	**$**	**979**
1	**OPTION**	**LTS-CT**	**4 X L-TRACK FULL LENGTH WITH SEAT, LEFT SIDE, 2 W/C OR 4 SEAT**	**$**	**1,329**	**$**	**1,329**
1	**OPTION**	**LTS-CTR**	**4 X L-TRACK FULL LENGTH, RIGHT SIDE, 2 W/C OR 4 SEAT**	**$**	**1,012**	**$**	**1,012**
1	INCL	MD1	EXTERIOR P/A SPEAKER	$	-	$	-
1	INCL	ME2-WA	PREWIRE 2-WAY RADIO	$	-	$	-
1	INCL	MRSHR-Z6	REARVIEW/CROSS-OVER ROSCO MIRRORS - LH AND RH / HEATED WITH TIMER	$	-	$	-
1	INCL	MUD	MUD FLAPS	$	-	$	-
1	INCL	MVW	MORE VIEW WINDOW	$	-	$	-
1	INCL	NNS-S	NOISE SUPPRESSION SWITCH	$	-	$	-
1	INCL	NWH	NO WHEEL HOUSINGS	$	-	$	-
1	INCL	P3S	PLYWOOD 5/8"	$	-	$	-
1	INCL	PAG	FUEL FILLER PORT	$	-	$	-
1	INCL	PEY	PAINT EXTERIOR YELLOW	$	-	$	-
1	INCL	PLH	REINFORCEMENT FOR LIFT & DOOR	$	-	$	-
2	INCL	PMH	"PERMIT HOLDER" 7 5/8 X 9 1/4	$	-	$	-
1	INCL	PRW5	PAINT ROOF WHITE	$	-	$	-
1	INCL	PSBC	PAINTED ENTRANCE STEP BODY COLOR MATCH	$	-	$	-

1	INCL	PST-H	HEAD PADS GREY G5	$	-	$	-
1	INCL	PWA	"UNLAWFUL TO PASS WHEN RED LIGHTS FLASH" DECAL FOR WASHINGTON	$	-	$	-
1	INCL	RD2-RL	REAR DOOR 2 GLASS W/ RLD	$	-	$	-
1	INCL	RDB	EMERGENCY EXIT AJAR BUZZER	$	-	$	-
1	INCL	RDR	RETAINER REAR EMERGENCY DOOR	$	-	$	-
1	INCL	RDW2-G	REAR DOOR GLASS (2) TINT 26%	$	-	$	-
1	**OPTION**	**RF8**	**RUNNING BOARD (DRIVER DOOR)**	**$**	**336**	**$**	**336**
1	INCL	RFCF	ROOF CAP STANDARD FRONT G5	$	-	$	-
1	INCL	RFCR	REAR CAP FIBERGLASS STANDARD	$	-	$	-
1	INCL	RFT-Y-3M	REFLECTIVE TAPE EMERGENCY DOOR	$	-	$	-
1	INCL	RLD	RACK & LOAD	$	-	$	-
1	INCL	RMW-PAS	RADIO AM/FM/CD/USB/AUX W/ PA SYSTEM	$	-	$	-
1	INCL	RRF	RUB RAIL - FLOOR LEVEL	$	-	$	-
1	INCL	RRF-2	RUB RAIL - LIFT DOOR FLOOR LEVEL	$	-	$	-
1	INCL	RRN	RUB RAILS BLACK	$	-	$	-
1	INCL	RRS	RUB RAIL - SEAT LEVEL	$	-	$	-
1	INCL	RRS-2	RUB RAIL - LIFT DOOR SEAT LEVEL	$	-	$	-
1	INCL	RSR-5	REAR STRUCTURE W/ RLD	$	-	$	-
1	INCL	RSS1	ROOF HATCH SPHEROS SMART	$	-	$	-
1	INCL	RTR-1-3M	1" REFLECTIVE TAPE REAR (OUTLINE)	$	-	$	-
1	INCL	SBC	SEAT BELT CUTTER	$	-	$	-
1	INCL	SFS	STANDARD FLOOR STRUCTURE	$	-	$	-
1	INCL	SKG-1	SUPPORT FOR SIDE SKINS AND MUD FLAPS (G5)	$	-	$	-
1	INCL	SLND	ELEC SYS W/ RELAY 200A	$	-	$	-
1	INCL	SRT-S	(4) SPEAKERS - INSTALLED ON ROOF TOP OF THE BUS	$	-	$	-
1	INCL	SSM3	SPECIALTY ELECTRIC STOP ARM LED WITH STROBE	$	-	$	-
1	INCL	STC	EXTERIOR STORAGE COMPARTMENT	$	-	$	-
1	INCL	SV1	STATIC ROOF VENT	$	-	$	-
1	INCL	T2S-3M	2" REFLECTIVE TAPE (BOTH SIDES)	$	-	$	-
1	INCL	THR	TOW HOOK - REAR (2)	$	-	$	-
1	**OPTION**	**TQG**	**WALL MOUNT L TRACK LH & RH SIDES**	**$**	**463**	**$**	**463**
1	**OPTION**	**TSS-L**	**SINGLE LEFT TRACK SEAT SUPPORT**	**$**	**667**	**$**	**667**
1	**OPTION**	**TSS-R**	**SINGLE RIGHT TRACK SEAT SUPPORT**	**$**	**429**	**$**	**429**
1	INCL	TWD	TRIANGULAR WARNING DEVICES	$	-	$	-
1	INCL	UC2	RUSTPROOF COATING OF UNDERBODY/CHASSIS	$	-	$	-
1	INCL	V40-1	ELECTRIC/MANUAL VALVE CLOSING HEATER (UNDER BODY)	$	-	$	-
1	INCL	V50	SHUT OFF VALVE WITH BLEEDER	$	-	$	-
1	INCL	WAC	WINDOW 26% (DARK) TINTED SPLIT SASH WINDOWS (SCHOOL BUS)	$	-	$	-
1	INCL	WHT	MOULDED BLACK WHEEL TRIM	$	-	$	-
1	INCL	WPB	ELECTRICAL, FLASHING LIGHTS SYSTEM ON BATTERY	$	-	$	-
1	INCL	WRC	TINTED (DARK) BACK WINDOWS (2).	$	-	$	-
1	INCL	WSQ	SEQUENTIAL FLASHING LIGHTS SYSTEM	$	-	$	-
1	INCL	WSS-S	WIRING SYSTRM STANDARD	$	-	$	-
			SEATING				
1	**OPTION**		**FLOORPLAN CHANGES PER BELOW DIAGRAM WITH 12 ICS POSITIONS**	**$**	**4,290**	**$**	**4,290**
1	**OPTION**	**KFL**	**36" KICK PANEL UNDER LH BARRIER**	**$**	**-**	**$**	**-**
1	**OPTION**	**KCR**	**30" KICK PANEL UNDER RH BARRIER**	**$**	**166**	**$**	**166**
3	**OPTION**	**LEGS-SQ**	**LEG T/S CEW QSTRAINT**	**$**	**-**	**$**	**-**
5	**OPTION**	**LEGS-SQX**	**LEG TRACK CEW ANGLE QSTRAINT**	**$**	**-**	**$**	**-**
1	**OPTION**	**BH36LAA000**	**HSM BAR 36" LH HB GRAY FB**	**$**	**-**	**$**	**-**
1	**OPTION**	**BH30RAA000**	**HSM BAR 30" RH HB GRAY FB**	**$**	**-**	**$**	**-**
3	**OPTION**	**S230RAA026**	**HSM 2-3PTS 2-ICS 30 RH HB GRAY FB**	**$**	**-**	**$**	**-**
3	**OPTION**	**S236LAA026**	**HSM 2-3PTS 2-ICS 36 LH HB GRAY FB**	**$**	**-**	**$**	**-**
2	**OPTION**	**S330LAA026**	**HSM 2-3PTS 2-ICS 30 LH HB GRAY FB**	**$**	**-**	**$**	**-**
			LETTERING				
1	INCL	LETTERING	**PROSSER SCHOOL DISTRICT NO. 116**	$	-	$	-
1	INCL	LOCAL	BUS NUMBER(S):	$	-	$	-
1	INCL	LOCAL	"FOR OFFICIAL USE ONLY"	$	-	$	-
1	INCL	LETTERING	"BATTERY"	$	-	$	-
			CHASSIS				
1	INCL	ABS	4 WHEEL DISC BRAKES WITH ABS	$	-	$	-
1	INCL	AJ3	AIR BAG DRIVER'S SIDE ONLY	$	-	$	-

1	INCL	AR7	SEAT FRONT BUCKET WITH VINYL TRIM	$	-	$	-
1	INCL	BNC	BODY MOUNT CUSHIONS (PUCK)	$	-	$	-
1	INCL	B3D	SCHOOL BUS ON GAS	$	-	$	-
1	**OPTION**	**C60**	**FRONT DASH AIR**	**$**	**138**	**$**	**138**
1	INCL	DTRL	DAYTIME RUNNING LIGHTS	$	-	$	-
1	INCL	D31	TILT REAVIEW MIRROR	$	-	$	-
1	INCL	ENC-HVAC	AUX HEATER PLUMBING AND WIRING	$	-	$	-
1	INCL	FTC-21	FUEL TANK 32 GALLONS	$	-	$	-
1	INCL	KW5	ALTERANTOR 220 AMPS	$	-	$	-
1	INCL	L8T	ENGINE GAS 6.6L V8	$	-	$	-
1	INCL	N8X	8 SPEED HD TRANSMISSION	$	-	$	-
1	INCL	PWS	POWER STEERING	$	-	$	-
1	INCL	R05	DUAL REAR WHEELS	$	-	$	-
1	INCL	TP3	DUAL BATTERIES EACH 770 AMPS	$	-	$	-
1	INCL	UJ1	BRAKE WARNING INDICATOR	$	-	$	-
1	INCL	U0F	RADIO	$	-	$	-
1	INCL	U05	HORN DUAL NOTE TONE	$	-	$	-
1	INCL	VK3	LICENSE PLATE BRACKET	$	-	$	-
1	INCL	VTP	VOLTMETER TEMPERATURE & OIL PRESSURE	$	-	$	-
1	INCL	V4D	STOP TURN SIGNAL CIRCUITS	$	-	$	-
1	INCL	XHF	TIRE FRONT LT 225 / 75R 16E ALS B/L DRW	$	-	$	-
1	INCL		TIRE REAR LT 225 / 75R 16E ALS B/L	$	-	$	-
1	INCL	ZX1	HIGH BACK BUCKET DRIVER'S ONLY	$	-	$	-
1	INCL	8E8	FRONT BUMPER PAINTED BLACK	$	-	$	-
1	INCL	01U	EXTERIOR PAINT SCHOOL BUS YELLOW	$	-	$	-
1	INCL		STEERING COLUMN TILT TYPE	$	-	$	-
1	INCL	9L7	ACCESSORY POWER CIRCUITS	$	-	$	-
1	INCL	93W	TRIM VINYL MEDIUM DARK PEWTER	$	-	$	-
1	**OPTION**	**ZQ3**	**Tilt steering & speed control**	**$**	**382**	**$**	**382**
1	**OPTION**	**KO5**	**Block Heater**	**$**	**-**	**$**	**-**
1	**OPTION**	**V10**	**Cold Climate Package**	**$**	**108**	**$**	**108**
1	**OPTION**	**5G0**	**Paint Wheels Black**	**$**	**93**	**$**	**93**
1	**OPTION**	**C7I**	**CHASSIS CHEVY 6.0L GAS 14200**	**$**	**-**	**$**	**-**
			WARRANTY				
1	INCL		ACCESSORIES AND COMPONENTS ARE PROVIDED BY THE RESPECTIVE COMPONENT MANUFACTURER.	$	-	$	-
1	INCL		MICRO BIRD STANDARD 12 MONTH/12,000 - 5 YEARS/100,000 MILES WARRANTY	$	-	$	-
			ADDITIONAL OPTIONS				
1	INCL	LOCAL	PRE-DELIVERY AND STATE PATROL INSPECTION	$	-	**$**	**-**
1	INCL	9010101	DECALS,LOCAL KIT (TYPE A)	$	-	**$**	**-**
1	**OPTION**	**LOCAL**	**RADIO PURCHASED FROM PUGET SOUND INSRUMENT AND INSTALLED @ DISTRICT**	**$**	**1,724**	**$**	**1,724**
1	**OPTION**	**LOCAL**	**TWO-WAY RADIO: CM200D**	**$**	**-**	**$**	**-**
1	**OPTION**	**9020001**	**RADIO, TWO WAY, DELETE STD KENWOOD INCLUDED IN STATE BID**	**$**	**(550)**	**$**	**(550)**
1	INCL	9270101	LIFT COVER, UPGRADE TO BRAUN (GRAY)	**$**	**-**	**$**	**-**
1	INCL	LOCAL	TRACWRAP FOR TRANSPORT	**$**	**-**	**$**	**-**
1	**INCL**	**LOCAL**	**LICENSE PLATE, REGISTRATION, OSPI OPERATING PERMIT UPON DELIVERY $750**				
			CAMERA SYSTEMS				
1	**OPTION**	**LOCAL**	**CAMERA SYSTEM, HD6-600W-3-500GB HDD 4 CAMERA SYSTEM**	**$**	**3,568**	**$**	**3,568**

SEAT PLAN



ADDITIONAL NOTES

STOCK UNIT, SUBJECT TO PRIOR SALE

SUMMARY

We Service What We Sell

Since 1969

Lolo Barrera - (509) 952-3549 lolo@brysonsales.com

BRYSON

Quote #
A227009AP L

VISIT OUR WEBSITE
WWW.BRYSONSALESWA.COM

	BASE BID PRICE		$ 141,112.00
	DISTRICT OPTION		$ 31,963.00
	PER BUS TOTAL, ONE BUS		$ 173,075.00
	PURCHASE QUANTITY		1
	EQUIPMENT TOTAL		$ 173,075.00
	OPTIONS DISCOUNT, DEDUCT		$ (30,000.00)
	SUBTOTAL		$ 143,075.00
	LESS TRADE/S		
Note: Tax Rate IS Subject To Change At The Time Of Invoice	TAX RATE	9.10%	$ 13,019.83
Quote Valid for 30 Days and is subject to manufacturer acceptance at time of District order.	TOTAL PURCHASE PRICE		$ 156,094.83
	MULTIPLE UNIT TOTAL		$ 156,094.83

The following signature authorizes the order of this bus including items listed above:

Authorized Signature: *Date:*

Coversheet

Prosser Family Fitness Zone Facility Usage Agreement

Section: VIII. Action Items
Item: D. Prosser Family Fitness Zone Facility Usage Agreement
Purpose:
Submitted by:
Related Material: Athletic Director Board Meeting Coversheet 10.28.2026.docx.pdf
Statement from Prosser Family Fitness Zone.pdf

Prosser School District
ATHLETICS & ACTIVITIES
Jackson Haak, Director
Telephone: 786-1224 ext. 2107
Jackson.Haak@prosserschools.org

TO:	**Board of Directors**
SUBJECT:	**Prosser Family Fitness Zone Facility Usage Agreement**
AGENDA:	**Approval for payment for Prosser Family Fitness Zone**
DATE:	**Wednesday, October 28 2026**
PREPARED BY:	**Jackson Haak, Director of Athletics and Activities**

- I'm requesting board approval for both our girls and boys swim programs to utilize the Prosser Family Fitness Zone pool from November through February.
- Girls Swim will be using the pool for a total of five(5) days to finish off their season in preparation for state. (description of charges are in the invoice)
    - The total cost to the district for the girls swim program is $190.23.
- Boys Swim will be using the pool three days per week (Mon, Wed, Fri) November 16 - February 17 2027.
    - The total cost to the district for the boys swim program is $3,524.33

PROSSER FAMILY FITNESS ZONE
1419 SHERIDAN AVE
PROSSER, WA 99350

509-781-6020

STATEMENT DATE:	*10/26/2026*
BALANCE: *$3714.56*	*Due Date* *11/15/2026*
ENCLOSED PAYMENT AMOUNT	

Prosser High School
1500 Paterson Rd
Prosser WA 99350

PLEASE DETACH AND RETURN WITH YOUR REMITTANCE

Account Summary

Previous Balance	$0.00
Payments & Credits	$0.00
New Charges	$3714.56
New Balance	$3714.56

Payment Information

New Balance	$3714.56
Due Date	11/15/2026

Date	Trans #	Description	Type	Amount $
10/26/2026	*92112*	*Girls Swim: 3:30PM to 5:30PM Nov 2nd, 3rd, 5th, 9th, & 10th 7 girls @ $5 per day = $35 x $5 practices = $175*	*Charge*	*190.23*
10/26/2026	*92113*	*BOYS SWIM: 3:30PM to 5:30PM Nov. 16th - Feb. 17th 3 practices a week (Adding a 3% increase from 2026 invoice)*	*Charge*	*3,524.33*

THESE ITEMS ARE PAST DUE

Current	30 Days	60 Days	90 Days	Unused Credit	Late Fee	Statement Balance
$3714.56	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$3714.56*

PLEASE PAY THIS AMOUNT

Coversheet

Vouchers and Payroll

Section: VIII. Action Items
Item: E. Vouchers and Payroll
Purpose: Vote
Submitted by:
Related Material: GF VOUCHERS 10_28_2026.pdf
ASB VOUCHERS 10_28_2026.pdf
CP VOUCHERS 10_28_2026.pdf

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

As of October 28, 2026, the board, by a _____ vote, approves payments, totaling $221,013.85. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS PAYABLE:
Warrant Numbers 914225 through 914310, totaling $221,013.85

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
914225	ACOSTA, PATRICIA ESPERANZA	10/30/2026	63.00
914226	ALL AMERICAN PROPANE	10/30/2026	271.75
914227	ALSCO AMERICAN LINEN	10/30/2026	416.44
914228	Vendor Continued Check	10/30/2026	0.00
914229	AMAZON CAPITAL SERVICES	10/30/2026	9,035.20
914230	AMERICAN READING COMPANY	10/30/2026	5,380.65
914231	AT & T MOBILITY	10/30/2026	0.31
914232	AT & T MOBILITY	10/30/2026	1,648.06
914233	BENTON COUNTY TREASURER	10/30/2026	658.87
914234	BJ PAINT & CARPET INC	10/30/2026	724.03
914235	BLAIR, ALEXANDRIA MARIE	10/30/2026	15.00
914236	BONNEY, CAITLIN M	10/30/2026	15.00
914237	BRYSON SALES & SERVICE	10/30/2026	1,985.77
914238	BSN SPORTS LLC	10/30/2026	1,224.84
914239	CAMPOS, RAMON	10/30/2026	68.00
914240	CASCADE NATURAL GAS CORP	10/30/2026	27.13
914241	CENGAGE LEARNING	10/30/2026	3,037.08
914242	CENTRAL WASHINGTON ATHLETIC CO	10/30/2026	1,000.00
914243	CI INFORMATION MANAGEMENT	10/30/2026	311.50
914244	CLASS 5	10/30/2026	5,095.03
914245	CLIFF'S SEPTIC TANK SERVICE	10/30/2026	1,614.60
914246	COFFMAN, MARCIE R	10/30/2026	16.34
914247	COMMERCIAL TIRE, INC	10/30/2026	952.43
914248	COMPUNET, INC	10/30/2026	3,861.02
914249	CONSOLIDATED SCHOOL DISTRICT #	10/30/2026	133.00
914250	CTS LANGUAGE LINK	10/30/2026	57.29
914251	CUMMINS SALES AND SERVICE	10/30/2026	264.12
914252	DECA INC	10/30/2026	1,340.00
914253	DFG VENTURES	10/30/2026	621.73
914254	DOUGLASS, AGETHA M	10/30/2026	16.36
914255	ESD #123	10/30/2026	55,077.40
914256	FOSTER, ERICA J	10/30/2026	15.00
914257	FP MAILING SOLUTIONS	10/30/2026	211.97

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers 914225 through 914310 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

Business Manager Date 10.22.2026

Check Nbr	Vendor Name	Check Date	Check Amount
914258	GODINEZ, DANIEL L	10/30/2026	36.70
914259	GOMEZ, GUADALUPE	10/30/2026	76.60
914260	GRADUATION ALLIANCE, INC	10/30/2026	49,630.68
914261	H&L AUTO GLASS LLC	10/30/2026	342.72
914262	HAAK, JACKSON S	10/30/2026	68.40
914263	COOK'S ACE HARDWARE	10/30/2026	393.81
914264	INGVALSON, STEPHANIE I	10/30/2026	60.72
914265	INSTANT PRESS INC	10/30/2026	35.84
914266	IRRIGATION SPECIALISTS INC	10/30/2026	565.24
914267	IRRIGATON MANAGERS LLC	10/30/2026	525.00
914268	LAB TEST, VALLEY WATER SER	10/30/2026	205.00
914269	LEADER SERVICES	10/30/2026	19.60
914270	LEP-RE-KON MARTS INC	10/30/2026	894.52
914271	LINK, CENTURY	10/30/2026	451.77
914272	MID-AMERICAN RESEARCH CHEMICAL	10/30/2026	2,179.79
914273	MORROW, DARLENE M.	10/30/2026	276.61
914274	MSL CONSULTING LLC	10/30/2026	3,850.00
914275	NORTHWEST TECH INC	10/30/2026	2,608.80
914276	O'REILLY AUTO PARTS	10/30/2026	222.31
914277	ODP BUSINESS SOLUTIONS	10/30/2026	82.60
914278	OSPI - CHILD NUTRITION SERVICE	10/30/2026	8,424.69
914279	OXARC INC	10/30/2026	573.68
914280	PACIFIC OFFICE AUTOMATION	10/30/2026	353.28
914281	PACIFIC SUPPORT SYSTEMS INC	10/30/2026	532.63
914282	PERKINS, HANNAH M	10/30/2026	107.40
914283	PLATT ELECTRIC SUPPLY	10/30/2026	1,567.28
914284	PRONTO PROCESS SERVICE, INC	10/30/2026	85.00
914285	PROSSER S.D. REV FUND	10/30/2026	247.68
914286	PROSSER S.D. REV FUND	10/30/2026	200.00
914287	PROSSER NAPA	10/30/2026	326.06
914288	RDO EQUIPMENT CO	10/30/2026	173.31
914289	RHODE, CHERIESE	10/30/2026	15.00
914290	ROWLEY AND HAWKINS FRUIT FARMS	10/30/2026	725.00
914291	SCHETKY NW SALES INC	10/30/2026	4,105.53
914292	SCHNEIDER WATER SERVICES	10/30/2026	1,413.10
914293	SIX ROBBLEES INC	10/30/2026	1,524.62
914294	SPOKANE PRODUCE INC	10/30/2026	1,154.70
914295	SPRINGBROOK FARMS	10/30/2026	6,476.45
914296	TED BROWN MUSIC	10/30/2026	59.79
914297	TEKNOLOGIZE LLC	10/30/2026	1,956.60
914298	THE PRINT GUYS	10/30/2026	348.35
914299	THIN LINE COUNSELING & CONSULT	10/30/2026	400.00
914300	THINKING MAPS, INC	10/30/2026	5,980.00
914301	TYLER TECHNOLOGIES INC	10/30/2026	445.67
914302	US FOODS - SPOKANE	10/30/2026	13,217.72
914303	VALLEY WIDE COOPERATIVE	10/30/2026	1,216.71
914304	Vendor Continued Check	10/30/2026	0.00
914305	WALTER E NELSON COMPANY	10/30/2026	9,830.94
914306	WASHINGTON DECA	10/30/2026	280.00
914307	WEAVER EXTERMINATING	10/30/2026	152.18

Check Nbr	Vendor Name	Check Date	Check Amount
914308	WENCO	10/30/2026	653.51
914309	WIAA	10/30/2026	765.00
914310	WILLIAMS, AMANDA LYNN	10/30/2026	16.34
86	Computer Check(s) For a Total of		221,013.85

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
914225	ACOSTA, PATRICIA ESPERANZA	10/30/2026	09252026	PER DIEM REIMBURSEMENT FOR HIGH SCHOOL FOOTBALL TRAVEL TO EVERETT WA	0	63.00	63.00
10 E 530 9900 52 8580 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					63.00	
914226	ALL AMERICAN PROPANE	10/30/2026	1523271610	Propane for Whitstran Elementary	7402600007	271.75	271.75
10 E 530 9700 64 7340 1100 0000 0000 0	General Fund/Expenditures/District-Wide Support					271.75	
914227	ALSCO AMERICAN LINEN	10/30/2026	LSPO2931002 CREDIT	MAINTENANCE BUSES CLEANING SERVICE	0	-153.44	416.44
10 E 530 9900 53 7340 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					-153.44	
			LSPO2964586	MAINTENANCE BUSES CLEANING SERVICE	0	142.47	
10 E 530 9900 53 7340 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					142.47	
			LSPO2966357	MAINTENANCE BUSES CLEANING SERVICE	0	142.47	
10 E 530 9900 53 7340 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					142.47	
			LSPO2968127	MAINTENANCE BUSES CLEANING SERVICE	0	142.47	
10 E 530 9900 53 7340 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					142.47	
			LSPO2969913	MAINTENANCE BUSES CLEANING SERVICE	0	142.47	
10 E 530 9900 53 7340 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					142.47	
914228	Vendor Continued Void	10/30/2026					0.00
914229	AMAZON CAPITAL SERVICES	10/30/2026	11N1-XNPP-RY1P	MIGRANT RECRUITING MATERIALS AND SUPPLIES FOR EVENT ON 10.30.2026	6002600019	124.38	9,035.20
10 E 530 5320 24 5610 0600 0000 0000 0	General Fund/Expenditures/Migrant Ed					124.38	
			16KP-6XPY-RDW3	PHS CTE lab Additional Memory	7602600017	4,976.80	
10 E 530 3167 27 5650 4500 0000 0000 0	General Fund/Expenditures/Technology Education					4,976.80	
			1C41-HMRY-K6Q3	PHS CTE lab Additional Memory	7602600017	2,947.80	
10 E 530 3167 27 5650 4500 0000 0000 0	General Fund/Expenditures/Technology Education					2,947.80	
			1FYK-HYGX-7MLQ	DECOHS 30 Pcs	7402600013	60.86	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Wall Plate Spacer, Metal Flush Fit Device Leveling Plates			
10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					60.86	
			1JT4-WHRG-4GDM	Student Small Personal Dry Erase Boards	1102600003	59.22	
10 E 530 0100 27 5610 1100 0000 0000 0	General Fund/Expenditures/Basic Education					59.22	
			1LNW-6DLN-HQLF	SAND BAGS FOR SOCCER GOALS	4502600006	179.34	
10 E 530 0100 28 5610 4500 0000 0000 1	General Fund/Expenditures/Basic Education					179.34	
			1NYD-RDX6-1WP3	Vision supplies	6302600011	54.74	
10 E 530 2100 27 5610 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					54.74	
			1R1D-P4QC-JX4T	PHILIPS - STCU GRANT MONEY	1302500061	156.60	
10 E 530 0160 27 5610 1300 0000 0000 0	General Fund/Expenditures/Donation Expenditures					156.60	
			1RNG-TCD6-RJW9	office, classroom and student supplies	6302600012	42.90	
10 E 530 2100 27 5610 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					42.90	
			1VNX-RGVD-MV11	Eyewash for HMS health room	6402600001	22.15	
10 E 530 0100 26 5610 0640 0000 0000 0	General Fund/Expenditures/Basic Education					22.15	
			1WXF-6W1X-DWRW	Vision supplies	6302600011	18.46	
10 E 530 2100 27 5610 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					18.46	
			1X3J-TFRM-HMRK	CHECK/DEPOSIT REGISTER FOR BUSINESS OFFICE ACCOUNTS	7202600010	66.04	
10 E 530 9700 13 5610 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					66.04	
			1Y3P-NLN4-QY4K	PHILIPS - STCU GRANT MONEY	1302500061	20.63	
10 E 530 0160 27 5610 1300 0000 0000 0	General Fund/Expenditures/Donation Expenditures					20.63	
			1YD6-HHCG-1TJK	OFFICE SUPPLIES FOR DO	7202600011	172.07	
10 E 530 9700 13 5610 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					172.07	
			1YN7-Q6G6-V349	CANOPY WALLS FOR MIGRANT CANOPY	6002600021	133.21	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 5320 24 5610 0600 0000 0000 0	General Fund/Expenditures/Migrant Ed					133.21	
914230	AMERICAN READING COMPANY	10/30/2026	0000239881	ARC 26-27 ELEMENTARY DL PD PROPOSAL #00261740 SEE ATTACHED PROPOSAL	6002600002	5,380.65	5,380.65
10 E 530 6400 31 7340 0600 0000 0000 0	General Fund/Expenditures/Limited English Proficien					2,690.33	
10 E 530 5500 31 7340 0600 0000 0000 0	General Fund/Expenditures/State Learning Assistance					2,690.32	
914231	AT & T MOBILITY	10/30/2026	287364270361X1008202	MONTHLY INVOICE	0	0.31	0.31
10 E 530 9730 72 7115 0760 0000 0000 0	General Fund/Expenditures/Tech Coordinator - Office					0.31	
914232	AT & T MOBILITY	10/30/2026	287364561065X100820	MONTHLY INVOICE	0	1,648.06	1,648.06
10 E 530 0100 21 7115 0600 0000 0000 0	General Fund/Expenditures/Basic Education					85.57	
10 E 530 0100 23 7115 1100 0000 0000 0	General Fund/Expenditures/Basic Education					43.29	
10 E 530 0100 23 7115 1200 0000 0000 0	General Fund/Expenditures/Basic Education					44.87	
10 E 530 0100 23 7115 1300 0000 0000 0	General Fund/Expenditures/Basic Education					40.70	
10 E 530 0100 23 7115 2400 0000 0000 0	General Fund/Expenditures/Basic Education					81.40	
10 E 530 0100 23 7115 4500 0000 0000 0	General Fund/Expenditures/Basic Education					81.40	
10 E 530 0100 26 7115 0640 0000 0000 0	General Fund/Expenditures/Basic Education					179.48	
10 E 530 2100 21 7115 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					89.74	
10 E 530 3151 27 7115 4500 0000 0000 0	General Fund/Expenditures/Voc Director					40.70	
10 E 530 5320 24 7115 0600 0000 0000 0	General Fund/Expenditures/Migrant Ed					204.22	
10 E 530 9700 12 7115 0710 0000 0000 0	General Fund/Expenditures/District-Wide Support					89.74	
10 E 530 9700 13 7115 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					44.87	
10 E 530 9700 61 7115 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					44.87	
10 E 530 9730 72 7115 0760 0000 0000 0	General Fund/Expenditures/Tech Coordinator - Office					263.10	
10 E 530 9800 44 7115 0750 0000 0000 0	General Fund/Expenditures/Food Service					44.87	
10 E 530 9900 51 7115 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					44.87	
10 E 530 2100 26 7115 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					134.63	
10 E 530 0100 26 7115 1300 0000 0000 0	General Fund/Expenditures/Basic Education					44.87	
10 E 530 0100 28 7115 4500 0000 0000 1	General Fund/Expenditures/Basic Education					44.87	
914233	BENTON COUNTY TREASURER	10/30/2026	SEPTEMBER 2026	INTEREST OWED	0	658.87	658.87
10 E 530 9700 83 7835 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					658.87	
914234	BJ PAINT & CARPET INC	10/30/2026	83153	GROUNDS MAINTENANCE PAINT	0	191.83	724.03
10 E 530 9700 62 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					191.83	
			83158	GROUNDS MAINTENANCE PAINT	0	58.05	
10 E 530 9700 62 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					58.05	
			83179	GROUNDS MAINTENANCE FIELD MARKING PAINT	0	153.70	
10 E 530 9700 62 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					153.70	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			83184	GROUNDS MAINTENANCE FIELD MARKING PAINT	0	153.70	
10 E 530 9700 62 5610 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				153.70	
			83185	GROUNDS MAINTENANCE FIELD MARKING PAINT	0	166.75	
10 E 530 9700 62 5610 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				166.75	
914235	BLAIR, ALEXANDRIA MARIE	10/30/2026	10052026	REIMBURSEMENT FOR BUILDING THINKING CLASSROOMS BOOK AND PRACTICE STUDY	0	15.00	15.00
10 E 530 5505 27 5610 1200 0000 0000 0		General Fund/Expenditures/LAP High Poverty				15.00	
914236	BONNEY, CAITLIN M	10/30/2026	09222026	REIMBURSEMENT FOR BUILDING THINKING CLASSROOMS BOOK AND PRACTICE STUDY	0	15.00	15.00
10 E 530 5505 27 5610 1200 0000 0000 0		General Fund/Expenditures/LAP High Poverty				15.00	
914237	BRYSON SALES & SERVICE	10/30/2026	100-319227	MAINTENANCE BUSES PARTS	0	0.65	1,985.77
10 E 530 9900 53 5610 0730 0000 0000 0		General Fund/Expenditures/Pupil Transportation				0.65	
			100-319228	MAINTENANCE BUSES PARTS	0	141.20	
10 E 530 9900 53 5610 0730 0000 0000 0		General Fund/Expenditures/Pupil Transportation				141.20	
			400-12795	MAINTENANCE BUSES PARTS	0	172.38	
10 E 530 9900 53 5610 0730 0000 0000 0		General Fund/Expenditures/Pupil Transportation				172.38	
			400-12796	MAINTENANCE BUSES PARTS	0	654.71	
10 E 530 9900 53 5610 0730 0000 0000 0		General Fund/Expenditures/Pupil Transportation				654.71	
			400-12819	MAINTENANCE BUSES PARTS	0	439.85	
10 E 530 9900 53 5610 0730 0000 0000 0		General Fund/Expenditures/Pupil Transportation				439.85	
			400-12820	MAINTENANCE BUSES PARTS	0	219.51	
10 E 530 9900 53 5610 0730 0000 0000 0		General Fund/Expenditures/Pupil Transportation				219.51	
			400-12834	MAINTENANCE BUSES PARTS	0	0.65	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					0.65	
			400-12835	MAINTENANCE BUSES PARTS	0	52.90	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					52.90	
			400-12839	MAINTENANCE BUSES PARTS	0	303.92	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					303.92	
914238 BSN SPORTS LLC		10/30/2026	935873563	medical supply kit	2412600002	1,224.84	1,224.84
10 E 530 0100 28 5610 2400 0000 0000 1	General Fund/Expenditures/Basic Education					1,224.84	
914239 CAMPOS, RAMON		10/30/2026	09302026	REIMBURSEMENT FOR PER DIEM FFA TRIP TO COFLAX	0	68.00	68.00
10 E 530 9900 52 8580 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					68.00	
914240 CASCADE NATURAL GAS CORP		10/30/2026	OCTOBER 2026	MONTHLY INVOICE	0	27.13	27.13
10 E 530 9700 65 7621 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					27.13	
10 E 530 9700 65 7621 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					0.00	
10 E 530 9700 65 7621 0730 0000 0000 0	General Fund/Expenditures/District-Wide Support					0.00	
10 E 530 9700 65 7621 1200 0000 0000 0	General Fund/Expenditures/District-Wide Support					0.00	
10 E 530 9700 65 7621 1300 0000 0000 0	General Fund/Expenditures/District-Wide Support					0.00	
10 E 530 9700 65 7621 2400 0000 0000 0	General Fund/Expenditures/District-Wide Support					0.00	
10 E 530 9700 65 7621 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					0.00	
10 E 530 9700 65 7621 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					0.00	
10 E 530 9700 65 7621 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					0.00	
914241 CENGAGE LEARNING		10/30/2026	999103655133	Financial Algebra Books	4562600015	3,037.08	3,037.08
10 E 530 3161 27 5610 4500 0000 0000 0	General Fund/Expenditures/Business					3,037.08	
914242 CENTRAL WASHINGTON ATHLETIC CO		10/30/2026	2024-8	CWAC LEAGUE DUES 2026/2027 $1000	4502600007	1,000.00	1,000.00
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					1,000.00	
914243 CI INFORMATION MANAGEMENT		10/30/2026	0204252	CI SHRED YEARLY P.O	2402600000	69.22	311.50
10 E 530 0100 23 7340 2400 0000 0000 0	General Fund/Expenditures/Basic Education					69.22	
			0204253	BUILDING BUDGE: SHRED	1202600001	34.61	
10 E 530 0100 27 5610 1200 0000 0000 0	General Fund/Expenditures/Basic Education					34.61	
			0204254	CI INFORMATION MANAGEMENT	1302600001	34.61	
10 E 530 0100 27 7340 1300 0000 0000 0	General Fund/Expenditures/Basic Education					34.61	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			0204256	SHREDDING FOR 26-27 SCHOOL YEAR - NTE $1500	4502600004	103.84	
10 E 530 0100 23 7340 4500 0000 0000 0	General Fund/Expenditures/Basic Education					103.84	
			0204257	SHREDDING SERVICES FOR THE 26-27 SCHOOL YEAR	7202600009	34.61	
10 E 530 9700 13 7340 0720 0000 0000 1	General Fund/Expenditures/District-Wide Support					34.61	
			0204258	Shred Services for the 26-27 school year	1102600002	34.61	
10 E 530 0100 23 5610 1100 0000 0000 0	General Fund/Expenditures/Basic Education					34.61	
914244 CLASS 5		10/30/2026	11470	CLASS 5 PHONE MONTHLY INVOICE	7202600001	5,095.03	5,095.03
10 E 530 9700 65 7352 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					5,095.03	
914245 CLIFF'S SEPTIC TANK SERVICE		10/30/2026	255228	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	717.42	1,614.60
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					717.42	
			255310	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	27.18	
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					27.18	
			255407	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	150.00	
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					150.00	
			255408	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	255.00	
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					255.00	
			255409	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	150.00	
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					150.00	
			255410	PORTA POTTIES FOR	4502600001	150.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				ATHLETICS 26/27 SCHOOL YEAR NTE $5000			
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					150.00	
			255517	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	165.00	
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					165.00	
914246	COFFMAN, MARCIE R	10/30/2026	09222026	REIMBURSEMENT FOR BUILDING THINKING CLASSROOMS BOOK AND PRACTICE STUDY	0	16.34	16.34
10 E 530 5505 27 5610 1200 0000 0000 0	General Fund/Expenditures/LAP High Poverty					16.34	
914247	COMMERCIAL TIRE, INC	10/30/2026	16-141023	MAINTENANCE BUSES BUS #11 TIRES	0	952.43	952.43
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					952.43	
914248	COMPUNET, INC	10/30/2026	342132	InformaCast 2026 Renew	7602600018	3,861.02	3,861.02
10 E 530 9700 72 5655 0760 0000 0000 0	General Fund/Expenditures/District-Wide Support					3,861.02	
914249	CONSOLIDATED SCHOOL DISTRICT #	10/30/2026	1315	REIMBURSEMENT FOR WAFCS FALL CONFERENCE PER DIEM FOR HP	0	133.00	133.00
10 E 530 3465 27 8580 2400 0000 0000 0	General Fund/Expenditures/Home/Family HMS					133.00	
914250	CTS LANGUAGE LINK	10/30/2026	344211	MONTHLY INVOICE	0	57.29	57.29
10 E 530 0100 21 7120 0600 0000 0000 0	General Fund/Expenditures/Basic Education					57.29	
914251	CUMMINS SALES AND SERVICE	10/30/2026	09-260969763	MAINTENANCE BUSES BELT	0	264.12	264.12
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					264.12	
914252	DECA INC	10/30/2026	226603M	DECA Affiliation	4562600021	1,340.00	1,340.00
10 E 530 3161 27 5610 4500 0000 0000 0	General Fund/Expenditures/Business					1,340.00	
914253	DFG VENTURES	10/30/2026	10726	BUILDING MAINTENANCE PARTS FOR THE SHOP	0	621.73	621.73
10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					621.73	
914254	DOUGLASS, AGETHA M	10/30/2026	09222026	REIMBURSEMENT FOR BUILDING THINKING CLASSROOMS BOOK	0	16.36	16.36

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				AND PRACTICE STUDY			
	10 E 530 5505 27 5610 1200 0000 0000 0	General Fund/Expenditures/LAP High Poverty				16.36	
914255	ESD #123	10/30/2026	0002601484	FINGERPRINTING FOR ONE EMPLOYEE	0	85.00	55,077.40
	10 E 530 9700 14 7340 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support				85.00	
			0002700061	DRUG AND ALCOHOL TESTING	0	204.00	
	10 E 530 9700 14 7340 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support				204.00	
			0002700068	CANDY MOUNTAIN	0	11,970.00	
	10 E 530 2100 26 7340 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State				11,970.00	
			0002700069	CANDY MOUNTAIN	0	18,878.40	
	10 E 530 2100 26 7340 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State				18,878.40	
			0002700070	CANDY MOUNTAIN	0	11,970.00	
	10 E 530 2100 26 7340 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State				11,970.00	
			0002700071	CANDY MOUNTAIN	0	11,970.00	
	10 E 530 2100 26 7340 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State				11,970.00	
914256	FOSTER, ERICA J	10/30/2026	09222026	REIMBURSEMENT FOR BUILDING THINKING CLASSROOMS BOOK AND PRACTICE STUDY	0	15.00	15.00
	10 E 530 5505 27 5610 1200 0000 0000 0	General Fund/Expenditures/LAP High Poverty				15.00	
914257	FP MAILING SOLUTIONS	10/30/2026	RII07533930	FP MAILING SOLUTIONS BOST BASE IMI METER COMMERCIAL UNLIMTED RESTS POST BASE RATEGUARD PSD ALLOCATED MAINTENANCE SHIPPING LIC PARCEL SHIPPING LIC	7202600012	211.97	211.97
	10 E 530 9700 13 7001 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support				211.97	
914258	GODINEZ, DANIEL L	10/30/2026	09302026	MILEAGE REIMBURSEMENT	0	36.70	36.70
	10 E 530 9700 63 8580 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				36.70	
914259	GOMEZ, GUADALUPE	10/30/2026	10152026	MILEAGE	0	76.60	76.60

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				REIMBURSEMENT			
	10 E 530 9700 63 8580 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				76.60	
914260	GRADUATION ALLIANCE, INC	10/30/2026	GA82267	MONTHLY INVOICE	0	48,712.17	49,630.68
	10 E 530 0178 27 7340 4500 0000 0000 0	General Fund/Expenditures/6-12 Virtual Learning				2,476.89	
	10 E 530 0300 27 7340 4500 0000 0000 0	General Fund/Expenditures/Dropout Re-engagement				39,630.24	
	10 E 530 0178 27 7340 2400 0000 0000 0	General Fund/Expenditures/6-12 Virtual Learning				1,651.26	
	10 E 530 0200 27 7340 4500 0000 0000 0	General Fund/Expenditures/Alternative Learning Experien				4,953.78	
			GATS82408	TS-TIER 1	0	918.51	
	10 E 530 0197 27 7340 4500 0000 0000 0	General Fund/Expenditures/Credit Retrieval				918.51	
914261	H&L AUTO GLASS LLC	10/30/2026	41137	OPERATING BUSES WINDSHIELD REPLACEMENT	0	342.72	342.72
	10 E 530 9900 52 7340 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation				342.72	
914262	HAAK, JACKSON S	10/30/2026	10062026	MILEAGE REIMBURSEMENT	0	68.40	68.40
	10 E 530 0100 28 8580 4500 0000 0000 1	General Fund/Expenditures/Basic Education				68.40	
914263	COOK'S ACE HARDWARE	10/30/2026	20632/1	BUILDING MAINTENANCE PRIMER, CEMENT, ELBOW, COUPLING, PIPE ADPTER, AND PIPE	0	62.51	393.81
	10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				62.51	
			20866/1	MAINTENANCE BUSES FASTENERS	0	2.71	
	10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation				2.71	
			20886/1	BUILDING MAINTENANCE KICKDOWN DOOR HOLD	0	9.77	
	10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				9.77	
			20927/1	MAINTENANCE BUSES BATTERY	0	19.73	
	10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation				19.73	
			20949/1	GROUNDS MAINTENANCE SOCKET	0	9.34	
	10 E 530 9700 62 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				9.34	
			21031/1	BUILDING MAINTENANCE FOAM,	0	44.70	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				SUPER GLUE, AND WOOD FILLER			
	10 E 530 9700 64 5610 0740 0000 0000 0 General Fund/Expenditures/District-Wide Support					44.70	
			21085/1	Ace Hardware Open PO	4562600001	245.05	
	10 E 530 3160 27 5610 4500 0000 0000 0 General Fund/Expenditures/Agriculture					122.53	
	10 E 530 3161 27 5610 4500 0000 0000 0 General Fund/Expenditures/Business					24.50	
	10 E 530 3165 27 5610 4500 0000 0000 0 General Fund/Expenditures/Home/Family					24.50	
	10 E 530 3166 27 5610 4500 0000 0000 0 General Fund/Expenditures/Health Science					24.50	
	10 E 530 3167 27 5610 4500 0000 0000 0 General Fund/Expenditures/Technology Education					49.02	
914264	INGVALSON, STEPHANIE I	10/30/2026	10082026	MILEAGE REIMBURSEMENT	0	60.72	60.72
	10 E 530 2100 27 8580 0630 0000 0000 0 General Fund/Expenditures/Spec Ed - State					60.72	
914265	INSTANT PRESS INC	10/30/2026	93426	MAINTENANCE BUSES LAMINATION POUCHES	0	35.84	35.84
	10 E 530 9900 53 5610 0730 0000 0000 0 General Fund/Expenditures/Pupil Transportation					35.84	
914266	IRRIGATION SPECIALISTS INC	10/30/2026	3316808-01	GROUNDS MAINTENANCE RAINBIRD PLASTIC 5006+	0	565.24	565.24
	10 E 530 9700 62 5610 0740 0000 0000 0 General Fund/Expenditures/District-Wide Support					565.24	
914267	IRRIGATON MANAGERS LLC	10/30/2026	INV-000020	GROUNDS MAINTENANCE IRRIGATION MANAGEMENT SUPPORT FOR 2026 SEASON	0	525.00	525.00
	10 E 530 9700 62 7340 0740 0000 0000 0 General Fund/Expenditures/District-Wide Support					525.00	
914268	LAB TEST, VALLEY WATER SER	10/30/2026	29547	BUILDING MAINTENANCE WATER TESTING AT WHT	0	205.00	205.00
	10 E 530 9700 64 7340 1100 0000 0000 0 General Fund/Expenditures/District-Wide Support					205.00	
914269	LEADER SERVICES	10/30/2026	WA13692	MONTHLY INVOICE	0	19.60	19.60
	10 E 530 2100 27 7300 0630 0000 0000 0 General Fund/Expenditures/Spec Ed - State					19.60	
914270	LEP-RE-KON MARTS INC	10/30/2026	01-704244	FCS Lep-re-con Open PO	4562600004	57.82	894.52
	10 E 530 3165 27 5610 4500 0000 0000 0 General Fund/Expenditures/Home/Family					57.82	
			01-704444	FCS Open PO	4572600000	45.51	
	10 E 530 3465 27 5610 2400 0000 0000 0 General Fund/Expenditures/Home/Family HMS					45.51	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			01-716027	FCS Open PO	4572600000	180.88	
10 E 530 3465 27 5610 2400 0000 0000 0	General Fund/Expenditures/Home/Family HMS					180.88	
			01-723458	FCS Open PO	4572600000	150.91	
10 E 530 3465 27 5610 2400 0000 0000 0	General Fund/Expenditures/Home/Family HMS					150.91	
			01-723467	FCS Lep-re-con Open PO	4562600004	44.96	
10 E 530 3165 27 5610 4500 0000 0000 0	General Fund/Expenditures/Home/Family					44.96	
			01-728971	FCS Open PO	4572600000	88.63	
10 E 530 3465 27 5610 2400 0000 0000 0	General Fund/Expenditures/Home/Family HMS					88.63	
			03-566985	FCS Open PO	4572600000	275.97	
10 E 530 3465 27 5610 2400 0000 0000 0	General Fund/Expenditures/Home/Family HMS					275.97	
			04-540554	FCS Lep-re-con Open PO	4562600004	11.27	
10 E 530 3165 27 5610 4500 0000 0000 0	General Fund/Expenditures/Home/Family					11.27	
			04-541529	FCS Lep-re-con Open PO	4562600004	18.37	
10 E 530 3165 27 5610 4500 0000 0000 0	General Fund/Expenditures/Home/Family					18.37	
			04-548553	FCS Lep-re-con Open PO	4562600004	20.20	
10 E 530 3165 27 5610 4500 0000 0000 0	General Fund/Expenditures/Home/Family					20.20	
914271	LINK, CENTURY	10/30/2026	OCTOBER 2026	MONTHLY INVOICE	0	451.77	451.77
10 E 530 9700 65 7352 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					99.47	
10 E 530 9700 65 7352 0730 0000 0000 0	General Fund/Expenditures/District-Wide Support					65.90	
10 E 530 9700 65 7352 2400 0000 0000 0	General Fund/Expenditures/District-Wide Support					97.17	
10 E 530 9700 65 7352 2400 0000 0000 0	General Fund/Expenditures/District-Wide Support					97.17	
10 E 530 9700 65 7352 0730 0000 0000 0	General Fund/Expenditures/District-Wide Support					92.06	
914272	MID-AMERICAN RESEARCH CHEMICAL	10/30/2026	0888391-IN	CUSTODIAL SUPPLIES	0	893.47	2,179.79
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					893.47	
			0889544-IN	CUSTODIAL SUPPLIES	0	522.95	
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					522.95	
			0890046-IN	CUSTODIAL SUPPLIES	0	763.37	
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					763.37	
914273	MORROW, DARLENE M.	10/30/2026	10132026	SCHOOL LUNCH AND BREAKFAST REIMBURSEMENT	0	240.67	276.61

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					240.67	
			10152026	SCHOOL LUNCH REIMBURSEMENT	0	35.94	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					35.94	
914274	MSL CONSULTING LLC	10/30/2026	58	SCHOOL IMPROVEMENT COACHING AND SUPPORT SERVICES MONTHLY CONTRACT	0	3,850.00	3,850.00
10 E 530 5210 31 7340 0600 0000 0000 0	General Fund/Expenditures/Title II TQ - Part A					3,850.00	
914275	NORTHWEST TECH INC	10/30/2026	K26019	Solidworks Licenses	4562600019	2,608.80	2,608.80
10 E 530 3167 27 5610 4500 0000 0000 0	General Fund/Expenditures/Technology Education					2,608.80	
914276	O'REILLY AUTO PARTS	10/30/2026	5992-307679	MAINTENANCE BUSES PARTS	0	183.64	222.31
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					183.64	
			5992-309803	MAINTENANCE BUSES CREDIT	0	-156.40	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					-156.40	
			5992-309805	MAINTENANCE BUSES PARTS	0	187.47	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					187.47	
			5992-311355	MAINTENANCE BUSES PARTS	0	7.60	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					7.60	
914277	ODP BUSINESS SOLUTIONS	10/30/2026	484101042001	PHS AVID TRFS YELLOW PAPER	6002600016	82.60	82.60
10 E 530 5100 27 5610 4500 0000 0000 0	General Fund/Expenditures/Title I Part A					82.60	
914278	OSPI - CHILD NUTRITION SERVICE	10/30/2026	40589	FOOD CHEESE CHICKEN, BEEF, CHEESE STICKS, AND PIZZA	0	8,424.69	8,424.69
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					8,424.69	
914279	OXARC INC	10/30/2026	0032670028	Oxarc Open PO	4562600003	167.93	573.68
10 E 530 3160 27 5610 4500 0000 0000 0	General Fund/Expenditures/Agriculture					167.93	
			0032674137	Oxarc Open PO	4562600003	405.75	
10 E 530 3160 27 5610 4500 0000 0000 0	General Fund/Expenditures/Agriculture					405.75	
914280	PACIFIC OFFICE AUTOMATION	10/30/2026	AR00844134	Open CTE PO	4562600007	282.62	353.28

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Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 3151 27 5610 4500 0000 0000 0		General Fund/Expenditures/Voc Director				282.62	
			AR00889378	Open CTE PO	4562600007	70.66	
10 E 530 3151 27 5610 4500 0000 0000 0		General Fund/Expenditures/Voc Director				70.66	
914281	PACIFIC SUPPORT SYSTEMS INC	10/30/2026	5016	MYTERRA WAREWASH AND SUPPLY SYSTEM INSTALLED AT PHS, HGTS, KRV, HMS, ANS WHT	0	532.63	532.63
10 E 530 9800 44 7340 0750 0000 0000 0		General Fund/Expenditures/Food Service				532.63	
914282	PERKINS, HANNAH M	10/30/2026	10122026	REIMBURSEMENT FOR WA ACTE REGISTERTATION	0	107.40	107.40
10 E 530 3465 27 8580 2400 0000 0000 0		General Fund/Expenditures/Home/Family HMS				107.40	
914283	PLATT ELECTRIC SUPPLY	10/30/2026	7P42194	BUILDING MAINTENANCE PARTS	0	316.24	1,567.28
10 E 530 9700 64 5610 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				316.24	
			7R11884	BUILDING MAINTENANCE PARTS	0	447.36	
10 E 530 9700 64 5610 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				447.36	
			7R95140	BUILDING MAINTENANCE ALKALINE BAT	0	191.11	
10 E 530 9700 64 5610 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				191.11	
			7S01274	BUILDING MAINTENANCE TRANSFORMER	0	52.53	
10 E 530 9700 64 5610 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				52.53	
			7S12067	BUILDING MAINTENANCE ALKALINE BAT	0	105.54	
10 E 530 9700 64 5610 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				105.54	
			7S24586	BUILDING MAINTENANCE ALKALINE BAT	0	288.48	
10 E 530 9700 64 5610 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				288.48	
			7S40637	BUILDING MAINTENANCE PARTS	0	166.02	
10 E 530 9700 64 5610 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				166.02	
914284	PRONTO PROCESS SERVICE, INC	10/30/2026	PTO-2026004012	LEGAL FEES	0	85.00	85.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 12 7341 0710 0000 0000 1	General Fund/Expenditures/District-Wide Support					85.00	
914285	PROSSER S.D. REV FUND	10/30/2026	10152026	REIMBURSEMENT TO REVOLVING FUND	0	247.68	247.68
10 L 610 0000 00 0000 0000 0000 0000	General Fund/Payroll Ded and Taxes Payable					247.68	
914286	PROSSER S.D. REV FUND	10/30/2026	4975	START UP CASH FOR BOOK FAIR AT HMS	0	200.00	200.00
10 E 530 0100 22 5610 2400 0000 0000 0	General Fund/Expenditures/Basic Education					200.00	
914287	PROSSER NAPA	10/30/2026	606428	DISTRICT MOTOR POOL FUEL FILTER	0	220.66	326.06
10 E 530 9700 75 5610 0730 0000 0000 0	General Fund/Expenditures/District-Wide Support					220.66	
			606675	DISTRICT MOTOR POOL SOCKET AND SOCKET EXTENSION	0	93.45	
10 E 530 9700 75 5610 0730 0000 0000 0	General Fund/Expenditures/District-Wide Support					93.45	
			606679	DISTRICT MOTOR POOL SOCKET	0	11.95	
10 E 530 9700 75 5610 0730 0000 0000 0	General Fund/Expenditures/District-Wide Support					11.95	
914288	RDO EQUIPMENT CO	10/30/2026	P2306863	GROUNDS MAINTENANCE PARTS	0	173.31	173.31
10 E 530 9700 62 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					173.31	
914289	RHODE, CHERIESE	10/30/2026	09222026	REIMBURSEMENT FOR BUILDING THINKING CLASSROOMS BOOK AND PRACTICE STUDY	0	15.00	15.00
10 E 530 5505 27 5610 1200 0000 0000 0	General Fund/Expenditures/LAP High Poverty					15.00	
914290	ROWLEY AND HAWKINS FRUIT FARMS	10/30/2026	13297	APPLES AND NECTARINES	0	725.00	725.00
10 E 530 9826 42 5630 0750 0000 0000 0	General Fund/Expenditures/Farm 2 Table					725.00	
914291	SCHETKY NW SALES INC	10/30/2026	108860	BUS REPAIRS TO BUS #8	0	4,105.53	4,105.53
10 E 530 9900 53 7340 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					4,105.53	
914292	SCHNEIDER WATER SERVICES	10/30/2026	16569	WATER PUMP AT WHT	0	1,413.10	1,413.10
10 E 530 9700 62 7340 1100 0000 0000 0	General Fund/Expenditures/District-Wide Support					1,413.10	
914293	SIX ROBBLEES INC	10/30/2026	03P95375	MAINTENANCE BUSES BRAKE DRUM	0	626.48	1,524.62
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					626.48	
			03P95766	MAINTENANCE BUSES	0	576.78	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				BRAKE DRUM			
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					576.78	
			03P95787	MAINTENANCE BUSES PARTS	0	298.47	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					298.47	
			03P96341	MAINTENANCE BUSES PARTS	0	22.89	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					22.89	
914294	SPOKANE PRODUCE INC	10/30/2026	01056407	FOOD BANANAS	0	257.71	1,154.70
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					257.71	
			01059682	FOOD MANDARINS	0	896.99	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					896.99	
914295	SPRINGBROOK FARMS	10/30/2026	734655	FOOD WHITE AND CHOCOLATE MILK	0	279.96	6,476.45
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					279.96	
			734656	FOOD WHITE AND CHOCOLATE MILK	0	279.96	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					279.96	
			735376	FOOD WHITE AND CHOCOLATE MILK	0	1,224.70	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					1,224.70	
			735706	FOOD WHITE AND CHOCOLATE MILK	0	367.44	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					367.44	
			736051	FOOD WHITE AND CHOCOLATE MILK	0	664.78	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					664.78	
			736061	FOOD WHITE AND CHOCOLATE MILK	0	384.94	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					384.94	
			736216	FOOD WHITE AND CHOCOLATE MILK	0	287.87	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					287.87	
			736223	FOOD WHITE AND CHOCOLATE MILK	0	287.87	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					287.87	
			736668	FOOD WHITE AND	0	377.83	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				CHOCOLATE MILK			
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				377.83	
			736673	FOOD WHITE AND CHOCOLATE MILK	0	1,259.50	
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				1,259.50	
			737753	FOOD WHITE AND CHOCOLATE MILK	0	683.77	
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				683.77	
			737814	FOOD WHITE AND CHOCOLATE MILK	0	377.83	
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				377.83	
914296	TED BROWN MUSIC	10/30/2026	6473980	TED BROWN PO TITLE IV WELL ROUNDED NOT TO EXCEED $2500	6002600003	59.79	59.79
10 E 530 5250 27 5610 4500 0000 0000 0		General Fund/Expenditures/Titile IV Student Spt & Enric				59.79	
914297	TEKNOLOGIZE LLC	10/30/2026	BT-19959	MONTHLY BILLING TECHNICAL CONSULTING SERVICES FOR SEPT 2026-AUG 2027	7602600001	1,956.60	1,956.60
10 E 530 9700 72 7432 0760 0000 0000 0		General Fund/Expenditures/District-Wide Support				1,956.60	
914298	THE PRINT GUYS	10/30/2026	201939	MAILING ENVELOPES FOR THE DO	7202600013	348.35	348.35
10 E 530 9700 13 5610 0720 0000 0000 0		General Fund/Expenditures/District-Wide Support				348.35	
914299	THIN LINE COUNSELING & CONSULT	10/30/2026	0186	INVOICE 5055 5150	0	400.00	400.00
10 E 530 2100 26 7340 0630 0000 0000 0		General Fund/Expenditures/Spec Ed - State				400.00	
914300	THINKING MAPS, INC	10/30/2026	INV0073336	THINKING MAPS REGISTRATION: WFBB-9 -RESPONSE TO TEXT (K-5) OCTOBER 13-14 & NOVEMBER 5, 2026 JESSICA CARDENAS, JESSICA VIZCAINO, LORELLE AARSTAD, AND KAYLEE RIVERA	6002600018	5,980.00	5,980.00
10 E 530 6500 31 7580 1100 0000 0000 0		General Fund/Expenditures/State Trans Bilingual				5,980.00	
914301	TYLER TECHNOLOGIES INC	10/30/2026	045-579325	OPERATING BUSES	0	445.67	445.67
10 E 530 9900 52 7340 0730 0000 0000 0		General Fund/Expenditures/Pupil Transportation				445.67	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
914302	US FOODS - SPOKANE	10/30/2026	5401086	FOOD AND FOOD SERVICE OPERATIONS APPLE, BURRITO, CAULIFLOWER, PEPPERS, CHIPS, AND CLEANER	0	1,278.39	13,217.72
10 E 530 9800 44 5610 0750 0000 0000 0		General Fund/Expenditures/Food Service				57.04	
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				1,221.35	
			5513106	FOOD BEEF, LETTUCE, RED ONION AND TOMATO.	0	416.17	
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				416.17	
			5513107	FOOD COOKIE, FRUIT SNACKS, JUCIE, AND SNACK BARS	0	213.38	
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				213.38	
			5513108	FOOD AND FOOD SERVICE OPERATIONS BEAN, BEEF, CABBAGE, CARROT, CAULIFLOWER, CEREAL, CHEESE, COOKIE, ENGLISH MUFFIN, GLVOES, PLATES, AND CUPS	0	11,318.77	
10 E 530 9800 44 5610 0750 0000 0000 0		General Fund/Expenditures/Food Service				2,330.78	
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				8,987.99	
			5971730	CREDIT	0	-8.99	
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				-8.99	
914303	VALLEY WIDE COOPERATIVE	10/30/2026	UOO27355	GROUNDS MAINTENANCE UNLEADED GAS	0	554.70	1,216.71
10 E 530 9700 62 5005 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				554.70	
			UOO27399	GROUNDS MAINTEANCE UNLEADED GAS	0	662.01	
10 E 530 9700 62 5005 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				662.01	
914304	Vendor Continued Void	10/30/2026					0.00
914305	WALTER E NELSON COMPANY	10/30/2026	CMCRN383418	CUSTODAIL CREDIT	0	-55.17	9,830.94
10 E 530 9700 63 5610 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				-55.17	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			CMCRN383461	CUSTODIAL CREDIT	0	-16.38	
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					-16.38	
			CU36678	CUSTODIAL FINANCE CHARGE	0	2.28	
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					2.28	
			CUS36678	CUSTODIAL FINANCE CHARGE	0	9.14	
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					9.14	
			INVCRN31231591	CUSTODIAL TOWEL, TOILET PAPER, FACIAL TISSUE, AND VAC BAGS	0	3,062.37	
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					3,062.37	
			INVCRN31231616	CUSTODIAL TOILET PAPTER, TORK ROLL, MICRO HYGIENE FILTER, BRUSH ROLLER, AND TOWELS	0	2,219.84	
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					2,219.84	
			INVCRN31231838	CUSTODIAL VAC BAGS	0	162.37	
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					162.37	
			INVCRN31232014	CUSTODIAL PURELL SANITIZING WIPES	0	637.75	
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					637.75	
			INVCRN31232015	CUSTODIAL PURELL SANITIZING WIPES	0	956.61	
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					956.61	
			INVCRN31232031	CUSTODIAL NIFTY NABBER 36"	0	46.90	
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					46.90	
			INVCRN31232234	CUSTODIAL PRODUCTIVITY FLOOR PADS	0	55.17	
10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					55.17	
			INVCRN31232279	CUSTODIAL TOILET PAPER, TORK ROLL, FACIAL TISSUE, PURELL FOAM SOAP,	0	1,473.58	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				AND MICROFIBER CLOTH			
	10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				1,473.58	
			INVCRN31232848	CUSTODIAL TOILET PAPER, FACIAL TISSUE, TOWELS, AND LAUNDRY SOAP	0	1,276.48	
	10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				1,276.48	
914306	WASHINGTON DECA	10/30/2026	26233002-A	Washington State DECA Advisor Conference	4562600022	280.00	280.00
	10 E 530 3161 27 5610 4500 0000 0000 0	General Fund/Expenditures/Business				280.00	
914307	WEAVER EXTERMINATING	10/30/2026	38769	BUILDING MAINTENANCE GENERAL PEST MONTHLY SERVICE AT PHS	0	152.18	152.18
	10 E 530 9700 64 7340 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support				152.18	
914308	WENCO	10/30/2026	580158	CUSTODIAL SUPPLIES	0	653.51	653.51
	10 E 530 9700 63 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				653.51	
914309	WIAA	10/30/2026	47246	WIAA MEMBERSHIP DUES	2412600003	765.00	765.00
	10 E 530 0100 28 5610 2400 0000 0000 1	General Fund/Expenditures/Basic Education				765.00	
914310	WILLIAMS, AMANDA LYNN	10/30/2026	09222026	REIMBURSEMENT FOR BUILDING THINKING CLASSROOMS BOOK AND PRACTICE STUDY	0	16.34	16.34
	10 E 530 5505 27 5610 1200 0000 0000 0	General Fund/Expenditures/LAP High Poverty				16.34	

86 Computer Check(s) For a Total of 221,013.85

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 October 28, 2026, the board, by a _____ vote, approves payments, totaling $15,547.51. The payments are further identified in this document.

Total by Payment Type for Cash Account, WIRE TRANSFER:
Wire Transfer Payments 202600004 through 202600004, totaling $15,547.51

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
202600004	BMO HARRIS BANK N.A. - CLIEN	10/28/2026	15,547.51
1	Wire Transfer Check(s) For a Total of		15,547.51

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers 202600004 through 202600004 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

Business Manager 10.22.2026 Date

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
202600004	BMO HARRIS BANK N.A. - CLIEN	10/28/2026	OCOTBER 2026 GF	OCTOBER 2026 GENERAL FUND CREDIT CARD	0	15,547.51	15,547.51
	10 E 530 0100 26 5610 0640 0000 0000 0		General Fund/Expenditures/Basic Education			391.32	
	10 E 530 0100 27 5610 4500 0000 0000 0		General Fund/Expenditures/Basic Education			213.90	
	10 E 530 3160 27 5610 4500 0000 0000 0		General Fund/Expenditures/Agriculture			1,035.92	
	10 E 530 5100 27 5610 1200 0000 0000 0		General Fund/Expenditures/Title I Part A			1,581.87	
	10 E 530 5100 27 5610 1100 0000 0000 0		General Fund/Expenditures/Title I Part A			1,056.29	
	10 E 530 9700 64 5610 1200 0000 0000 0		General Fund/Expenditures/District-Wide Support			514.63	
	10 E 530 9700 72 5650 0760 0000 0000 0		General Fund/Expenditures/District-Wide Support			1,632.13	
	10 E 530 0100 28 5610 4500 0000 0000 1		General Fund/Expenditures/Basic Education			1,200.34	
	10 E 530 9700 63 5610 1200 0000 0000 0		General Fund/Expenditures/District-Wide Support			85.10	
	10 E 530 9700 64 5610 1300 0000 0000 0		General Fund/Expenditures/District-Wide Support			150.00	
	10 E 530 5210 31 5610 1200 0000 0000 0		General Fund/Expenditures/Title II TQ - Part A			960.00	
	10 E 530 9700 13 7340 0720 0000 0000 0		General Fund/Expenditures/District-Wide Support			576.00	
	10 E 530 5250 31 7340 0600 0000 0000 0		General Fund/Expenditures/Titile IV Student Spt & Enric			1,667.82	
	10 E 530 5320 24 8580 0600 0000 0000 0		General Fund/Expenditures/Migrant Ed			1,389.60	
	10 E 530 5320 31 8580 0600 0000 0000 0		General Fund/Expenditures/Migrant Ed			1,833.10	
	10 E 530 0100 27 7810 0600 0000 0000 0		General Fund/Expenditures/Basic Education			75.00	
	10 E 530 2100 27 7580 0630 0000 0000 0		General Fund/Expenditures/Spec Ed - State			509.49	
	10 E 530 5210 31 7580 1200 0000 0000 0		General Fund/Expenditures/Title II TQ - Part A			150.00	
	10 E 530 0151 31 7580 1200 0000 0000 0		General Fund/Expenditures/Staff Dev-PEA Allocation			150.00	
	10 E 530 0151 31 7580 1300 0000 0000 0		General Fund/Expenditures/Staff Dev-PEA Allocation			375.00	

1 Wire Transfer Check(s) For a Total of 15,547.51

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 October 28, 2026, the board, by a _____ vote, approves payments, totaling $14,511.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS PAYABLE:
Warrant Numbers 188910 through 188931, totaling $14,511.00

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
188910	AMAZON CAPITAL SERVICES	10/30/2026	475.20
188911	BLAIR, ALEXANDRIA MARIE	10/30/2026	279.21
188912	BONNEY, CAITLIN M	10/30/2026	54.81
188913	BRUNSON, ASHLYNN ALICE	10/30/2026	52.18
188914	FITNESS FINDERS	10/30/2026	358.06
188915	LEP-RE-KON MARTS INC	10/30/2026	92.55
188916	MONTANO, BERTHA L	10/30/2026	137.43
188917	OMNI CHEER	10/30/2026	478.16
188918	PEPSI COLA YAKIMA	10/30/2026	1,118.92
188919	PROSSER S.D. REV FUND	10/30/2026	750.00
188920	PROSSER SCHOOL DISTRICT NO. 11	10/30/2026	1,540.00
188921	PROSSER SCHOOL DIST #116	10/30/2026	700.00
188922	SCHOOL LIFE	10/30/2026	455.31
188923	SKILLZYS INC	10/30/2026	302.44
188924	STAUDENMAIER, BRITTNEY A	10/30/2026	64.00
188925	TRANSFER EXPRESS INC	10/30/2026	570.68
188926	TRANSFER EXPRESS INC	10/30/2026	907.30
188927	URM CASH & CARRY-KENNEWICK	10/30/2026	570.20
188928	US FOODS - SPOKANE	10/30/2026	542.40
188929	US FOODS - SPOKANE	10/30/2026	792.56
188930	WASHINGTON FCCLA	10/30/2026	264.00
188931	X-GRAIN SPORTSWEAR	10/30/2026	4,005.59

22 Computer Check(s) For a Total of 14,511.00

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers 188910 through 188931 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

Business Manager 10.22.2026 Date

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
188910	AMAZON CAPITAL SERVICES	10/30/2026	1DPT-NNXF-QGWT	ASB SUPPLIES FOR ASB OFFICE RUBBERBANDS TICKETS CARD STOCK STAMP PADS BANK BAGS PENS AAA BATTERIES LABELS SHARPIES PAINTERS TAPE NTE $1000	4522600029	446.15	475.20
	40 E 530 1040 05 0000 0000 0000 0000 0 Associated Student Body Fund/Expenditures/GENERAL					446.15	
			1PVX-TNM9-PTQH	playground volleyballs	2422600004	29.05	
	40 E 530 1040 04 0000 0000 0000 0000 0 Associated Student Body Fund/Expenditures/GENERAL					29.05	
188911	BLAIR, ALEXANDRIA MARIE	10/30/2026	100526	REIMBURSEMENT FOR 2ND GRADE STUDENT STORE	0	279.21	279.21
	40 E 530 1040 02 0000 0000 0000 0000 0 Associated Student Body Fund/Expenditures/GENERAL					279.21	
188912	BONNEY, CAITLIN M	10/30/2026	100526	REIMBURSEMENT FOR 2ND GERADE STUDENT STORE	0	54.81	54.81
	40 E 530 1040 02 0000 0000 0000 0000 0 Associated Student Body Fund/Expenditures/GENERAL					54.81	
188913	BRUNSON, ASHLYNN ALICE	10/30/2026	100526	REIMBURSEMENT FOR 2ND GRADE STUDENT STORE	0	52.18	52.18
	40 E 530 1040 02 0000 0000 0000 0000 0 Associated Student Body Fund/Expenditures/GENERAL					52.18	
188914	FITNESS FINDERS	10/30/2026	INV20772	ASB: READING PRIZES	1222600001	358.06	358.06
	40 E 530 1040 02 0000 0000 0000 0000 0 Associated Student Body Fund/Expenditures/GENERAL					358.06	
188915	LEP-RE-KON MARTS INC	10/30/2026	03-567596	OCTOBER MEETING CHIPS CRACKERS LEMONADE CAPRI SUN COOKIES CHEESE NTE $100	4522600025	92.55	92.55
	40 E 530 4150 05 0000 0000 0000 0000 0 Associated Student Body Fund/Expenditures/FFA					92.55	
188916	MONTANO, BERTHA L	10/30/2026	10082026	REIMBURSEMENT FOR DECORATIONS FOR SCHOOL DANCE PHOTOBOOTH FUNDRAISER	0	128.44	137.43
	40 E 530 4655 04 0000 0000 0000 0000 0 Associated Student Body Fund/Expenditures/THRIVE					128.44	
			10142026	REIMBURSEMENT FOR	0	8.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				SNACKS FOR CLUB MEETING			
	40 E 530 4655 04 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/THRIVE				8.99	
188917	OMNI CHEER	10/30/2026	2026020507621	11 CHEER BAGS @ $39.99	4522600017	478.16	478.16
	40 E 530 4470 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/CHEERLEADING				478.16	
188918	PEPSI COLA YAKIMA	10/30/2026	107628704	OPEN PO PEPSI PRODUCTS FALL SEASON 26/27 SCHOOL YEAR	4522600001	793.08	1,118.92
	40 E 530 1200 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/CONCESSIONS				793.08	
			161628065	OPEN PO PEPSI PRODUCTS FALL SEASON 26/27 SCHOOL YEAR	4522600001	325.84	
	40 E 530 1200 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/CONCESSIONS				325.84	
188919	PROSSER S.D. REV FUND	10/30/2026	4976	REIMBURSEMENT FOR START UP CASH FOR VOLLEYBALL TOURNAMENT	0	750.00	750.00
	40 E 530 2240 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/VOLLEYBALL				750.00	
188920	PROSSER SCHOOL DISTRICT NO. 11	10/30/2026	10.26	REIMBRUSEMENT FOR FIELD,SPORT AND VAN TRIPS	0	1,540.00	1,540.00
	40 E 530 1040 04 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/GENERAL				1,540.00	
188921	PROSSER SCHOOL DIST #116	10/30/2026	OCT 2026	BENTON FRANKLIN HEALTH DEPT INVOICES FOR PHS	0	700.00	700.00
	40 E 530 1200 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/CONCESSIONS				500.00	
	40 E 530 4190 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SCHOOL STORE				200.00	
188922	SCHOOL LIFE	10/30/2026	200117598	ASB: READING AWARDS	1222600000	455.31	455.31
	40 E 530 1040 02 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/GENERAL				455.31	
188923	SKILLZYS INC	10/30/2026	11792	ATHLETE OF THE MONTH BAG TAGS 50 @ $3.50 SET UP FEE $60 VERSIONS CHANGE FEE @ $25 CLEAR PLASTIC LOOPS 50@.10 $302.44 SHIPPING $28.63	4522600033	302.44	302.44

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 2500 05 0000 0000 0000 0000 0		Associated Student Body Fund/Expenditures/SPECIAL PROJE				328.75	
40 L 601 0000 00 0000 0000 0000 0000		Associated Student Body Fund/Accounts Payable				-26.31	
188924	STAUDENMAIER, BRITTNEY A	10/30/2026	10052026	REIMBURSEMENT FOR 2ND GRADE STORE RESOURCES	0	64.00	64.00
40 E 530 1040 02 0000 0000 0000 0000 0		Associated Student Body Fund/Expenditures/GENERAL				64.00	
188925	TRANSFER EXPRESS INC	10/30/2026	7293554	OPEN PO FOR 26/27 SCHOOL YEAR NTE $5000	4522600003	570.68	570.68
40 E 530 4195 05 0000 0000 0000 0000 0		Associated Student Body Fund/Expenditures/RETAIL STORE				570.68	
188926	TRANSFER EXPRESS INC	10/30/2026	7304453	OPEN PO FOR 26/27 SCHOOL YEAR NTE $5000	4522600003	907.30	907.30
40 E 530 4195 05 0000 0000 0000 0000 0		Associated Student Body Fund/Expenditures/RETAIL STORE				907.30	
188927	URM CASH & CARRY-KENNEWICK	10/30/2026	3-1-230890	OPEN PO FOR CONCESSIONS FALL SEASON 2026 NTE $5000	4522600028	570.20	570.20
40 E 530 1200 05 0000 0000 0000 0000 0		Associated Student Body Fund/Expenditures/CONCESSIONS				570.20	
188928	US FOODS - SPOKANE	10/30/2026	5401088	OPEN PO FOR STUDENT STORE SUPPLIES 26/27 SCHOOL YEAR NTE $10000	4522600005	542.40	542.40
40 E 530 4190 05 0000 0000 0000 0000 0		Associated Student Body Fund/Expenditures/SCHOOL STORE				542.40	
188929	US FOODS - SPOKANE	10/30/2026	5714236	OPEN PO FOR STUDENT STORE SUPPLIES 26/27 SCHOOL YEAR NTE $10000	4522600005	792.56	792.56
40 E 530 4190 05 0000 0000 0000 0000 0		Associated Student Body Fund/Expenditures/SCHOOL STORE				792.56	
188930	WASHINGTON FCCLA	10/30/2026	6160	2026 WA FCCLA REGION 8 FALL REGIONAL MEETING REGISTRATION	2422600005	264.00	264.00
40 E 530 4160 04 0000 0000 0000 0000 0		Associated Student Body Fund/Expenditures/FCCLA				264.00	
188931	X-GRAIN SPORTSWEAR	10/30/2026	370810	SIDELINE WARM UPS TRAVEL TEAM GEAR 60- QUARTER ZIP M @ $40 28- QUARTER ZIP L @ $40 28- QUARTER	4522600010	4,005.59	4,005.59

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				ZIP XL @ $40 2- QUARTER ZIP XXL @ $40 9- QUARTER ZIP XXXL @ $40 3 - QUARTER ZIP 4X @ $40 7- SIDELINE SHIRTS2 @ $35			
40 E 530 2140 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/FOOTBALL					4,005.59	
				22 Computer	Check(s) For a Total of		14,511.00

3apckp07.p PROSSER SCHOOL DISTRICT NO.116 10:18 AM 10/21/26
05.26.06.00.00-12.8-010021 Check Summary PAGE: 1

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 October 28, 2026, the board, by a _____ vote, approves payments, totaling $23,717.95. The payments are further identified in this document.

Total by Payment Type for Cash Account, WIRE TRANSFER:
Wire Transfer Payments 202600005 through 202600005, totaling $23,717.95

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
202600005	BMO HARRIS BANK N.A. - CLIEN	10/28/2026	23,717.95
1	Wire Transfer Check(s) For a Total of		23,717.95

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers 202600005 through 202600005 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

Business Manager 10.22.2026 Date

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
202600005	BMO HARRIS BANK N.A. - CLIEN	10/28/2026	OCTOBER 2026 ASB	ASB CREDIT CARD	0	23,717.95	23,717.95
40 E 530 1040 02 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/GENERAL		488.67	
40 E 530 1040 03 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/GENERAL		993.11	
40 E 530 1040 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/GENERAL		78.56	
40 E 530 1200 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/CONCESSIONS		1,799.60	
40 E 530 2110 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		11,481.45	
40 E 530 2240 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/VOLLEYBALL		4,172.36	
40 E 530 4350 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/LEADERSHIP		902.19	
40 E 530 6100 04 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/SAUL HAAS		25.00	
40 E 530 4625 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/NEXT GENERATI		67.87	
40 E 530 4655 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/THRIVE		61.80	
40 E 530 4170 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/DECA		24.95	
40 E 530 4195 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/RETAIL STORE		2,017.00	
40 E 530 3028 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/CLASS OF 2028		708.25	
40 E 530 3029 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/Class of 2029		897.14	

1 Wire Transfer Check(s) For a Total of 23,717.95

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 October 28, 2026, the board, by a _____ vote, approves payments, totaling $271,996.06. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP WARRANTS PAYABLE:
Warrant Numbers 200000830 through 200000830, totaling $271,996.06

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
200000830	APOLLO	10/30/2026	271,996.06
1	Computer Check(s) For a Total of		271,996.06

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers 200000830 through 200000830 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

Business Manager 10.22.2026 Date

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
200000830	APOLLO	10/30/2026	26100397	CHILLER AT PHS	8002600003	271,996.06	271,996.06
20 E 530 0020 32 7000 3000 0000 0000 0	Capital Projects/Expenditures/PHS REPLACEMENT CHILLER					271,996.06	

1 Computer Check(s) For a Total of 271,996.06

Coversheet

Classified Personnel

Section: IX. Consent Items
Item: A. Classified Personnel
Purpose: Vote
Submitted by:
Related Material: October 28, 2026- Classified Personnel.pdf

BOARD PACKET

TO: **Board of Directors**
SUBJECT: **Classified Personnel**
AGENDA: **Consent**
DATE: **October 28, 2026**
PREPARED BY: Kim Casey, *Superintendent*

CLASSIFIED EMPLOYEES

New Hires:

- Miguel Lugo- PHS Head Boy's Soccer Coach
- Kristen Maldonado- PHS Assistant Tennis Coach
- Killian Phillips- HMS Assistant Basketball Coach
- Briann De Hoed- HMS Girl's Basketball Coach

Resignations:

- Justin Marquez- Bus Driver
- Brock Weinmann- HMS Girl's Basketball Coach

Coversheet

Approval of Minutes

Section: IX. Consent Items
Item: B. Approval of Minutes
Purpose: Vote
Submitted by:
Related Material: October 14 2026 Meeting Minutes.pdf
October 14, 2026 Meeting Minutes - Spanish.pdf

REGULAR BOARD MEETING

Meeting Minutes
Prosser School District Boardroom
1203 Prosser Ave.
Prosser, WA 99350

Wednesday, October 14, 2026 at 6:00 PM

I. Opening Items

A. 6:00 p.m. Call to Order Regular Board Meeting

The regular board meeting of the Board of Directors of Prosser School District was called to order at 6:00 p.m. by Vice President Michelle O'Brien .

B. Pledge of Allegiance

C. Record Attendance – Roll Call

Director Elisa Riley – Present
Director Frank Vermulm – Present
Director Brian Weinmann – Present
Vice President Michelle O'Brien – Present

Superintendent Kim Casey – Present
Director of Finance and Operations Shawn Cook – Present
Director of Grants, Assessment and Elementary Programs Kevin Gilman – Present

D. Approval of Agenda

Motion to approve the agenda by Director Elisa Riley. Second, by Director Frank Vermulm. The motion passed.

II. Protocol for Addressing the Board

A. Welcome to the Board Meeting!

III. Hearing of Visitors.

No public comment.

IV. Information Items

A. Building Report: Prosser High School

Principal Bryan Bailey reported that Prosser High School is adjusting to the transition from trimesters to semesters, with ongoing curriculum and assessment adjustments. Staff have completed Thinking Maps training and are preparing to implement data collection, while exploring LinkIt to support instructional decisions. Bryan noted an increase in students needing crisis support, prompting staff to review crisis response procedures and policies. Student activities included Homecoming and Pink Week fundraising for Coach Silva's family. Fourteen students took the PSAT/National Merit Scholarship Qualifying Test. Attendance remains a focus, and the district continues working through initial challenges with Red Rover implementation and paperless timesheets.

B. Department Review: Transportation Department

Transportation Director Jaime Martinez reported positive progress with transportation operations, including an estimated 20 hours per month saved through Red Rover's paperless timesheets. The revised high school and middle school pickup and drop-off schedule is improving, and the district is now transporting approximately 1,824 students. Special-needs transportation has become more efficient with the ability to use smaller vehicles for certain routes. Athletic transportation continues to challenge driver availability, but four additional drivers have completed training and are preparing for testing. The electric bus is back in service following repairs to a wiring issue, and staff are becoming more comfortable with the new transportation software.

C. Department Review: Special Services

Special Services Director Jennifer Allen reported a strong start to the school year, highlighted by districtwide professional development focused on supporting students with behavioral needs and autism. The Special Services Department currently serves 355 students ages 3–22, with seven attending specialized regional programs. The department includes special education teachers, paraeducators, school psychologists, therapists, and other support staff. The largest eligibility category is specific learning disability, with 153 students, followed by communication disorders, autism, and health impairments. Jennifer emphasized the dedication of the department's staff and her commitment to supporting students, teachers, and families throughout the district.

V. Discussion Items

A. RECAP: Out of State Travel: Migrant Staff to Virginia Beach, VA

Migrant Education staff Lisa Huerta, Celina Hazzard, and Elizabeth Cena Avina shared takeaways from a recent IBRC conference, including improved eligibility screening tools, the importance of accurate student records, and providing additional support to families experiencing challenges. The program currently serves 66 students and ranks among the top five districts in Washington for completed Certificates of Eligibility. Staff are working to increase student engagement, celebrate academic achievements through recognition certificates, and help students better understand available program resources. The team also plans to increase awareness of the Migrant Education Program through districtwide communications and outreach to staff and families.

B. Community Partnership – Grocery Outlet and Whitstran Elementary

Superintendent Kim Casey and Whitstran Elementary Principal Julaine Groeneveld shared a new community partnership with Grocery Outlet. The store's new owners will provide Whitstran loyalty cards, allowing the school to receive 5% of purchases made when customers swipe the card. The ongoing partnership will benefit all Whitstran students, regardless of their activities or programs. The school plans to distribute cards to families and community members, with additional outreach through flyers and student-created posters to encourage participation and support for the school.

C. AI – Student Discussion

Student Board Representatives Olivia and Reagan led a discussion on developing a districtwide artificial intelligence (AI) policy. They recommended forming a committee that includes students, teachers, and administrators to establish clear expectations for responsible AI use and promote AI literacy. Concerns included potential bias in AI systems, appropriate classroom use, and ensuring teachers review AI-generated grades rather than relying solely on automated assessments. The board supported continuing the discussion at the next meeting, reviewing existing guidance and policies, and working toward developing a district AI policy that addresses the needs of students and staff.

D. Change of Forms to Procedure 6102P

Director of Business and Operations Shawn Cook reviewed proposed changes to Procedure 6102P regarding fundraising, grants, and community donations. To improve district office processes and ensure compliance with state requirements, the district will replace the existing single form with two separate forms: one for

grants, which may include matching funds and reporting requirements, and another for fundraising and donations. The policy itself will remain unchanged, with minor wording updates to the procedure. Once finalized, the updated forms and procedures will be shared with staff to ensure consistent practices across the district.

VI. Student Representative Reports

A. Student Representative Olivia Smasne

Not present, no report.

B. Student Representative Ezri Roy

Not present, no report.

C. Student Representative Reagan Andrews

Student Representative Reagan Andrews reported that Homecoming Week was successful, with students enjoying dress-up days, activities, the football game, and dance. Pink Week is underway, with Miracle Minutes planned at soccer and volleyball games on Thursday and the football game on Friday to support Coach Silva's family. She also shared that the junior class's mother-daughter dance fundraiser was well attended and received positive feedback. The sophomore class is currently selling candy apples to raise funds for future class activities.

VII. Action Items

A. Pacific Clinic Pool Facility Usage Agreement

Motion to approve by Director Frank Vermulm. Second, by Director Brian Weinmann. The motion passed.

B. 2026 Mother Daughter Dance

Motion to approve by Vice President Michelle O'Brien. Second, by Director Frank Vermulm. The motion passed.

C. FCA Club Name Change

Motion to approve by Director Elisa Riley. Second, by Director Frank Vermulm. The motion passed.

D. PLC at Work Institute

Motion to approve by Director Frank Vermulm. Second, by Director Elisa Riley. The motion passed.

E. Kitchen Modernization Project

Motion to approve by Vice President Michelle O'Brien. Second, by Director Elisa Riley. The motion passed.

F. Comprehensive Healthcare Service Agreement 2026-2028

Motion to approve by Director Frank Vermulm. Second, by Director Elisa Riley. The motion passed.

G. Emergency Certificate

Motion to approve by Director Brian Weinmann. Second, by Director Elisa Riley. The motion passed.

H. Out of Endorsement

Motion to approve by Director Elisa Riley. Second, by Director Frank Vermulm. The motion passed.

I. Vouchers and Payroll

Motion to approve by Vice President Michelle O'Brien. Second, by Director Elisa Riley. The motion passed.

VIII. Consent Items

A. Classified Personnel

B. Approval Of Minutes

Motion to approve the Consent Items by Director Elisa Riley, seconded by Director Brian Weinmann. The motion passed.

IX. Reports

A. Director of Grants, Assessment and Elementary Programs Kevin Gilman

Director of Grants, Assessment, and Elementary Programs Kevin Gilman reported on LinkIt implementation, including recent staff trainings on assessment reports and creating standards-based assessments to support student progress monitoring and Professional Learning Communities (PLCs). These tools will provide timely data to help staff evaluate student performance and share relevant information with families. Bilingual annual letters have been sent, and follow-up training on Thinking Maps was provided to Whitstran teachers. Kevin also reported progress in reducing the possible eligible, not reported student list from more than 60 students to 34,

with additional corrections expected to reduce the number further. Remaining cases will require parent waivers or assistance from OSPI.

B. Director of Business and Operations Shawn Cook

Director of Business and Operations Shawn Cook reported that the business office is focused on closing out the previous fiscal year, with grant reporting completed and remaining year-end tasks nearing completion. Shawn recognized the team's efforts and improved processes, noting that the district is on track to provide year-end financial information to its accountant by October 19, compared with November 26 the previous year when an extension was needed. The team has also resolved financial discrepancies during the reconciliation process. Shawn shared that enrollment remains steady and is above budgeted projections. A full fiscal report will be presented at the next board meeting.

C. Superintendent Kim Casey

Superintendent Kim Casey reported that the district's first binding conditions meeting with OSPI was positive, with a focus on improving financial processes and restoring the district's 5% reserve balance. She provided updates on surplus property, future levy planning, the high school chiller, and early learning facility construction. Kim also highlighted the partnership with Prosser Memorial Health to support district branding and provide athletic training services. She shared plans to visit district buildings and departments, emphasized continued leadership development, and recognized staff and principals for their hard work.

X. Board Members' Reports

A. **Vice President Michelle O'Brien**

Vice President Michelle O'Brien reminded families that parent-teacher conferences are scheduled for next week and encouraged parents to attend, ask questions, and connect with additional teachers to better understand their students' progress. She also highlighted the book fair taking place during conference week at Housel Middle School.

B. Director Brian Weinmann

Director Brian Weinmann thanked Dr. Allen and her team for their behind-the-scenes work supporting students. He also encouraged staff to continue working through the challenges of implementing Red Rover and the new transportation software, noting that the long-term benefits should become more apparent over time. He closed by thanking district staff, students, and administration.

C. Director Frank Vermulm

Director Frank Vermulm reported on attending a WASDA meeting in Olympia, where school district leaders discussed key priorities for communicating with state legislators. Topics included school funding, relief from unfunded mandates, fully funding early learning, public records costs, insurance expenses, and delaying the Green Building Act. He also highlighted discussions about declining enrollment, defining basic education, and ensuring students remain the priority. Vermulm praised the collaboration and preparation of those representing school districts.

D. Director Elisa Riley

Director Elisa Riley emphasized the importance of evaluating the potential costs and staffing impacts of unfunded mandates, including requirements for transferring student records within 10 days. She announced the PHS mini cheer camp and Friday performance, congratulated students on a successful Homecoming, and recognized administrators, coaches, and athletes for demonstrating professionalism and sportsmanship during challenging circumstances. She encouraged community members to attend Friday's football game against undefeated East Valley as part of the 40th anniversary celebration of the Mustangs' winning football season.

E. President Jason Rainer

Not present; no report.

XI. Closing Items

A. Future Meetings

Regular Board Meeting, October 28, 2026, Prosser School District Boardroom, 6:00 pm.

B. Adjourn Meeting

The Regular Board Meeting adjourned at 7:33 pm.

Clerk to the Board

Board President

Secretary to the Clerk of the Board

Attachment A – Zoom Chat

N/A

REUNIÓN ORDINARIA DE LA JUNTA

Actas de la Reunión
Sala de Juntas del Distrito Escolar Prosser
1203 Prosser Ave.
Prosser, WA 99350

Miércoles, 14 de octubre de 2026 a las 6:00 PM

I. Puntos de Apertura

A. 6:00 p.m. Convocatoria a la Reunión Ordinaria de la Junta

La reunión ordinaria de la Junta directiva del Distrito Escolar de Prosser fue convocada a las 6:00 p.m. por el presidente Jason Rainer.

B. Juramento a la Bandera

C. Régistro de Asistencia – Pase de lista

Presidente Jason Rainer – Presente
Directora Elisa Riley – Presente
Director Frank Vermulm – Presente
Director Brian Weinmann – Presente
Vicepresidenta Michelle O'Brien – Presente

Superintendente Kim Casey – Presente
Directora de Finanzas y Operaciones Shawn Cook – Presente
Director de Subvenciones, Evaluación y Programas de Primaria Kevin Gilman – Presente

D. Aprobación de la Agenda

Moción para aprobar la agenda por la directora Elisa Riley, secundada por el director Frank Vermulm. La moción fue aprobada.

II. Protocolo para Dirigirse a la Junta

A. ¡Bienvenidos a la Reunión de la Junta!

III. Audencia de Visitantes.

Sin comentarios públicos.

IV. Información

A. Informe por Edificio: Escuela Secundaria Prosser

El director Bryan Bailey informó que la Escuela Secundaria Prosser High School se está adaptando a la transición de trimestres a semestres, con ajustes continuos al currículo y las evaluaciones. El personal completó la capacitación de Thinking Maps y se está preparando para implementar la recopilación de datos, mientras explora el uso de LinkIt para apoyar las decisiones educativas. Bailey señaló un aumento en los estudiantes que necesitan apoyo durante situaciones de crisis, lo que llevó al personal a revisar los procedimientos y las políticas de respuesta ante crisis. Las actividades estudiantiles incluyeron Homecoming y la Semana Rosa, con eventos para recaudar fondos para la familia del entrenador Silva. Catorce estudiantes tomaron PSAT/Examen de Calificación para la Beca Nacional al Mérito. La asistencia sigue siendo una prioridad, y el distrito continúa trabajando para resolver los desafíos iniciales relacionados con la implementación de Red Rover y las hojas de horas electrónicas.

B. Informe por Departamento: Departamento de Transporte

El director de Transporte, Jaime Martinez, informó sobre los avances positivos en las operaciones de transporte, incluidos los ahorros estimados de 20 horas al mes gracias a las hojas de horas electrónicas de Red Rover. El nuevo horario de recogida y entrega de estudiantes de la escuela secundaria y la escuela intermedia está mejorando, y el distrito actualmente transporta aproximadamente a 1,824 estudiantes. El transporte para estudiantes con necesidades especiales se ha vuelto más eficiente al utilizar vehículos más pequeños en ciertas rutas. El transporte para actividades deportivas continúa representando un desafío debido a la disponibilidad de conductores; sin embargo, cuatro conductores adicionales completaron la capacitación y se están preparando para los exámenes. El autobús eléctrico volvió a estar en servicio después de reparaciones en un problema de cableado, y el personal se está familiarizando cada vez más con el nuevo programa de transporte.

C. Informe por Departamento: Servicios Especiales

La directora de Servicios Especiales, Jennifer Allen, informó que el año escolar comenzó de manera positiva, destacando la capacitación profesional para todo el distrito enfocada en apoyar a los estudiantes con necesidades conductuales y autismo. Actualmente, el Departamento de Servicios Especiales atiende a 355 estudiantes de entre 3 y 22 años, siete de los cuales asisten a programas regionales especializados. El departamento cuenta con maestros de educación especial, paraeducadores, psicólogos escolares, terapeutas y otros miembros del personal de

apoyo. La categoría de elegibilidad más numerosa es la discapacidad específica del aprendizaje, con 153 estudiantes, seguida de los trastornos de la comunicación, el autismo y las discapacidades de salud. Allen destacó la dedicación del personal del departamento y su compromiso de apoyar a los estudiantes, maestros y familias de todo el distrito.

V. Temas de Discusión

A. RESUMEN: Viaje Fuera del Estado: Personal del Programa Migrante a Virginia Beach, VA

El personal de Educación Migrante, Lisa Huerta, Celina Hazzard y Elizabeth Cena Avina, compartió las principales conclusiones de una conferencia reciente de IBRC, incluyendo mejores herramientas para evaluar la elegibilidad, la importancia de mantener registros estudiantiles precisos y la necesidad de brindar apoyo adicional a las familias que enfrentan dificultades. Actualmente, el programa atiende a 66 estudiantes y se encuentra entre los cinco mejores distritos de Washington en cuanto a certificados de elegibilidad completados. El personal trabaja para aumentar la participación estudiantil, reconocer los logros académicos mediante certificados y ayudar a los estudiantes a comprender mejor los recursos disponibles. El equipo también planea aumentar la difusión del Programa de Educación Migrante mediante comunicaciones del distrito y actividades de divulgación dirigidas al personal y las familias.

B. Asociación Comunitaria: Grocery Outlet y la Escuela Primaria Whitstran

La superintendente Kim Casey y la directora de la Escuela Primaria Whitstran, Julaine Groeneveld, presentaron una nueva colaboración comunitaria con Grocery Outlet. Los nuevos propietarios de la tienda proporcionarán tarjetas de fidelidad a Whitstran, lo que permitirá que la escuela reciba el 5 % de las compras realizadas cuando los clientes utilicen la tarjeta. Esta colaboración beneficiará a todos los estudiantes de Whitstran, independientemente de sus actividades o programas. La escuela planea distribuir tarjetas a las familias y miembros de la comunidad, además de promover la participación mediante volantes y carteles creados por los estudiantes para apoyar a la escuela.

C. IA: Debate Estudiantil

Los representantes estudiantiles de la Junta, Olivia y Reagan, dirigieron una conversación sobre el desarrollo de una política de inteligencia artificial (IA) para todo el distrito. Recomendaron formar un comité que incluya a estudiantes, maestros y administradores para establecer expectativas claras sobre el uso responsable de IA y

promover la alfabetización en esta tecnología. Entre las preocupaciones planteadas estuvieron los posibles sesgos en los sistemas de IA, el uso apropiado en el salón de clases y la importancia de que los maestros revisen las calificaciones generadas por IA en lugar de depender únicamente de evaluaciones automatizadas. La Junta apoyó continuar la conversación en la próxima reunión, revisar las pautas y políticas existentes y trabajar en el desarrollo de una política de IA que responda a las necesidades de los estudiantes y el personal.

D. Cambio de formularios al Procedimiento 6102P

El Director de Negocios y Operaciones, Shawn Cook, presentó los cambios propuestos al Procedimiento 6102P relacionados con la recaudación de fondos, las subvenciones y las donaciones comunitarias. Para mejorar los procesos administrativos del distrito y garantizar el cumplimiento de los requisitos estatales, se reemplazará el formulario actual por dos formularios separados: uno para subvenciones, que pueden incluir fondos de contrapartida y requisitos de informes, y otro para recaudaciones de fondos y donaciones. La política permanecerá sin cambios, aunque se realizarán pequeñas actualizaciones en la redacción del procedimiento. Una vez finalizados, los formularios y procedimientos actualizados se compartirán con el personal para garantizar prácticas consistentes en todo el distrito.

VI. Informes por los Representantes Estudiantiles

A. Representante Estudiantil Olivia Smasne

No estuvo presente; no presentó informe.

B. Representante Estudiantil Ezri Roy

No estuvo presente; no presentó informe.

C. Representante Estudiantil Reagan Andrews

La representante estudiantil Reagan Andrews informó que la Semana de Homecoming fue un éxito, con estudiantes disfrutando de los días temáticos, las actividades, el partido de fútbol americano y el baile. La Semana Rosa está en marcha, con actividades Miracle Minutes programadas durante los partidos de fútbol y voleibol del jueves y el partido de fútbol americano del viernes para apoyar a la familia del entrenador Silva. También compartió que la recaudación de fondos del baile de madres e hijas de la clase de tercer año tuvo una buena asistencia y comentarios positivos. La clase de segundo año actualmente está vendiendo manzanas acarameladas para recaudar fondos para futuras actividades de la clase.

VII. Elementos de Acción

A. Acuerdo de Uso de las Instalaciones de la Piscina de Pacific Clinic

Moción para aprobar fue presentada por el director Frank Vermulm. Secundada por el director Brian Weinmann. La moción fue aprobada.

B. Baile de Madres e Hijas 2026

Moción para aprobar fue presentada por la vicepresidenta Michelle O'Brien. Secundada por el director Frank Vermulm. La moción fue aprobada.

C. Cambio de Nombre del Club FCA

Moción para aprobar fue presentada por la directora Elisa Riley. Secundada por el director Frank Vermulm. La moción fue aprobada.

D. Instituto PLC at Work

Moción para aprobar fue presentada por el director Frank Vermulm. Secundada por la directora Elisa Riley. La moción fue aprobada.

E. Proyecto de Modernización de la Cocina

Moción para aprobar fue presentada por la vicepresidenta Michelle O'Brien. Secundada por la directora Elisa Riley. La moción fue aprobada.

F. Acuerdo Integral de Servicios de Atención Médica 2026-2028

Moción para aprobar fue presentada por el director Frank Vermulm. Secundada por la directora Elisa Riley. La moción fue aprobada.

G. Certificado de Emergencia

Moción para aprobar fue presentada por el director Brian Weinmann. Secundada por la directora Elisa Riley. La moción fue aprobada.

H. Fuera de Endoso

Moción para aprobar fue presentada por la directora Elisa Riley. Secundada por el director Frank Vermulm. La moción fue aprobada.

I. Comprobantes de Pago y Nómina

Moción para aprobar fue presentada por la vicepresidenta Michelle O'Brien. Secundada por la directora Elisa Riley. La moción fue aprobada.

VIII. Elementos de Consentimiento

A. Personal Clasificado

B. Aprobación de Actas

Moción para aprobar los puntos de consentimiento presentada por la directora Elisa Riley. Secundada por el director Brian Weinmann. La moción fue aprobada.

IX. Informes

A. Director de Subvenciones, Evaluación y Programas de Primaria Kevin Gilman

El Director de Subvenciones, Evaluación y Programas de Primaria, Kevin Gilman, informó sobre la implementación de LinkIt, incluyendo capacitaciones recientes para el personal sobre informes de evaluación y la creación de evaluaciones basadas en estándares para monitorear el progreso estudiantil y apoyar a las Comunidades de Aprendizaje Profesional (PLC). Estas herramientas proporcionarán datos oportunos para ayudar al personal a evaluar el desempeño de los estudiantes y compartir información relevante con las familias. También se enviaron cartas anuales bilingües y se brindó capacitación de seguimiento sobre Thinking Maps a los maestros de Whitstran. Kevin informó además que la lista de estudiantes posiblemente elegibles que aún no han sido reportados se redujo de más de 60 a 34, y se esperan más correcciones que podrían reducir la cifra aún más. Los casos restantes requerirán exenciones de los padres o asistencia de OSPI.

B. Directora de Negocios y Operaciones Shawn Cook

La Directora de Negocios y Operaciones, Shawn Cook, informó que la oficina administrativa se está enfocando en cerrar el año fiscal anterior. Los informes de subvenciones ya se completaron y las tareas restantes de fin de año están próximas a finalizar. Shawn reconoció los esfuerzos del equipo y las mejoras en los procesos, destacando que el distrito espera entregar la información financiera de fin de año a su contadora para el 19 de octubre, en comparación con el 26 de noviembre del año anterior, cuando fue necesaria una extensión. El equipo también resolvió discrepancias financieras durante el proceso de conciliación. La matrícula estudiantil se mantiene estable y por encima de las proyecciones presupuestarias. Se presentará un informe fiscal completo en la próxima reunión de la Junta directiva.

C. Superintendente Kim Casey

La Superintendente Kim Casey informó que la primera reunión del distrito con OSPI sobre las condiciones vinculantes fue positiva y se centró en mejorar los procesos financieros y restablecer la reserva del distrito al 5 %. También presentó actualizaciones sobre las propiedades excedentes, la planificación de futuras

propuestas de impuestos, el sistema de enfriamiento de la escuela secundaria y la construcción de las instalaciones de aprendizaje temprano. Kim destacó la colaboración con Prosser Memorial Health para apoyar la imagen y comunicación del distrito y proporcionar servicios de entrenamiento deportivo. Además, compartió planes para visitar los edificios y departamentos del distrito, enfatizó la importancia del desarrollo continuo del liderazgo y reconoció el arduo trabajo del personal y los directores de las escuelas.

D. Informes por los Miembros de la Junta

A. **Vicepresidenta Michelle O'Brien**

La Vicepresidenta Michelle O'Brien recordó a las familias que las conferencias de padres y maestros se llevarán a cabo la próxima semana y animó a los padres a asistir, hacer preguntas y comunicarse con otros maestros para comprender mejor el progreso académico de sus estudiantes. También destacó la feria del libro que se realizará durante la semana de conferencias en la Escuela Intermedia Housel.

B. Director Brian Weinmann

El Director Brian Weinmann agradeció a la Dra. Allen y a su equipo por el trabajo que realizan tras bastidores para apoyar a los estudiantes. También animó al personal a continuar trabajando para superar los desafíos relacionados con la implementación de Red Rover y el nuevo software de transporte, señalando que los beneficios a largo plazo serán más evidentes con el tiempo. Finalizó agradeciendo al personal del distrito, a los estudiantes y a la administración.

C. Directora Elisa Riley

La Directora Elisa Riley destacó la importancia de evaluar los posibles costos y efectos en la dotación de personal de los mandatos sin financiamiento, incluidos los requisitos de transferir los expedientes estudiantiles dentro de un plazo de 10 días. Anunció el minicampamento de porristas de PHS y su presentación del viernes, felicitó a los estudiantes por el éxito de Homecoming y reconoció a los administradores, entrenadores y atletas por demostrar profesionalismo y espíritu deportivo en circunstancias difíciles. También animó a los miembros de la comunidad a asistir al partido de fútbol americano del viernes contra East Valley, equipo que permanece invicto, como parte de la celebración del 40.º aniversario de la temporada ganadora de fútbol americano de los Mustangs.

D. Presidente Jason Rainer

No estuvo presente; no presentó informe.

X. Puntos Finales

A. Futuras Reuniones

Reunión ordinaria de la Junta, 28 de octubre de 2026, sala de juntas del distrito escolar Prosser, 6:00pm.

B. Reunión de Levantamiento

La reunión ordinaria de la Junta se levantó a las 7:33 pm.

Secretario de la Junta Escolar

Presidente de la Junta Escolar

Secretario del Empleado Administrativo de Junta Escolar

Anexo A – Chat por Zoom

No aplica