



Prosser School District

Regular Board Meeting

Date and Time

星期三 十一月 12, 2025 at 6:00 下午 PST

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, November 12, 2025, at 6:00pm** in the **Prosser School District Boardroom, 1203 Prosser Ave., Prosser WA 99350.**

The business to be transacted:

Agenda

Presenter

I. Opening Items

Presenter

- A. Call the Meeting to Order
- B. Pledge of Allegiance
- C. Approval of Agenda
- D. Record Attendance - Roll Call

II. Information Items

- A. Prosser School District Administration Office Thanksgiving Break Office Hours Kim Casey

III. Discussion Items

- A. Building Report: Keene Riverview Elementary School Principal Wilson
- B. Department Report: Maintenance Department Director Howe
- C. American Red Cross Shelter Agreement Kim Casey

IV. Protocol for Addressing the Board

- A. Welcome to the Board Meeting!

V. Hearing of Visitors

VI. Student Representative Reports

Student Representative Olivia Smasne
Student Representative Ezri Roy
Student Representative Samantha Jimenez

VII. Action Items

- A. First Reading of Policy 4260A: Facility Rental Rates Kim Casey
- B. First Reading of Policy 5005 and Review of Attached Forms: Employment Disclosures, Certification, Requirements, Assurances and Approval Kim Casey
 - 5005F1 - Prosser School District Parent/Volunteer Form
 - 5005F2 - Prosser School District Volunteer Disclosure Form
 - 5005F3 - Prosser School District Parent/Volunteer Approval Form

Presenter

- C. Red Rover Kim Casey and Deanna Flores
- D. Boys & Girls Club Grant Securitization Approval for Superintendent to Sign Kim Casey
- E. 2025-2026 School Improvement Plans Deanna Flores
- F. Vouchers and Payroll Business and Operations
- G. Memorandums of Agreement Between Central Washington University and Prosser School District (Student Teacher Placement Agreement & Master of Arts in Teaching Program) Deanna Flores

VIII. Consent Items

- A. Certificated Personnel
- B. Classified Personnel
- C. Approval of Minutes

IX. Reports

- A. Director of Grants, Assessment and Elementary Programs Kevin Gilman
- B. Business and Operations Report
- C. Assistant Superintendent Deanna Flores
- D. Superintendent Kim Casey
- E. Board Member Reports
 - Director Michelle O'Brien
 - Director Brian Weinmann
 - Director Frank Vermulm
 - Vice President Elisa Riley
 - President Jason Rainer

X. Closing Items

- A. Future Meetings
 - Regular Board Meeting, November 19, 2025, Prosser School District Boardroom, 6:00pm

Presenter

Reminder: The Regular Board Meeting originally scheduled for **November 26** has been **rescheduled to November 19** to accommodate everyone's schedules, as most will be traveling or preparing for the **Thanksgiving holiday (November 24–28)**.

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

Prosser School District Administration Office Thanksgiving Break Office Hours

Section: II. Information Items
Item: A. Prosser School District Administration Office Thanksgiving Break Office
Hours
Purpose: FYI
Submitted by:
Related Material: Thanksgiving Office Hours.jpg



**PROSSER SCHOOL DISTRICT ADMINISTRATION OFFICE
THANKSGIVING BREAK HOURS**

**OFICINA DE ADMINISTRACIÓN DEL DISTRITO ESCOLAR DE PROSSER
HORARIO DE ACCIÓN DE GRACIAS**

Monday - Nov. 24	8:00am - noon
Lunes - 24 de Nov.	8:00am - mediodía
Tuesday - Nov. 25	8:00am - noon
Martes - 25 de Nov.	8:00am - mediodía
Wednesday - Nov. 26	8:00am - noon
Miércoles - 26 de Nov.	8:00am - mediodía
Thursday - Nov. 27	CLOSED
Jueves - 27 de Nov.	CERRADO
Friday - Nov. 28	CLOSED
Viernes - 28 de Nov.	CERRADO

**FOR SCHOOL EMERGENCIES CONTACT:
PARA EMERGENCIAS ESCOLARES CONTACTE A:
ANDY HOWE 509-781-8115**

Coversheet

American Red Cross Shelter Agreement

Section: III. Discussion Items
Item: C. American Red Cross Shelter Agreement
Purpose: Discuss
Submitted by:
Related Material: Shelter-Facility-Owner-Pre-Survey-Form.pdf



Shelter Facility Owner Pre-Survey Form

This form must be completed by the facility owner/operator. It records basic details about the site and contact information. Once completed, send it to the Red Cross representative.

Red Cross Representative: Howard Jeger	Red Cross Contact Info: 509-572-8962
Date Completed: 11/7/2025	Contact Info: Person Completing Form: Kim Casey
Site Name: Housel Middle School	
Address: 2001 Highland Drive	
County: Benton	
City: Prosser	State: WA
Zip: 99350	
Site Information	
Year Built: 1936 Remodeled 1997	Site Meets Current Occupancy Codes: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Functional Fire Suppression System (fire alarms, sprinkler system, fire department direct alert): <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
Smoke Alarms: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Fire Extinguishers: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Functioning Emergency Exits: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	AEDs: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Water Source: <input checked="" type="checkbox"/> Municipal <input type="checkbox"/> Well	<input type="checkbox"/> Trapped Water Other: _____
Plumbing Source: <input checked="" type="checkbox"/> Municipal <input type="checkbox"/> Septic Tank	<input type="checkbox"/> Water-less Other: _____
Emergency Generator: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	What is powered by generator? _____
Cooling System: <input checked="" type="checkbox"/> Electric <input type="checkbox"/> Natural Gas <input type="checkbox"/> Propane <input type="checkbox"/> No AC	Other: _____
Heating System: <input checked="" type="checkbox"/> Electric <input type="checkbox"/> Natural Gas <input type="checkbox"/> Propane <input type="checkbox"/> No Heat	Other: _____
Wireless Internet: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Pets Allowed: <input type="checkbox"/> Y <input checked="" type="checkbox"/> N
Are there outside areas for pet relief? N/A - No pets.	
Facility Accessibility: <input type="checkbox"/> 1984 UFAS <input checked="" type="checkbox"/> 1991 ADA Standards <input type="checkbox"/> 2004 ADAAG <input type="checkbox"/> 2010 ADA Standards <i>chose all that apply</i> <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____	
Contact Information	
<i>The Red Cross needs to know who to contact for additional information during disaster readiness and all potential points of contact during disaster. The "Primary" contact is the individual who serves as the main point of contact to the Red Cross during disaster readiness. It is helpful to provide alternate points of contact who may be actively involved when opening the shelter and who can be reached after-hours. Contacts can be updated with the Red Cross as necessary.</i>	
SITE CONTACT INFORMATION:	CONTACT TYPE: Primary
First Name: Kim	Last Name: Casey
Agency: Prosser School District	Title: Superintendent
Phone #: 509-786-3323	Alternative Phone #: 509-781-8628
Email Address: Kim.Casey@prosserschools.org	

To Be Used by Facility Owner/Operator

SITE CONTACT INFORMATION:	CONTACT TYPE: Alternative
First Name: _____	Last Name: _____
Agency: _____	Title: _____
Phone #: _____	Alternative Phone #: _____
Email Address: _____	

SITE CONTACT INFORMATION:	CONTACT TYPE: Alternative
First Name: _____	Last Name: _____
Agency: _____	Title: _____
Phone #: _____	Alternative Phone #: _____
Email Address: _____	

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Email Address: _____	

SITE CONTACT INFORMATION:	CONTACT TYPE: Alternative
First Name: _____	Last Name: _____
Agency: _____	Title: _____
Phone #: _____	Alternative Phone #: _____
Email Address: _____	

Print additional pages to share additional contact information if needed.

To Be Used by Facility Owner/Operator

Coversheet

Welcome to the Board Meeting!

Section: IV. Protocol for Addressing the Board
Item: A. Welcome to the Board Meeting!
Purpose:
Submitted by:
Related Material: Welcome to the Board Meeting.pdf

Welcome to a meeting of the Prosser School District Board of Directors!

Your views and interest in education are important to us and to your schools. Whether your visit is for the purpose of bringing information to the board's attention, solving a problem, or simply to see what's going on, we hope you'll feel welcome and comfortable at this meeting. We also hope that you will leave with a better understanding of your school district and its board of directors.

How the Board Operates

As the board meeting progresses, you may notice that there is quick action on some items. This is because the board generally considers an issue for several meetings before taking action, and also because background materials on the various items are sent to members for their careful study prior to the meeting. Sometimes the board will approve a motion that encompasses many items. These items, grouped under the "consent" portion of the agenda, are considered routine. You'll be able to follow the action more carefully if you pick up a copy of the agenda that is available.

Board members are President Jason Rainer, Vice-President Elisa Riley, Director Michelle O'Brien, Director Frank Ver Mulm, and Director Brian Weinmann.

About Board Meetings

Regular Board meetings are held twice each month, usually on the 2nd and 4th Wednesday. The first meeting of the month is also a time for the various educational programs of the district to provide an educational presentation to the Board. These meetings begin at 6:00 p.m.

The board encourages input on all issues under discussion at the business meetings.

About Executive Session

The board may occasionally go into executive session, thus excluding the public and the news media from witnessing the discussion. You should know though, that the board will only discuss issues in executive session. It must, by law, take all actions in an open meeting. The law also limits what the board can legally discuss in executive session. These closed discussions may only concern litigation, personnel selection or evaluation, negotiations, complaints against an officer

or staff member, or real estate transactions where public disclosure would be damaging to individuals or the general welfare of the district. Before going into executive session, the board president must estimate the time the board will return to open session.

Addressing the Board

You may present a concern to the board during the time reserved for hearing public comment. If this is the case, we ask that you:

- Prior to the start of the meeting, sign in, noting the topic you intend to address to the board.
- Come to the microphone and state your name.
- Do not reflect adversely on the political or economic view, ethnic background, character, or motives of any individual.
- Do keep your comments concise, non-emotional, and brief.

The board is interested in hearing your concerns and your compliments too. It's best to call the superintendent's office a couple of days before the meeting. If this isn't possible, you can ask the board president to recognize you during the hearing section.

Board Hearings

The school board can be compared to a "court of last resort." If a concern cannot be solved by first talking with the teacher, principal, or appropriate district personnel, it may be forwarded to the board for hearing. Sometimes this hearing may be conducted in "executive session," meaning the public and the media are not in attendance.

About Your Board

Public schools are especially close to the communities they serve because they are governed by men and women selected from the community. These men and women - your school board; are volunteers who spend a great deal of time on the many details involved in providing quality education.

Board members serve four-year terms. They are required to file financial disclosure statements with the Washington State Public Disclosure Commission and must be registered voters of the school district

School board members attend meetings, keep communications open with other members of the community and represent the needs of the district before local, state, and national representatives. They make critical decisions that have a direct impact on what children learn and how they learn it. However, a school board is a legal body and can only make decisions as a body.

You may notice that many of the decisions the board must make are not directly related to instruction. School board members are also responsible for keeping the buildings and grounds in good shape, balancing the budget, protecting the district's legal interests, and providing for long-range planning.

Coversheet

First Reading of Policy 4260A: Facility Rental Rates

Section: VII. Action Items
Item: A. First Reading of Policy 4260A: Facility Rental Rates
Purpose: Vote
Submitted by:
Related Material: Facility Rental Fees.pdf

Facility Rental Rates - Effective November 19, 2025										
Prosser School District										
Classification and Description		Gymnasiums/Commons	Conference Room/ Library/Classroom	Art Fiker Stadium		Practice/Play Fields/Tennis Court	PHS Auditorium	Kitchen (Staff Required)		
		ALL	ALL	W/Lights	W/O Lights	ALL		WS/KRV/PHE	HMS/PHS	
1	Internal Use: School Activities	No facility rental charges. Required \$150 Cleaning Fee Per Session/Event/Season. Labor charges apply for over-time for custodian, security, food service or technology personnel during non-school hours.								
2	Non Profit Youth Organizations with 501c3	No facility rental charges. Required \$150 Cleaning Fee Per Session/Event/Season. Labor charges apply for over-time for custodian, security, food service or technology personnel during non-school hours.								
3	Non Profit Organizations: Chamber of Commerce, Churches, Prosser Rotary	Facility Rental Fees as below PLUS a required \$150 Cleaning Fee Per Session/Event/Season.								
		\$50/hour	\$40/hour	\$70/hour	\$50/hour	\$30/hour	\$60/hour	\$40/hour	\$50/hour	Normal workday 7 am - 3 pm
		\$75/hour	\$60/hour	\$105/hour	\$75/hour	\$45/hour	\$90/hour	\$60/hour	\$75/hour	After Hours or Weekend
4	Private, Commercial, For Profit	Facility Rental Fees as below PLUS a required \$150 Cleaning Fee Per Session/Event/Season.								
		\$80/hour	\$50/hour	\$100/hour	\$80/hour	\$50/hour	\$100/hour	\$50/hour	\$80/hour	Normal workday 7 am - 3 pm
		\$120/hour	\$75/hour	\$150/hour	\$120/hour	\$75/hour	\$150/hour	\$75/hour	\$120/hour	After Hours or Weekend
Auditorium Equipment			Labor (2 hour Minimum)				Hourly	Normal Workday Fee		After Hours or Weekend
Additional labor fees may apply			Technician				\$	40.00		\$ 60.00
			Custodian				\$	30.00		\$ 45.00
Per Event Fees:	Stage Lighting - full use	\$ 20.00	Security				\$	40.00		\$ 60.00
	Per Wired Microphones	\$ 20.00	Nutritional Services (Kitchen) Supervisor				\$	30.00		\$ 45.00
	Per Wireless Microphones	\$ 30.00	Non-Auditorium Equipment and Other Use Fees							
	Video Projector	\$ 75.00	Portable Video/TV Equipment							\$ 20.00
	Grand Piano	\$ 100.00	PA System							\$ 100.00
	Upright Piano	\$ 50.00	Water Use for outside (Example Car Wash)							\$ 20.00
	Green Room	classroom fee	Gym Equipment Limited, Permission must be obtained to use							Quote Required
	Acoustic Shells	\$ 20.00	No Key Return Fee							\$ 500.00
	Per Platforms	\$ 20.00	Stage includes set up, take down and delivery							\$ 200.00
	Per Choral Risers	\$ 20.00	* A minimum facility charge of two hours applies. Use of facilities beyond your scheduled time will incur additional charges. Please do not arrive early or stay late unless you are willing to pay for the extra time.							
	Per Table	\$ 8.00	* Evidence of Liability Insurance is required before the event may begin.							
	Per Chairs	\$ 1.00	* A minimum deposit of \$150 is required for all facility requests. For estimated fees over \$1,000, additional deposits may be required.							
	Piano Tuning Fee	\$ 300.00	* Late fees will be applied to balances unpaid for more than 90 days.							

Coversheet

First Reading of Policy 5005 and Review of Attached Forms: Employment Disclosures, Certification, Requirements, Assurances and Approval

Section: VII. Action Items
Item: B. First Reading of Policy 5005 and Review of Attached Forms:
Employment Disclosures, Certification, Requirements, Assurances and Approval
Purpose: Vote
Submitted by:
Related Material: PSD Policy 5005.pdf
WSSDA Policy 5005.pdf
Redline Policy 5005.pdf
Draft Policy 5005.pdf
Parent Volunteer Form 5005F1.pdf
Disclosure Form 5005F2.pdf
Parent Volunteer Approval Form 5005F3.pdf

EMPLOYMENT: DISCLOSURES, CERTIFICATION REQUIREMENTS, ASSURANCES AND APPROVAL

The board has the legal responsibility of hiring all staff. The responsibility of administering the recruitment process is assigned to the superintendent. Prior to final action by the board, a prospective staff member shall present necessary documents which establish eligibility to work and attest to his/her eligibility as required by P.L. 99-603, Immigration Reform and Control Act of 1986. As required by federal immigration law, the superintendent shall certify that he/she has: “examined the documents which were presented to me by the new hire, that the documents appear to be genuine, that they appear to relate to the individual named, and that the individual is a U.S. citizen, a legal permanent resident, or a non-immigrant alien with authorization to work.” This certification shall be made on the I-9 form issued by the federal Immigration and Naturalization Service.

The district shall report all new hires to the state Department of Social and Health Services Division of Child Support as required by P.L. 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

The district shall require that every prospective staff member sign a release form allowing the district to contact school employers regarding prior acts of sexual misconduct.

Disclosure of Crime

Prior to employment of any unsupervised staff member or volunteer, the district shall require the applicant to disclose whether he/she has been:

- A. Convicted of any crime against persons;
- B. Found in any dependency action under RCW 13.34.030(2)(b) to have sexually assaulted or exploited any minor or to have physically abused any minor;
- C. Found by a court in a domestic relations proceeding under Title 26 RCW to have sexually abused or exploited any minor or to have physically abused any minor;
- D. Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor: or
- E. Convicted of a crime related to drugs: manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance.

For purposes of this policy, unsupervised means not in the presence of another employee or volunteer and working with children under sixteen years of age or developmentally disabled persons. The disclosure shall be made in writing and signed by the applicant and sworn to under penalty of perjury. The disclosure sheet shall specify all crimes committed against persons.

Background Check

Prospective unsupervised staff members shall have their records checked through the Washington State Patrol criminal identification system and through the Federal Bureau of Investigation. The record check shall include a fingerprint check using a complete Washington state criminal identification fingerprint card.

Unsupervised volunteers and employees without unsupervised access to children shall also be advised that they will be subjected to a name and birth date background check with the Washington State Patrol.

Applicants may be employed on a conditional basis pending the outcome of the background check and may begin conditional employment once completed fingerprint cards have been sent to the Washington state patrol. If the background check reveals evidence of convictions as identified above, the candidate will not be recommended for employment, or if temporarily employed, will be terminated. When such a background check is received, the superintendent is directed to consult with legal counsel.

If a volunteer has undergone a criminal record check in the last two years for another entity, the district shall request a copy from the volunteer, or have the volunteer sign a release permitting the entity for whom the check was conducted to provide a copy to the district.

Record Check Data Base Access Designee

The superintendent is directed to establish procedures for determining which staff members are authorized to access the Superintendent of Public Instruction's record check data base. Fingerprint record information is highly confidential and shall not be re-disseminated to any organization or individual by district staff. Records of arrest and prosecution (RAP sheets) shall be stored in a secure location separate from personnel and applicant files and access to this information is limited to those authorized to access the SPI record check data base.

Certification Requirements

The district shall require that certificated staff hold a Washington State Certificate, with proper endorsement (if required for that certificate and unless eligible for out-of-endorsement assignment), for the role and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. State law requires that the initial application for certification shall require a background check of the applicant through the Washington State Patrol criminal identification system and Federal Bureau of Investigation. No salary warrants may be issued to the staff member until the district has registered a valid certificate for the role to which he/she has been assigned.

In addition, any teacher who meets standard or continuing certification after August 30, 1987, must complete 150 hours of continuing education study every five years. Failure to satisfy this requirement will cause the certificate to lapse. If a certificated staff member with a lapsed certificate is issued a transitional certificate pursuant to WAC 180-79A.231 (7), he or she may be conditionally employed for up to two years while he or she meets the certificate reinstatement requirements.

Classified Staff

Classified staff who are engaged to serve less than twelve (12) months, shall be advised of their employment status for the ensuing school year prior to the close of the school year. The superintendent shall give "reasonable assurance" by written notice that the staff member will be employed during the next school year.

Board Approval

All staff members selected for employment shall be recommended by the superintendent. Staff members must receive an affirmative vote from a majority of all members of the board. In the event an authorized position must be filled before the board can take action, the superintendent has the authority to fill the position with a temporary employee who shall receive the same salary and benefits as a permanent staff member. The board will act on the superintendent's recommendation to fill the vacancy at its next regular meeting.

Cross References: (cf. 1610, Conflicts of Interest [1st Class] [2nd Class])
 (cf. 5251, Conflicts of Interest)
 (cf. 5006, Certification Revocation)
 (cf. 5281, Disciplinary Action and Discharge)
 (cf. 5520, Staff Development)
 (cf. 5610, Substitute Employment)
 (cf. 6530, Insurance)

Legal References: RCW	28A.320.155	Criminal history record information — School volunteers
	28A.400.300	Hiring and discharging employees — Leaves for employees — Seniority and leave benefits, retention upon transfers between schools
	28A.400.303	Record checks for employees
	28A.350.050	Teacher must qualify before warrant drawn and issued or registered — All districts
	28A.405.060	Course of study and regulations — enforcement — Withholding salary warrant for failure
	28A. 405.210	Conditions and contracts of employment — Determination of probable cause for non-renewal of contracts — Notice — Opportunity for hearing
	28A.410.010	Certification — Background check
	9.96A.020	Employment, occupational licensing by public entity — Prior felony conviction no disqualification — Exceptions
	43.43.830-40	Washington State Criminal Code Records
	50.44.050	Benefits Payable, Terms and Conditions
	50.44.053	Definition of “reasonable assurance”
	P.L. 99-603,	Immigration Reform and Control Act of 1986 (IRCA)
WAC	Chapter 162-12	Preemployment Inquiry Guide (Human Rights Commission)
	180-16-220	Supplemental Program Requirements

	Ch. 180-79A	Standards for Teacher, Administrator and Educational Staff Associate Certification
	180-82-105	Assignment of classroom teachers within districts
	180-82-110	Exceptions to classroom teacher assignment policy
	Ch. 180-85	Continuing Education
	392-300-050	Access to record check data base
	392-300-055	Prohibition of redissemination of fingerprint record information by education service districts or school districts
	392-300-060	Protection of fingerprint record information by education service district and school districts
	446-20-280	Employment — Conviction Records
Management Resources:	<i>Policy News</i> , April 2004	School Employee Sexual Misconduct
	<i>Policy News</i> , October 2001	Updates from the State Board of Education
	<i>Policy News</i> , August 1998	District Must Report New Hires
	<i>Policy News</i> , February 1999	Local Boards Decide Endorsement Waivers
	<i>Policy News</i> , June 1999	School Safety Bills Impact Policy

Adoption Date: September 24, 2002
Amended Date: September 21, 2004

WSSDA

Book: WSSDA Model Policies

Section: 5000 - Personnel

Title: Employment and Volunteers: Disclosures, Certification Requirements, Assurances and Approval

Number: 5005

Federal Immigration Law Compliance for Staff

The board has the legal responsibility of employing all staff. The responsibility of administering the recruitment process is assigned to the superintendent/designee. Prior to final action by the board, a prospective staff member will present necessary documents which establish eligibility to work as required by federal immigration law. The superintendent/designee will certify that he/she has: "examined the documents which were presented to me by the new hire, that the documents appear to be genuine, that they appear to relate to the individual named, and that the individual is a U.S. citizen, a legal permanent resident, or a non-immigrant alien with authorization to work." This certification will be made on the I-9 form issued by the Federal Immigration and Naturalization Service.

Child Support Reporting for Staff

The district will report all new hires to the state Department of Social and Health Services Division of Child Support as required by [P.L. 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996](#).

Sexual Misconduct Release Form for Staff

Pursuant to state law, the district will require that every prospective staff member sign a release form allowing the district to contact school employers regarding prior acts of sexual misconduct. The applicant will authorize current and past school district employers including employers outside of Washington to disclose to the district sexual misconduct, if any, and make available to the district all documents in the employer's personnel, investigative or other files related to the sexual misconduct. The applicant is not prohibited from employment in Washington state if the laws or policies of another state prohibit disclosure of this information or if the out-of-state district denies the request.

Disclosures for Staff and Volunteers

Prior to employment of any unsupervised staff member or volunteer, the district will require the applicant to disclose whether he/she has been:

1. Convicted of any crime against persons;
2. Found in any dependency action under [RCW 13.34](#) to have sexually assaulted or exploited any minor or to have physically abused any minor;
3. Found by a court in a domestic relations proceeding under [Title 26 RCW](#) to have sexually abused or exploited any minor or to have physically abused any minor;
4. Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor: or
5. Convicted of a crime related to drugs: manufacture, delivery, or possession with intent to manufacture or deliver a

controlled substance.

For purposes of this policy, unsupervised means not in the presence of another employee or volunteer and working with children under sixteen years of age or developmentally disabled persons. The disclosure will be made in writing and signed by the applicant and sworn to under penalty of perjury. The disclosure sheet will specify all crimes committed against persons.

Background Check for Staff and Volunteers

Definition: "Unsupervised Access to Children" means contact with children that provides personal interaction when not under the direct supervision of a child care provider or staff with supervisor authority, whether in person or virtual.

Staff and Volunteers with Regularly Scheduled Unsupervised Access to Children:

Prospective staff members and volunteers, who will have regularly scheduled unsupervised access to children, will have their records checked through the Washington State Patrol criminal identification system and through the Federal Bureau of Investigation. The record check will include a fingerprint check using a complete Washington state criminal identification fingerprint card.

All Other Staff and Volunteers:

Supervised staff and volunteers will undergo a name and birth date background check with the Washington State Patrol.

If a volunteer has undergone a criminal record check in the last two years for another entity, the district will request a copy from the volunteer, or have the volunteer sign a release permitting the entity for whom the check was conducted to provide a copy to the district.

Conditional Employment:

New hires will be employed on a conditional basis pending the outcome of the background check and may begin conditional employment once completed fingerprint cards have been sent to the Washington State Patrol. If the background check reveals evidence of convictions, the candidate will not be recommended for employment, or if conditionally employed, may be terminated. When such a background check is received, the superintendent/designee is directed to consult with legal counsel.

Pre-employment Drug Testing

If the district requires prospective staff members to undergo pre-employment drug testing, the district will comply with the requirements of RCW 49.44.240.

Record Check Database Access Designee

The superintendent/designee is directed to establish procedures for determining which staff members are authorized to access the Office of Superintendent of Public Instruction's (OSPI) record check database. Fingerprint record information is highly confidential and will not be re-disseminated to any organization or individual by district staff. Records of arrest and prosecution (RAP sheets) will be stored in a secure location separate from personnel and applicant files and access to this information is limited to those authorized to access the OSPI record check database.

Certification Requirements

The district will require that certificated staff hold a Washington state certificate, with proper endorsement (if required for that certificate and unless eligible for out-of-endorsement assignment), or such other documentation as may be required by the professional educator standards board with respect to alternative route programs, for the role and responsibilities for which

WSSDA

they are employed. Failure to meet this requirement will be just and sufficient cause for termination of employment. State law requires that the initial application for certification will require a background check of the applicant through the Washington State Patrol criminal identification system and Federal Bureau of Investigation. No salary warrants may be issued to the staff member until the district has registered a valid certificate for the role to which he/she has been assigned.

All certificated staff members are required to maintain their certification in accordance with state and federal requirements.

Classified Staff

Classified staff who are engaged to serve less than twelve (12) months, will be advised of their employment status for the ensuing school year prior to the close of the school year. If the district chooses to reemploy the staff member the following year, the superintendent/designee will give "reasonable assurance" by written notice that the staff member will be employed during the next school year.

Board Approval

All staff members selected for employment will be recommended by the superintendent. Staff members must receive an affirmative vote from a majority of all members of the board. In the event an authorized position must be filled before the board can take action, the superintendent has the authority to fill the position with a temporary employee who will receive the same salary and benefits as a permanent staff member. The board will act on the superintendent's recommendation to fill the vacancy at its next regular meeting.

Legal References

RCW 9.96A.020 Employment, occupational licensing by public entity ••• Prior felony conviction no disqualification ••• Exceptions
 RCW 28A.320.155 Criminal history record information ••• School volunteers
 RCW 28A.400.300 Hiring and discharging of employees ••• Written leave policies ••• Seniority and leave benefits of employees transferring between school districts and other educational employers
 RCW 28A.400.301 Information on past sexual misconduct - Requirement for applicants - Limitation on contracts and agreements - Employee right to review personnel file
 RCW 28A.400.303 Record checks for employees
 RCW 28A.405.060 Course of study and regulations ••• Enforcement ••• Withholding salary warrant for failure
 RCW 28A. 405.210 Conditions and contracts of employment ••• Determination of probable cause for nonrenewal of contracts ••• Nonrenewal due to enrollment decline or revenue loss ••• Notice ••• Opportunity for hearing
 RCW 28A.410.010 Certification ••• Duty of professional educator standards board ••• Rules ••• Record check Lapsed certificates ••• Superintendent of public instruction as administrator
 RCW 28A.660.020 Proposals - Funding
 RCW 28A.660.035 Partnership grant programs - Priority assistance in advancing cultural competency skills
 RCW 43.43.830 Background checks ••• Access to children or vulnerable persons ••• Definitions
 RCW 50.44.050 Benefits payable, terms and conditions ••• "Academic year" defined
 RCW 50.44.053 "Reasonable assurance" defined ••• Presumption, employees of educational institutions
 RCW 49.44.240 Discrimination based on cannabis use ••• Exceptions
 P.L. 99-603 Immigration Reform and Control Act of 1986 (IRCA)
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WSSDA

- WAC 181-79A Standards for teacher, administrator and educational staff associate certification
- WAC 181-82-105 Assignment of classroom teachers within districts
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- WAC 446-20-280 Employment ••• Conviction records

Cross References

- 6530 - Insurance
- 5610 - Substitute Employment
- 5520 - Staff Development
- 5281 - Disciplinary Action and Discharge
- 5252 - Staff Participation in Political Activities
- 5006 - Certification Revocation
- 1610 - Conflicts of Interest (Districts with 2,000 or more students)

Management Resources

- 2017 - July Issue
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- Policy News, October 2005 Public Disclosure
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- Policy News, August 1998 District Must Report New Hires

REDLINE

Employment and Volunteers: Disclosures, Certification Requirements, Assurances and Approval

Federal Immigration Law Compliance for Staff

The board has the legal responsibility of hiring/employing all staff. The responsibility of administering the recruitment process is assigned to the superintendent/designee. Prior to final action by the board, a prospective staff member shall will present necessary documents which establish eligibility to work and attest to his/her eligibility as required by P.L. 99-603, Immigration Reform and Control Act of 1986. As required by federal immigration law, the superintendent shall/designee will certify that he/she has "examined the documents which were presented to me by the new hire, that the documents appear to be genuine, that they appear to relate to the individual named, and that the individual is a U.S. citizen, a legal permanent resident, or a non-immigrant alien with authorization to work." This certification shall will be made on the I-9 form issued by the federal/Federal Immigration and Naturalization Service.

Child Support Reporting for Staff

The district shall will report all new hires to the state Department of Social and Health Services, Division of Child Support as required by P.L. 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. P.L. 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

The Sexual Misconduct Release Form for Staff

Pursuant to state law, the district shall will require that every prospective staff member sign a release form allowing the district to contact school employers regarding prior acts of sexual misconduct. The applicant will authorize current and past school district employers including employers outside of Washington to disclose to the district sexual misconduct, if any, and make available to the district all documents in the employer's personnel, investigative or other files related to the sexual misconduct. The applicant is not prohibited from employment in Washington state if the laws or policies of another state prohibit disclosure of this information or if the out-of-state district denies the request.

Disclosure of Crime

Disclosures for Staff and Volunteers

Prior to employment of any supervised or unsupervised staff member and any volunteer, the district shall will require the applicant to disclose whether he/she has been:

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Style Definition: List Paragraph: Font: (Default) Arial, Indent: Left: 0.4", First line: 0", Space Before: 0.05 pt

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1. Convicted of any crime against persons;
2. Found in any dependency action under RCW 13.34.030(2)(b) RCW 13.34 to have sexually assaulted or exploited any minor or to have physically abused any minor;
3. Found by a court in a domestic relations proceeding under Title 26 RCW Title 26 RCW to have sexually abused or exploited any minor or to have physically abused any minor;
4. Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor: or
5. Convicted of a crime related to drugs; manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance.

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~~A~~ The disclosure ~~shall will~~ be made in writing and signed by the applicant and sworn to under penalty of perjury. The disclosure sheet ~~shall will~~ specify all crimes committed against persons.

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Background Check for Staff

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Definition: "Unsupervised Access to Children" means contact with children that provides personal interaction when not under the direct supervision of a child care provider or staff with supervisor authority, whether in person or virtual.

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Staff and Volunteers with Regularly Scheduled Unsupervised Access to Children:

All prospective ~~unsupervised~~ staff members ~~shall and volunteers will~~ have their records checked through the Washington State Patrol criminal identification system and through the Federal Bureau of Investigation. The record check ~~shall will~~ include a fingerprint check using a complete Washington state criminal identification fingerprint card.

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REDLINE

PSD CURRENT

Policy No. 5005
Personnel

Unsupervised

Applicants may be employed on a conditional basis pending the outcome of the background check and may begin conditional employment once completed fingerprint cards have been sent to the Washington state patrol. If the background check reveals evidence of convictions as identified above, the candidate will not be recommended for employment, or if temporarily employed, will be terminated. When such a background check is received, the superintendent is directed to consult with legal counsel.

Conditional Employment:

New hires will be employed on a conditional basis pending the outcome of the background check and may begin conditional employment once completed fingerprint cards have been sent to the Washington State Patrol. If the background check reveals evidence of convictions, the candidate will not be recommended for employment, or if conditionally employed, may be terminated. When such a background check is received, the superintendent/designee is directed to consult with legal counsel.

Pre-employment Drug Testing

If the district requires prospective staff members to undergo pre-employment drug testing, the district will comply with the requirements of RCW 49.44.240.

Record Check Database Access Designee

The superintendent/designee is directed to establish procedures for determining which staff members are authorized to access the Office of Superintendent of Public Instruction's (OSPI) record check data base.

database. Fingerprint record information is highly confidential and shall will not be re-disseminated to any organization or individual by district staff. Records of arrest and prosecution (RAP sheets) shall will be stored in a secure location separate from personnel and applicant files and access to this information is limited to those authorized to access the OSPI record check data basedatabase.

Certification Requirements

The district shall will require that certificated staff hold a Washington State Certificatestate certificate, with proper endorsement (if required for that certificate and unless eligible for out-of-endorsement assignment), or such other documentation as may be required by the professional educator standards board with respect to alternative route programs, for the role and responsibilities for which they are employed. Failure to meet this requirement shall will be just and sufficient cause, Page 3 of 8 for termination of employment. State law requires that the initial application for certification

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REDLINE

~~shall will~~ require a background check of the applicant through the ~~Washington State Patrol~~ criminal identification system and ~~Federal Bureau of Investigation~~. ~~No salary warrants may be issued to the staff member until the district has registered a valid certificate for the role to which he/she has been assigned.~~

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~~In addition, any teacher who meets standard or continuing certification after August 30, 1987, must complete 150 hours of continuing education study every five years. Failure to satisfy this requirement will cause the certificate to lapse. If a certificated staff member with a lapsed certificate is issued a transitional certificate pursuant to WAC 180-79A.231 (7), he or she may be conditionally employed for up to two years while he or she meets the certificate reinstatement requirements.~~

~~All certificated staff members are required to maintain their certification in accordance with state and federal requirements.~~

~~Classified Staff~~

~~Classified staff who are engaged to serve less than twelve (12) months, shall will be advised of their employment status for the ensuing school year prior to the close of the school year. ~~The~~ if the district chooses to reemploy the staff member the following year, the superintendent shall/designee will give "reasonable assurance" by written notice that the staff member will be employed during the next school year.~~

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REDLINE

PSD CURRENT

Policy No. 5005
Personnel

Board Approval

All staff members selected for employment ~~shall~~ will be recommended by the superintendent.
 Staff members must receive an affirmative ~~vote from a majority of all members of the board. In~~
~~the event an authorized position must be filled before the board can take action, the~~
 superintendent has the authority to fill the position with a temporary employee who ~~shall~~ will
 receive the same salary and benefits as a permanent staff member. The board will act on the
~~superintendent's~~ superintendent's recommendation to fill the vacancy at its next regular meeting.

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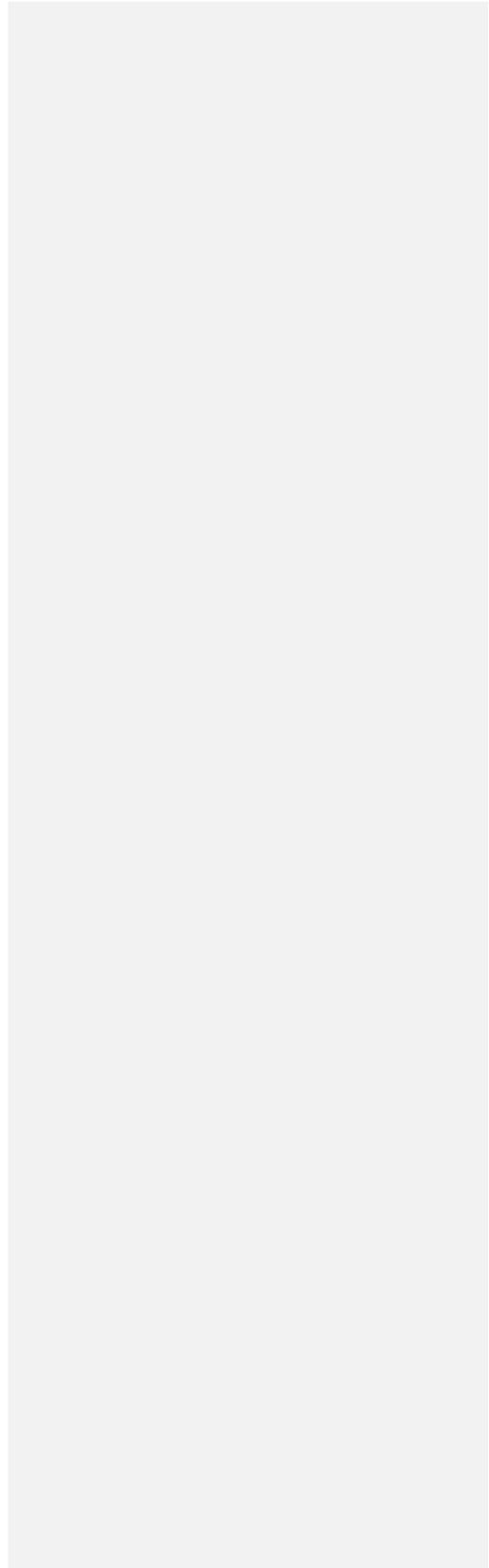
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Cross References: (cf. 1610, Conflicts of Interest [1st Class] [2nd Class])
 (cf. 5251, Conflicts of Interest)
 (cf. 5006, Certification Revocation)
 (cf. 5281, Disciplinary Action and Discharge)
 (cf. 5520, Staff Development)
 (cf. 5610, Substitute Employment)
 (cf. 6530, Insurance)

Legal References:	RCW	28A.320.155	Criminal history record information — School volunteers
		28A.400.300	Hiring and discharging employees — Leaves for employees — Seniority and leave benefits, retention upon transfers between schools
		28A.400.303	Record checks for employees
		28A.350.050	Teacher must qualify before warrant drawn and issued or registered — All districts
		28A.405.060	Course of study and regulations — enforcement — Withholding salary warrant for failure
		28A.405.210	Conditions and contracts of employment — Determination of probable cause for non-renewal of contracts — Notice — Opportunity for hearing
		28A.410.010	Certification — Background check
		9.96A.020	Employment, occupational licensing by public entity — Prior felony conviction no disqualification — Exceptions
		43.43.830.40	Washington State Criminal Code Records
		50.44.050	Benefits Payable, Terms and Conditions
		50.44.053	Definition of “reasonable assurance”
		P.L. 99-603,	Immigration Reform and Control Act of 1986 (IRCA)
	WAC	Chapter 162-12	Preemployment Inquiry Guide (Human Rights Commission) Page 5 of 8
		180-16-220	Supplemental Program Requirements

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Management Resources:	<p>Ch. 180-79A Standards for Teacher, Administrator and Educational Staff Associate Certification</p> <p>180-82-105 Assignment of classroom teachers within districts</p> <p>180-82-110 Exceptions to classroom teacher assignment policy</p> <p>Ch. 180-85 Continuing Education</p> <p>392-300-050 Access to record check data base</p> <p>392-300-055 Prohibition of redissemination of fingerprint record information by education service districts or school districts</p> <p>392-300-060 Protection of fingerprint record information by education service district and school districts</p> <p>446-20-280 Employment — Conviction Records</p> <p>Policy News, April 2004 School Employee Sexual Misconduct</p> <p>Policy News, October 2001 Updates from the State Board of Education</p> <p>Policy News, August 1998 District Must Report New Hires</p> <p>Policy News, February 1999 Local Boards Decide Endorsement Waivers</p> <p>Policy News, June 1999 School Safety Bills Impact Policy</p>
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REDLINE

PSD-CURRENT

Policy No. 5005
Personnel

Adoption Date: September 24, 2002

Legal References

RCW 9.96A.020 Employment, occupational licensing by public entity ••• Prior

felony conviction no disqualification ••• Exceptions

RCW 28A.320.155 Criminal history record information ••• School volunteers

RCW 28A.400.300 Hiring and discharging of employees ••• Written leave

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board ••• Rules ••• Record check Lapsed certificates ••• Superintendent of

public instruction as administrator

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RCW 28A.660.035 Partnership grant programs - Priority assistance in

advancing cultural competency skills

RCW 43.43.830 Background checks ••• Access to children or vulnerable

persons ••• Definitions RCW 50.44.050 Benefits payable, terms and

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of educational institutions RCW 49.44.240 Discrimination based on cannabis

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Cross References 6530 - Insurance

5610 - Substitute Employment 5520 - Staff Development

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1610 - Conflicts of Interest (Districts with 2,000 or more students)

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Policy News, August 1998 District Must Report New Hires

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Employment and Volunteers: Disclosures, Certification Requirements, Assurances and Approval

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Policy News, August 1998 District Must Report New Hires

Adopted: September 24, 2002
Amended: September 21, 2004



PROSSER SCHOOL DISTRICT PARENT/VOLUNTEER FORM

Valid for two years from date of approval

Volunteer Information

Full Name: _____

Alias: _____

Phone: _____

Email: _____

Do you have students in the district? Yes No

If yes, please list their names and grade levels:

- 1. Name: _____ Grade: _____
- 2. Name: _____ Grade: _____
- 3. Name: _____ Grade: _____
- 4. Name: _____ Grade: _____
- 5. Name: _____ Grade: _____

Building Preference for Volunteering

(Check all that apply)

- Keene-Riverview Elementary School: _____
- Whitstran Elementary School: _____
- Prosser Heights Elementary School: _____
- Housel Middle School: _____
- Prosser High School: _____

Volunteer Interests

(Check all that apply)

- Classroom Assistance
- Field Trip Chaperone
- School Events/Celebrations
- Library Support
- Sports Coaching
- Arts/Crafts Workshops
- School Garden
- Fundraising Events
- Other (please specify): _____

Criminal History Disclosure

The safety of our students is our highest priority. As a condition of maintaining volunteer approval, you are required to disclose any criminal history changes since your last background check.

1. Have you been convicted of, or entered a plea of guilty or no contest to, any criminal offense since your last volunteer clearance?

Yes No

If yes, please explain: _____

2. Have you had any other legal issues or charges that may affect your eligibility to volunteer?

Yes No

If yes, please explain: _____

Background Check

All volunteers are subject to criminal background checks through the Washington State Patrol and the FBI. If a check was completed in the last two years for another entity, the district may request a copy.

Acknowledgment

I certify that the information provided above is true and complete to the best of my knowledge. I understand that falsifying information may result in **revocation of my volunteer approval**.

Signature: _____ **Date:** _____

Office Use Only

- Last Volunteer Form Received: _____
- Approval Valid Through: _____
- Reviewed by: _____ Date: _____
- Acknowledgment: Form reviewed and filed



PROSSER SCHOOL DISTRICT VOLUNTEER DISCLOSURE FORM

To be completed annually or as needed during the two-year volunteer approval period

Volunteer Information

Name: _____

Phone: _____

Email: _____

Volunteer Role(s): _____

Disclosure Statement

The safety of our students is our highest priority. As a condition of maintaining your volunteer approval with Prosser School District, you are required to disclose any criminal history changes that have occurred since your last background check.

- 1. Have you been convicted of, or entered a plea of guilty or no contest to, any criminal offense since your last volunteer clearance?

Yes No

If yes, please provide details: _____

- 2. Have you had any other legal issues or charges that may affect your eligibility to volunteer?

Yes No

If yes, please provide details: _____

Acknowledgment

I certify that the information provided above is true and complete to the best of my knowledge. I understand that falsifying information may result in **revocation of my volunteer approval.**

Signature: _____ Date: _____

Office Use Only

- Last Volunteer Form Received: _____
- Approval Valid Through: _____
- Reviewed by: _____ Date: _____
- Acknowledgment: Form reviewed and filed



**Prosser School District
PARENT VOLUNTEER APPROVAL FORM**

Volunteer Name: _____

For School Year(s): _____

Date of Birth: _____

Attach this sheet to the Volunteer Form, Disclosure of Crime Form, and WSP Background Check Form before filing.

Disclosure of Crime

Prior to assignment of any volunteer, the district shall verify whether the applicant has been:

- A. Convicted of any crime against persons;
Y O R N (Circle one)
- B. Found in any dependency action under **RCW 13.34.030(2)(b)** to have sexually assaulted or exploited any minor or to have physically abused any minor;
Y O R N (Circle one)
- C. Found by a court in a domestic relations proceeding under **Title 26 RCW** to have sexually abused or exploited any minor or to have physically abused any minor;
Y O R N (Circle one)
- D. Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor;
Y O R N (Circle one)
- E. Convicted of a crime related to drugs: manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance;
Y O R N (Circle one)

Volunteer Status

- Approved to Volunteer
- Denied to Volunteer

Parent Volunteer Restrictions / Limitations

- Not allowed to drive students
- Not allowed on overnight trips
- Must be supervised by staff at all times
- Restricted from one-on-one contact with students
- Limited to specific classrooms, grade levels, or activities
- Other restrictions (specify below):

Comments / Notes:

Superintendent's Signature: _____

Date: _____

Coversheet

Red Rover

Section: VII. Action Items
Item: C. Red Rover
Purpose: Vote
Submitted by:
Related Material: Prosser School District.pdf



PRICING PROPOSAL

Point of Contact Name: Kim Casey, Deanna Flores
School District Name: Prosser School District
Proposal Expiration Date: December 31, 2025

Why choose Red Rover?

Red Rover is the fastest-growing absence and substitute management solution on the market. We've leveraged 100+ years of collective experience in this business to deliver modern, intuitive software that meets the needs of school districts today.

SALES REPRESENTATIVE

Sales Representative: Jim O'Halloran
Email Address: johalloran@redroverk12.com



Sounds good, but tell me more...

- **INTUITIVE INTERFACE**

Gone are the days of clunky, hard-to-navigate software. Our interfaces are modern, intuitive, easy to use, and continually evolve based on your feedback. With Red Rover, you get a user-friendly solution that’s purpose-built to meet your needs.

- **EASY IMPLEMENTATION**

Getting started is simple: You can be up and running in as little as two weeks! We provide a transformative experience from the start—and it doesn’t end with the honeymoon; a live representative will always be a chat, call, text, or email away.

- **AFFORDABLE SOLUTION**

Red Rover integrates with your other software, such as payroll and business applications. Plus, you only pay for what you use. Our pricing is transparent, predictable, and affordable. We’ll work with you to make Red Rover work for you.

Products & Services	Quantity	Annual Rate	Total
Implementation - Absence	1		\$1,500.00
Implementation - Time Tracking	1		\$2,500.00
Implementation - Hiring	1		\$1,000.00
Annual Subscription - Hiring	1	\$7,250.00	\$7,250.00
Annual Subscription - Time Tracking	1	\$9,250.00	\$9,250.00
Annual Subscription - Absence Management	1	\$8,250.00	\$8,250.00



Total Annual Subscription:	\$24,750.00
One-Time Implementation Fees:	\$5,000.00
Total:	\$29,750.00

What You Get

- Modern, intuitive software
- World-class support with live chat for district administrators
- A strategic partner who supports your needs

Coversheet

Boys & Girls Club Grant Securitization Approval for Superintendent to Sign

Section: VII. Action Items
Item: D. Boys & Girls Club Grant Securitization Approval for Superintendent to Sign
Purpose: Vote
Submitted by:
Related Material:
Building Communities Fund 26-96645-004 Leasehold Promissory Note JAC 10082025.pdf
Building Communities Fund 26-96645-004 Leasehold Deed of Trust JAC 10082025.pdf
26-96647-033 26-96646-009 26-96645-004 Covenant.pdf

PROMISSORY NOTE-Leasehold

Boys & Girls Clubs of Benton and Franklin Counties

\$339,500.00

Prosser, WA

Date: _____

FOR VALUE RECEIVED, Boys & Girls Clubs of Benton and Franklin Counties (“Grantee”), a Washington Nonprofit Corporation, promises to pay in lawful money of the United States of America, to the order of Washington State Department of Commerce or its successor agency (“Grantor”) at 1011 Plum Street, SE, Post Office Box 42525, Olympia, Washington 98504-2525, the principal sum of Three Hundred Thirty Nine Thousand Five Hundred and 00/100 dollars (**\$339,500.00**) or so much thereof as may be advanced hereunder.

This Note is subject to the terms and conditions of the Community Capital Facilities, Building Communities Fund Grant Agreement, Grant Number **26-96645-004** (“Contract”) executed between the Grantee and the Grantor pursuant to which Grantor has awarded Grantee funds for the purposes outlined in the Contract (the “Award”). Disbursement of the funds evidenced by this Note is to be made subject to the terms and conditions of the Contract. Grantee agrees that a schedule of the dates and amounts of advances and repayments on this Note certified by an officer of Grantor shall be conclusive evidence for all purposes of such dates and amounts. All amounts payable hereunder shall be paid without any set-off or deduction of any nature.

Grantor has no expectation of repayment of the Award so long as the award funds are used according to the conditions set out in the Contract. If the Award is not used as required by the Contract for a period of **ten (10) years** as required in the Contract, Grantor shall be entitled to the unpaid principal balance of this Note with interest at a rate of 5%, per annum.

In case Grantee defaults under this Note, Grantee agrees to pay all of Grantor’s costs of collection, including but not limited to, reasonable attorney’s fees incurred by Grantor or the holder of this Note whether or not suit is instituted. If any legal proceedings are instituted relating to this Note, including without limitation any arbitration, bankruptcy, trial, or appellate proceedings, Grantee will pay Grantor’s costs, including reasonable attorney’s fees in all such proceedings.

Grantee hereby waives presentment and demand for payment, notice of dishonor, protest, notice of protest, and any other notice not specifically required by the Contract.

This Note is secured by a Leasehold Deed of Trust covering property situated in Benton County, Washington, and shall be construed, enforced and otherwise governed by the laws of the State of Washington.

Notwithstanding anything to the contrary herein, Grantee’s respective officers, employees, agents and contractors shall have no personal liability for payment of the indebtedness evidenced hereby or performance of the covenants set forth in this Note, or in the Contract, and the recourse of the holder hereof shall be confined to the exercise of its rights under the Contract and Deed of Trust, provided that nothing shall diminish the Grantee’s liability for damages or deficiencies resulting from theft, waste, fraud, material misrepresentation or misuse of rents by Grantee’s assigns or respective officers, employees, agents and contractors.

ORAL AGREEMENTS OR ORAL COMMITMENTS TO LOAN MONEY, TO EXTEND CREDIT, OR TO FORBEAR FROM ENFORCING REPAYMENT OF A DEBT ARE NOT ENFORCEABLE UNDER WASHINGTON LAW.

The individual, by signing below, warrants that he/she has the authority to sign this Note.

Boys & Girls Clubs of Benton and Franklin Counties,
a Washington Nonprofit Corporation

By: _____

Printed Name _____

Title: _____

When Recorded Return To:

The Washington State Department of Commerce
Local Government Division
1011 Plum Street, SE
Post Office Box 42525
Olympia, Washington 98504-2525
Building Communities Fund
Attention: Real Estate Development and Services

LEASEHOLD DEED OF TRUST

Lessee (Grantor): **Boys & Girls Clubs of Benton and Franklin Counties**

Lessor: Prosser School District No. 116-219, Benton and Klickitat Counties

Beneficiary (Beneficiary): Department of Commerce, Community Capital Facilities

Grantee (Trustee): TitleOne

Legal Description (abbreviated): Lots 3 through 14, Block 144, Prosser First Subdivision

Assessor’s Tax Parcel ID#: 1-0184-302-0144-006

Grant Number: **26-96645-004**

THIS LEASEHOLD DEED OF TRUST (hereinafter called “Deed of Trust”) is made this _____ day of _____, 20__, between Boys & Girls Clubs of Benton and Franklin Counties, a Washington Nonprofit Corporation, whose mailing address is PO Box 1322, Pasco, WA 99301, as grantor under this Deed of Trust and lessee under the lease described below ("Lessee"); TitleOne, whose mailing address is 1919 N. Pittsburgh St., Suite A, Kennewick, Washington, 99336, as Trustee ("Trustee"); and the Washington State Department of Commerce, Community Capital Facilities Unit or its successor agency, as Beneficiary ("Beneficiary"), whose address is 1011 Plum Street SE, P.O. Box 42525, Olympia, Washington 98504-2525.

1. Grant. Lessee hereby irrevocably grants, bargains, conveys, and assigns to Trustee in trust, with right of entry and possession as provided for herein, for the benefit of Beneficiary, all of Lessee’s interest in the following described property in Benton County, Washington:

That certain leasehold estate (hereinafter called "leasehold estate"), together with and including all right, title and interest of Lessee therein, which said leasehold estate embraces and covers a portion of the real property hereinafter described, situated, lying in the City of Prosser, County of Benton, State of Washington, and is more particularly described as: The leasehold estate created by that certain Lease (hereinafter called "Lease") dated April 14, 2023, executed by and between **Prosser School District No. 116-219, Benton and Klickitat Counties**, a Washington municipal corporation, as Lessor (“Lessor”), and Boys & Girls Clubs of Benton, a Washington Nonprofit Organization, as Lessee, pursuant to which a memorandum of lease was recorded on _____, 20__ under instrument number _____, and covers the following described property:

Lots 5, 6, 7, 8, 9, 10, 11 & 12, Block 144, Prosser First Subdivision, according to the Plat thereof recorded in Volume 1 of Plats, Page 11, records of Benton County, Washington, together with Lots 3, 4, 13 and 14, Block 144, Prosser First Subdivision, according to the Plat thereof recorded in Volume 1 of Plats, Page 11, records of Benton County, Washington, together with that portion of the alley adjacent, vacated by City of Prosser Ordinance No. 348 and recorded May 10, 1985 under Auditor's File No. 85-6047, together with that portion of vacated Spokane Avenue, and together with that portion of vacated Yakima Avenue vacated by City of Prosser Ordinance No. 711.

TOGETHER WITH all right, title and interest of Lessee in and to all options to purchase, options of first refusal and renewal options with respect to the Lease or said property or any portion thereof or any interest therein and in and to any greater estate in said property (including the fee simple estate) as may be subsequently acquired by or release to Lessee.

TOGETHER WITH all interest, estate, or other claims, both in law or equity, which Lessee now has or may hereafter acquire in said property.

1.1. The Lease shall not be materially modified or changed in any way without the written consent of Beneficiary. Amendments to the Lease extending the term, renewing the Lease, increasing or decreasing the amount of space leased under the Lease by up to 100 square feet, or allowing improvements to the space shall not be considered material modifications requiring written consent of the Beneficiary.

1.2. Beneficiary shall be immediately furnished with all Notices of Default served by Lessor of the Lease on Lessee.

1.3. In the event Lessee shall fail to make payment due on the Lease or to perform any term or covenant as provided therein, in addition to any such default constituting a default under this Deed of Trust, Beneficiary may, at its option, make the defaulted payments or perform the term or covenant and add the same to the amount due under this Deed of Trust without waiving any of its rights under this Deed of Trust and the Note which it secures.

1.4. If both the Lessor's and the Lessee's estate under the Lease shall at any time become vested in one owner, this Deed of Trust and the lien created hereby shall not be destroyed or terminated by the application of the doctrine of merger, and in such event, Beneficiary shall continue to have and to enjoy all of the rights, title, interest and privileges of Beneficiary as to the separate estates. In addition, foreclosure of said property shall not destroy or terminate the Lease by application of the doctrine of merger or as a matter of law or as a result of foreclosure unless Beneficiary or any purchaser at foreclosure sale shall so elect. In the event that Lessee shall, at any time prior to the payment in full of all indebtedness secured by this Deed of Trust, acquire fee simple title to said property, such fee simple title shall not merge with the leasehold estate encumbered by this Deed of Trust, but such fee simple title shall immediately, without further action on the part of the Lessee, become subject to the lien hereof. In the event of such acquisition by Lessee, Lessee agrees to execute and deliver to Beneficiary such further instruments, conveyances and assurances as Beneficiary may reasonably require in order to further confirm and assure that the fee simple title so acquired by Grantor is subject to the terms, provisions and lien of this Deed of trust. The provisions of this paragraph shall not apply in the event Beneficiary acquires the fee of said property, except if Beneficiary shall so elect. Said property is not used for agricultural or farming purposes.

2. Obligations Secured. This deed is given for the purpose of securing payment in the amount of Three Hundred Thirty Nine Thousand Five Hundred and 00/100 dollars (**\$339,500.00**) payable by the Lessee to the Beneficiary evidenced by a Promissory Note between Boys & Girls Clubs of Benton and the Washington State Department of Commerce, of even date herewith, and Contract Number **26-96645-004** between Boys & Girls Clubs of Benton and Washington State Department of Commerce, as now or hereafter amended ("Contract"), and securing performance of each term and condition of said Contract and Promissory Note, together with all future advances.

3. Protection of Security. To protect the security of this Deed of Trust, Lessee covenants and agrees:

3.1. To keep the leased property in good condition and repair; to permit no waste thereof; to diligently pursue or complete any building, structure or improvement thereon which may be damaged or destroyed to the extent required by the Lease or Contract; and to comply with all laws, ordinances, conditions and restrictions affecting the property.

3.2. To keep its leasehold interest in the property free and clear of all other charges, liens, or encumbrances impairing the security of this Deed of Trust.

3.3. To maintain a policy of property insurance for the leased property covering its supplies, inventory, personal property, equipment, fixtures as well as all improvements, additions, and modifications to or in the leased property, in an amount not less than the replacement cost thereof. Except as otherwise provided herein and in the Contract the amount collected under any insurance policy may be applied upon any indebtedness hereby secured in such order, as the Beneficiary shall determine, subject to the rights of any senior lien-holder.

3.4. To defend any action or proceeding purporting to affect the security hereof or the rights or powers of Beneficiary or Trustee, and to pay all costs and expenses, including cost of title search and attorney's fees in a reasonable amount, in any such proceeding, and in any suit brought by Beneficiary to foreclose this Deed of Trust.

3.5. To pay all costs, fees and expenses in connection with this Deed of Trust, including the expenses of the Trustee incurred in enforcing the obligations secured hereby and Trustee's and attorney's fees actually incurred, as provided by statute.

3.6. Should Lessee fail to pay when due any taxes, assessments, insurance premiums, liens, encumbrances or other charges against its leasehold interest in the property when the same become due and payable, Beneficiary may, but shall not be obligated, to pay the same, and the amount so paid shall be added to and become a part of the debt secured by this Deed of Trust.

4. General Conditions. The parties hereto agree that:

4.1 In the event of any fire or other casualty to the leased property or eminent domain proceedings resulting in condemnation of the leased property or any part thereof, and with Beneficiary's approval which shall not be unreasonably withheld, Lessee shall either (a) repair the premises subject to the leasehold estate and continue the tenancy if permitted under the lease, or (b) use all available insurance or condemnation proceeds to continue providing the public benefit contemplated under the Contract in a different location. In such an instance, insurance and/or condemnation proceeds must be used in a manner that provides adequate security to the Beneficiary for repayment of the remaining balance of the loan and performance of Lessee's obligations under the Contract.

4.2. By accepting payment of any sum secured hereby after its due date, Beneficiary does not waive its right to require prompt payment when due of all other sums so secured or to declare default for failure to so pay.

4.3. The Trustee shall reconvey all or any part of the property covered by this Deed of Trust to the person entitled thereto on written request of the Lessee and the Beneficiary, or upon satisfaction of the obligations secured and written request for reconveyance made by the Beneficiary or the person entitled thereto.

4.4. Default Remedies. Upon default by Lessee of its obligations secured hereby without timely cure and after written notice of thirty (30) days, all sums secured hereby shall immediately become due and payable. In such event and upon written notice of Beneficiary, Lessee's leasehold interest in the property may be automatically assigned to

Trustee for the benefit of Beneficiary and Lessee agrees that Trustee may take any action on behalf of the Lessee for the benefit of the Beneficiary (with right of entry onto the leased premises) to keep, observe, or perform an such terms, covenants, provisions, or agreements and to enter into the leased premises (after reasonable advance notice to Lessee) and take all such action thereon as may be reasonably necessary therefore, with all rights to use, assign, or sublet the leasehold premises allowed under the terms of the then-current Lease.

4.5. Beneficiary may at any time appoint or discharge the Trustee.

4.6. This Deed of Trust applies to, inures to the benefit of, and binds all parties hereto and their successors and assigns. The terms "Lessee," "Lessor," "Trustee," and "Beneficiary" include their successors and assigns.

5. Acceleration. Except as otherwise provided for in the Contract, if without Beneficiary's prior written consent, all or any part of Lessee's interest in the property is assigned, conveyed, transferred, encumbered, or the leased property is not used as required by the Contract between Beneficiary and Lessee, Beneficiary may, at its option, require immediate payment in full of all sums secured by this Deed of Trust. However, this option shall not be exercised by Beneficiary if exercise is prohibited by federal law as of the date of this Deed of Trust. If Beneficiary exercises this option, Beneficiary shall give Lessee notice of acceleration. The notice shall provide a period of not less than thirty (30) days from the date the notice is delivered or mailed within which Lessee must pay all sums secured by this Deed of Trust. If Lessee fails to pay these sums prior to the expiration of this period, Beneficiary may invoke any remedies permitted by this Deed of Trust without further notice or demand on Lessee.

[SIGNATURE AND NOTARY PAGES FOLLOW]

IN WITNESS HEREOF **Boys & Girls Clubs of Benton and Franklin Counties**, has executed this Deed of Trust on the ___ day of _____, 20__.

Boys & Girls Clubs of Benton and Franklin Counties,
a Washington Nonprofit Corporation

By: _____

Printed Name: _____

Title: _____

STATE OF WASHINGTON)
) ss.
COUNTY OF)

I certify that I know or have satisfactory evidence that _____ is the person who appeared before me, and said person acknowledged that they signed this instrument, on oath stated that they were authorized to execute the instrument and acknowledged it as the _____ of **Boys & Girls Clubs of Benton and Franklin Counties**, a Washington Nonprofit Corporation, to be the free and voluntary act and deed of such party for the uses and purposes mentioned in the instrument.

DATED: _____

(Seal or Stamp)

(Signature of Notary)

(Legibly Print or Stamp Name of Notary)

NOTARY PUBLIC in and for the state of Washington

My Commission Expires: _____

CONSENTED TO BY LESSOR:

Prosser School District No. 116-219, Benton and Klickitat Counties,
a Washington municipal corporation

By: _____

Printed Name: _____

Title: _____

STATE OF WASHINGTON)
) ss.
COUNTY OF _____)

I certify that I know or have satisfactory evidence that _____ is the person who appeared before me, and said person acknowledged that they signed this instrument, on oath stated that they were authorized to execute the instrument and acknowledged it as the _____ of Prosser School District No. 116-219, Benton and Klickitat Counties a Washington municipal corporation, to be the free and voluntary act and deed of such party for the uses and purposes mentioned in the instrument.

DATED: _____

(Seal or Stamp)

(Signature of Notary)

(Legibly Print or Stamp Name of Notary)

NOTARY PUBLIC in and for the state of Washington

My Commission Expires: _____

REQUEST FOR FULL RECONVEYANCE

TO BE USED ONLY WHEN ALL OBLIGATIONS HAVE BEEN PAID AND ALL DUTIES PERFORMED UNDER THIS DEED OF TRUST.

TO: TRUSTEE:

The undersigned as the party entitled to the performance, benefits, duties, and payments under Contract **26-96645-004** between Grantor and Beneficiary, which is secured by this Deed of Trust and other legal documents.

The obligations thus secured have been fully paid, duties performed and satisfied, and you are hereby requested and directed, on payment to you of any sums owing to you under the terms of said Deed of Trust, including Contingent Interest, to cancel evidence of indebtedness secured by said Deed of Trust delivered to you with said Deed of Trust, and to reconvey, without warranty, to the parties designated by the terms of said Deed of Trust, all the estate now held by you hereunder.

Dated

Name

Title

When Recorded Return To:

The Washington State Department of Commerce
Local Government Division
1011 Plum Street, SE
Post Office Box 42525
Olympia, Washington 98504-2525
Local Community Projects
Attention: Real Estate Development and Services

RESTRICTIVE COVENANT

Grantor: Prosser School District No. 116-219, Benton and Klickitat Counties
Grantee: Department of Commerce, Community Capital Facilities
Legal Description (abbreviated): Lots 3 through 14, Block 144, Prosser First Subdivision
Assessor’s Tax Parcel ID#: 1-0184-302-0144-006
Contract Number: **26-96647-033, 26-96646-009 & 26-96645-004**

This Restrictive Covenant is made this ___ day of _____, 20 __, by Prosser School District No. 116-219, Benton and Franklin Counties, a Washington Municipal Corporation, ("Grantor") and is part of the consideration for the financial assistance provided to **Boys & Girls Clubs of Benton and Franklin Counties** by the Washington State Department of Commerce ("Department"), pursuant to Contract Number 26-96647-033, 26-96646-009 & 26-96645-004, for a portion of the real property delineated on the site plan shown on Exhibit “A” attached hereto (the “Property”) addressed as 999 7th St., Prosser, Washington 99350, which is legally described as follows:

Lots 5, 6, 7, 8, 9, 10, 11 & 12, Block 144, Prosser First Subdivision, according to the Plat thereof recorded in Volume 1 of Plats, Page 11, records of Benton County, Washington, together with Lots 3, 4, 13 and 14, Block 144, Prosser First Subdivision, according to the Plat thereof recorded in Volume 1 of Plats, Page 11, records of Benton County, Washington, together with that portion of the alley adjacent, vacated by City of Prosser Ordinance No. 348 and recorded May 10, 1985 under Auditor's File No. 85-6047, together with that portion of vacated Spokane Avenue, and together with that portion of vacated Yakima Avenue vacated by City of Prosser Ordinance No. 711.

This Covenant will be filed and recorded in the official public land records of Benton County, Washington, and shall constitute a restriction upon the use of the Property and is construed as running with the land, which shall pass to and be binding upon the Grantor and any successors, assigns, heirs, grantees, or lessees of the Property, commencing upon the date specified in Commerce contract number 26-96647-033, 26-96646-009 & 26-96645-004 and ending **ten (10) years** from said date. Each and every contract, deed, or other instrument covering or conveying the Property, or any portion thereof, shall be conclusively held to have been executed, delivered, and accepted subject to such covenants, regardless of whether such covenants are set forth in such contract, deed, or other instruments.

NOW, THEREFORE, it is hereby covenanted, as follows:

Grantor its successors and/or assigns for the period as stated above shall provide, on the herein described real property, to provide a youth recreational facility as specified in Commerce contract number 26-96647-033, 26-96646-009 & 26-96645-004.

The Grantor shall require that all operators, tenants, or lessees comply with all State and local codes, licensing requirements, and other requirements regarding the condition of the structure and the operation of the project in the jurisdiction in which the facility is located.

The Grantor will keep any records and make any reports relating to compliance with this covenant that the Department may reasonably require.

DEFAULT: If a violation of this Covenant occurs, the Department (or its successor agency) may, after thirty (30) days' notice and opportunity to cure the violation, which cure may be effected by the Grantor and/or its Investor Member (as defined in the Contract), institute and prosecute any proceeding at law or equity to abate, default the loan, prevent, or enjoin any such violation or to compel specific performance by the Grantor of its obligations hereunder; provided that, the Grantor shall not be required by any provision herein to evict a residential tenant. No delay in enforcing the provisions hereof as to any breach or violation shall impair, damage, or waive the right of any party entitled to enforce the provisions hereof or to obtain relief against or recover for the continuation or repetition of such breach or violations or any similar breach or violation hereof at any later time.

The Department agrees to execute a Release of Restrictive Covenant at the conclusion of the ten-year period and will not unreasonably withhold appropriate signatures on such a release.

[SIGNATURE AND NOTARY PAGE FOLLOWS]

IN WITNESS HEREOF, Prosser School District No. 116-219, Benton and Franklin Counties, has executed this Covenant on the ___ day of _____, 20__.

Prosser School District No. 116-219, Benton and Franklin Counties,
a Washington Municipal Corporation

By: _____

Printed Name: _____

Title: _____

STATE OF WASHINGTON)
) ss.
COUNTY OF)

On this day personally appeared before me _____ known to be the _____ of **Prosser School District No. 116-219, Benton and Franklin Counties**, a Washington Municipal Corporation, the entity that executed the within instrument and acknowledged the said instrument to be the free and voluntary act and deed of said entity for the uses and purposes therein mentioned and on oath stated that s/he was authorized to execute the same.

DATED: _____

(Seal or Stamp)

(Signature of Notary)

(Legibly Print or Stamp Name of Notary)

NOTARY PUBLIC in and for the state of Washington

My Commission Expires: _____

Exhibit "A" Site Plan

Lots 5, 6, 7, 8, 9, 10, 11 & 12, Block 144, Prosser First Subdivision, according to the Plat thereof recorded in Volume 1 of Plats, Page 11, records of Benton County, Washington, together with Lots 3, 4, 13 and 14, Block 144, Prosser First Subdivision, according to the Plat thereof recorded in Volume 1 of Plats, Page 11, records of Benton County, Washington, together with that portion of the alley adjacent, vacated by City of Prosser Ordinance No. 348 and recorded May 10, 1985 under Auditor's File No. 85-6047, together with that portion of vacated Spokane Avenue, and together with that portion of vacated Yakima Avenue vacated by City of Prosser Ordinance No. 711.

Coversheet

2025-2026 School Improvement Plans

Section: VII. Action Items
Item: E. 2025-2026 School Improvement Plans
Purpose: Vote
Submitted by:
Related Material: 2025-2026 PHS School Improvement Plan.pdf
2025-2026 Housel School Improvement Plan.pdf
2025-2026 Heights School Improvement Plan.pdf
2025-2026 Whitstran School Improvement Plan.pdf
2025-2026 KRV School Improvement Plan.pdf

OSPI School Improvement Plan 2025–2026

Consolidated School Improvement Plan Title I, Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement	
Section 1: Building Data	
1a. Building: Prosser High School	1g. Grade Span: 9-12 School Type: Comprehensive High School
1b. Principal: Bryan S. Bailey	1h. Building Enrollment: 849
1c. District: Prosser School District	1i. F/R Percentage: 65.3%
1d. Board Approval Date: TBD	1j. Special Education Percentage: 11.6%
1e. Plan Date: 2025-26 School Year	1k. English Learner Percentage: 17.9%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted 1-2	

Section: Building Leadership Team Members		
Bryan Bailey, Principal	David Funk, Assistant Principal	Richard Follett, CTE Director
Kasey Blair, AVID Site Coordinator	Meghan Van De Graaf, Science Teacher	Nicholas Popelier, Science Teacher
Jason Crook, Math Teacher	Michelle Hall, English Language Arts Teacher	Jennie Colgan, Counselor
Nirmal Joshi, Social Studies Teacher	Christopher Aiken, Math Teacher	

Section 3: Vision Statement
<p>Mission Statement:</p> <p>It is the mission of Prosser High School to provide a safe, caring, and engaging learning environment that will equip all students with the skills necessary for a productive post-secondary future.</p> <p>Vision for Students:</p> <p>Every student is engaged in meaningful, rigorous content, without learning barriers.</p> <ul style="list-style-type: none"> • Students understand what is required of them. • Students think about the task in which they are engaged. • Students reflect on the process of their learning. • Students collaborate with stakeholders throughout the process of their learning.

Section 4: PLAN/NEEDS ASSESSMENT 2025-26

Prosser High School is the only comprehensive high school in Prosser, WA. PHS serves 8500 students in grades nine through twelve. Within the comprehensive high school, we provide students access to special education services, credit retrieval opportunities, “honors” courses, and many Advanced Placement and College in the High School classes. Off site, Prosser School District provides access to Running Start and Tri-Tech for students whose interests cannot be met on campus, as well as an alternative setting online learning environment through Graduation Alliance. PHS provides para-educator support to special education students and bilingual students in the general education setting and have taken significant steps toward an inclusion model by implementing co-teaching classes and co-planning preparatory periods.

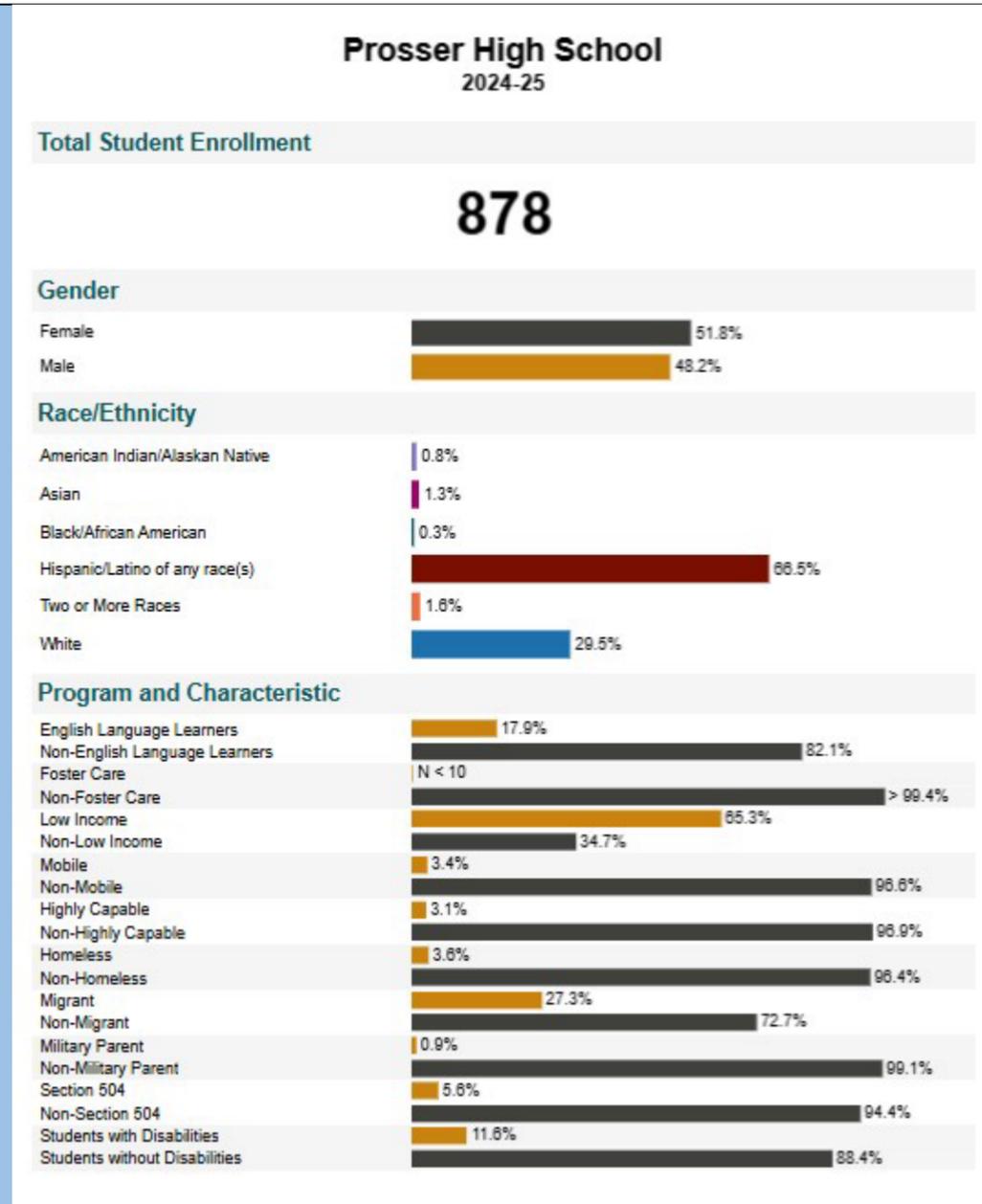
Prosser High School recognizes and adheres to federal, state, and district guidelines and requirements. We gather input and engage staff in year-round decision making through a variety of methods, including: Building Leadership Team meetings, Professional Learning Networks, meetings with consultants in the Math Department, Positive Behavior Intervention Support (PBIS) Team meetings, department meetings, and support staff development and implementation.

Prosser School District has helped facilitate educator growth in our efforts to become data rich by sending a team from the high school to a “Data Driven Dialogue” and are currently working with ESD 123 on Multi-Tiered Systems of Interventions. Prosser High School began implementing strategies learned at the conference with our staff since attending the conference and have begun focusing our data collection this year to include improved smart goals and specific data points. Our building has decided to focus on areas of need by creating focus groups dedicated to becoming data driven in those specific areas.

Quantitative and qualitative data is collected as a means of engaging in a needs assessment to better understand the learning needs of our students and community. The data collected can provide an accurate and thorough view of the entire school, grades 9-12. As we compile more data and begin the process of review, our skills in analysis have begun to re-shape the culture of discourse we hope for at PHS. We want to become more data driven, making systematic changes when needed, based on accurate data collected over time.

Data collection items include:

- Smarter Balanced Assessment Consortium (No information from 19-20 or 20-21)
- WIDA (Testing completed, scores not reported on OSPI)
- STAMP Test
- Building and classroom assessment data
- Credit Recovery Data
- Class Failure Rates
- Parent Surveys
- Staff input on Master Scheduling
- Staff involvement on school commitments
- PLN/SITE Team Meetings
- Attendance Data
- Discipline Data
- Reflection on School Improvement Plan progress
- Early Warning System (Skyward)



Data Summary:

The following images show data compiled by WA OSPI and available for viewing through the OSPI website on the EDS portal for educators.

These images to follow allow us to view what snapshot of our most current reality, as reported by the state on the Washington School Improvement Framework. The OSPI Report Card reflects a more accurate indication of the learning loss students and teachers are seeing due to the COVID-19 Pandemic, which we will continue to see for the foreseeable future. We feel it important to view not only our current reality, but that reality in comparison to schools throughout the state.

As a staff, we evaluate the trends over time, if available, to provide us with data to reflect on the effectiveness of individual strategies and programs. We are creating a culture of data analysis at PHS using Professional Learning Networks. The graphs below show that we must continue to find new ways to help students progress in language acquisition and development. We also see that we must continue to innovate within our ELA and Math departments to increase the growth scores to reach our building and district goals. We would like to see faster growth within both our ELA and Math Departments. English Language Arts showed significant gains over the previous year's achievement data. We believe we will continue to see similar growth in students' post-COVID achievement this year. Additionally, we have adopted and begun implementation of a new ELA curriculum with deeper diagnostic and assessment data possibilities. We also plan to tie enrollment in upper level and elective classes to student achievement scores on state testing benchmarks.

We are continually trying to improve the overall scores on state testing. Part of this growth and change will come from implementing diagnostic testing and more regular data collection opportunities that inform daily instruction. What we find interesting, however, is PHS' placement in the data diagram. Though our ELA scores indicate room for growth at only 47.5% proficient, that achievement score show a marked improvement over last years scores. We are seeing growth return to the achievement levels of our students. Some of this growth is due to our focus on Freshman Success, another indicator on the state report card. Historically, Prosser High School has seen a stable percentage of 40% "on track to graduate". We identified a need to improve our student success beginning with Freshman and created a Freshman Success Team who have worked diligently to implement MTSS strategies with students and recoup credit within the trimester allowing students to stay on track. In 2022-23 our number of on track freshman rose to over 70%. Success breeds success, especially in learning. When students find success, they often time realize they are capable of greater goals. We believe this success will continue to translate into higher SBA scores and assessment scores within the classroom, as well as an increase in higher level classes at PHS. We currently boast over 70% of our students having been enrolled in college level coursework during their high school career. We hope to see that number continue to rise.

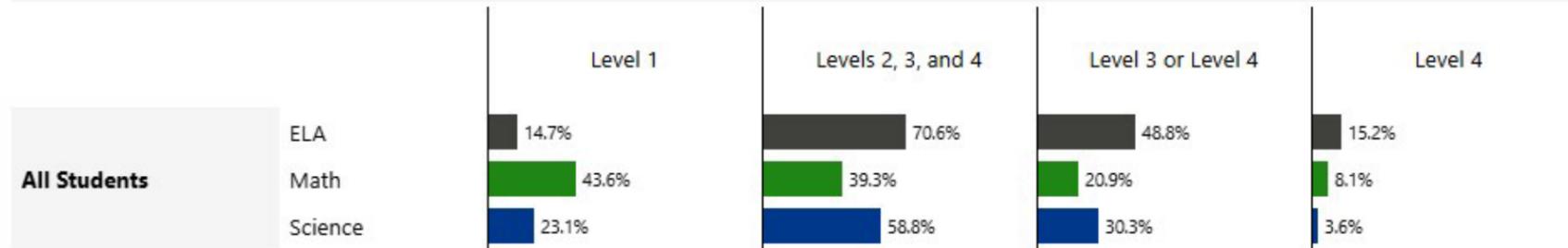
Prosser High School

2024-25

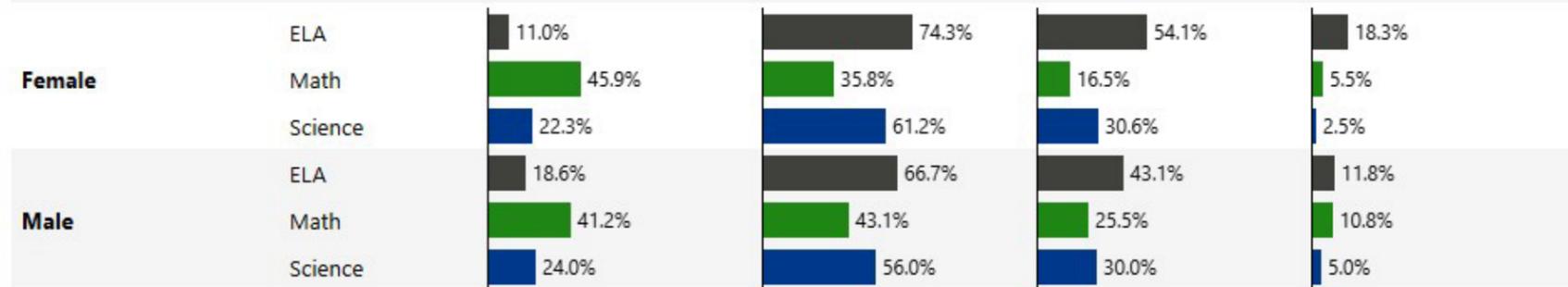
Smarter Balanced Assessments (SBA): English Language Arts (ELA) and Math state assessment for grades 3–8 and 10.

Washington Comprehensive Assessment of Science (WCAS): Science state assessment for grades 5, 8, and 11.

Achievement Levels



Gender





Building data

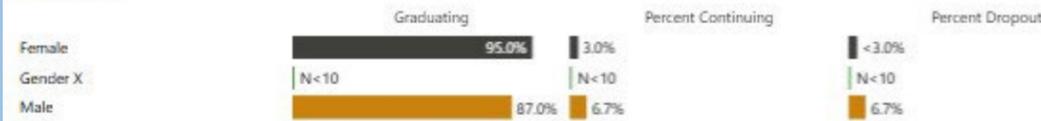
Please provide your school district and building name below.

**Prosser High School
2023-24**

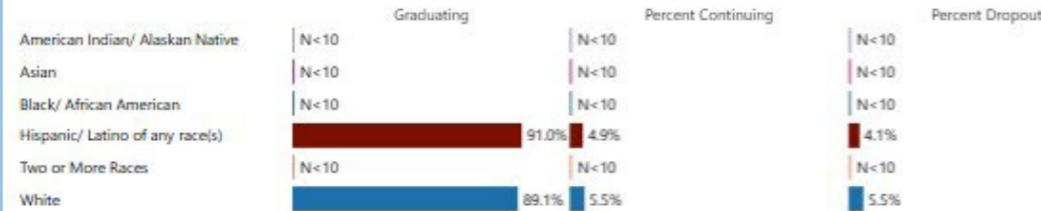
All Students



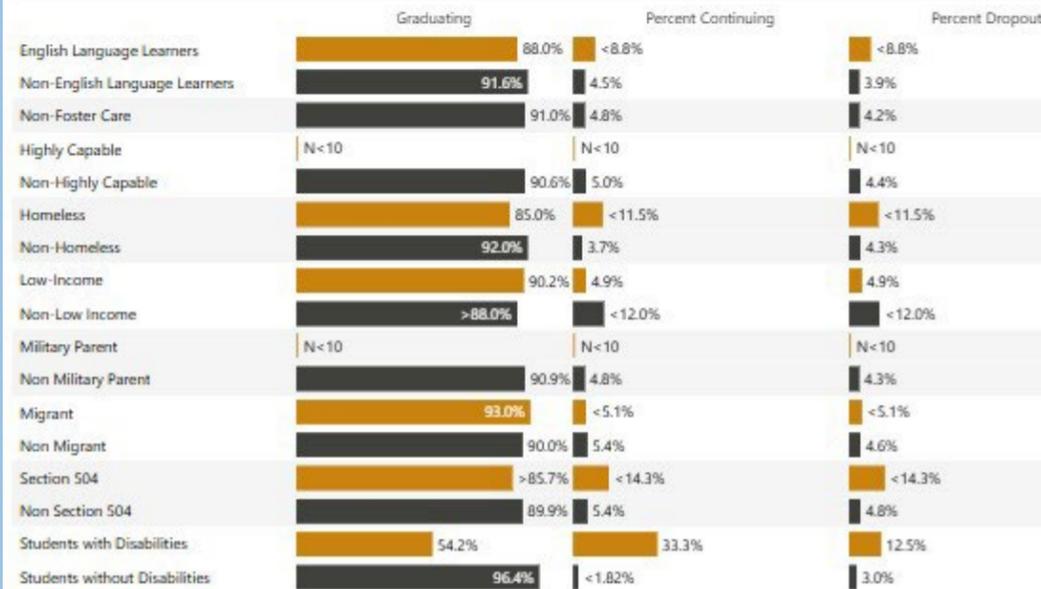
Gender



Federal Race/Ethnicity



Program and Characteristic



**State Total
2023-24**

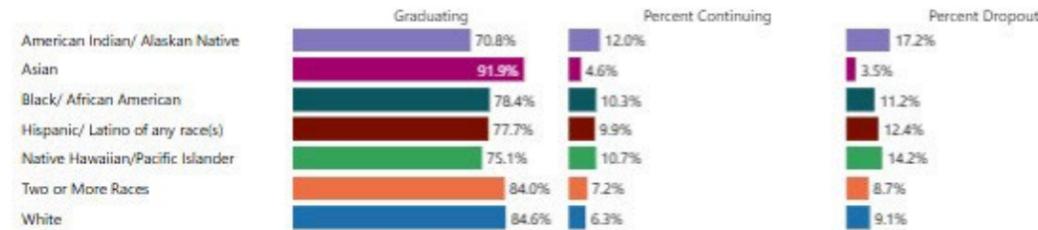
All Students



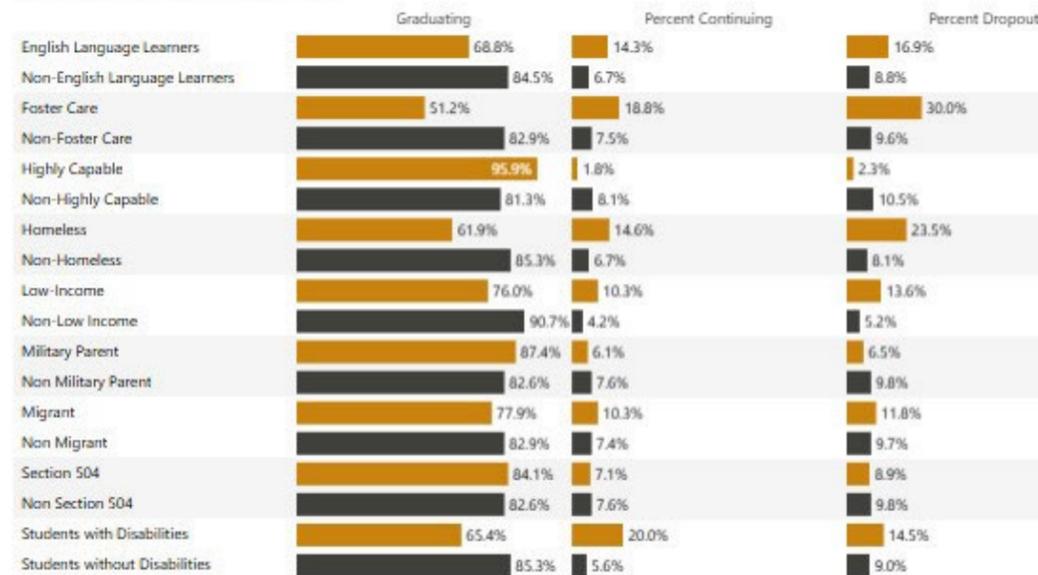
Gender



Federal Race/Ethnicity



Program and Characteristic



School District: Prosser School District
Building Name: Prosser High School
Date:

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2022–23. Please refer to the OSSI SY 2022–2023 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

(Template continues on next page)

SY 2025-26 SMARTIE Goal #1: 90% of PHS Students will graduate on time.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
Develop and strengthen a Multi-Tiered System of Intervention focused on Tier 1	2025-26 School Year with review at the end of each trimester	Bryan Bailey, Building Intervention Team, Student Success Team	Student Success Team Referrals and Conferencing Process	SST Referral Data, Failure Rates
Continued support of Credit Recovery	On-going with review at the end of each school year.	Bryan Bailey, David Funk, Eric Larez, Counseling Team, Albert Flores	Red Comet, PASS Packet, Graduation Alliance	Completion rates
Create and implement "Early Identification System"	Ongoing during 2025-26 School year, with regular reviews at each grade report date	Counseling Team, Freshman Success Team	Professional Development through "Washington Center for High School Success" coach Molly Lawson,	Grade reports, Failure Rates
Development and communication of Graduation Pathways	2025-26 school year	Counseling Team, Bryan Bailey, Rick Follett	N/A	Document Creation and student data entry in Skyward

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

SY 2025–2026 SMARTIE Goal #2: 10% increase the number of 9th grade students on track to graduate. (2024-25)
 Modified Goal to reflect PHS Current Reality and Graduation Requirements:

Goal 2A: 85% of 9th graders will end the school year with 6.5 credits and pass all core classes.

Goal 2B: 50% of 10th graders designated as "off track" (<6.5 credits) will recover .5 credits by the end of their 10th grade year.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
Content area PLCs will establish, monitor and publish a SMARTIE goal based on individual students data to address student achievement each trimester	Review at the completion of each Trimester with data checkpoint along the way to be completed during content area PLCs.	Bryan Bailey, Building Intervention Team, Student Success Team	Student Success Team Referrals and Conferencing Process	Department results on SMARTIE goals, Pass Rates
Continued support of Credit Recovery	On-going with review at the end of each school year	Bryan Bailey, David Funk, Counseling Team, Albert Flores	Red Comet, PASS Packet, Graduation Alliance	Completion rates
Create and implement "Early Identification System"	Ongoing during 2025-26 School year, with regular reviews at each grade report date	Counseling Team, Freshman Success Team	Professional Development through "Washington Center for High School Success" coach Molly Lawson	Grade reports, Pass Rates
Develop Graduation Pathways	Revisit at the end of T2	Counseling Team, Bryan Bailey, Rick Follett	N/A	Document Creation and student data entry in Skyward

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2025–2026 SMARTIE Goal #3: Average Daily Attendance will increase to 95% in T3 of 2025-26 school year and will increase Regular Attendance Rate 1% each trimester.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #3: answer all prompts in each column for each activity described.

Activities	Timeframe	Lead	Resources	Measures
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<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
September Awareness Month	Month of September	David Funk	Click or tap here to enter text.	Communications to stakeholders
Student Recognition for Perfect Attendance	End of each trimester	Kasey Blair, Athena Sartin	Community Relations/Reward development	Number of students with perfect attendance each trimester
Absence Awareness Letters	Ongoing, every three weeks	David Funk		Number of
Truancy Board	Ongoing	David Funk	Community awareness/involvement	Number of student referrals to board
Student Success Team	Ongoing, meet every other Wednesday as needed	Bryan Bailey		Number of referrals to counseling, number of referrals that require SST meeting

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2025-26 SMARTIE Goal #4: 80% of all 11th grade students will achieve the high school graduation cut score in ELA by the Spring of 2025 on the Smarter Balanced Assessment (SBA).

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
Continue Implementation of Curriculum	Adopted Savvas: My Perspectives Focus on implementation of Eng 4	Bryan Bailey, Michelle Hall (ELA Dept. Chair)	PLN meetings	Common Assessment Data
Administer Savvas diagnostic for growth measures	Beginning of Tri 1 and at end of each trimester	ELA Teachers	My Perspectives Platform	test data from each attempt

Administer formative common assessments on vocabulary	Ongoing	ELA Teachers	Vocab.com	test data from each attempt
Data Driven PLN	Ongoing	Bryan Bailey, Michelle Hall	Savvas implementation assessment data, Vocabulary.com	Assessment score increase, data comparison within department

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2025-26 SMARTIE Goal #5: 75% of all 11th grade students will achieve the high school graduation cut score in Math by the Spring of 2026 on the Smarter Balanced Assessment (SBA).

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
Write and administer common assessments, rubric, and grading practices	Ongoing in Professional Learning Networks. Review next unit complete prior to the end of current unit of study.	David Funk, Math Team	PLN meetings	Common Assessments, Monitoring through walk-throughs, PLN Minutes
Research possible diagnostic/intervention options for struggling students: ALEKS, MAPS	Ongoing	Math Teachers	PLN time	Recommendations, Piloting
Data Driven PLN	Ongoing	David Funk, Math Team	SBA Platform Training	Assessment score increase, data comparison with SBA
Instructional Coaching	Ongoing (10 Meetings)	David Funk, Kris Lindeblad (Agile Mind)	Agile Mind	Minutes from PLN meetings, SBA Interim improvement, SBA improvement scores

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.

2. Click or tap here to enter text.

SY 2025–2026 SMARTIE Goal #6: English Language Learners will grow one level in 2 of 4 domains by 2026 as measured the WIDA

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
<p>All Level 1 & 2 students in the bilingual program will receive language support through the ELL support classes or Excel classes.</p>	Ongoing, Review placement at each trimester and upon completion of WIDA	Bryan Bailey, Albert Flores, Quinn Martin, Kevin Gilman	Excel training through ELD	The number of EL 1 and EL2 students in the program compared to the overall number of ELD students.
<p>Level 3 & 4 students will receive support through inclusion classes</p>	Ongoing	Bryan Bailey, Albert Flores, Quinn Martin, Kevin Gilman	Co-Teaching PD, Co-Planning PD	Number of EL receiving support through co-planning

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

SY 2025–2026 SMARTIE Goal #7: 80% of all students will complete at least one dual credit course and earn college credit by the class of 2026 as measured by dual credit student percentage.

Activities	Timeframe	Lead	Resources	Measures
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<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i>	<i>What was/ is the projected length of time of this activity?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
<i>Who, specifically, will benefit from this practice/activity?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who else will be involved?</i>		
Expand dual credit opportunities in master schedule	T2-T3 master scheduling	Bryan Bailey, Rick Follett, Counseling Team	Curriculum, materials, PD for CiHS staff	Number of CiHS offerings
Clearly define and communicate the procedure for enrolling in dual credit classes and communications to students and their families.	T2, T3	Counseling Team	Master Scheduling timeline	Communications with stakeholders
Recruit additional students into dual credit classes	T3	Counseling, Teachers	Counseling sessions/visits to Mustang Period	
College in the High School/Dual Credit Fair	T1	Kasey Blair, Deanna Flores, Bryan Bailey	Time, Space, Personnel	Number of students and parents in attendance

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2025–2026 SMARTIE Goal #8: 100% of PHS teachers will exhibit regular use of AVID Schoolwide Writing and Organization strategies.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i>	<i>What was/ is the projected length of time of this activity?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
<i>Who, specifically, will benefit from this practice/activity?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who else will be involved?</i>		

All teachers will routinely utilize WICOR strategies to increase engagement and rigor for all students	Ongoing	Kasey Blair, Admin Team	Walk-throughs, PD on WICOR, Model WICOR strategies during staff meetings	Data from walk-throughs
Create and implement "Community of Practice" schedules, partnered with PLNs.	Ongoing	Kasey Blair, Bryan Bailey, BLT	Wednesday Calendar, PD	Data from walk-throughs
Embrace and support the school's mission and vision.	Ongoing	Bryan Bailey	Commitment in staff meetings, PD	Data from walk-throughs
All students participate in enrichment activities to deepen understanding of post-secondary opportunities.	Ongoing	Kasey Blair	WICOR PD, Student Success Portfolio, Pathways for HSBP, College/career fair, Financial Aid Night	Data from walk-throughs
Bi-weekly focus on WICOR strategies at staff meetings	Ongoing	Kasey Blair	WICOR PD, Online AVID tools	Data from walk throughs
Teachers will routinely help students with organization in classrooms	Ongoing	Kasey Blair, Admin Team	Organization supplies (folders, journals, dividers)	Data from walk throughs

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

OSPI School Improvement Plan 2025-26

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.

Section 1: Building and District data

Building Name: Housel Middle School	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Code: 2906	Grade Span: 6-8 School Type: Middle School
Principal: Michael Denny	Building Enrollment: 515
School District: Prosser School District #116	F/R Percentage: 77% (24-25)
Board Approval Date: Anticipated 11/12/2025	Special Education Percentage: 21.7% (24-25)
Plan Date: August 28, 2025	English Learner Percentage: 32.5% (24-25)

Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3 Compounded



Vision and Mission Statement

Mission: “At Housel Middle School we are committed to creating a culture of learning.”

Vision: “At Housel Middle School we envision a thriving educational community where every student is empowered, engaged, and inspired to reach their fullest potential.”

Values:

We believe all students can learn at high levels.

We believe a collaborative culture drives success.

We believe that learning is the fundamental purpose of our school.

We believe in a results-driven mindset.

We believe in a culture of continuous improvement.

We believe in building meaningful relationships.

Goals:

Communicate and build ownership of the mission, vision, and values.

Establish PLC structures focused on learning for all.

Promote best instructional practices.

Monitor student progress through common assessments.

Develop support and celebrations to keep the mission and vision alive.

Commit to continuous reflection and growth.

School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

Michael Denny -Principal	Kristal Cole – Assistant Principal
Wendy Rodriguez - Instructional Coach	Jeff Appelgate – History/Leadership Teacher
Jessica Huntington - Math Teacher	Kathleen Woolcutt – English Language Arts Teacher
Amanda Johnson – Counselor	Kevin Greager – History Teacher
Kevin Cole – Physical Education Teacher	Michael Harris – Science Teacher

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.

The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

Instructions:

- 1) Enter your school’s name, once the report card for your school has loaded
- 2) Scroll down and locate the “WSIF” section on the left-hand menu
- 3) Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school
- 4) Click on the “Trend” button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run.
If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	2.85	3.35
Comprehensive Graduation Rate	--	--
Student Group		
American Indian/Alaska Native	--	--
Asian	--	--
Black/African American	--	--
Hawaiian/Other Pacific Islander	--	--
Hispanic/Latino	2.50	2.25
Two or more races	5.38	6.00
White	3.63	4.75
English Learner	1.10	1.43
Low Income	2.65	2.95
Special Education	1.28	1.28

WSIF Cycle 3 Identification Thresholds:
All Schools Threshold: 2.25
Title 1 Threshold: 1.90
ELP Threshold: 9.4
Graduation Rate: 66.7%

Section 3: Summary of Comprehensive Needs Assessment (CNA)

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
 - ELA and Math Proficiency
 - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
 - Regular Attendance
 - Ninth Grade on Track
 - Dual Credit (if applicable)

CNA Data Summary

1. What top strengths have emerged from multiple data sources?

Data from multiple sources, including the most recent WSIF information, indicates HMS is trending in the right direction for the following categories: all students, two or more races, white, English Language Learners, and Low-Income students.

Areas of strength are noted in:

- Median Growth SGP for Math in: All students, White and Low-Income students.
- Median Growth SGP for ELA in All Students, Two or More Races, and White students.
- ELA proficiency rates in Asian Students.
- Regular attendance rates in English Language Learners.

2. What top needs have emerged from multiple data sources?

Housel Middle School continues to have SBA growth and achievement scores in Reading and Math that are well below expectations for our students in the following groups: English Language Learners and Students with Disabilities. These areas have been previously identified as an area of improvement in previous SIP plans. While not an area of identification

at this cycle, our scores for students who are Hispanic/Latino are at or just slightly above the score necessary for identification on the WSIF framework.

3. What disproportionalities exist among student groups?

Students with Disabilities and English Language Learners are performing below their same age peers in Reading and Math.

4. What root causes has your team identified for disproportionalities among student groups?

We have identified the following root causes of our disproportionalities among student groups:

- Most students that enter Housel Middle School are performing below standard in both Reading and Math.
- Most students with disabilities that enter Housel Middle School are performing below standard in Reading and Math.
- Most students in the bilingual program score below proficiency on the WIDA suggesting low language acquisition.
- Tier 1 instruction does not support all students.
- We do not have a system that responds to the learning needs of students in a timely and effective manner.
- Intervention programs/instruction/support are not available to students who are not benefitting from Core instruction.

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

We believe that improving out Tier 1/Core instruction will improve outcomes for all students.

We believe that improving our response to students who are not meeting standard will support all students, especially Students with Disabilities and English Language Learners.

6. How do identified needs impact each other?

Many of our students qualify for special education while also being identified as English Language Learners. Improved instruction and response to student success/failure with appropriate interventions and extensions will support all students including Students with Disabilities and English Language Learners.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?

Short Term Goals:

- Intentional master scheduling to maximize program supports.
- Para-support to identified students.
- Staff knowledge and awareness of student strengths weaknesses.
- Student assessment at beginning of year to set baseline for progress monitoring.

Long Term Goals:

- Develop PLC process.
- Implement MTSS process district/building.
- Improve Core instruction.
- Provide immediate and targeted instruction and supports for struggling students.
- Improve teacher knowledge, support, and use of Tier 1 and Tier 2 instruction in their classroom through the PLC process.

8. What needs if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.

PLC teams up and running to identify, plan for, and support students performing below standard.

Provide teachers the time and skills necessary to support struggling students (time in PLC, before school, and during the work week).

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation? This year we will be exploring the connection between iReady, IRLA, and common assessment data to predict success on the Smarter Balanced Assessment. This would improve our ability to identify, monitor and support struggling students.

Section 4: Resource Inequities

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Lack of support for our English Language Learners at Housel Middle School. Students are part of a "Dual Language" program K-5 but when they transition to HMS there is limited, and in some cases, no language support for identified students. Housel Middle School has not received staffing/resources to support our students identified as Limited English Proficient over the past two years even though this is an area of identified need on the WSIF identification rubric. We believe that our work around Thinking Maps and Professional Learning Communities will begin to support instructional strategies and academic needs of our students.

We have two classes of History that are taught in Spanish which we have found does not support or significantly improve their Language Acquisition or academic success.

We have three ½ time para educators that are assigned to our "newcomers" so all other identified ELL students go without supplemental support in the general and special education programs.

We do not have a newcomer program at HMS. Students new to PSD and US are placed in general education classes, grouped with students with similar needs, and receive limited para support during the day.

Students with disabilities will be receiving core instruction and Reading and Math this year. (Previous years, students did not all receive core instruction in an intentional manner which resulted in different experiences, instruction, and outcome for students.)

Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

Priority #1: Implement the PLC process across the middle school program.

Priority #2: Improve core instruction in all academic areas for all students.

Priority #3: Provide timely and targeted supports and interventions for students not meeting standard in all academic areas.

Section 6: 2025-26 School Improvement Plan- SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2025-26. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?

- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal is not specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

SY 2025-2026 SMARTIE Goal #1: ELA: 75% of Our Emergency level students (identified through fall 2025 IRLA, which includes students from our identified areas of Special Education and English Language Learners) will make stretch growth on the 2026 ELA SBA.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At mid-year we will know if we are likely to reach our goal because we will be monitoring IRLA. If we are trending toward 75% of students hitting .1 or higher growth monthly October through May not including December will tell us, we are on track to reach the goal.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i>	What data will be collected to measure the impact of implementing this EBI? To check if our PLCs are having	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?	What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact?	What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact?

<p>In order to do this, we will improve our implementation of PLC's Tier 2 Moderate based on a quasi-experimental study conducted with 2,500 students across 12 schools. The study showed particular benefits for traditionally underserved groups.</p> <p>What resources will be used for implementation? <i>(For example, professional development, extended time, curriculum, materials, etc.)?</i></p> <p>Resources we will need are: additional funding for coaching meeting time outside of school day and funding for training for our instructional coach.</p> <p>What student groups will benefit and why?</p> <p>We picked this for our identified students because: they are going to be able to target those students and see what is working and not working; not just a guessing game; will increase knowledge of individual students; having teachers work toward smart goals for all students will help our targeted student groups; they will focus more on instructional practices</p>	<p>an impact, we will monitor: Spiller Rubric.</p> <p>To check if our PLCs are having an impact, we will monitor: PLC SMART goals.</p> <p>To check if our PLCs are being implemented, we will monitor: PLC Notes.</p> <p>To check if our PLCs are being implemented, we will monitor: Teacher self-reflection.</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>We will be looking to see if: PLCs are</p>	<p>Progress will be monitored by the:</p> <p>HMS Instructional Leadership Team (ILT), the HMS Leadership team, and the department PLCs.</p> <p>When will this EBI occur?</p> <p>In the 2025-2026 school year.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>End of each Trimester.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
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<p>that benefit all students; studies show particular benefits underserved groups.</p>	<p>moving toward higher efficacy (average)</p> <p>We will be looking to see if: all students are addressed; results (growth at all students meeting their goals at a higher rate after each SMART goal)</p> <p>We will be looking to see if: they can identify where in PDSA they are working AND that it isn't always P; student data (individualized); can identify next steps to impact student groups; PLC reflections with a "so what"</p> <p>We will be looking to see if:</p>	<p>End of each Trimester.</p> <p>Weekly for quarter 1, twice monthly for Q2, and monthly in Q3.</p> <p>We will check this at the end of each SMART goal cycle each trimester) for each PLC.</p>		
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	individual teachers reflections show something they learned, some so what; how they will change their practice; what are they taking from the process; plus/delta.			

SY 2025-2026 SMARTIE Goal #2: MATH: 75% of Our Emergency level students (identified through fall iReady scores, which includes students from our identified areas of Special Education and English Language Learners) will make stretch growth on the 2026 Math SBA.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At mid-year we will know if we are likely to reach our goal because we will be monitoring iReady Winter Diagnostic along with End of Unit assessments.

If we are trending toward 75% of students hitting .5 year or higher growth on the winter diagnostic will tell us we are on track to reach the goal.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</u>	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>To do this, we will improve our implementation of PLC's Tier 2 Moderate based on a quasi-experimental study conducted with 2,500 students across 12 schools. The study showed particular benefits for traditionally underserved groups.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>To check if our PLCs are having an impact, we will monitor common assessments.</p> <p>To check if our PLCs are having an impact, we will</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Progress will be monitored by the:</p> <p>HMS Instructional Leadership Team (ILT), the HMS Leadership team,</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Resources we need are: additional funding for coaching meetings outside of school day; funding for training; instructional coach.</p> <p>What student groups will benefit and why?</p> <p>We picked this for our identified students because: they are going to be able to target those students and see what is working and not working; not just a guessing game; will increase knowledge of individual students; having teachers work toward smart goals for all students will help our targeted student groups; they will focus more on instructional practices that benefit all students; studies show particular benefits underserved groups.</p>	<p>monitor: PLC SMART goals</p> <p>To check if our PLCs are being implemented, we will monitor: PLC Notes.</p> <p>To check if our PLCs are being implemented, we will monitor: Teacher self-reflection.</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>We will be looking to see if: PLCs are moving toward higher efficacy (average).</p> <p>We will be looking to see if: all students are addressed;</p>	<p>and the department PLCs.</p> <p>When will this EBI occur?</p> <p>In the 2025-2026 school year.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>End of each trimester.</p> <p>End of each Trimester.</p> <p>Weekly for quarter 1, twice monthly for Q2, and monthly in Q3.</p> <p>We will check this at the end</p>		
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	<p>results (growth at all students meeting their goals at a higher rate after each SMART goal).</p> <p>We will be looking to see if: they can identify where in PDSA they are working AND that it isn't always P; student data (individualized); can identify next steps to impact student groups; PLC reflections with a "so what".</p> <p>We will be looking to see if: individual teachers reflections show something they learned, some so what; how they will change their practice; what are they taking from</p>	<p>of each SMART goal cycle each trimester) for each PLC.</p>		
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	<p>the process; plus/delta.</p>			
<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>

Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented in the SMARTIE goal tables above, and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026-2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in the SMARTIE goal tables above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.

OSPI School Improvement Plan 2025-26

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

Section 1: Building and District data

<p>Building Name: Prosser Heights Elementary School</p>	<p>Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
<p>School Code: Click or tap here to enter text.</p>	<p>Grade Span: Grades 3-5</p> <p>School Type: Intermediate Elementary School</p>
<p>Principal: Jodi Sabin</p>	<p>Building Enrollment: 411</p>
<p>School District: Prosser School District</p>	<p>F/R Percentage: 71%</p>

Board Approval Date: October 2025	Special Education Percentage: 17.7%
Plan Date: 8.29.25	English Learner Percentage: 34.5%
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3+	

Vision and Mission Statement

Prosser Heights Elementary School is committed to a culture of learning where all students feel safe, achieve academic and social-emotional success, and are prepared for their future in the local and global communities.

We believe that the most promising strategy for achieving the mission of our school is to collaborate on data to improve classroom environment and learning.

We envision a school in which staff:

Enjoy working together to problem solve

Are compassionate to each other and the students

Believe in our students' abilities to be successful and the staff's ability to teach

Supports each other

Has a growth mindset

Collaborate on data across grade levels and subjects

Sets high expectations

School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

Kaylee Haberman, 3 rd grade teacher	Joanne Larson, PE teacher
Rachel Gossett, 4 th grade teacher	Khristyne Means, Gifted Teacher
Elise Mills, 5 th grade teacher	Marrie Somers, Instructional Coach
Justin Fields, School Psychologist	Chester Ferrell, Dual Language Teacher
Jodi Sabin, Principal	TBD, Parent

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.

The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

Instructions:

- 1) Enter your school's name, once the report card for your school has loaded
- 2) Scroll down and locate the "WSIF" section on the left-hand menu
- 3) Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school
- 4) Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run.
If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	2.95	3.95
Comprehensive Graduation Rate	n/a	n/a
Student Group		
American Indian/Alaska Native	n/a	n/a

WSIF Cycle 3 Identification Thresholds:
All Schools Threshold: 2.25
Title 1 Threshold: 1.90
ELP Threshold: 9.4
Graduation Rate: 66.7%

Asian	n/a	n/a
Black/African American	n/a	n/a
Hawaiian/Other Pacific Islander	n/as	n/a
Hispanic/Latino	2.15	3.23
Two or more races	n/a	n/a
White	4.25	4.03
English Learner	1.53	3.13
Low Income	2.15	3.70
Special Education	1.63	2.40

Section 3: Summary of Comprehensive Needs Assessment (CNA)

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
 - ELA and Math Proficiency
 - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
 - Regular Attendance
 - Ninth Grade on Track
 - Dual Credit (if applicable)

CNA Data Summary

1. What top strengths have emerged from multiple data sources?

At Heights Elementary, we have several key strengths that have emerged from multiple data sources during the 2024–2025 school year to help us continue with growth-

- **Strong Growth in ELA Across Grade Levels:** i-Ready and classroom-based formative assessments showed consistent student growth in reading comprehension and vocabulary, particularly among multilingual learners—an area we've targeted with intentional scaffolds and clarity in learning intentions and success criteria.
- **High Levels of Teacher Collaboration:** PLC self-assessments, agendas, and observation data indicated increased alignment around pacing guides, common assessments, and clarity in instructional planning, driven by shared ownership and intentional use of Doug Fisher's Teacher Clarity principles.

These strengths demonstrate the impact of focused, collaborative professional learning and responsive instruction.

2. What top needs have emerged from multiple data sources?

- **Mathematics Proficiency and Growth**
Current assessment data indicates that a significant percentage of students are not meeting state standards in mathematics. This suggests a need for targeted interventions and instructional strategies to enhance math proficiency and growth across all grade levels.
- **Support for English Language Learners (ELLs)**
Heights Elementary School's demographic data shows a notable population of English Language Learners. These students require additional language acquisition support and differentiated instruction to ensure equitable access to the curriculum and to close achievement gaps.
- **Chronic Absenteeism**
Attendance records reveal a concerning rate of chronic absenteeism among students. This trend can adversely affect academic performance and indicates a need for strategies to improve student engagement and attendance.
- **Students with Disabilities**
WSIF subgroup data indicates that students with disabilities are among the lowest performing in both ELA and math. There is a critical need for more targeted inclusion strategies, co-teaching models, and access to specially designed instruction aligned to core content.

3. What disproportionalities exist among student groups?

- **Academic Performance Disparities**

Students with disabilities and English Language Learners (ELLs) are performing below their peers in both English Language Arts (ELA) and Mathematics. This indicates a need for targeted instructional strategies and support systems to address these achievement gaps.

- **Chronic Absenteeism**

Attendance data reveals higher rates of chronic absenteeism among students from low-income backgrounds and ELLs. This trend suggests the necessity for enhanced engagement strategies and support services to improve attendance and, consequently, academic outcomes.

- **Access to Advanced Programs**

There is a noticeable underrepresentation of students from marginalized groups, including ELLs and students with disabilities, in advanced academic programs. This disparity points to potential barriers in identification processes and access to enrichment opportunities.

4. What root causes has your team identified for disproportionalities among student groups?

Click or tap here to enter text. At Heights Elementary, our team analyzed WSIF data, i-Ready results, classroom assessments, attendance reports, and PLC reflections to identify several root causes contributing to disproportionalities among student groups:

- **Inconsistent Differentiation and Scaffolded Supports**

While our PLCs align on standards and pacing, walkthroughs and teacher reflections reveal variability in how lessons are differentiated—especially for English Language Learners and students with disabilities. This results in uneven access to grade-level content.

- **Gaps in Culturally Responsive Practices**

Professional learning and instructional practices have not fully addressed culturally responsive teaching. This impacts student engagement and can contribute to lower academic performance and sense of belonging for students from historically underserved backgrounds.

- **Limited Access to Inclusive, Tiered Systems of Support**

Students with disabilities often receive fragmented support that isn't fully integrated with general education instruction. Our MTSS structures need refinement to ensure early, consistent interventions across all tiers.

- **Barriers to Attendance and Engagement**

Family communication data and attendance patterns suggest that systemic barriers—like transportation, health

access, and limited multilingual outreach—disproportionately affect low-income and ELL families, contributing to chronic absenteeism.

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Based on multiple data sources and collaborative reflection at Heights Elementary, several key findings have emerged that, if strategically addressed through our Professional Learning Communities (PLCs), hold the greatest potential to improve student outcomes:

1. **Strengthening Tier 1 Instruction for All Learners**

Data shows that academic gaps begin early and widen without early intervention. Our PLCs will focus on refining Tier 1 instruction—especially in math—by using clear learning intentions, success criteria, and aligned formative assessments grounded in Doug Fisher's Teacher Clarity framework to ensure consistent, high-quality learning experiences.

2. **Improving Access and Support for Students with Disabilities and English Learners**

Disproportionalities in achievement and program access highlight the need for enhanced collaboration within PLCs, including co-teaching models and integrated language supports. This will ensure general and special education teachers plan and deliver instruction cohesively.

3. **Reducing Chronic Absenteeism Through Family Engagement**

Attendance data and family outreach efforts point to the importance of PLCs strategizing around improved communication and wraparound supports for families—particularly multilingual and low-income households—to reduce chronic absenteeism and boost student engagement.

By leveraging the collaborative power of our PLCs, Heights Elementary can implement focused cycles of inquiry and continuous improvement that drive equity and academic growth.

6. How do identified needs impact each other?

The identified needs at Heights Elementary are deeply interconnected, each influencing and amplifying the others:

- **Inconsistent Tier 1 instruction and lack of differentiation** can widen achievement gaps, particularly for students with disabilities and English Language Learners (ELLs). When core instruction doesn't fully meet diverse needs, students fall behind, increasing the need for targeted interventions.

- **Gaps in culturally responsive practices** affect student engagement and sense of belonging, which can lead to increased absenteeism. When students don't feel seen or supported, their motivation and attendance suffer, further impacting academic progress.
- **Chronic absenteeism** limits students' access to instruction and interventions, making it harder to close opportunity gaps and undermining gains made through improved teaching strategies.
- **Limited collaboration and integration across general and special education** reduce the effectiveness of supports for students with disabilities, perpetuating disproportionalities in achievement.

Together, these factors create a cycle where unmet needs compound, making it critical to address them holistically through coordinated efforts in our Professional Learning Communities (PLCs), targeted interventions, and family engagement strategies.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?

Short-Term Goals (3–6 months)

- **Strengthen Tier 1 Instruction with Clear Learning Targets and Success Criteria**

Focus PLC time on implementing Doug Fisher's Teacher Clarity strategies to refine pacing guides, learning targets, and formative assessments in math and ELA.

- **Increase Family Engagement to Reduce Chronic Absenteeism**

Develop and launch targeted communication and outreach efforts—especially for multilingual and low-income families—to improve attendance.

- **Enhance Collaboration Between General and Special Education Teachers**

Begin co-planning and shared instructional strategies within PLCs to better support students with disabilities.

Long-Term Goals (1–2 years)

- **Develop a Comprehensive Multi-Tiered System of Supports (MTSS)**

Fully integrate tiered academic and behavioral interventions with progress monitoring to close achievement gaps for ELLs, students with disabilities, and other marginalized groups.

- **Increase Access to Advanced Programs for Marginalized Students**

Review and revise identification processes and support structures to ensure equitable participation in enrichment opportunities.

8. What needs if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.

A key quick win for Heights Elementary would be strengthening Tier 1 instruction through clear learning intentions and success criteria, grounded in Doug Fisher's Teacher Clarity framework. This work can be implemented relatively quickly during PLCs by refining pacing guides and formative assessments, leading to more focused, effective teaching that benefits all students immediately.

Simultaneously, launching targeted family engagement strategies to reduce chronic absenteeism—such as improved communication and outreach for multilingual and low-income families—can quickly improve attendance rates and student engagement, creating positive momentum.

These early successes build staff confidence and set a collaborative tone within PLCs, which supports tackling more complex needs like building culturally responsive practices and fully integrating tiered supports for students with disabilities and ELLs over time.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

- **Student Voice Data (including Panorama Survey Results)**

Gathering student feedback through Panorama surveys and focus groups about engagement, belonging, and learning challenges provides critical insights into barriers and motivators from the student perspective.

- **Behavioral and Discipline Data**

Reviewing referrals, suspensions, and other behavioral metrics can help identify social-emotional or climate-related needs that intersect with academic performance and attendance.

- **Family Engagement Data (including CEE Data)**

Tracking participation in school events, communication responsiveness, and barriers to involvement using CEE (Continuous Engagement and Equity) data can inform strategies to better connect with and support diverse families.

- **Intervention Effectiveness Data**

Monitoring the progress and outcomes of students receiving Tier 2 and Tier 3 supports can guide resource allocation and refinement of interventions.

Section 4: Resource Inequities

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Resource Inequities: sub coverage for peer observations, afterschool professional development

Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

Priority #1: Enhancing Tier 1 Instructional Quality and Clarity: Through PLC collaboration, refine teaching practices using Doug Fisher's Teacher Clarity framework—emphasizing clear learning intentions, success criteria, and aligned formative assessments—to better meet the diverse needs of all learners, especially in mathematics.

Priority #2: Improving Support and Access for Students with Disabilities and English Language Learners: Strengthen co-planning and co-teaching within PLCs to provide targeted, inclusive instruction and language acquisition supports that close achievement gaps and promote equitable access.

Priority #3: Increasing Family Engagement to Reduce Chronic Absenteeism: Utilize PLCs to develop and implement targeted outreach and communication strategies, guided by CEE data, to engage multilingual and low-income families, improving attendance and overall student engagement.

Section 6: 2025-26 School Improvement Plan- SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2025-26. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal is not specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

SY 2025-2026 SMARTIE Goal #1: Student below proficiency based on the 2025 SBA ELA Level-Ten percent of students who scored a level 2 on the Smarter Balance Assessment in spring of 2025 will move up to a level 3 or above on the Smarter Balance Assessment in Spring of 2026. Ten percent of students who scored a level one (this includes our students with disabilities and multi-lingual learners) in the spring of 2025 will move up to a level 2 according to the 2026 Smarter Balance Assessment.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At mid-year we will know if we are likely to reach our goal because we will be monitoring iready projected growth.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<p>End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) <i>How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</i></p>				
<p><u>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</u></p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p>
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>In order to do this we will improve our implementation of Professional Learning Communities through structured reflection and instructional strategy development.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>iReady, CBA data</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Instructional Coach, PLC Leaders, Teachers</p> <p><i>When will this EBI occur?</i></p> <p>Monthly</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Resources we will need are: instructional coach training; time sheeting for PLC leaders to peer-coach; ongoing PLC training; a structured system; time sheeting to implement the changes</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Click or tap here to enter text.</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Click or tap here to enter text.</p> <p>What student groups will benefit and why?</p> <p>We picked this for our identified students because: make instruction intentional for</p>	<p>If 10% of students in each grade level at level 1 are making stretch growth and 10% of students in each grade level at level 2 are making stretch growth will tell us we are on track to reach the goal.</p>	<p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Monthly</p>		
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<p>students that are not finding success with other instructional practices. Reflection on efficacy is going to lead us to choose the best instructional practices.</p>				
<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>

SY 2025-2026 SMARTIE Goal #2: Students below proficiency based on the 2025 SBA Math Level-Ten percent of students who scored a level 2 on the Smarter Balance Assessment in spring of 2025 will move up to a level 3 or above on the Smarter Balance Assessment in Spring of 2026. Ten percent of students who scored a level one (this includes our students with disabilities and multi-lingual learners) in the spring of 2025 will move up to a level 2 according to the 2026 Smarter Balance Assessment.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

At mid-year we will know if we are likely to reach our goal because we will be monitoring iready projected growth.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*



<p><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p>
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>In order to do this we will improve our implementation of Professional Learning Communities through structured reflection and instructional strategy development.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>iReady, CSA data</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>If 10% of students in each grade level at level 1 are making stretch growth and 10% of</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Instructional Coach, PLC Leaders, Teachers</p> <p><i>When will this EBI occur?</i></p> <p>Monthly</p> <p><i>When or how often will progress be monitored or data reviewed?</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p>Resources we will need are: instructional coach training; time sheeting for PLC leaders to peer-coach; ongoing PLC training; a structured system; time sheeting to implement the changes</p> <p>What resources will be used for implementation? <i>(For example, professional development, extended time, curriculum, materials, etc.)</i></p> <p>Click or tap here to enter text.</p> <p>What resources will be used for implementation? <i>(For example, professional development, extended time, curriculum, materials, etc.)</i></p> <p>Click or tap here to enter text.</p> <p>What student groups will benefit and why?</p> <p>We picked this for our identified students because: make instruction intentional for students that are not finding success with other instructional practices. Reflection on efficacy</p>	<p>students in each grade level at level 2 are making stretch growth will tell us we are on track to reach the goal.</p>	<p>Be as specific as possible.</p> <p>Monthly</p>		
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<p>is going to lead us to choose the best instructional practices.</p>				
<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.</p>

SY 2025-2026 SMARTIE Goal #3: Click or tap here to enter text.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<p><u>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</u></p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p>
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example,</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Click or tap here to enter text.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>When will this EBI occur?</i></p> <p>Click or tap here to enter text.</p> <p><i>When or how often will progress be monitored or data reviewed?</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p><i>professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What student groups will benefit and why?</i></p> <p>Click or tap here to enter text.</p>		<p><i>Be as specific as possible.</i></p> <p>Click or tap here to enter text.</p>		
<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>	<p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>

Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented in the SMARTIE goal tables above, and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026-2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in the SMARTIE goal tables above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.

Consolidated School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per [WAC 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

Section 1: Building Data	
Building Name: Whitstran Elementary School	<p>Does your school share a building with another school?</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
School Code: 2905	<p>Grade Span: K-5</p> <p>School Type: Elementary</p>
Principal: Julaine Groeneveld	Building Enrollment: 250

School District: Prosser School District	F/R Percentage: 80.8%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 15.7%
Plan Date: 2025-2026	

Please select your school’s Washington School Improvement Framework (WSIF) Support Status by clicking “choose an item” below:

Tier 3 Compounded

Vision and Mission Statement

Vision: Our vision is that all students are prepared for post-graduation success in a global society.

Mission: Every PK-5 grade student will experience high-quality standards-based instruction with equitable access to learning opportunities.

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

<i>Diane Swinehart- Kg Grade Teacher</i>	<i>Lorelle Aarstad- Instructional Coach</i>
<i>Heidi Fassler- 3rd Grade Teacher</i>	<i>Tatiana Quijano- 4th Grade Bilingual Teacher</i>
<i>Wendy Raap- Resource Room Teacher</i>	<i>Jennifer Murphey- Parent</i>
<i>Pam Moreno- Parent</i>	<i>Julaine Groeneveld - Principal</i>

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

Instructions

1. Enter your school’s name once the report card for your school has loaded
2. Scroll down and locate the “WSIF” section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the “Trend” button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run.
If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Tier 3 Compounded	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	3.85	4.30

WSIF Cycle 3 Identification Thresholds: All Schools Threshold: 2.25 Title 1 Threshold: 1.90 ELP Threshold: 9.4 Graduation Rate: 66.7%
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Comprehensive Graduation Rate		NA
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	NA
Black/African American	NA	NA
Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	3.25	4.65
Two or more races	NA	NA
White	5.45	4.58
English Learner	2.58	5.33
Low Income	3.25	4.35
Special Education	1.53	1.58

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
 - ELA and Math Proficiency
 - ELA 36.2%
 - Math 32.3%
 - Student Growth Percentile

- ELA 52%
- Math 46.5%
- English Learner Progress
 - 44.4%
- School Quality or Student Success Indicators SQSS
 - Regular Attendance
 - 74%

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students
 - a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

Students are identified using multiple data points. We use the fall iReady Diagnostic assessment for the initial placement of students. The IRLA and ENIL assessments help us identify the needs of the students and correct placement levels.
 - b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

We rank-order a list of students based on the dyslexia screener on the iReady Diagnostic assessment. We align services with the students that are at-risk and then move to the students who are three grade levels and two grade levels behind.
 - c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

IRLA, ENIL, and Pride data is analyzed every six weeks to determine if services are successful. Students exit services after they have reached grade level reading standards.

Educators

What [professional learning](#) and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

The Prosser School District is working on developing a Multi-Tiered System of Supports (MTSS). During the 2024-2025 school year the building focused on the math instructional practices. We held a book study around Common Formative Assessments, continued implementation of Math Workshop, and deepened our math pedagogy (content and strategies) to improve student outcomes. We will continue the implementation of Thinking Maps by adding the writing to specific content, speaking off the map, response strategies to support students in our ELL and special needs programs.

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

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

Targeted Professional Development: During the 2023-2024 school year our staff did a book study on Math Workshop. This model was implemented during the 2024-2025 school year. We used look-for, reflection documents, and coaching cycles to assist with the implementation of the workshop model. Sixty-seven percent of our staff did a coaching cycle this year. Data gathered over the course of the year showed that coaching cycles had a direct impact on student learning.

Systems of Support

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

Strengths:

Visible Learning Book Studies: Mathematics, ELA, and Feedback

Book Studies: Math Workshop, Common Formative Assessments 2.0

Teacher Clarity Professional Development- Learning Progressions, Targets and Success Criteria

Grade Level and Building Goal Setting

Thinking Maps: Content specific writing, speaking off the maps, rubrics

Improving Areas:

Whitstran will be implementing a Multi-Tiered System of Supports to provide timely intervention and enrichment to support the learning needs of all students.

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

We identified these areas of strength and improvement through several book studies that examined the best practices in math and ELA, reviewed research-based strategies that have a high effect size, student data, and staff input.

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.
Annually, we hold 3-4 family nights for our community members, staff, and students. During conferences additional resources are available to parents around academics, social/emotional, health, financial supports, and economics.
4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?
Building Leadership Meetings- two parents
Participation Rates
Parent Surveys
5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)
Family Nights
Resources at Conferences
Enrichment activities offered throughout the community
Conferences
Reading Conferences and Discussions with Parents

CNA DATA Summary

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

SBA Reading – Overall Whitstran 25%

SBA Math – Overall Whitstran 33%

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

SBA Science – Overall Whitstran 41%

iREADY DATA:

iReady Reading Diagnostic	Level 1 (Red- 2 or more years behind)	Level 2 (Yellow- 1 year behind)	Levels 3 & 4 (Green- At or exceeding grade level)
Fall 2018	34%	42%	24%
Spring 2019	21%	40%	40%
Fall 2019	31%	50%	18%
Spring 2020	NO DATA	NO DATA	NO DATA
Fall 2020	41%	38%	21%
Spring 2021	24%	44%	32%
Fall 2021	55%	36%	10%
Spring 2022	31%	37%	32%
Fall 2022	49%	40%	11%
Spring 2023	26%	31%	43%
Fall 2023	46%	40%	14%
Spring 2024	22%	39%	39%

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

Fall 2024	43%	43%	14%
Spring 2025	22%	33%	45%

iReady Math Diagnostic	Level 1 (Red- 2 or more years behind)	Level 2 (Yellow- 1 year behind)	Levels 3 & 4 (Green- At or exceeding grade level)
Fall 2018	29%	59%	12%
Spring 2019	9%	43%	49%
Fall 2019	26%	59%	15%
Spring 2020	NO DATA	NO DATA	NO DATA
Fall 2020	34%	44%	21%
Spring 2021	23%	51%	27%
Fall 2021	58%	35%	7%
Spring 2022	19%	50%	30%
Fall 2022	47%	45%	8%
Spring 2023	19%	45%	36%
Fall 2023	45%	48%	7%

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

Spring 2024	18%	45%	37%
Fall 2024	39%	55%	6%
Spring 2025	11%	47%	42%

IRLA (English) and ENIL (Spanish) Reading Data:

	IRLA (English)	ENIL (Spanish)
Fall 2022	17%	13%
Spring 2023	41%	38%
Fall 2023	22%	19%
Spring 2024	52%	51%
Fall 2024	32%	26%
Spring 2025	58%	70%
Fall 2025		

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

IRLA (ENGLISH)	Proficient	At-Risk	Emergency
Fall 2022	17%	21%	52%
Spring 2023	41%	19%	39%
Fall 2023	22%	34%	43%
Spring 2024	52%	13%	33%
Fall 2024	32%	30%	35%
Spring 2025	58%	17%	23%
Fall 2025	39%	32%	27%
ENIL (SPANISH)	Proficient	At-Risk	Emergency
Fall 2022	13%	18%	69%
Spring 2022	38%	13%	48%
Fall 2023	19%	30%	52%
Spring 2024	51%	8%	25%

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

Fall 2024	26%	33%	25%
Spring 2025	70%	9%	21%
Fall 2025 -	47%	30%	23%

SBA Student Growth Data:

Growth data was broken into low growth, typical growth and high growth when comparing student SBA scores from the 2021-2022 school year to the 2022-2023 year. On the ELA SBA 32% of students had low growth, 41% had typical growth and 27% of the students had high growth. On the Math SBA 43% of students had low growth, 32% of students showed typical growth, and 25% had high growth.

UPDATE SBA GROWTH SCORES

- Will review this data with Chris Clem to determine growth.

SBA Data:

During the 2022-2023 school year 37% of students met standard on the ELA Smarter Balance Assessment and 27% met standard on the math assessment. On the ELA SBA 23% of third grade students, 48% of the fourth-grade students, and 39% of the fifth-grade students met standard. Seventeen percent of 3rd grade students, 41% of 4th grade students, and 23% of 5th grade students met standard in math. On the 2021-2022 school year 35% of students met standard on the ELA Smarter Balance Assessment and 38% met standard on the math assessment. On the ELA SBA 34% of third grade students, 41% of the fourth-grade students and 29% of the fifth-grade students met standard. Forty-two percent of 3rd grade students, 42% of fourth grade students and 29% of fifth grade students met standards in math. On the 2020-2021 SBA assessment 34% of students met standard on the ELA assessment and only 15% of students met standard on the math assessment. Forty-two percent of 4th grade students and 26% of fifth grade students met standard in ELA. On the math SBA 19.5% of 4th grade students met standard and 10.5% of 5th grade students met standard. In the 2018-2019 school year 38.1% of students at the 3rd grade level met standard on the ELA Smarter Balance Assessment. Thirty-nine percent of students at the 4th grade level met standard in ELA. Twenty-nine percent of students at the 5th grade level

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

met standard in ELA. If we look at trend data in ELA, students showed 30.3% percent meeting standard in 2016-2017, 32.9% in 2017-2018, 35% in 2018-2019, 34.2% in 2020-2021, 34.8% in 2021-2022, and 37.2% in the 2022-2023 school year. When looking at math over the same years, student proficiency was 36.7% in 16-17, 34.7% in 17-18, 38.1% in 18-19, 15% in 20-21, 38% in 21-22, and 27.3% in the 2022-2023 school year. *In 2023-2024, 20% of the 3rd grade students met proficiency standards in ELA. In 2024-2025, 8% of the 4th grade class met proficiency standards in ELA. In 2023-2024, 23% of the 3rd grade students met proficiency standards in Math and in 2024-2025, 24% of the 4th grade class met proficiency stands in Math.*

In 2023-2024, 26% of the 4th grade students met proficiency standards in ELA. In 2024-2025, 39% of the 5th grade students met proficiency standards in ELA. In 2023-2024, 24% of the 4th grade students met proficiency standards in Math and in 2024-2025, 31% of the 5th grade students met proficiency standards in Math.

1. What top strengths have emerged from multiple data sources?

The growth our students are making across demographics on the SBA is a strength. Our Hispanic growth is slightly above or below other races. Our low-income populations are growing at or above other demographics. In ELA 50% of the students grew compared to 41% of non-low-income students and in math 57% of the students grew compared to 31.5%. Our ELL population grew in math 59% compared to 30% of non-ELL students and 42% in ELA. Slightly behind the non-ELL students at 48.5%. Migrant students also showed significant growth. Forty-six percent grew in ELA and 57% in math. Compared to 47% and 31.5% with our non-migrant students. Students with disabilities grew 45% compared to 38.5% of students without a disability in math. One area to address is the lack of growth in ELA with students who have a disability.

Most students continue to show academic growth over the school year as measured by iReady, SBA, ENIL/IRLA and classroom assessments, but most students are performing below grade level expectations.

iReady Reading Overall – Data is trending upward. During the 2022-2023 school year students' median score for typical growth was 141% and 84% for students' stretch growth. In the 2023-2024 school year the median typical growth was 137% and students median stretch growth was 81%. Students who were three or more grade levels below at the beginning of the year moved from 20% to 10%.

iReady Math Overall – There was a huge jump in typical growth the year following COVID; the median score in 2021-2022 was 27% and increased to 103% during the 2021-2022 school year. In the 2022-2023 school year students continued to climb, reaching a 117% median score. Students who were on grade level improved from 12% to 20% and students that were three or more grade levels below dropped

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

from 18% to 6%. During the 2023-2024 school year the median score continued to climb. The typical growth median score was 119% and the median stretch growth was 78%.

IRLA/ENIL DATA- Over three years our emergency level students on the IRLA have dropped from 52% in Fall 2022 to 23% in the Spring of 2025. A drop of 29%. Over three years our emergency level students on the ENIL have dropped from 69% in Fall 2022 to 21% in the spring of 2025. A drop of 48%.

2. What top needs have emerged from multiple data sources?

Click or tap here to enter text.

3. What disproportionalities exist among student groups? For the 2024-2025 school year, our duo language classroom students continued to perform below their peers. In the ELA SBA, 22.3% of our duo language classroom students achieved proficiency while in our non-duo language classrooms, 28.6% achieved proficiency. In the Math SBA, our duo-language classroom students achieved 26.3% proficiency while our non duo-language classrooms achieved 42.3% proficiency. In the Science SBA, students in our duo-language classrooms achieved, 33% proficiency while our non-duolanguage classrooms achieved 46% proficiency.

Our English Language Learners continue to perform well below Non-English Language Learners. During the 2022-2023 ELA SBA 9.3% of ELL students met standards compared to 59.7% of non-ELL students. Eleven percent of ELL students met math standards compared to 40% of non-ELL students. On the 2021-2022 ELA SBA 6% of ELL students met standard compared to 60% of non-ELL students. Six percent of ELL students met standards on the 2021-2022 math SBA and 63% of non-ELL students met standards. During the 2018-2019 SBA, less than 7% met the ELA standards, 8.9% met the math standards and less than 10% met the science standards. While 48.9% Non-English Language Learners met standards in ELA, 52.1% met standards in Math and 44.1% met standards in Science. This data is now a trend and is a top priority for Whitstran to address over the next five years.

4. What root causes has your team identified for disproportionalities among student groups?
 - Not all students have access to immediate leveled interventions to support their individual strengths and weaknesses.
 - Students do not have access to updated and research-based curriculum in all content, math.
 - Poverty: our free and reduced eligibility continues to increase each year.
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

Challenge: We had two very challenging situations that arose during the 2024-2025 school year. Both challenges were identified during the gathering and reporting of data during our PLCs. We started noticing trends in our math and writing data. In writing, we were not gathering data frequently enough during a unit. This created a situation where teachers had a difficult time adjusting instruction and meeting the needs of students on a frequent basis. In math we noticed that our assessment data was not painting an accurate picture of whether or not our students were meeting proficiency on specific standards. Our assessment system was not intentional enough to determine next steps for students. We adjusted to this challenge by having grade level teams start reporting assessment results by standard. This allowed staff to adjust instruction based on the success of meeting or not meeting a specific standard. We also started analyzing our assessments to determine if the questions on the assessment were addressing the standard being taught. The building also did a book study this year on Common Formative Assessments 2.0. We used the book as guide to help us work through this challenge. We will continue to revise and implement new assessments during the 2025-2026 school year.

6. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

Develop school improvement plan goals that identify the students in the emergency levels, determine how many of those students are from our targeted demographic (students with disabilities), and frequently monitor the identified students with common formative, summative, and diagnostic assessments. Develop routines and systems to identify students, adjust instruction based on their current needs, and frequently monitor the targeted demographic to determine the instructional impact.

Section 4: Resource Inequities (Component #1 - Needs Assessment Summary)

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Resource Inequities: sub coverage for peer observations, afterschool professional development

Section 5: CNA Priorities (Component #1 - Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: Click or tap here to enter text.

Priority #2: Click or tap here to enter text.

Priority #3: Click or tap here to enter text.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025-26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Note: *For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.*

SY 2025-2026 SMARTIE Goal #1: Of students identified at the emergency level in Fall 2025, 80% will demonstrate typical annual and 35% will demonstrate accelerated growth on ARC's IRLA or ENIL by Spring 2026.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At mid-year we will know if we are likely to reach our goal because we will be monitoring IRLA and ENIL. We will also be comparing our beginning of year I-Ready diagnostics to our mid-year diagnostics.

<p>Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) <i>How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</i></p>				
<p>End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) <i>How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</i></p>				
<p><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p>

<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</p> <p>Activity 1 Targeted Professional Development WSIPP Evidenced Based or Implement Thinking Maps, Writing and Speaking Off the Map Strategies- ESSA Tier 2, Johns Hopkins University..... Every Student Succeeds Act</p> <p><i>To do this, we will strengthen our implementation of thinking maps. This practice is supported by Tier 3 evidence under the Every Student Succeeds Act (ESSA). A multi-state evaluation conducted by</i></p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p><i>To check if thinking maps are having an impact, we will monitor: the IRLA and ENIL reflection tool.</i></p> <p><i>To check if thinking maps are having an impact, we will monitor: the writing rubric questions that link writing to reading.</i></p> <p><i>To check if thinking maps is being implemented we will monitor: the look fors (walkthroughs)</i></p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p><i>The leadership team will be looking to see if there is a trend of more teachers reporting growth in their emergency students.</i></p> <p><i>The leadership team will be looking to see if: an increase in points by</i></p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p><i>The leadership team, principal, instructional coach and grade level PLCs will be responsible for implementing, measuring, and adjusting the EBI.</i></p> <p>When will this EBI occur?</p> <p><i>Throughout the 2025-2026 school year.</i></p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p><i>Teachers will report IRLA and ENIL data every 2 weeks; the leadership team will monitor the IRLA/ENIL data every 6 weeks</i></p> <p><i>Grade level PLCs will report the data before/after a unit. The leadership team will check the writing</i></p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>
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<p><i>Johns Hopkins University found that schools using Thinking Maps outpaced the achievement growth of their respective districts at statistically significant rates, particularly after the second year of implementation. These gains remained significant after controlling for demographics and baseline performance. Although the study relied on school-level data and lacked a matched control group, it meets the criteria for Tier 3 due to the use of statistical controls and consistent findings across multiple grades and contexts.</i></p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p><i>Resources we will need are: funds for release time for staff to participate in</i></p>	<p><i>individual categories from the final data point in each unit and compare end to end, wanting to see growth-whole school</i></p> <p><i>The leadership team will be looking to see if: all classroom's have evidence of the maps; framing; student use.</i></p>	<p><i>assessments after each unit is complete.</i></p> <p><i>The building leadership team will check on the implementation of thinking maps every trimester using the "look fors" data.</i></p>		
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<p>training; funds for purchasing of materials.</p> <p>What student groups will benefit and why?</p> <p>We picked this for our identified students because: the focus is on visual learning and cognitive processes. It is specifically for scaffolding for independence.</p>				
<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</p> <p>Activity 2:</p> <p>Targeted Professional Development</p> <p>In order to do this we will increase coaching cycles</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>To check if coaching cycles are having an impact, we will monitor CBA's of classrooms using the results based coaching tool that have participated in a cycle.</p> <p>How will the impact on equitable learning or behavior change be measured?</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>The leadership team, principal, instructional coach and grade level PLCs will be responsible for implementing, measuring, and adjusting the EBI.</p> <p>When will this EBI occur?</p> <p>2025-2026 School Year</p> <p>When or how often will progress be monitored or</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>

<p>WSIPP Evidenced Based</p> <p>What resources will be used for implementation?</p> <p><i>Resouces we will need are: instructional coach; release time or additional pay for the pre and post cycle part of the process; funds for professional developing for the coach</i></p> <p>What student groups will benefit and why?</p> <p><i>We picked this for our identified students because: collaborative effort; analyzing effect teaching practices which have an impact on student learning; focus on individual student data and need and responding provides more targeting instruction for students who are not responding to traditional methods.</i></p>	<p><i>We will be looking to see if: 80% of students in the classes have hit mastery of the standard being taught. Level of growth from pre to post will be measured using a tool to identify the effect size. We will analyze and track if the effect size is over the effect size for coaching.</i></p> <p><i>We will be looking to see if: our progress is on track for all teachers to participate in a coaching cycle before the end of the school year.</i></p>	<p>data reviewed? Be as specific as possible.</p> <p><i>Data will be collected after the completion of every coaching cycle. Accumulated data will be displayed and analyzed by the leadership team every trimester.</i></p> <p><i>To check if coaching cycles are being implemented, the leadership team will monitor the percent of teachers who have completed a cycle monthly.</i></p>		
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SY 2025-2026 SMARTIE Goal #2: Students in the bottom quartile on the 2025 fall i-Ready diagnostic assessment, 80% will make typical growth and 35% will make accelerated growth by the end of the 2025-2026 school year based on their percentile ranking.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At mid-year we will know if we are likely to reach our goal because we will be monitoring I-ready comprehension checks, progress monitoring checks, and analyzing percentile rankings on their winter diagnostic assessment. If the identified group is trending toward typical growth and accelerated growth at the 80/35% goal it will tell us we are on track to reach the goal. If the identified group is not trending toward typical growth and accelerated growth at 80/35 will tell us we are not on track to reach our goal.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of-Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<p><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p>
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<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</p> <p><i>In order to do this we will strengthen our implementation of PLCs Tier 2 Evidence for Essa by focusing on the development and analysis of common formative assessments</i></p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p><i>Resources: professional development/training around CFA; use of the I-ready monitoring,</i></p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p><i>Evidence of impact will include:</i></p> <p><i>To check if CFA are having an impact, we will monitor: teacher prediction of likely summative performance by having them make written predictions prior to unit assessments</i></p> <p><i>Documented instructional adjustments based on CFA data will be kept in the grade level PLC folders.</i></p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p><i>80% of students in demonstrated proficiency on corresponding end-of-unit assessments.</i></p> <p><i>We will be looking to see if: The predictions accurately</i></p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p><i>The leadership team, principal, instructional coach and grade level PLCs will be responsible for implementing, measuring, and adjusting the EBI.</i></p> <p>When will this EBI occur?</p> <p><i>Over the course of the 2025-2026 school year.</i></p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p><i>Progress will be monitored through weekly PLC artifacts (e.g., CFA documents, data analysis protocols, lesson adjustments), classroom walkthroughs, and analysis of summative assessment trends.</i></p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>
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<p><i>instructional suite, and professional development.</i></p> <p>What student groups will benefit from and why?</p> <p><i>We picked this for our identified students because it helps us identify early on and plan for the identified group in a more strategic way. We will be able to identify and know what is effective for those students.</i></p>	<p><i>reflect the summative performance results.</i></p> <p>We will be looking to see if: teachers predictions are getting closer to lining up with the actual results?????</p>	<p><i>The leadership team will evaluate progress every 6 weeks.</i></p>		
<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</p> <p>Activity 2:</p> <p>Targeted Professional Development</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p><i>To check if coaching cycles are having an impact, we will monitor CBA's of classrooms using the results based coaching tool that have participated in a cycle.</i></p> <p>How will the impact on equitable learning or behavior change be measured?</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p><i>The leadership team, principal, instructional coach and grade level PLCs will be responsible for implementing, measuring, and adjusting the EBI.</i></p> <p>When will this EBI occur?</p> <p><i>2025-2026 School Year</i></p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>

<p><i>In order to do this we will increase coaching cycles</i></p> <p>WSIPP Evidenced Based</p> <p><i>What resources will be used for implementation?</i></p> <p><i>Resources we will need are: instructional coach; release time or additional pay for the pre and post cycle part of the process; funds for professional developing for the coach</i></p> <p><i>What student groups will benefit and why?</i></p> <p><i>We picked this for our identified students because: collaborative effort; analyzing effect teaching practices which have an impact on student learning; focus on individual student data and need and responding provides more targeting instruction for students who are not</i></p>	<p><i>We will be looking to see if: 80% of students in the classes have hit mastery of the standard being taught. Level of growth from pre to post will be measured using a tool to identify the effect size. We will analyze and track if the effect size is over the effect size for coaching.</i></p> <p><i>We will be looking to see if: our progress is on track for all teachers to participate in a coaching cycle before the end of the school year.</i></p>	<p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p><i>Data will be collected after the completion of every coaching cycle. Accumulated data will be displayed and analyzed by the leadership team every trimester.</i></p> <p><i>To check if coaching cycles are being implemented, the leadership team will monitor the percent of teachers who have completed a cycle monthly.</i></p>		
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<i>responding to traditional methods.</i>				
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			<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.
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Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026-2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2025-26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<p><i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i></p> <p>Click or tap here to enter text.</p>
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<p><i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i></p> <p>Click or tap here to enter text.</p>
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	<p><i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i></p> <p>Click or tap here to enter text.</p>
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<p><i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i></p>

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2025-26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
		Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<p><i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i></p> <p>Click or tap here to enter text.</p>
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<p><i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i></p> <p>Click or tap here to enter text.</p>
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<p><i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i></p> <p>Click or tap here to enter text.</p>

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2025-26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **"not applicable"** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

Consolidated School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per [WAC 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

Section 1: Building Data	
Building Name: Keene Riverview Elementary	<p>Does your school share a building with another school?</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
School Code: 2195	<p>Grade Span: PK-2</p> <p>School Type: Elementary</p>
Principal: Jessica Wilson	Building Enrollment: 410

School District: Prosser School District	F/R Percentage: 74%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 16.5
Plan Date: Click or tap here to enter text.	

Please select your school’s Washington School Improvement Framework (WSIF) Support Status by clicking “choose an item” below:

Choose an item.

Vision and Mission Statement

Prosser School District Vision: Education, Graduate, and Empower all Students to Become Responsible and Contributing Members of Society.

KRV Mission: AVID (KRV) prepares us to become self-confident, successful learners by promoting individual and collaborative use of organizational tools, setting and achieving goals, and empowering us to believe we are responsible for our FUTURE.

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Jessica Wilson, Principal

Danielle Toop, Second Grade

Amanda Williams, Instructional Coach	Brittney Staudenmaier, Second Grade
Cassandra Rodriguez, Kindergarten	Marcie Coffman, Math Intervention
Beth Buchholz, Kindergarten	Shawn Van Winkle, Specialist
Chelsy Dowdy, First Grade	Jewelle Burkhart, Parent Representative
Alli Davis, First Grade	

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

Instructions

1. Enter your school’s name once the report card for your school has loaded
2. Scroll down and locate the “WSIF” section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the “Trend” button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run.
If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
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WSIF Cycle 3 Identification Thresholds: All Schools Threshold: 2.25 Title 1 Threshold: 1.90 ELP Threshold: 9.4 Graduation Rate: 66.7%
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student groups and SMARTIE Goals.		
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)		
Comprehensive Graduation Rate		
Student Group		
American Indian/Alaska Native		
Asian		
Black/African American		
Hawaiian/Other Pacific Islander		
Hispanic/Latino		
Two or more races		
White		
English Learner		
Low Income		
Special Education		

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
 - ELA and Math Proficiency
 - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
 - Regular Attendance
 - Ninth Grade on Track
 - Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students
 - a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

Students are selected for program services based on data from the following sources: iReady, dyslexia screener, summative/formative assessments, teacher referral, or parent referral.

- b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

Students are selected for services using the above data. Students identified as "at risk" for dyslexia take highest priority. Students are also selected based on information gathered from our Student Success Team. This team looks at the whole student, considers are risk factors, and potential barriers for the student not performing at grade level.

- c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

Student progress is monitored during weekly Professional Learning Communities, Student Success Team timelines, and after each iReady benchmark assessment. In addition, teachers are gathering and monitoring student progress daily using formative assessments or classroom data.

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

Educators

What [professional learning](#) and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

Keene Riverview is providing professional development to all classroom teachers with implementation instruction in the American Reading Company curriculum, assessments, and interventions. This year we will be implementing Thinking Maps to be incorporated in all content areas. Teachers and paraeducators will be provided professional learning opportunities to begin our implementation process. KRV is also implementing the Teaching Clarity playbook to improve student outcomes for all certified teachers. Three reading intervention teachers and special education teachers will be receiving continued professional development for implementation of Orton Gilligham. This will be the intervention used for identified students who are reading below grade level and/or identified as having indicators for dyslexia. Professional Learning Communities will be implemented to review student data and make instruction decisions (intervention and enrichment) based on student data. KRV will continue working on building our teacher math capacity specific to math workshop model and standard expectations.

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

- Continued implementation of ARC ELA Curriculum. ELA assessment data is increasing.
- Calendared time for collaboration and PLC. Common planning and creating of building expectations for consistency.
- District professional development for Teacher Clarity.
- Unit alignment for Math

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

- a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

We considered the needs of our students, the skills and abilities of our staff, current systems of student support, and student performance on assessments to create a dynamic professional development plan that will support all staff working with targeted students. These supports will have a direct positive impact on student learning and system development at KRV.

- b. How will the professional development activities benefit the students receiving targeted assistance services?

Students in the targeted assistance programs will receive stronger core instruction in all content areas, student assessment systems will provide immediate and ongoing data of student growth, and staff will develop and implement immediate feedback and intervention support systems to improve academic outcomes.

Systems of Support

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

Keene Riverview will be increasing the use of Professional Learning Communities to review student data during the 2025-26 school year. KRV will be part of the PSD grant to study, create, and begin implementing a Multi-Tiered System of Supports to provide timely intervention and enrichment to support the learning needs of all students. All KRV students receive social-emotional support through a partnership with THRIVE. THRIVE provides our counselor with Second Steps Curriculum and ongoing PD, when needed. All KRV teachers are involved in an ongoing professional development opportunity to create clearer learning opportunities for all students in all content area.

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

We identified these areas of strength and improvement through review of highly effective research-based strategies, student data, and staff input.

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

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

Prosser THRIVE Coalition partners with Keene Riverview to provide social emotional curriculum and behavioral supports for our students. This is an ongoing grant and provides our students with a grade level appropriate educational tool and well as research based best practices for student behavior regulation.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

Keene Riverview hosts family nights, conferences with high attendance, and volunteering opportunities. There are multiple opportunities as well through our PBIS system that allow for parents to be involved and communicated with. Most recently our school has been able to empower a PTO. KRV hopes to provide more family nights to continue to education parents. In addition, we would like to provide more early education opportunities to the community.

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

Keene Riverview hosts family nights, conferences with high attendance, and volunteering opportunities. There are multiple opportunities as well through our PBIS system that allow for parents to be involved and communicated with. Most recently our school has been able to empower a PTO. KRV hopes to provide more family nights to continue to education parents. In addition, we would like to provide more early education opportunities to the community.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions
 - a. How does your targeted assistance program coordinate with core and additional programs in the school?

Our program considers core instruction student data, teacher input and comments, and collaboration when identifying students for assistance support. Once students are in program, the intervention staff collaborate with core teachers about student progress, strengths, and weaknesses as they move through instructional programming.

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

- b. How have you aligned your targeted supports to ensure students in WSIF identified student groups are receiving required services to ensure growth and proficiency?

We have worked to maximize the interventions and supports available to students performing below grade level. Keene Riverview is working to implement and improve opportunities for students to receive ongoing, timely and responsive interventions in the general education core classes as there are not enough staff/classes to support all identifies struggling students through intervention classes at this time.

- c. How do you support transitions between grade spans?

Our teachers are working on building a deeper understanding of standards so they will be familiar with standards surrounding their grade level. This will allow them to better prepare students for the upcoming grade level expectations. We now have a K-5 ELA and Math Curriculum which helps to build consistency between our K-2 and 3-5 elementary school. Student Profiles are used to transition between grade levels. These provide thorough information for each student for the upcoming teacher to review. We do one transition day for our 2nd graders going to 3rd grade but we need to provide more opportunities. In addition, we invite preschools to come visit our school and take a tour for our incoming kindergarten students.

- d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

Yes

- 2. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - **Parent and Family Engagement**

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Keene Riverview engages families through conferences, back to school nights, email, phone calls, social media, and parent outreach activities. Parents are also part of hiring, curriculum, and school site committees.

- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Keene Riverview will use participation data, family input, and parent feedback from committees to evaluate opportunities.

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?

Increase in reading iReady and ARC scores, increase in math iReady scores, less students in emergency level for IRLA/ENIL, since 2021-2022 our attendance rate is increasing

2. What top needs have emerged from multiple data sources?

Proficiency levels for Reading and Math for iReady are not at an appropriate level.

3. What disproportionalities exist among student groups?

ELL students in monolingual English classrooms perform lower than peers. Majority of SPED students perform lower than peers.

4. What root causes has your team identified for disproportionalities among student groups?

Language development, SPED resources (time/personnel) for individualized interventions.

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Increase interventions in core content that is aligned with student level and need.

6. How do identified needs impact each other?

By providing interventions in the classrooms, ALL students will receive interventions in addition to tiered interventions through our SPED or interventionist. Thus, creating better opportunities for our students in need.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?

Monitoring unit/formative assessment data, monitoring growth of students from fall to winter iReady assessments.

Section 3: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

Unit assessment/formative assessment data discussed during PLCs, Winter iReady assessments, IRLA/ENIL ongoing formative assessment growth.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

WIDA Scores and levels for students.

Section 4: Resource Inequities (Component #1 - Needs Assessment Summary)

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Click or tap here to enter text.

Section 5: CNA Priorities (Component #1 - Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: By May 2026, 68% of KRV students will meet their annual typical growth on the iReady Reading assessment.

Priority #2: By May 2026, 68% of KRV students will meet their annual typical growth on the iReady Math assessment.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025-26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Note: *For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.*

SY 2025-2026 SMARTIE Goal #1: By May 2026, 68% of KRV students will meet their annual typical growth on the iReady Reading assessment.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

25% of students will have met their typical growth on the iReady Reading assessment.

<p>Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) <i>How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</i></p>				
<p>End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) <i>How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</i></p>				
<p><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p>

<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</p> <p>Activity 1 Weekly meetings for PLCs.</p> <p>Activity 2</p> <p>Benchmark students in fall, winter, and spring using iReady</p> <p>Activity 3</p> <p>Implementation of ARC curriculum</p> <ul style="list-style-type: none"> •core instruction, •skill based small groups •professional development <p>What resources will be used for implementation? (For example, professional development, extended</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>Activity 1: Common formative assessments Data tracking by student group Weekly agendas, notes, and next steps</p> <p>Activity 2: Benchmark data Benchmark goals by grade level</p> <p>Activity 3: IRLA/ENIL Data Student Work Samples Formative assessment data Thinking Map Work Samples and Data</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Click or tap here to enter text.</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Activity 1: Building Administrator Building Instructional Coach KRV Classroom Teachers</p> <p>Activity 2: Building Administrator Building Instructional Coach KRV Classroom Teachers</p> <p>Activity 3: Building Administrator Building Instructional Coach KRV Classroom Teachers ARC Consultant</p> <p>When will this EBI occur?</p> <p>2025-2026 School Year</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Activity 1: Weekly</p>	<p>What impact is the evidence-based intervention having?</p> <p>Activity 1: Frequent Data Monitoring- increase student data</p> <p>Activity 2: Winter Diagnostic scores/ monitoring- increase typical growth goal achievement.</p> <p>Activity 3: Frequent monitoring of IRLA/ENIL and unit assessments.- increase in student achievement for standards and foundational skills.</p> <p>What is evidence of impact?</p> <p>Identified students (one grade level below) will increase achievement scores throughout monitoring.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Activity 1: Frequent Data Monitoring- increase student data</p> <p>Activity 2: Final Diagnostic scores/ monitoring- increase typical growth goal achievement.</p> <p>Activity 3: Frequent monitoring of IRLA/ENIL and unit assessments.- increase in student achievement for standards and foundational skills.</p> <p>What is evidence of impact?</p> <p>All students will increase achievement scores in iReady throughout monitoring.</p>
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<p>time, curriculum, materials, etc.?)</p> <p>Click or tap here to enter text.</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>iReady Reading assessment</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Time for Professional Development- Thinking Maps and continued ARC implementation.</p> <p>What student groups will benefit and why?</p> <p>All</p>		<p>Activity 2: 3x per year</p> <p>Activity 3: Unit Assessments (Monthly) Formative Assessment (2x/month)</p>		
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SY 2025-2026 SMARTIE Goal #2: By May 2026, 68% of KRV students will meet their annual typical growth on the iReady Math assessment.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

25% of students will have met their typical growth on the iReady Math assessment.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<p>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p>
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Activity 1 Weekly meetings for PLCs.</p> <p>Activity 2</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Activity 1: Common formative assessments Data tracking by student group Weekly agendas, notes, and next steps</p> <p>Activity 2: Benchmark data Benchmark goals by grade level</p> <p>Activity 3: • Common formative assessments and data</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Activity 1: Building Administrator Building Instructional Coach KRV Classroom Teachers</p> <p>Activity 2: Building Administrator Building Instructional Coach KRV Classroom Teachers</p> <p>Activity 3: Building Administrator</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Activity 1: Frequent Data Monitoring- increase student data</p> <p>Activity 2: Winter Diagnostic scores/ monitoring- increase typical growth goal achievement.</p> <p>Activity 3: Frequent monitoring of unit assessments.- increase in student achievement for standards</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Activity 1: Frequent Data Monitoring- increase student data</p> <p>Activity 2: Final Diagnostic scores/ monitoring- increase typical growth goal achievement.</p> <p>Activity 3: Frequent monitoring of unit assessments.- increase in student achievement for standards</p>

<p>Benchmark students in fall, winter, and spring using iReady</p> <p>Activity 3</p> <p>Implementation and refinement of Bridges Math Curriculum</p> <ul style="list-style-type: none"> • core instruction • math workshop • professional development <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Click or tap here to enter text.</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>iReady Math assessment</p>	<ul style="list-style-type: none"> • Common Workshop Plans aligned to units and student work. • Standard based data tracking <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Click or tap here to enter text.</p>	<p>Building Instructional Coach KRV Classroom Teachers</p> <p>When will this EBI occur?</p> <p>2025-2026 School Year</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Activity 1: Weekly</p> <p>Activity 2: 3x per year</p> <p>Activity 3: Unit Assessments (Monthly) Formative Assessment (2x/month)</p>	<p>What is evidence of impact?</p> <p>Identified students (one grade level below) will increase achievement scores throughout monitoring.</p>	<p>What is evidence of impact?</p> <p>All students will increase achievement scores in iReady throughout monitoring.</p>
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<p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Time for Professional Development</p> <p>What student groups will benefit and why?</p> <p>All</p>				
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Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals?

Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026-2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2025-26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<p><i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i></p> <p>Click or tap here to enter text.</p>
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<p><i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i></p> <p>Click or tap here to enter text.</p>
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	<p><i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i></p> <p>Click or tap here to enter text.</p>
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<p><i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i></p>

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2025-26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
		Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<p><i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i></p> <p>Click or tap here to enter text.</p>
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<p><i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i></p> <p>Click or tap here to enter text.</p>
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<p><i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i></p> <p>Click or tap here to enter text.</p>

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2025-26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **"not applicable"** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

Coversheet

Vouchers and Payroll

Section: VII. Action Items
Item: F. Vouchers and Payroll
Purpose: Vote
Submitted by:
Related Material: 10.31.25 GF .pdf
10.31.25 ASB.pdf
11_25 ASB.pdf
11_25 GF.pdf
10_31_25 CP.pdf
11_25 CP.pdf
November 12, 2025 - Payroll.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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$252,297.77. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS PAYABLE:
Warrant Numbers 911897 through 911959, totaling \$252,297.77

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

Check Nbr	Vendor Name	Check Date	Check Amount
911897	ACOSTA, MARISELA	10/31/2025	21.00
911898	ALSCO AMERICAN LINEN	10/31/2025	541.72
911899	Vendor Continued Check	10/31/2025	0.00
911900	Vendor Continued Check	10/31/2025	0.00
911901	AMAZON CAPITAL SERVICES	10/31/2025	3,930.25
911902	AMERICAN READING COMPANY	10/31/2025	10,870.00
911903	AT & T MOBILITY	10/31/2025	1,402.53
911904	ATS INLAND NW LLC	10/31/2025	10,261.28
911905	BAROCIO, ARMANDINA	10/31/2025	21.00
911906	BENTON COUNTY PUD	10/31/2025	44,159.63
911907	BMO HARRIS BANK N.A. - CLIEN	10/31/2025	17,087.35
911908	BRYSON SALES & SERVICE	10/31/2025	2,619.86
911909	CASCADE NATURAL GAS CORP	10/31/2025	3,629.11
911910	CHARVET, SYDNEY N	10/31/2025	414.00
911911	CI INFORMATION MANAGEMENT	10/31/2025	232.97
911912	CINTAS CORPORATION	10/31/2025	720.29
911913	CLARIS INTERNATIONAL, INC	10/31/2025	3,434.92
911914	CLASS 5	10/31/2025	9,920.62
911915	COLGAN, JENNIFER R	10/31/2025	259.00
911916	COMMUNITIES IN SCHOOLS OF BENT	10/31/2025	4,000.00
911917	COMPREHENSIVE HEALTHCARE	10/31/2025	779.30
911918	COMPUNET, INC	10/31/2025	3,717.54
911919	CONSOLIDATED SCHOOL DISTRICT #	10/31/2025	526.00
911920	COUNTY OF BENTON	10/31/2025	64.46
911921	FRESCO AIRE SOLUTIONS LLC	10/31/2025	3,324.46
911922	GRADUATION ALLIANCE, INC	10/31/2025	67,427.64
911923	GRANDVIEW SCHOOL DISTRICT #200	10/31/2025	91.98
911924	HAPPY SLP LLC	10/31/2025	3,200.00
911925	COOK'S ACE HARDWARE	10/31/2025	286.52
911926	HOLT, CAMERON R	10/31/2025	97.74
911927	JAMESTOWN NETWORKS	10/31/2025	4,562.09
911928	JOSTENS	10/31/2025	38.80
911929	K C D A	10/31/2025	1,119.59

"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 911897 through 911959 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 11/4/25

Check Nbr	Vendor Name	Check Date	Check Amount
911930	KENNEWICK SCHOOL DIST	10/31/2025	7,920.00
911931	LANDA, JUANA	10/31/2025	16.23
911932	LINK, CENTURY	10/31/2025	428.01
911933	LINK, CENTURY	10/31/2025	35.36
911934	MASON, MELANIE	10/31/2025	68.00
911935	MENKE JACKSON LAW FIRM	10/31/2025	10,893.10
911936	MSL CONSULTING LLC	10/31/2025	3,900.00
911937	Vendor Continued Check	10/31/2025	0.00
911938	ODP BUSINESS SOLUTIONS	10/31/2025	337.47
911939	OXARC INC	10/31/2025	126.46
911940	OZUNA, MAYRA NEVAEH	10/31/2025	25.00
911941	PALENCIA, JULLYSA	10/31/2025	171.81
911942	PRIDE PUBLISHING LLC	10/31/2025	941.75
911943	PROSSER S.D. REV FUND	10/31/2025	350.00
911944	PROSSER NAPA	10/31/2025	1,463.41
911945	RIVER RIDGE VISION SERVICES	10/31/2025	3,842.50
911946	ROSETTA STONE LTD	10/31/2025	1,290.00
911947	SCHOLASTIC BOOK FAIRS	10/31/2025	3,214.96
911948	STARK, NANETTE L	10/31/2025	129.00
911949	STEVENS CLAY, P.S.	10/31/2025	500.00
911950	TED BROWN MUSIC CO	10/31/2025	206.53
911951	TEKNOLOGIZE LLC	10/31/2025	3,540.85
911952	THE LINCOLN ELECTRIC COMPANY	10/31/2025	3,750.66
911953	THE PRINT GUYS	10/31/2025	1,166.58
911954	TK ELEVATOR CORPORATION	10/31/2025	3,233.63
911955	VOEGELE, CARLA	10/31/2025	21.00
911956	WASHINGTON DECA	10/31/2025	280.00
911957	WAX, LARRY D	10/31/2025	19.27
911958	WSIPC	10/31/2025	5,579.07
911959	YAKIMA BINDERY	10/31/2025	85.47
63	Computer	Check(s) For a Total of	252,297.77

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
911897	ACOSTA, MARISELA	10/31/2025	09082025	REIMBURSEMENT FOR CLOCK HOURS	0	21.00	21.00
10 E 530 5500 31 7340 0600 0000 0000 0				General Fund/Expenditures/State Learning Assistance		21.00	
911898	ALSCO AMERICAN LINEN	10/31/2025	LSP02866471	MAINTENANCE BUSSES	0	106.88	541.72
10 E 530 9900 53 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		106.88	
			LSP02868714	MAINTENANCE BUSSES	0	110.54	
10 E 530 9900 53 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		110.54	
			LSP02872040	MAINTENANCE BUSSES	0	324.30	
10 E 530 9900 53 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		324.30	
911899	Vendor Continued Void	10/31/2025					0.00
911900	Vendor Continued Void	10/31/2025					0.00
911901	AMAZON CAPITAL SERVICES	10/31/2025	134T-LWTY-FH64	PE adaptive items for student#135348	6302500014	57.74	3,930.25
10 E 530 2100 27 5610 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		57.74	
			1391-H41T-KNPT	Pens for business office/ Selena	7202500006	37.66	
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		37.66	
			167H-HYQQ-DQRF	ANNUAL ORDER - HARRIS 25/26	1302500006	92.70	
10 E 530 0100 27 5610 1300 0000 0000 0				General Fund/Expenditures/Basic Education		92.70	
			16FG-766F-FQDV	OFFICE SUPPLIES	1302500005	56.29	
10 E 530 0100 23 5610 1300 0000 0000 0				General Fund/Expenditures/Basic Education		56.29	
			16QH-D9DG-DRV9	Art Dept Order	2402400071	86.88	
10 E 530 0100 23 5610 2400 0000 0000 0				General Fund/Expenditures/Basic Education		86.88	
			16VF-WJJG-MFF4	Envelopes for attendance letters	7202500009	37.54	
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		37.54	
			17XY-LD6F-X3MW	Art Dept Order	2402400071	1,062.26	
10 E 530 0100 23 5610 2400 0000 0000 0				General Fund/Expenditures/Basic Education		1,062.26	
			19MJ-HXRV-D7PW	dumbbells for PE Dept (I forgot to order)	4502500000	218.44	
10 E 530 0100 27 5610 4500 0000 0000 0				General Fund/Expenditures/Basic Education		218.44	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1D7F-NMY3-CC91	PVC Flexible Grass Catcher Bagger Leaf Vac Vacuum Hose 5 Foot of 7 Inch ID Fits Most Brands	7402500005	103.83	
10 E 530 9700 62 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		103.83	
			1GG9-P3C6-CTTQ	-Brushless Cordless Paint Sprayer Compatible with Dewalt 20V Battery -Marathon 1/2 HP General Purpose Motor, Capacitor-Start, 1725 Nameplate RPM -MOOMSINE Folding Chair Storage Rack Wall Mount, Garden Tool Hanger for Garage Organization, Patio, Beach & Camping Chairs Organizer Hooks, Holds 480 lbs - 4 Pack	7402500007	638.83	
10 E 530 9700 62 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		102.49	
10 E 530 9700 62 5610 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		43.07	
10 E 530 9700 64 7340 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		493.27	
			1L6L-RR9Q-DXLN	PE items for student #135348, Headphones for student #135917, office supplies, Mandt training supplies	6302500015	96.97	
10 E 530 2100 27 5610 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		96.97	
			1LYT-NMVT-JFWD	STCU SPRING 2025 CLASSROOM SUPPLY GRANT \$200 **MISSING ITEMS RE-ORDER	1102500004	76.98	
10 R 960 0000 26 2600 1100 0000 0000 1				General Fund/Revenues/Program 00		76.98	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1N9G-QRL7-GLKR	Missing office supply items	1102500008	640.99	
10 E 530 0100 23 5610 1100 0000 0000 0				General Fund/Expenditures/Basic Education		640.99	
			1RT9-WYP3-34D9	Art Dept Order	2402400071	-121.78	
10 E 530 0100 23 5610 2400 0000 0000 0				General Fund/Expenditures/Basic Education		-121.78	
			1TRV-HCMY-DPXJ	Art Dept Order	2402400071	40.22	
10 E 530 0100 23 5610 2400 0000 0000 0				General Fund/Expenditures/Basic Education		40.22	
			1WQT-NFNH-97NP	COUNSELING USING AG WEST GRANT	4502500001	515.03	
10 R 960 0000 25 2500 4500 0000 0000 1				General Fund/Revenues/Program 00		515.03	
			1X4K-RVHM-FG97	business office order Raul Gurrola	7202500010	41.75	
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		41.75	
			1XQL-441C-D99G	office supplies	7202500008	69.31	
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		69.31	
			AACT-9FWF-FD6N	Wheelchair Stopper Blocks for transportation - Student #133502	6302500011	81.28	
10 E 530 2100 27 5610 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		81.28	
			IJ7Y-9XRC-F9PW	ANNUAL ORDER - BUSTAMANTE 25/26	1302500008	97.33	
10 E 530 0100 27 5610 1300 0000 0000 0				General Fund/Expenditures/Basic Education		97.33	
911902	AMERICAN READING COMPANY	10/31/2025	00257637	ARC HOUSEL MIDDLE SCHOOL 2025-2026 MS DIGITAL RENEWAL PROPOSAL 00257637	6002500003	10,870.00	10,870.00
10 E 530 5500 27 5610 2400 0000 0000 0				General Fund/Expenditures/State Learning Assistance		10,870.00	
10 E 530 5210 31 7340 0600 0000 0000 0				General Fund/Expenditures/Title II TQ - Part A		0.00	
911903	AT & T MOBILITY	10/31/2025	99648694X10042025	MOTHLY BILL	0	1,402.53	1,402.53
10 E 530 0100 21 7115 0600 0000 0000 0				General Fund/Expenditures/Basic Education		98.61	
10 E 530 0100 23 7115 1100 0000 0000 0				General Fund/Expenditures/Basic Education		47.22	
10 E 530 0100 23 7115 1200 0000 0000 0				General Fund/Expenditures/Basic Education		47.22	
10 E 530 0100 23 7115 1300 0000 0000 0				General Fund/Expenditures/Basic Education		47.22	
10 E 530 0100 23 7115 2400 0000 0000 0				General Fund/Expenditures/Basic Education		94.44	
10 E 530 0100 23 7115 4500 0000 0000 0				General Fund/Expenditures/Basic Education		94.44	
10 E 530 0100 26 7115 0640 0000 0000 0				General Fund/Expenditures/Basic Education		144.95	
10 E 530 2100 21 7115 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		-296.37	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 3151 27 7115 4500 0000 0000 0				General Fund/Expenditures/Voc Director		47.22	
10 E 530 5320 24 7115 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		318.09	
10 E 530 9700 12 7115 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		93.57	
10 E 530 9700 13 7115 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		51.39	
10 E 530 9700 61 7115 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		51.39	
10 E 530 9730 72 7115 0760 0000 0000 0				General Fund/Expenditures/Tech Coordinator - Office		195.10	
10 E 530 9800 44 7115 0750 0000 0000 0				General Fund/Expenditures/Food Service		51.39	
10 E 530 9900 51 7115 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		82.17	
10 E 530 0100 28 7115 4500 0000 0000 0				General Fund/Expenditures/Basic Education		188.41	
10 E 530 0100 26 7115 1300 0000 0000 0				General Fund/Expenditures/Basic Education		46.07	
911904	ATS INLAND NW LLC	10/31/2025	S 059645	Quarterly 9/1/25-11/30/25 HVAC Services	7402500008	10,261.28	10,261.28
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		10,261.28	
911905	BAROCIO, ARMANDINA	10/31/2025	09082025	REIMBURSEMENT FOR YMHS TRAINING	0	21.00	21.00
10 E 530 5500 31 7340 0600 0000 0000 0				General Fund/Expenditures/State Learning Assistance		21.00	
911906	BENTON COUNTY PUD	10/31/2025	97731028-OCTOBER	OCTOBER INVOICE	0	44,116.50	44,159.63
10 E 530 9700 65 7622 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,564.58	
10 E 530 9700 65 7622 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		3,605.45	
10 E 530 9700 65 7622 0920 0000 0000 0				General Fund/Expenditures/District-Wide Support		17.98	
10 E 530 9700 65 7622 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		399.16	
10 E 530 9700 65 7622 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		198.74	
10 E 530 9700 65 7622 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		3,677.57	
10 E 530 9700 65 7622 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		5,058.37	
10 E 530 9700 65 7622 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		5,313.34	
10 E 530 9700 65 7622 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		8,887.61	
10 E 530 9700 65 7622 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		15,393.70	
10 E 530 9700 65 7622 1000 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7622 0600 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7622 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7410 0740 0000 0000 0			OCT 97731035	OCTOBER	0	20.71	
				General Fund/Expenditures/District-Wide Support		20.71	
10 E 530 9700 65 7410 0740 0000 0000 0			OCTO-97731038	OCTOBER 2025	0	22.42	
				General Fund/Expenditures/District-Wide Support		22.42	
911907	BMO HARRIS BANK N.A. - CLIEN	10/31/2025	OCTOBER 2025	OCTOBER GF	0	17,087.35	17,087.35
10 L 601 0000 00 0000 0000 0000 0000				General Fund/Accounts Payable		675.21	
10 E 530 0145 27 5610 1200 0000 0000 0				General Fund/Expenditures/Instructional Materials		3,129.16	
10 E 530 2100 27 5610 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		164.84	
10 E 530 3160 27 8580 4500 0000 0000 0				General Fund/Expenditures/Agriculture		776.77	
10 E 530 5320 24 5610 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		412.38	
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,173.85	
10 E 530 9700 62 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		188.22	
10 E 530 9700 64 5610 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		213.70	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 64 5610 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		468.90	
10 E 530 9700 64 5610 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		469.78	
10 E 530 9700 72 5610 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,135.92	
10 E 530 9700 72 5650 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,632.13	
10 E 530 9700 12 5610 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		3.50	
10 E 530 9700 13 7330 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		120.00	
10 E 530 3151 21 7340 4500 0000 0000 0				General Fund/Expenditures/Voc Director		1,086.56	
10 E 530 9700 64 7340 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		569.89	
10 E 530 9700 65 7340 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		356.49	
10 E 530 5500 31 7340 0600 0000 0000 0				General Fund/Expenditures/State Learning Assistance		42.00	
10 E 530 5250 27 7340 1300 0000 0000 0				General Fund/Expenditures/Titile IV Student Spt & Enric		806.25	
10 E 530 3161 27 8580 4500 0000 0000 0				General Fund/Expenditures/Business		162.01	
10 E 530 9700 13 7810 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		21.94	
10 E 530 0100 31 7580 0600 0000 0000 0				General Fund/Expenditures/Basic Education		1,312.85	
10 E 530 0151 31 7580 1300 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		360.00	
10 E 530 5250 27 7340 1100 0000 0000 0				General Fund/Expenditures/Titile IV Student Spt & Enric		998.75	
10 E 530 5250 27 7340 1200 0000 0000 0				General Fund/Expenditures/Titile IV Student Spt & Enric		806.25	
911908	BRYSON SALES & SERVICE	10/31/2025	400-11028	MAINTENANCE BUSSES	0	480.41	2,619.86
10 E 530 9900 53 5610 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		480.41	
			F456421	MAINTENANCE BUSSES	0	1,530.86	
10 E 530 9900 53 5610 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		1,530.86	
			F510154	MAINTENANCE BUSSES	0	608.59	
10 E 530 9900 53 5610 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		608.59	
911909	CASCADE NATURAL GAS CORP	10/31/2025	OCTOBER 2025	CASCADE NATURAL GAS	0	3,629.11	3,629.11
10 E 530 9700 65 7621 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		132.91	
10 E 530 9700 65 7621 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		21.28	
10 E 530 9700 65 7621 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		56.86	
10 E 530 9700 65 7621 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		21.28	
10 E 530 9700 65 7621 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,311.21	
10 E 530 9700 65 7621 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		255.86	
10 E 530 9700 65 7621 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		398.71	
10 E 530 9700 65 7621 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		409.72	
10 E 530 9700 65 7621 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		21.28	
911910	CHARVET, SYDNEY N	10/31/2025	09262025	REIMBURSEMENT FOR PEA TRACKED MATH	0	414.00	414.00
10 E 530 0151 31 7060 1300 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		414.00	
911911	CI INFORMATION MANAGEMENT	10/31/2025	0188181	YEARLY PO	1302500007	33.28	232.97
10 E 530 0100 23 5610 1300 0000 0000 0				General Fund/Expenditures/Basic Education		33.28	
			0188182	Shredding for	4502500006	99.85	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				25-26 school year - NTE \$1500			
10 E 530 0100 23 7340 4500 0000 0000 0				General Fund/Expenditures/Basic Education		99.85	
			0188183	CI INFORMATION MANAGEMENT	7202500002	33.28	
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		33.28	
			0188184	Annual PO for CI Shred services at Special Service Office	6302500008	33.28	
10 E 530 2100 27 5610 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		33.28	
			0188185	Shredding services	2402500006	33.28	
10 E 530 0100 23 5610 2400 0000 0000 0				General Fund/Expenditures/Basic Education		33.28	
911912	CINTAS CORPORATION	10/31/2025	5244692507	BUILDING MAINTENANCE	0	95.70	720.29
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		95.70	
			5258075002	BUILDING MAINTENANCE	0	116.08	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		116.08	
			5263184805	FOOD SERVICE	0	186.62	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		186.62	
			5268554710	BUILDING MAINTENANCE	0	26.81	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		26.81	
			5278411301	BUILDING MAINTENANCE	0	147.89	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		147.89	
			5278421302	FOOD SERVICE	0	38.31	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		38.31	
			5288474705	FOOD SERVICE	0	38.31	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		38.31	
			5288474709	BUILDING MAINTENANCE	0	70.57	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		70.57	
911913	CLARIS INTERNATIONAL, INC	10/31/2025	5907165	CLARIS - FileMaker Pro Renewal 2/yr	7602500005	3,434.92	3,434.92

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				2025-2027			
10 E 530 9700 72 5650 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		3,434.92	
911914 CLASS 5		10/31/2025	6112	Phones	7202500004	4,960.38	9,920.62
10 E 530 9700 65 7352 0720 0000 0000 1				General Fund/Expenditures/District-Wide Support		4,960.38	
			6974	Phones	7202500004	4,960.24	
10 E 530 9700 65 7352 0720 0000 0000 1				General Fund/Expenditures/District-Wide Support		4,960.24	
911915 COLGAN, JENNIFER R		10/31/2025	09082025	REIMBURSEMENT FOR MEMBERSHIPS AND WORKSHOP	0	259.00	259.00
10 E 530 0151 31 7580 4500 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		259.00	
911916 COMMUNITIES IN SCHOOLS OF BENT		10/31/2025	2022-1055	CONTRACT ACADEMIC YEAR 2025-2026	0	4,000.00	4,000.00
10 E 530 5100 27 7340 2400 0000 0000 0				General Fund/Expenditures/Title I Part A		2,000.00	
10 E 530 0100 27 7340 0710 0000 0000 0				General Fund/Expenditures/Basic Education		2,000.00	
911917 COMPREHENSIVE HEALTHCARE		10/31/2025	0825	MENTAL HEALTH SPECIALISTS AGES 3+	0	458.41	779.30
10 E 530 5500 27 7340 0600 0000 0000 0				General Fund/Expenditures/State Learning Assistance		458.41	
			FY 2026	MENTAL HEALTH CARE SPECUALISTS	0	320.89	
10 E 530 5500 27 7340 0600 0000 0000 0				General Fund/Expenditures/State Learning Assistance		320.89	
911918 COMPUNET, INC		10/31/2025	305892	COMPUNET - InformaCast Renewal 2025-2026 1/YR	7602500009	3,717.54	3,717.54
10 E 530 9700 72 5650 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		3,717.54	
911919 CONSOLIDATED SCHOOL DISTRICT #		10/31/2025	09262025	REIMBURSEMENT FOR MEALS DUE TO PLU WORKSHOP	0	86.00	526.00
10 E 530 3161 27 8580 4500 0000 0000 0				General Fund/Expenditures/Business		86.00	
			1283	FFA CONVENTION /MEAL REIMBURSEMENT	0	440.00	
10 E 530 3160 27 8580 4500 0000 0000 0				General Fund/Expenditures/Agriculture		440.00	
911920 COUNTY OF BENTON		10/31/2025	09232025	OVER DRAFT FEE	0	64.46	64.46
10 E 530 9700 13 7340 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		64.46	
911921 FRESCO AIRE SOLUTIONS LLC		10/31/2025	1065	BUILDING MAINTENANCE	0	1,221.96	3,324.46
10 E 530 9700 64 7340 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,221.96	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1066	BUIDLING MAINTENANCE	0	290.00	
10 E 530 9700 64 7340 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		290.00	
			1067	BUILDING MAINTENANCE	0	217.50	
10 E 530 9700 64 7340 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		217.50	
			1071	BUILDING MAINTENANCE	0	725.00	
10 E 530 9700 64 7340 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		725.00	
			1072	BUILDING MAINTENANCE	0	145.00	
10 E 530 9700 64 7340 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		145.00	
			1078	BUILDING MAINTENANCE	0	725.00	
10 E 530 9700 64 7340 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		725.00	
911922	GRADUATION ALLIANCE, INC	10/31/2025	GA79138	PHS AND HMS OCTOBER	0	67,427.64	67,427.64
10 E 530 0178 27 7340 4500 0000 0000 0				General Fund/Expenditures/6-12 Virtual Learning		5,618.97	
10 E 530 0300 27 7340 4500 0000 0000 0				General Fund/Expenditures/Dropout Re-engagement		44,951.76	
10 E 530 0178 27 7340 2400 0000 0000 0				General Fund/Expenditures/6-12 Virtual Learning		7,224.39	
10 E 530 0200 27 7340 4500 0000 0000 0				General Fund/Expenditures/Alternative Learning Experien		9,632.52	
911923	GRANDVIEW SCHOOL DISTRICT #200	10/31/2025	0000002581	TRANSPORTATION FOR FOOTBALL	0	91.98	91.98
10 E 530 0100 28 8580 4500 0000 0000 0				General Fund/Expenditures/Basic Education		91.98	
911924	HAPPY SLP LLC	10/31/2025	0925	SPEECH AND LANGUAGE EVALUATIONS	0	3,200.00	3,200.00
10 E 530 2100 27 7340 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		3,200.00	
911925	COOK'S ACE HARDWARE	10/31/2025	13391	MAINTENANCE BUSSES	0	8.25	286.52
10 E 530 9900 53 5610 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		8.25	
			13866/1	CTE Open PO	4562500002	98.87	
10 E 530 3160 27 5610 4500 0000 0000 0				General Fund/Expenditures/Agriculture		98.87	
			338038-0	MAINTENANCE BUSSES	0	28.85	
10 E 530 9900 53 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		28.85	
			338149-0	MAINTENANCE BUSSES	0	150.55	
10 E 530 9900 53 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		150.55	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
911926	HOLT, CAMERON R	10/31/2025	09242025	REIMBURSEMENT FOR REGISTRATION FOR DEVELOPMENT CONFERENCE	0	97.74	97.74
10 E 530 0151 31 7580 0630 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		97.74	
911927	JAMESTOWN NETWORKS	10/31/2025	INV-11244	Internet & Ethernet services for all buildings - ERATE	7202500003	4,562.09	4,562.09
10 E 530 9731 72 7530 0760 0000 0000 0				General Fund/Expenditures/Erate		4,562.09	
911928	JOSTENS	10/31/2025	37591561	Diploma reorders NTE \$500	7202500005	19.40	38.80
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		19.40	
10 E 530 0100 27 5610 4500 0000 0000 0			37631380	CLASS OF 2026 DIPLOMAS AND EXTRA DIPLOMAS	4502500008	19.40	
10 E 530 0100 27 5610 4500 0000 0000 0				General Fund/Expenditures/Basic Education		19.40	
911929	K C D A	10/31/2025	21819339	KRV ARTS CLASSROOM ORDER	6002400088	68.36	1,119.59
10 E 530 0145 27 5610 1200 0000 0000 0				General Fund/Expenditures/Instructional Materials		68.36	
10 E 530 0145 27 5610 1200 0000 0000 0			300855646	KRV ARTS CLASSROOM ORDER	6002400088	1,003.62	
10 E 530 0145 27 5610 1200 0000 0000 0				General Fund/Expenditures/Instructional Materials		1,003.62	
10 E 530 0145 27 5610 1200 0000 0000 0			300855692	KRV ARTS CLASSROOM ORDER	6002400088	18.09	
10 E 530 0145 27 5610 1200 0000 0000 0				General Fund/Expenditures/Instructional Materials		18.09	
10 E 530 0100 23 5610 1100 0000 0000 0			300868577	Missing teacher supply items Fassler - Elmer's glue sticks 30 pk Means - Scissors	1102500006	29.52	
10 E 530 0100 23 5610 1100 0000 0000 0				General Fund/Expenditures/Basic Education		29.52	
911930	KENNEWICK SCHOOL DIST	10/31/2025	IN005160	SCIENCE KITS	0	7,920.00	7,920.00
10 E 530 0186 27 7001 0600 0000 0000 0				General Fund/Expenditures/Science Kits		7,920.00	
911931	LANDA, JUANA	10/31/2025	09122025	REIMBURSEMENT FOR BOOKS	0	16.23	16.23
10 E 530 0100 22 5060 2400 0000 0000 0				General Fund/Expenditures/Basic Education		16.23	
911932	LINK, CENTURY	10/31/2025	OCTOBER	OCTOBER INVOICE	0	428.01	428.01
10 E 530 9700 65 7352 0750 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7352 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		86.39	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7352 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7352 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
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		0.00	
10 E 530 9700 65 7352 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		91.14	
10 E 530 9700 65 7352 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7352 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7352 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7352 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7352 0600 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7352 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		93.44	
10 E 530 9700 65 7352 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7352 1000 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7352 0630 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7352 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 12 7341 0710 0000 0000 1				General Fund/Expenditures/District-Wide Support		91.14	
10 E 530 9700 65 7352 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
911933	LINK, CENTURY	10/31/2025	OCTOBER		0	35.36	35.36
10 E 530 9700 65 7352 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		35.36	
911934	MASON, MELANIE	10/31/2025	09182025	MEAL REIMBURSEMENT	0	68.00	68.00
10 E 530 9900 52 8580 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		68.00	
911935	MENKE JACKSON LAW FIRM	10/31/2025	405	LEGAL OCTOBER	0	10,893.10	10,893.10
10 E 530 9700 12 7341 0710 0000 0000 1				General Fund/Expenditures/District-Wide Support		10,893.10	
911936	MSL CONSULTING LLC	10/31/2025	29	INSTRUCTION PROF DEVELOPMENT	0	3,900.00	3,900.00
10 E 530 5210 31 7340 0600 0000 0000 0				General Fund/Expenditures/Title II TQ - Part A		3,900.00	
911937	Vendor Continued Void	10/31/2025					0.00
911938	ODP BUSINESS SOLUTIONS	10/31/2025	438868224001	Missing/out of stock teacher items Rivera - 6943179, 206426 J Perez - 825182, 8508450, 5004418, 5679606 Humberstad - 7633840, 528712, 366924 Swinehart - 456371, 6709866, 440111 Vargas - 605004 Cardenas - 944331, 4417469, 7219415 Vizcaino - 731800, 526340	1102500007	183.10	337.47

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 23 5610 1100 0000 0000 0				General Fund/Expenditures/Basic Education		183.10	
			438868231001	Missing/out of stock teacher items Rivera - 6943179, 206426 J Perez - 825182, 8508450, 5004418, 5679606 Humberstad - 7633840, 528712, 366924 Swinehart - 456371, 6709866, 440111 Vargas - 605004 Cardenas - 944331, 4417469, 7219415 Vizcaino - 731800, 526340	1102500007	103.66	
10 E 530 0100 23 5610 1100 0000 0000 0				General Fund/Expenditures/Basic Education		103.66	
10 E 530 2100 27 7340 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		0.00	
			438868235001	Missing/out of stock teacher items Rivera - 6943179, 206426 J Perez - 825182, 8508450, 5004418, 5679606 Humberstad - 7633840, 528712, 366924 Swinehart - 456371, 6709866, 440111 Vargas - 605004 Cardenas - 944331, 4417469, 7219415 Vizcaino - 731800, 526340	1102500007	50.71	
10 E 530 0100 23 5610 1100 0000 0000 0				General Fund/Expenditures/Basic Education		50.71	
911939	OXARC INC	10/31/2025	0032430693	Ag. Department Open PO	4562500003	126.46	126.46
10 E 530 3160 27 5610 4500 0000 0000 0				General Fund/Expenditures/Agriculture		126.46	
911940	OZUNA, MAYRA NEVAEH	10/31/2025	09122025	REIMBURSEMENT FOR RETURNED CHARGER	0	25.00	25.00
10 E 530 9700 72 7082 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		25.00	
911941	PALENCIA, JULLYSA	10/31/2025	09162025	REIMBURSEMENT FOR	0	48.00	171.81

Check Summary

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0151 31 7060 2400 0000 0000 0				STEM CLOCK HOURS General Fund/Expenditures/Staff Dev-PEA Allocation		48.00	
			20250916	REIMBURSEMENT FOR ORGANIZAION RUG/CARPET TIME	0	123.81	
10 E 530 0100 27 5610 1200 0000 0000 0				General Fund/Expenditures/Basic Education		123.81	
911942	PRIDE PUBLISHING LLC	10/31/2025	251902-2025	PRIDE READING PROGRAM KRV SEE ATTACHED QUOTE 351861-2025 SCHAB	6002500001	941.75	941.75
10 E 530 5500 27 5610 1200 0000 0000 0				General Fund/Expenditures/State Learning Assistance		941.75	
911943	PROSSER S.D. REV FUND	10/31/2025	4937	START UP CASH FOR THE BOOK FAIR	0	350.00	350.00
10 E 530 0100 22 5610 1200 0000 0000 0				General Fund/Expenditures/Basic Education		350.00	
911944	PROSSER NAPA	10/31/2025	594930	DISTRICT MOTOR POOL	0	148.44	1,463.41
10 E 530 9900 75 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		148.44	
			594961	DISTRICT MOTCR POOL	0	1,124.85	
10 E 530 9900 75 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		1,124.85	
			595009	DISTRICT MOTOR POOL	0	80.18	
10 E 530 9900 75 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		80.18	
			595068	DISTRICT MOTOR POOL	0	101.03	
10 E 530 9900 75 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		101.03	
			595169	DISTRICT MOTOR POOL	0	8.91	
10 E 530 9900 75 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		8.91	
911945	RIVER RIDGE VISION SERVICES	10/31/2025	2526-003	VISION SERVICES	0	3,842.50	3,842.50
10 E 530 2100 27 7340 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		3,842.50	
911946	ROSETTA STONE LTD	10/31/2025	RS560074	ROSETTA STONE LICENSE QUOTE#1498425-1	6002500006	1,290.00	1,290.00
10 E 530 6500 27 5610 0600 0000 0000 0				General Fund/Expenditures/State Trans Bilingual		1,290.00	
911947	SCHOLASTIC BOOK FAIRS	10/31/2025	M7605790	SCHOLASTIC	1202500003	3,214.96	3,214.96
10 E 530 0145 27 5610 1200 0000 0000 0				General Fund/Expenditures/Instructional Materials		3,214.96	
911948	STARK, NANETTE L	10/31/2025	09242025	REIMBURSEMENT FOR	0	129.00	129.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0151 31 7330 4500 0000 0000 0				ASCA MEMBERSHIP General Fund/Expenditures/Staff Dev-PEA Allocation		129.00	
911949	STEVENS CLAY, P.S.	10/31/2025	18667	STUDENT DISCIPLINE TRAINING	0	500.00	500.00
10 E 530 0100 27 7340 0710 0000 0000 0				General Fund/Expenditures/Basic Education		500.00	
911950	TED BROWN MUSIC CO	10/31/2025	1071TB AVL	TED BROWN - 1071TB AVL KRV Sound Issue - Gym	7602500016	206.53	206.53
10 E 530 9700 72 7340 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		206.53	
911951	TEKNOLOGIZE LLC	10/31/2025	18437	TEKNOLOGIZE - INV18437	7602500015	457.36	3,540.85
10 E 530 9700 72 7432 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		457.36	
			18555	TEKNOLOGIZE - INV18555	7602500017	1,127.49	
10 E 530 9700 72 7432 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,127.49	
			BT-018499	TEKNOLOGIZE - INV BT-18499	7602500014	1,956.00	
10 E 530 9700 72 7432 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,956.00	
911952	THE LINCOLN ELECTRIC COMPANY	10/31/2025	914126770	Metal Shop Order	4562500010	1,814.75	3,750.66
10 E 530 3160 27 5610 4500 0000 0000 0				General Fund/Expenditures/Agriculture		1,814.75	
			914126774	Metal Shop Order	4562500010	419.15	
10 E 530 3160 27 5610 4500 0000 0000 0				General Fund/Expenditures/Agriculture		419.15	
			914129600	Metal Shop Order	4562500010	297.41	
10 E 530 3160 27 5610 4500 0000 0000 0				General Fund/Expenditures/Agriculture		297.41	
			914132556	Metal Shop Order	4562500010	189.74	
10 E 530 3160 27 5610 4500 0000 0000 0				General Fund/Expenditures/Agriculture		189.74	
			914132558	Metal Shop Order	4562500010	946.78	
10 E 530 3160 27 5610 4500 0000 0000 0				General Fund/Expenditures/Agriculture		946.78	
			914152497	Metal Shop Order	4562500010	82.83	
10 E 530 3160 27 5610 4500 0000 0000 0				General Fund/Expenditures/Agriculture		82.83	
911953	THE PRINT GUYS	10/31/2025	188379	The print guys Purchase Order Paper	7202500001	1,166.58	1,166.58
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,166.58	
911954	TK ELEVATOR CORPORATION	10/31/2025	3008895417	Yearly Maintenance	7402400006	3,233.63	3,233.63

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount	
10 E 530 9700 64 7340 4500 0000 0000 0				Agreement for PHS Elevators		3,233.63		
			General Fund/Expenditures/District-Wide Support					
911955	VOEGELE, CARLA	10/31/2025	09162025	REIMBURSEMENT FOR CLOCK HOURS	0	21.00	21.00	
10 E 530 5500 31 7340 0600 0000 0000 0				General Fund/Expenditures/State Learning Assistance		21.00		
911956	WASHINGTON DECA	10/31/2025	25234002-A	DECA CONFERENCE FOR PHS	0	280.00	280.00	
10 E 530 3161 27 5610 4500 0000 0000 0				General Fund/Expenditures/Business		280.00		
911957	WAX, LARRY D	10/31/2025	09152025	REIMBURSEMENT	0	19.27	19.27	
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		19.27		
911958	WSIPC	10/31/2025	1002402411	WSIPC - OPEN PO: District New Student Online Enrollment 2025-2026	7602500007	248.85	5,579.07	
10 E 530 9700 72 7350 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		248.85		
			1002500359	IEP ANNUAL RECURRING FEES	0	5,330.22		
10 E 530 2100 27 7340 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		5,330.22		
911959	YAKIMA BINDERY	10/31/2025	338146-0	FOOD SERVICE	0	71.68	85.47	
10 E 530 9800 41 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		71.68		
			338389-0	MAINTENANCE BUSES	0	13.79		
10 E 530 9900 53 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		13.79		
						63 Computer	Check(s) For a Total of	252,297.77

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	63	Computer	Checks For a Total of	252,297.77
Total For	63	Manual, Wire Tran, ACH & Computer	Checks	252,297.77
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	252,297.77

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$51,956.79. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS PAYABLE:
Warrant Numbers 188510 through 188528, totaling \$51,956.79

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

Check Nbr	Vendor Name	Check Date	Check Amount
188510	BSN SPORTS LLC	10/31/2025	455.00
188511	AMAZON CAPITAL SERVICES	10/31/2025	574.34
188512	BLACK ROCK CREEK	10/31/2025	2,099.08
188513	BMO HARRIS BANK N.A. - CLIEN	10/31/2025	20,890.64
188514	BSN SPORTS LLC	10/31/2025	6,131.55
188515	CLIFF'S SEPTIC TANK SERVICE	10/31/2025	600.00
188516	COX, TOBY W	10/31/2025	9,824.28
188517	DISTRICT IV FFA	10/31/2025	50.00
188518	LONGVIEW SCHOOL DISTRICT #122	10/31/2025	300.00
188519	PEPSI COLA YAKIMA	10/31/2025	1,233.37
188520	PROSSER S.D. REV FUND	10/31/2025	400.00
188521	PROSSER SCHOOL DIST #116	10/31/2025	82.93
188522	SWAN GRAPHICS	10/31/2025	865.80
188523	TRANSFER EXPRESS INC	10/31/2025	610.50
188524	URM CASH & CARRY-KENNEWICK	10/31/2025	1,107.37
188525	US FOODS - SPOKANE	10/31/2025	1,468.22
188526	VARSITY SPIRIT FASHIONS	10/31/2025	531.71
188527	WASHINGTON FCCLA	10/31/2025	72.00
188528	WIAA	10/31/2025	4,660.00

19 Computer Check(s) For a Total of 51,956.79

"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 188510 through 188528 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

[Signature] Business Manager 11/4/25 Date

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
188510	BSN SPORTS LLC	10/31/2025	931337927	Red Judges Stand Pad PHONE ORDER - Confirming PO	2412500003	455.00	455.00
10 E 530 0100 28 5610 2400 0000 0000 1			General Fund/Expenditures/Basic Education			455.00	
188511	AMAZON CAPITAL SERVICES	10/31/2025	17GM-RNW9-GNNP	LEADERSHIP SUPPLIES FOR THE END OF THE YEAR AWARDS ASSEMBLY	2422400031	352.54	574.34
40 E 530 4350 04 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/LEADERSHIP			352.54	
			1CMX-76MF-4PPH	LEADERSHIP SUPPLIES FOR THE END OF THE YEAR AWARDS ASSEMBLY	2422400031	221.80	
40 E 530 4350 04 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/LEADERSHIP			221.80	
188512	BLACK ROCK CREEK	10/31/2025	210251	BASKETBALL GOLF FUNDRAISER 10 TOURNAMENT ROUNDS @ \$10 \$100 46 TOURNAMENT ROUNDS @\$40 \$1840	4522500034	2,099.08	2,099.08
40 E 530 2210 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BASKETBALL GI			2,099.08	
188513	BMO HARRIS BANK N.A. - CLIEN	10/31/2025	OCTOBER 2025-ASB		0	20,890.64	20,890.64
40 E 530 1200 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CONCESSIONS			200.00	
40 E 530 2004 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/ATHLETIC GENE			135.00	
40 E 530 2020 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/MEDICAL SUPPL			802.92	
40 E 530 2110 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BASKETBALL BO			4,933.06	
40 E 530 2210 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BASKETBALL GI			4,514.65	
40 E 530 2240 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/VOLLEYBALL			1,482.11	
40 E 530 4150 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/FFA			3,999.78	
40 E 530 4190 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/SCHOOL STORE			200.00	
40 E 530 4665 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CHAMPS			84.00	
40 E 530 4625 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/NEXT GENERATI			438.93	
40 E 530 4655 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/THRIVE			542.20	
40 E 530 4195 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/RETAIL STORE			2,580.05	
40 E 530 3028 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CLASS OF 2028			977.94	
188514	BSN SPORTS LLC	10/31/2025	930978736	FOOTBALL GEAR AGILITY CHUTE 5 @ \$280 ROYAL STEP OVER DUMMY 5 @ \$225 ROYAL COLLIGIATE BLOCKING SHEILD 4 @ \$65 VARSITY POP UP DUMMY 60" 2 @ \$635 GREY	4522500003	3,961.14	6,131.55

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 2140 05 0000 0000 0000 0				BLENDED PERFORMANCE TEES 300 @ \$11 ROYAL POP UP TACKLER WITH S1 PAD 1 @\$1785			
			Associated Student Body	Fund/Expenditures/FOOTBALL		3,961.14	
			931135934	10- RED NIKE BACK PACKS @63.00	4522400151	712.20	
40 E 530 2260 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/SWIM TEAM GIR		712.20	
			931213188	22- swim suits @ \$60	4522500029	1,458.21	
40 E 530 2260 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/SWIM TEAM GIR		1,458.21	
188515	CLIFF'S SEPTIC TANK SERVICE	10/31/2025	244314	PORTA POTTIES FOR THE FALL SEASON. NOT TO EXCEED \$5000.	4522500000	150.00	600.00
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		150.00	
			244723	PORTA POTTIES FOR THE FALL SEASON. NOT TO EXCEED \$5000.	4522500000	150.00	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		150.00	
			244724	PORTA POTTIES FOR THE FALL SEASON. NOT TO EXCEED \$5000.	4522500000	150.00	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		150.00	
			244725	PORTA POTTIES FOR THE FALL SEASON. NOT TO EXCEED \$5000.	4522500000	150.00	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		150.00	
188516	COX, TOBY W	10/31/2025	10022025	REIMBURSEMENT FOR FINAL PAYMENTS FOR FLIGHTS	0	9,824.28	9,824.28
40 E 530 2110 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BASKETBALL BO		9,824.28	
188517	DISTRICT IV FFA	10/31/2025	D4- 0020	DISTRICT 4 DUES FFA	4522500032	50.00	50.00
40 E 530 4150 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/FFA		50.00	
188518	LONGVIEW SCHOOL DISTRICT #122	10/31/2025	82025-25	MARK MORRIS	4522500041	300.00	300.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 2240 05 0000 0000 0000 0000 0	Associated Student Body			TOURNAMENT REGISTRATION FEE \$300 9/27/2025 Fund/Expenditures/VOLLEYBALL		300.00	
188519	PEPSI COLA YAKIMA	10/31/2025	010075645	FALL CONCESSION SUPPLIES NTE \$5000	4522500005	679.59	1,233.37
40 E 530 1200 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/CONCESSIONS		679.59	
			010613334	Concessions snacks	2422500002	230.81	
40 E 530 4190 04 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/SCHOOL STORE		230.81	
			010613413	FALL CONCESSION SUPPLIES NTE \$5000	4522500005	322.97	
40 E 530 1200 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/CONCESSIONS		322.97	
188520	PROSSER S.D. REV FUND	10/31/2025	4938	START UP CASH FOR VOLLEYBALL MINI CAMP	0	400.00	400.00
40 E 530 2240 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/VOLLEYBALL		400.00	
188521	PROSSER SCHOOL DIST #116	10/31/2025	843	BQ PIT SUPPLIES FOR CONCESSIONS	0	82.93	82.93
40 E 530 1200 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/CONCESSIONS		82.93	
188522	SWAN GRAPHICS	10/31/2025	2352	NTE \$1000 PHS BAND SHIRTS (PERPETUAL DESIGN ALREADY ON FILE)	4522500015	441.87	865.80
40 E 530 4360 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BAND		441.87	
			2353	NTE \$1000 PHS BAND SHIRTS (PERPETUAL DESIGN ALREADY ON FILE)	4522500015	423.93	
40 E 530 4360 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BAND		423.93	
188523	TRANSFER EXPRESS INC	10/31/2025	6975584	TRANSFERS FOR 25/26 SCHOOL YEAR NTE \$5,000.00	4522500024	610.50	610.50
40 E 530 4195 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/RETAIL STORE		610.50	
188524	URM CASH & CARRY-KENNEWICK	10/31/2025	09252025	FALL CONCESSION SUPPLIES NTE \$5000	4522500006	499.65	1,107.37
40 E 530 1200 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/CONCESSIONS		499.65	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			10032025	FALL CONCESSION SUPPLIES NTE \$5000	4522500006	607.72	
40 E 530 1200 05 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/CONCESSIONS		607.72	
188525	US FOODS - SPOKANE	10/31/2025	100225	SCHOOL STORE SUPPLIES 25/26 SCHOOL YEAR NTE \$5000	4522500010	823.44	1,468.22
40 E 530 4190 05 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/SCHOOL STORE		823.44	
			3618383	SCHOOL STORE SUPPLIES 25/26 SCHOOL YEAR NTE \$5000	4522500010	644.78	
40 E 530 4190 05 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/SCHOOL STORE		644.78	
188526	VARSITY SPIRIT FASHIONS	10/31/2025	27607549	17 WHITE BODYLINERS @ \$26.95	4522500040	531.71	531.71
40 E 530 4470 05 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/CHEERLEADING		531.71	
188527	WASHINGTON FCCLA	10/31/2025	5682	FCCLA Regional Conference	2422500001	72.00	72.00
40 E 530 4160 04 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/FCCLA		72.00	
188528	WIAA	10/31/2025	46014	MEMBERSHIP ANNUAL FEE	0	4,660.00	4,660.00
40 E 530 2004 05 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/ATHLETIC GENE		4,660.00	
			19	Computer	Check(s) For a Total of		51,956.79

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$6,377.41. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS PAYABLE:
Warrant Numbers 188530 through 188540, totaling \$6,377.41

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

Check Nbr	Vendor Name	Check Date	Check Amount
188530	CLIFF'S SEPTIC TANK SERVICE	11/14/2025	150.00
188531	CONSOLIDATED SCHOOL DISTRICT #	11/14/2025	1,000.00
188532	COUGAR DIGITAL MARKETING & DES	11/14/2025	313.05
188533	GUT CHECK TOURNAMENT & EVENTS	11/14/2025	500.00
188534	JOSTENS OF CENTRAL WA	11/14/2025	953.84
188535	PEPSI COLA YAKIMA	11/14/2025	1,189.35
188536	PEREZ, MIGUEL	11/14/2025	50.00
188537	SELAH HIGH SCHOOL	11/14/2025	150.00
188538	TRANSFER EXPRESS INC	11/14/2025	1,296.75
188539	URM CASH & CARRY-KENNEWICK	11/14/2025	581.87
188540	US FOODS - SPOKANE	11/14/2025	192.55
11	Computer	Check(s) For a Total of	6,377.41

"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 188530 through 188540 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

[Signature] _____ 11/16/25
Business Manager Date

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
188530	CLIFF'S SEPTIC TANK SERVICE	11/14/2025	245240	PORTA POTTIES FOR THE FALL SEASON. NOT TO EXCEED \$5000.	4522500000	150.00	150.00
40 E 530 2010 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/CONTEST MGT		150.00	
188531	CONSOLIDATED SCHOOL DISTRICT #	11/14/2025	1286	MEALS FOR STUDENTS FOR FFA CONFERENCE	0	1,000.00	1,000.00
40 E 530 4150 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/FFA		1,000.00	
188532	COUGAR DIGITAL MARKETING & DES	11/14/2025	15671	1 BANNER PRINCESS THEATER \$75 1 BANNER VAZQUEZ POOL ENTERPRISE \$75	4522500025	163.05	313.05
40 E 530 2250 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/SOCCER GIRLS		163.05	
			15816	BAND SPONSOR BANNER NTE \$300	4522500014	150.00	
40 E 530 4360 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BAND		150.00	
188533	GUT CHECK TOURNAMENT & EVENTS	11/14/2025	12012025	GUT CHECK WRESTLING TOURNAMENT 1/9-1/10/26 ENTRY FEE \$500	4522500053	500.00	500.00
40 E 530 2170 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/WRESTLING BOY		500.00	
188534	JOSTENS OF CENTRAL WA	11/14/2025	3033	1000 LANYARDS HOME OF THE MUSTANGS @ .85	4522500020	953.84	953.84
40 E 530 1040 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/GENERAL		953.84	
188535	PEPSI COLA YAKIMA	11/14/2025	010901457	FALL CONCESSION SUPPLIES NTE \$5000	4522500005	1,189.35	1,189.35
40 E 530 1200 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/CONCESSIONS		1,189.35	
188536	PEREZ, MIGUEL	11/14/2025	09292025	REIMBURSEMENT FOR WIAA 25-26 FOOTBALL SAFTEY TRAINING COACH CERTFICIATION	0	50.00	50.00
40 E 530 2004 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/ATHLETIC GENE		50.00	
188537	SELAH HIGH SCHOOL	11/14/2025	09202	APPLE RIDGE INVITE FEE \$150	4522500047	150.00	150.00
40 E 530 2130 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/CROSS COUNTRY		150.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
188538	TRANSFER EXPRESS INC	11/14/2025	6981905	TRANSFERS FOR 25/26 SCHOOL YEAR NTE \$5,000.00	4522500024	1,101.63	1,296.75
40 E 530 4195 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/RETAIL STORE		1,101.63	
			6997867	TRANSFERS FOR 25/26 SCHOOL YEAR NTE \$5,000.00	4522500024	195.12	
40 E 530 4195 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/RETAIL STORE		195.12	
188539	URM CASH & CARRY-KENNEWICK	11/14/2025	31109622	FALL CONCESSION SUPPLIES NTE \$5000	4522500006	521.73	581.87
40 E 530 1200 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONCESSIONS		521.73	
			31110113	SUPPLIES FOR STUDENT STORE 25/26 SCHOOL YEAR NTE \$500	4522500009	60.14	
40 E 530 4190 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/SCHOOL STORE		60.14	
188540	US FOODS - SPOKANE	11/14/2025	4232852	SCHOOL STORE SUPPLIES 25/26 SCHOOL YEAR NTE \$5000	4522500010	192.55	192.55
40 E 530 4190 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/SCHOOL STORE		192.55	
				11 Computer	Check(s) For a Total of	6,377.41	

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$459,514.55. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS PAYABLE:
Warrant Numbers 912009 through 912082, totaling \$459,514.55

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

Check Nbr	Vendor Name	Check Date	Check Amount
912009	ABSCO ALARMS	11/14/2025	3,543.62
912010	ALL AMERICAN PROPANE	11/14/2025	3,180.34
912011	ALLEN, JENNIFER	11/14/2025	217.27
912012	AM HARDWARE	11/14/2025	477.84
912013	AMAZON CAPITAL SERVICES	11/14/2025	4,509.83
912014	Vendor Continued Check	11/14/2025	0.00
912015	Vendor Continued Check	11/14/2025	0.00
912016	AMERICAN READING COMPANY	11/14/2025	72,243.34
912017	APOLLO	11/14/2025	2,688.97
912018	AT & T MOBILITY	11/14/2025	1,931.65
912019	AUTOMATED LOGIC CONTRACTING SE	11/14/2025	9,280.24
912020	BAROCIO, ARMANDINA	11/14/2025	98.00
912021	BENTON COUNTY PUD	11/14/2025	32,652.45
912022	BJ PAINT & CARPET INC	11/14/2025	406.15
912023	CABANILLAS, MAIRA	11/14/2025	12.74
912024	CANON FINANCIAL SERVICES, INC	11/14/2025	6,982.47
912025	CASCADE NATURAL GAS CORP	11/14/2025	8,476.25
912026	CITY OF PROSSER	11/14/2025	26,200.74
912027	CLASS 5	11/14/2025	9,927.68
912028	CLIFF'S SEPTIC TANK SERVICE	11/14/2025	150.00
912029	CONSOLIDATED SCHOOL DISTRICT #	11/14/2025	259.00
912030	CTS LANGUAGE LINK	11/14/2025	17.37
912031	DFG VENTURES	11/14/2025	1,174.96
912032	DUNKIN, NIKKI L	11/14/2025	21.00
912033	EDNETICS	11/14/2025	241.39
912034	ESD #105	11/14/2025	10,557.46
912035	ESD #123	11/14/2025	10,683.20
912036	FRESCO AIRE SOLUTIONS LLC	11/14/2025	11,351.25
912037	GRADUATION ALLIANCE, INC	11/14/2025	338.26
912038	GRANDVIEW LUMBER	11/14/2025	6,247.91
912039	GRAY, STACY	11/14/2025	43.84
912040	HALL, KAREN ANN	11/14/2025	10.00
912041	HAPPY SLP LLC	11/14/2025	3,124.08

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 912009 through 912082 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim.

11/6/25
Date
Business Manager

Check Nbr	Vendor Name	Check Date	Check Amount
912042	Vendor Continued Check	11/14/2025	0.00
912043	COOK'S ACE HARDWARE	11/14/2025	438.95
912044	K C D A	11/14/2025	1,184.40
912045	KOSSMAN, MICHELLE	11/14/2025	10.00
912046	MILNE ENTERPRISES INC.	11/14/2025	1,785.23
912047	MONTANARO, LAURA J	11/14/2025	41.16
912048	MOORE, SHELBY	11/14/2025	124.00
912049	NW TEXTBOOK DEPOSITORY CO	11/14/2025	2,756.77
912050	ODP BUSINESS SOLUTIONS	11/14/2025	2,533.19
912051	ORIENTAL TRADING CO	11/14/2025	207.12
912052	OSPI - CHILD NUTRITION SERVICE	11/14/2025	16,510.68
912053	OXARC INC	11/14/2025	753.70
912054	PACIFIC OFFICE AUTOMATION	11/14/2025	418.01
912055	PACIFIC SUPPORT SYSTEMS INC	11/14/2025	1,032.66
912056	PRIDE PUBLISHING LLC	11/14/2025	1,376.43
912057	PROSSER S.D. REV FUND	11/14/2025	7,035.22
912058	QUILANTAN, ENYA	11/14/2025	450.00
912059	RIVERA, JORGE	11/14/2025	85.00
912060	RIVERSIDE INSIGHTS	11/14/2025	741.19
912061	RIVERA, SONIA	11/14/2025	21.00
912062	RODRIGUEZ, GWENDOLYN I	11/14/2025	50.00
912063	ROWLEY AND HAWKINS FRUIT FARMS	11/14/2025	475.00
912064	SCHOLASTIC BOOK FAIRS	11/14/2025	2,315.63
912065	SMARSH INC	11/14/2025	14.02
912066	SMITH, MERIN A	11/14/2025	1,000.00
912067	SNIPES MOUNTIAN RANCH	11/14/2025	2,293.06
912068	SPOKANE PRODUCE INC	11/14/2025	4,250.77
912069	SPRINGBROOK FARMS	11/14/2025	18,136.89
912070	SUCCESS BY DESIGN INC	11/14/2025	849.93
912071	SWANK MOTION PICTURES, INC	11/14/2025	283.00
912072	T-MOBILE	11/14/2025	800.00
912073	TODAY'S CLASSROOM LLC	11/14/2025	8,344.24
912074	Vendor Continued Check	11/14/2025	0.00
912075	Vendor Continued Check	11/14/2025	0.00
912076	US FOODS - SPOKANE	11/14/2025	87,801.94
912077	USIP	11/14/2025	60,395.67
912078	WALTER E NELSON COMPANY	11/14/2025	5,960.94
912079	WASA	11/14/2025	1,213.09
912080	WASBO	11/14/2025	590.00
912081	YAKIMA BINDERY	11/14/2025	136.36
912082	YMCA OF YAKIMA	11/14/2025	50.00

74 Computer Check(s) For a Total of 459,514.55

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
912009	ABSCO ALARMS	11/14/2025	93929	PANIC BAR REPLACEMENT @ PHS	7402400082	3,543.62	3,543.62
10 E 530 9700 64 7340 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		3,543.62	
912010	ALL AMERICAN PROPANE	11/14/2025	1518988352	CUSTODIAL	0	271.75	3,180.34
10 E 530 9700 63 7340 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		271.75	
			1519292039	PROPANE FOR WHITSTRAN	7402500016	2,908.59	
10 E 530 9700 64 7340 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,908.59	
912011	ALLEN, JENNIFER	11/14/2025	09032025	MANDT TRAINING	0	87.28	217.27
10 E 530 2100 27 7580 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		87.28	
			10032025	TRAVEL REIMBURSEMENT	0	129.99	
10 E 530 2100 27 8010 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		129.99	
912012	AM HARDWARE	11/14/2025	54485	BUILDING MAINTENANCE	0	477.84	477.84
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		477.84	
912013	AMAZON CAPITAL SERVICES	11/14/2025	133T-QCC4-7HQM	office supplies for district office	7202500011	115.88	4,509.83
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		115.88	
			191P-P3HQ-W9MY	Labels for the label maker in the business office	7202500013	47.68	
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		47.68	
			1DGY-DQWD-749T	BUILDING SUPPLIES	1302500004	282.23	
10 E 530 0100 23 5610 1300 0000 0000 0				General Fund/Expenditures/Basic Education		97.61	
10 E 530 0100 27 5610 1300 0000 0000 0				General Fund/Expenditures/Basic Education		184.62	
			1GFN-JR1W-4T3R	Health Occ Scrubs	4562500018	476.27	
10 E 530 3166 27 5610 4500 0000 0000 0				General Fund/Expenditures/HEALTH SCIENCE		476.27	
			1H3P-13YF-MQND	BUILDING SUPPLIES	1202400076	3,383.26	
10 E 530 0100 27 5610 1200 0000 0000 0				General Fund/Expenditures/Basic Education		3,383.26	
			1JDG-WN7-RKNT	office supplies for district office	7202500011	120.65	
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		120.65	
			1WFH-4RK4-C3WP	25/26 ANNUAL ORDER - SANCHEZ	1302500002	83.86	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5610 1300 0000 0000 0				General Fund/Expenditures/Basic Education		83.86	
912014	Vendor Continued Void	11/14/2025					0.00
912015	Vendor Continued Void	11/14/2025					0.00
912016	AMERICAN READING COMPANY	11/14/2025	000022045	WHITSTRAN ARC ENIL TOOLKITS NEGRO AND ANARANJADO PROPOSAL 255042	6002400046	19.95	72,243.34
10 E 530 5841 33 5640 1100 0000 0000 0				General Fund/Expenditures/Dual Language - New State		19.95	
			0000223508	KRV ARC CORE V12 UPDATE REORDER - KVR SY 25-26 PROPOSAL # 00256860	6002400071	24,236.83	
10 E 530 5500 27 5610 1200 0000 0000 0				General Fund/Expenditures/State Learning Assistance		24,236.83	
			0000225023	WHITSTRAN ELEMENTARY ARC REORDERS SY 25-26 PROPOSAL NUMBER 00257079	6002400079	6,168.73	
10 E 530 5500 27 5610 1100 0000 0000 0				General Fund/Expenditures/State Learning Assistance		6,168.73	
			0000225024	WHITSTRAN ELEMENTARY ARC REORDERS SY 25-26 PROPOSAL NUMBER 00257079	6002400079	13,117.21	
10 E 530 5500 27 5610 1100 0000 0000 0				General Fund/Expenditures/State Learning Assistance		13,117.21	
			0000225025	WHITSTRAN ELEMENTARY ARC REORDERS SY 25-26 PROPOSAL NUMBER 00257079	6002400079	1,853.34	
10 E 530 5500 27 5610 1100 0000 0000 0				General Fund/Expenditures/State Learning Assistance		1,853.34	
			0000225030	WHITSTRAN ELEMENTARY ARC REORDERS SY 25-26 PROPOSAL NUMBER 00257079	6002400079	353.28	
10 E 530 5500 27 5610 1100 0000 0000 0				General Fund/Expenditures/State Learning Assistance		353.28	
			0000225031	WHITSTRAN ELEMENTARY ARC REORDERS SY 25-26 PROPOSAL NUMBER	6002400079	4,165.13	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 5500 27 5610 1100 0000 0000 0				00257079 General Fund/Expenditures/State Learning Assistance		4,165.13	
			0000225886	PROSSER HEIGHTS ELEMENTARY ARC CORE 4TH GRADE ENGLISH CLASSROOM PROPOSAL # 00257120	6002400076	12,446.15	
10 E 530 5500 27 5610 1300 0000 0000 0				General Fund/Expenditures/State Learning Assistance		12,446.15	
			0000225933	WHITSTRAN ELEMENTARY ARC REORDERS SY 25-26 PROPOSAL NUMBER 00257079	6002400079	391.32	
10 E 530 5500 27 5610 1100 0000 0000 0				General Fund/Expenditures/State Learning Assistance		391.32	
			0000225948	WHITSTRAN ELEMENTARY ARC REORDERS SY 25-26 PROPOSAL NUMBER 00257079	6002400079	2,391.41	
10 E 530 5500 27 5610 1100 0000 0000 0				General Fund/Expenditures/State Learning Assistance		2,391.41	
			0000226113	WHITSTRAN ELEMENTARY ARC REORDERS SY 25-26 PROPOSAL NUMBER 00257079	6002400079	2,329.26	
10 E 530 5505 27 5610 1100 0000 0000 0				General Fund/Expenditures/LAP High Poverty		2,329.26	
			0000227850	KRV ARC CORE V12 UPDATE REORDER - KVR SY 25-26 PROPOSAL # 00256860	6002400071	489.15	
10 E 530 5500 27 5610 1200 0000 0000 0				General Fund/Expenditures/State Learning Assistance		489.15	
			0000227851	WHITSTRAN ELEMENTARY ARC REORDERS SY 25-26 PROPOSAL NUMBER 00257079	6002400079	538.06	
10 E 530 5500 27 5610 1100 0000 0000 0				General Fund/Expenditures/State Learning Assistance		538.06	
			0000228501	WHITSTRAN ELEMENTARY ARC REORDERS SY 25-26 PROPOSAL NUMBER	6002400079	1,043.52	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				00257079			
10 E 530 5505 27 5610 1100 0000 0000 0				General Fund/Expenditures/LAP High Poverty		1,043.52	
			0000228928	ARC SCHOOL YEAR 25/26 ELEMENTARY DUAL PD PROPOSAL # 00257606	6002500005	2,700.00	
10 E 530 6500 27 5610 0600 0000 0000 0				General Fund/Expenditures/State Trans Bilingual		1,746.00	
10 E 530 5841 33 5640 0600 0000 0000 0				General Fund/Expenditures/Dual Language - New State		954.00	
912017	APOLLO	11/14/2025	940068241	BUUILDING MAINTENANCE	0	2,688.97	2,688.97
10 E 530 9700 64 7340 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,688.97	
912018	AT & T MOBILITY	11/14/2025	11032025	NOVEMBER MONTHLY INVOICE	0	1,931.65	1,931.65
10 E 530 0100 21 7115 0600 0000 0000 0				General Fund/Expenditures/Basic Education		98.61	
10 E 530 0100 23 7115 1100 0000 0000 0				General Fund/Expenditures/Basic Education		47.22	
10 E 530 0100 23 7115 1200 0000 0000 0				General Fund/Expenditures/Basic Education		47.22	
10 E 530 0100 23 7115 1300 0000 0000 0				General Fund/Expenditures/Basic Education		47.22	
10 E 530 0100 23 7115 2400 0000 0000 0				General Fund/Expenditures/Basic Education		94.44	
10 E 530 0100 23 7115 4500 0000 0000 0				General Fund/Expenditures/Basic Education		94.44	
10 E 530 0100 26 7115 0640 0000 0000 0				General Fund/Expenditures/Basic Education		144.95	
10 E 530 2100 21 7115 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		232.75	
10 E 530 3151 27 7115 4500 0000 0000 0				General Fund/Expenditures/Voc Director		47.22	
10 E 530 5320 24 7115 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		318.10	
10 E 530 9700 12 7115 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		93.57	
10 E 530 9700 13 7115 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		51.39	
10 E 530 9700 61 7115 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		51.39	
10 E 530 9730 72 7115 0760 0000 0000 0				General Fund/Expenditures/Tech Coordinator - Office		195.10	
10 E 530 9800 44 7115 0750 0000 0000 0				General Fund/Expenditures/Food Service		51.39	
10 E 530 9900 51 7115 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		82.17	
10 E 530 0100 28 7115 4500 0000 0000 0				General Fund/Expenditures/Basic Education		188.40	
10 E 530 0100 26 7115 1300 0000 0000 0				General Fund/Expenditures/Basic Education		46.07	
912019	AUTOMATED LOGIC CONTRACTING SE	11/14/2025	600486	BUILDING MAINTENANCE	0	9,280.24	9,280.24
10 E 530 9700 64 7340 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		9,280.24	
912020	BAROCIO, ARMANDINA	11/14/2025	10022025	MILEAGE REIMBURSEMENT	0	98.00	98.00
10 E 530 0100 28 8580 4500 0000 0000 1				General Fund/Expenditures/Basic Education		98.00	
912021	BENTON COUNTY PUD	11/14/2025	97731028-11.25	NOVEMBER 2025	0	32,652.45	32,652.45
10 E 530 9700 65 7622 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		32,652.45	
10 E 530 9700 65 7622 0630 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7622 0920 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7622 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7622 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7622 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7622 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7622 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7622 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7622 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7622 1000 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7622 0600 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7622 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
912022	BJ PAINT & CARPET INC	11/14/2025	8290	GROUNDS MAINTENANCE	0	147.72	406.15
10 E 530 9700 62 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		147.72	
			82942	GROUNDS MAINTENANCE	0	73.86	
10 E 530 9700 62 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		73.86	
			82944	GROUNDS MAINTENANCE	0	184.57	
10 E 530 9700 62 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		184.57	
912023	CABANILLAS, MAIRA	11/14/2025	10032025	REIMBURSEMENT FOR MILEAGE	0	12.74	12.74
10 E 530 2100 27 8010 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		12.74	
912024	CANON FINANCIAL SERVICES, INC	11/14/2025	OCT MONTHLY	OCTOBER MONTHLY INVOICE	0	6,982.47	6,982.47
10 E 530 9700 73 7290 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		608.28	
10 E 530 9700 73 7290 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		956.69	
10 E 530 9700 73 7290 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,017.83	
10 E 530 9700 73 7290 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,412.18	
10 E 530 9700 73 7290 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,791.18	
10 E 530 3151 21 7290 4500 0000 0000 0				General Fund/Expenditures/Voc Director		218.56	
10 E 530 2100 21 7290 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		294.91	
10 E 530 9700 13 7290 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		187.96	
10 E 530 0100 21 7290 0600 0000 0000 0				General Fund/Expenditures/Basic Education		117.70	
10 E 530 9730 72 7290 0760 0000 0000 0				General Fund/Expenditures/Tech Coordinator - Office		117.70	
10 E 530 9900 51 7290 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		141.78	
10 E 530 5320 24 7290 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		117.70	
912025	CASCADE NATURAL GAS CORP	11/14/2025	NOV 2025	MONTHLY SERVICE INVOICE	0	8,476.25	8,476.25
10 E 530 9700 65 7621 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		289.86	
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		333.53	
10 E 530 9700 65 7621 4500 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		3,529.35	
10 E 530 9700 65 7621 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		915.11	
10 E 530 9700 65 7621 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,741.28	
10 E 530 9700 65 7621 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		645.84	
10 E 530 9700 65 7621 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		21.28	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
912026	CITY OF PROSSER	11/14/2025	NOV 2025	MONTHLY INVOICE	0	26,200.74	26,200.74
10 E 530 9700 65 7410 1000 0000 0000 0				General Fund/Expenditures/District-Wide Support		99.61	
10 E 530 9700 65 7410 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,759.29	
10 E 530 9700 65 7410 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		592.26	
10 E 530 9700 65 7410 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7410 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		237.15	
10 E 530 9700 65 7410 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		-29.91	
10 E 530 9700 65 7410 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		3.88	
10 E 530 9700 65 7410 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		85.08	
10 E 530 9700 65 7410 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		4,191.67	
10 E 530 9700 65 7410 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		572.02	
10 E 530 9700 65 7410 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		832.87	
10 E 530 9700 65 7410 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		3,395.60	
10 E 530 9700 65 7410 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		421.98	
10 E 530 9700 65 7410 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,146.03	
10 E 530 9700 65 7410 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		4,228.57	
10 E 530 9700 65 7410 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7410 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		3.40	
10 E 530 9700 65 7410 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		4,517.79	
10 E 530 9700 65 7410 0930 0000 0000 0				General Fund/Expenditures/District-Wide Support		84.70	
10 E 530 9700 65 7410 0930 0000 0000 0				General Fund/Expenditures/District-Wide Support		6.28	
10 E 530 9700 65 7410 0930 0000 0000 0				General Fund/Expenditures/District-Wide Support		14.88	
10 E 530 9700 65 7410 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		537.97	
10 E 530 9700 65 7410 0550 0000 0000 0				General Fund/Expenditures/District-Wide Support		251.54	
10 E 530 9700 65 7410 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,983.24	
10 E 530 9700 65 7410 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,264.84	
912027	CLASS 5	11/14/2025	6767	Phones	7202500004	4,960.24	9,927.68
10 E 530 9700 65 7352 0720 0000 0000 1				General Fund/Expenditures/District-Wide Support		4,960.24	
			7194	Phones	7202500004	4,967.44	
10 E 530 9700 65 7352 0720 0000 0000 1				General Fund/Expenditures/District-Wide Support		4,967.44	
912028	CLIFF'S SEPTIC TANK SERVICE	11/14/2025	24881	HANDICAP TOILET RENTAL	0	150.00	150.00
10 E 530 9700 64 7340 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		150.00	
912029	CONSOLIDATED SCHOOL DISTRICT #	11/14/2025	1284	MILEAGE REIMBURSEMENT FOR SPED LAW CONFERENCE	0	259.00	259.00
10 E 530 2100 27 7580 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		259.00	
912030	CTS LANGUAGE LINK	11/14/2025	313675	TRANSLATION SERVICES	0	17.37	17.37
10 E 530 0100 21 7120 0600 0000 0000 0				General Fund/Expenditures/Basic Education		17.37	
912031	DFG VENTURES	11/14/2025	101025	BUILDING MAINTENANCE	0	366.30	1,174.96
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		366.30	

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			92525	BUILDING MAINTENANCE	0	808.66	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		808.66	
912032	DUNKIN, NIKKI L	11/14/2025	10022025	REIMBURSEMENT FOR CLOCK HOURS	0	21.00	21.00
10 E 530 5500 31 7340 0600 0000 0000 0				General Fund/Expenditures/State Learning Assistance		21.00	
912033	EDNETICS	11/14/2025	INV-138378	EDNETICS - INV138378 Grant Button WHT	7602500018	241.39	241.39
10 E 530 9700 72 7340 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		241.39	
912034	ESD #105	11/14/2025	0002600141	ESD105 - OPEN PO 2025-2026 Skyward Monthly Data Processing Fee's	7602500001	10,557.46	10,557.46
10 E 530 9700 72 7320 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		10,557.46	
912035	ESD #123	11/14/2025	0002600162	CANDY MOUNTAIN	0	10,683.20	10,683.20
10 E 530 2100 26 7340 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		10,683.20	
912036	FRESCO AIRE SOLUTIONS LLC	11/14/2025	1038	BUILDING MAINTENANCE SERVICE @ HGTS	0	290.00	11,351.25
10 E 530 9700 64 5610 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		290.00	
			1040	BUILDING MAINTENANCE SERVICE AND LABOR FOR CHILLER @PHS	0	2,049.00	
10 E 530 9700 64 5610 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,049.00	
			1045	BUILDING MAINTENANCE SERVICE AND LABOR/LEAK SEARCH @ PHS	0	1,775.00	
10 E 530 9700 64 5610 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,775.00	
			1048	BUILDING MAINTENANCE SERVICE AND LABOR FOR CHILLER @ PHS	0	7,237.25	
10 E 530 9700 64 5610 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		7,237.25	
912037	GRADUATION ALLIANCE, INC	11/14/2025	GATS79235	TS-TIER 1@PHS SE[T	0	338.26	338.26
10 E 530 0197 27 7340 4500 0000 0000 0				General Fund/Expenditures/Credit Retrieval		338.26	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
912038	GRANDVIEW LUMBER	11/14/2025	613919	Wood Shop lumber order	4562500009	6,247.91	6,247.91
10 E 530 3160 27 5610 4500 0000 0000 0				General Fund/Expenditures/Agriculture		6,247.91	
10 E 530 0151 31 7580 1300 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		0.00	
912039	GRAY, STACY	11/14/2025	10072025	REIMBURSEMENT FOR MANDT TRAINING ITEMS	0	43.84	43.84
10 E 530 2100 27 5610 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		43.84	
912040	HALL, KAREN ANN	11/14/2025	09152025	REIMBURSEMENT FOR FOOD HANDLERS CARD	0	10.00	10.00
10 E 530 9800 44 7001 0750 0000 0000 0				General Fund/Expenditures/Food Service		10.00	
912041	HAPPY SLP LLC	11/14/2025	1025	SPEECH AND LANGUAGE EVALUATIONS	0	3,124.08	3,124.08
10 E 530 2100 27 7340 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		3,124.08	
912042	Vendor Continued Void	11/14/2025					0.00
912043	COOK'S ACE HARDWARE	11/14/2025	13170/1	GROUPS MAINTENANCE	0	19.53	438.95
10 E 530 9700 62 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		19.53	
			13200/1	BUILDING MAINTENANCE	0	-28.95	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		-28.95	
			13202/1	BUILDING MAINTENANCE	0	7.16	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		7.16	
			13229/1	BUILDING MAINTENANCE	0	54.33	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		54.33	
			13285/1	BUILDING MAINTENANCE	0	16.50	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		16.50	
			13356/1	BUILDING MAINTENANCE	0	8.89	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		8.89	
			13362/1	BUILDING MAINTENANCE	0	6.07	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		6.07	
			13559/1	FOOD SERVICE	0	14.12	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 44 5610 0750 0000 0000 0				LATCH STORAGE BOX General Fund/Expenditures/Food Service		14.12	
			13592/1	BUILDING MAINTENANCE	0	65.19	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		65.19	
			13605/1	BUILDING MAINTENANCE	0	24.75	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		24.75	
			13626/1	GROUNDS MAINTENANCE	0	21.73	
10 E 530 9700 62 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		21.73	
			13689/1	BUILDING MAINTENANCE	0	26.26	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		26.26	
			13733/1	BUILDING MAINTENANCE	0	23.90	
10 E 530 9700 64 5610 0740 0300 0000 0				General Fund/Expenditures/District-Wide Support		23.90	
			13745/1	BUILDING MAINTENANCE	0	14.97	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		14.97	
			13761/1	BUILDING MAINTENANCE	0	62.55	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		62.55	
			13767/1	BUILDING MAINTENANCE	0	26.04	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		26.04	
			13772/1	BUILDING MAINTENANCE	0	46.85	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		46.85	
			13826/1	BUILDING MAINTENANCE	0	9.32	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		9.32	
			13829/1	BUILDING MAINTENANCE	0	14.75	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		14.75	
			13834/1	BUILDING MAINTENANCE	0	4.99	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		4.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
912044	K C D A	11/14/2025	300870913	PE, Art, Music supply order - Raap	1102500011	1,144.55	1,184.40
10 E 530 0171 27 5610 1100 0000 0000 0			General Fund/Expenditures/Elementary Fine Arts			1,144.55	
			300875634	File Folders for Bilingual students files	6002500009	39.85	
10 E 530 6500 21 5610 0600 0000 0000 0			General Fund/Expenditures/State Trans Bilingual			39.85	
912045	KOSSMAN, MICHELLE	11/14/2025	10062025	REIMBURSEMENT FOR FOOD HANDERS CARD	0	10.00	10.00
10 E 530 9800 44 7001 0750 0000 0000 0			General Fund/Expenditures/Food Service			10.00	
912046	MILNE ENTERPRISES INC.	11/14/2025	208295	CTE Open PO	4562500001	1,785.23	1,785.23
10 E 530 3160 27 5610 4500 0000 0000 0			General Fund/Expenditures/Agriculture			1,785.23	
912047	MONTANARO, LAURA J	11/14/2025	092025	MILEAGE REIMBURSEMENT	0	41.16	41.16
10 E 530 0100 26 8580 0640 0000 0000 0			General Fund/Expenditures/Basic Education			41.16	
912048	MOORE, SHELBY	11/14/2025	09252025	REIMBURSEMENT FOR PROFESSIONAL DEVELOPMENT	0	124.00	124.00
10 E 530 0151 31 7580 0630 0000 0000 0			General Fund/Expenditures/Staff Dev-PEA Allocation			124.00	
912049	NW TEXTBOOK DEPOSITORY CO	11/14/2025	129960	NWTD/CURRICULUM ASSOCIATES HMS ARAMBUL I-READY MATH SEE ATTACHED QUOTE 400435.2	6002500002	2,756.77	2,756.77
10 E 530 5500 27 5610 2400 0000 0000 0			General Fund/Expenditures/State Learning Assistance			2,756.77	
912050	ODP BUSINESS SOLUTIONS	11/14/2025	439539094001	INK ORDER	1202500000	2,095.51	2,533.19
10 E 530 0100 27 5611 1200 0000 0000 1			General Fund/Expenditures/Basic Education			2,095.51	
			439539096001	INK ORDER	1202500000	437.68	
10 E 530 0100 27 5611 1200 0000 0000 1			General Fund/Expenditures/Basic Education			437.68	
912051	ORIENTAL TRADING CO	11/14/2025	73886671901	Counselor - Mr. Cardenas supply order	1102500005	207.12	207.12
10 E 530 0100 23 5610 1100 0000 0000 0			General Fund/Expenditures/Basic Education			207.12	
912052	OSPI - CHILD NUTRITION SERVICE	11/14/2025	38613	FOOD	0	16,510.68	16,510.68
10 E 530 9811 42 5630 0750 0000 0000 0			General Fund/Expenditures/Supply Chain Assistance			16,510.68	
912053	OXARC INC	11/14/2025	0032438664	Ag. Department Open PO	4562500003	753.70	753.70
10 E 530 3160 27 5610 4500 0000 0000 0			General Fund/Expenditures/Agriculture			753.70	

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912054	PACIFIC OFFICE AUTOMATION	11/14/2025	757034	TONER	0	418.01	418.01
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		418.01	
912055	PACIFIC SUPPORT SYSTEMS INC	11/14/2025	22525	FOOD SERVICE OPERATIONS	0	516.33	1,032.66
10 E 530 9800 44 7340 0750 0000 0000 0				General Fund/Expenditures/Food Service		516.33	
			3255	FOOD SERVICE OPERATIONS	0	516.33	
10 E 530 9800 44 7340 0750 0000 0000 0				General Fund/Expenditures/Food Service		516.33	
912056	PRIDE PUBLISHING LLC	11/14/2025	352980-2025	PRIDE READING COMPANY HEIGHTS ELEMENTARY YELLOW, ORANGE, RED WORKBOOKS M MANLEY 352980-2025	6002500004	1,376.43	1,376.43
10 E 530 5500 27 5610 1300 0000 0000 0				General Fund/Expenditures/State Learning Assistance		1,376.43	
912057	PROSSER S.D. REV FUND	11/14/2025	4939		0	2,759.21	7,035.22
10 L 610 0000 00 0000 0000 0000 0000				General Fund/Payroll Ded and Taxes Payable		2,759.21	
			4941		0	4,276.01	
10 L 610 0000 00 0000 0000 0000 0000				General Fund/Payroll Ded and Taxes Payable		4,276.01	
912058	QUILANTAN, ENYA	11/14/2025	09172025	PROFESSIONAL ENRICHMENT REIMBURSEMENT	0	450.00	450.00
10 E 530 0151 31 7580 1300 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		450.00	
912059	RIVERA, JORGE	11/14/2025	10142025	REIMBRUSEMENT FOR FINGERPRINTS	0	85.00	85.00
10 E 530 9900 52 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		85.00	
912060	RIVERSIDE INSIGHTS	11/14/2025	S0267695	Test Record and Subject Response Booklets (WJ IV)	6302500010	741.19	741.19
10 E 530 2100 27 5610 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		741.19	
912061	RIVERA, SONIA	11/14/2025	10022025	REIMBURSEMENT FOR CLOCK HOURS	0	21.00	21.00
10 E 530 5500 31 7340 0600 0000 0000 0				General Fund/Expenditures/State Learning Assistance		21.00	
912062	RODRIGUEZ, GWENDOLYN I	11/14/2025	09242025	PD ENROLLER REGISTRATION PROFESSIONAL DEVELOPMENT	0	50.00	50.00
10 E 530 0151 31 7340 2400 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		50.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
912063	ROWLEY AND HAWKINS FRUIT FARMS	11/14/2025	10942	FOOD	0	475.00	475.00
10 E 530 9826 42 5630 0750 0000 0000 0				General Fund/Expenditures/Farm 2 Table		475.00	
912064	SCHOLASTIC BOOK FAIRS	11/14/2025	W6047883BF	BOOK FAIR	0	2,315.63	2,315.63
10 R 960 0000 29 2900 1200 0000 0000 1				General Fund/Revenues/Program 00		2,315.63	
912065	SMARSH INC	11/14/2025	INV-299493	SMARSH - Facebook Addition Archive Capture	7602500019	14.02	14.02
10 E 530 9700 72 5650 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		14.02	
912066	SMITH, MERIN A	11/14/2025	09252025	REIMBRUSEMENT FOR WGU MASTERS CREDITS	0	1,000.00	1,000.00
10 E 530 0151 31 7340 4500 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		1,000.00	
912067	SNIPES MOUNTIAN RANCH	11/14/2025	001131	FOOD	0	2,293.06	2,293.06
10 E 530 9826 42 5630 0750 0000 0000 0				General Fund/Expenditures/Farm 2 Table		2,293.06	
912068	SPOKANE PRODUCE INC	11/14/2025	000281	FOOD	0	625.20	4,250.77
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		625.20	
			00996514	FOOD	0	304.15	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		304.15	
			00997900	FOOD	0	484.86	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		484.86	
			00998003	FOOD	0	600.27	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		600.27	
			01001336	FOOD	0	625.50	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		625.50	
			01001917	FOOD	0	576.00	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		576.00	
			1001917	FOOD	0	576.00	
10 E 530 9600 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		576.00	
			74154	FOOD	0	-217.28	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		-217.28	
			75314	FOOD	0	-576.00	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		-576.00	
			996378	FOOD	0	1,252.07	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,252.07	
912069	SPRINGBROOK FARMS	11/14/2025	660171	FOOD SERVICE	0	405.73	18,136.89

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10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		405.73	
			660327	FOOD SERVICE	0	337.00	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		337.00	
			66076	FOOD SERVICE	0	821.37	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		821.37	
			66119	FOOD SERVICE	0	1,382.73	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,382.73	
			661663	FOOD SERVICE	0	263.70	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		263.70	
			661664	FOOD SERVICE	0	259.78	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		259.78	
			661854	FOOD SERVICE	0	388.26	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		388.26	
			661893	FOOD SERVICE	0	1,054.48	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,054.48	
			662768	FOOD SERVICE	0	405.03	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		405.03	
			662823	FOOD SERVICE	0	1,054.48	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,054.48	
			663115	FOOD SERVICE	0	259.78	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		259.78	
			663118	FOOD SERVICE	0	263.70	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		263.70	
			663296	FOOD SERVICE	0	356.14	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		356.14	
			663422	FOOD SERVICE	0	977.70	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		977.70	
			664226	FOOD SERVICE	0	388.97	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		388.97	
			664324	FOOD SERVICE	0	1,306.35	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,306.35	
			664562	FOOD SERVICE	0	259.78	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		259.78	

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			664571	FOOD SERVICE	0	259.78	
			General Fund/Expenditures/Food Service			259.78	
10 E 530 9800 42 5630 0750 0000 0000 0			664740	FOOD SERVICE	0	356.14	
			General Fund/Expenditures/Food Service			356.14	
10 E 530 9800 42 5630 0750 0000 0000 0			664742	FOOD SERVICE	0	893.88	
			General Fund/Expenditures/Food Service			893.88	
10 E 530 9800 42 5630 0750 0000 0000 0			665640	FOOD SERVICE	0	372.20	
			General Fund/Expenditures/Food Service			372.20	
10 E 530 9800 42 5630 0750 0000 0000 0			665679	FOOD SERVICE	0	1,382.73	
			General Fund/Expenditures/Food Service			1,382.73	
10 E 530 9800 42 5630 0750 0000 0000 0			665980	FOOD SERVICE	0	263.70	
			General Fund/Expenditures/Food Service			263.70	
10 E 530 9800 42 5630 0750 0000 0000 0			665981	FOOD SERVICE	0	262.10	
			General Fund/Expenditures/Food Service			262.10	
10 E 530 9800 42 5630 0750 0000 0000 0			666191	FOOD SERVICE	0	226.25	
			General Fund/Expenditures/Food Service			226.25	
10 E 530 9800 42 5630 0750 0000 0000 0			666234	FOOD SERVICE	0	893.88	
			General Fund/Expenditures/Food Service			893.88	
10 E 530 9800 42 5630 0750 0000 0000 0			667075	FOOD SERVICE	0	359.45	
			General Fund/Expenditures/Food Service			359.45	
10 E 530 9800 42 5630 0750 0000 0000 0			667427	FOOD SERVICE	0	262.10	
			General Fund/Expenditures/Food Service			262.10	
10 E 530 9800 42 5630 0750 0000 0000 0			667635	FOOD SERVICE	0	343.23	
			General Fund/Expenditures/Food Service			343.23	
10 E 530 9800 42 5630 0750 0000 0000 0			667645	FOOD SERVICE	0	574.13	
			General Fund/Expenditures/Food Service			574.13	
10 E 530 9800 42 5630 0750 0000 0000 0			668701	FOOD SERVICE	0	1,236.37	
			General Fund/Expenditures/Food Service			1,236.37	
10 E 530 9800 42 5630 0750 0000 0000 0			668854	FOOD SERVICE	0	265.97	
			General Fund/Expenditures/Food Service			265.97	
912070	SUCCESS BY DESIGN INC	11/14/2025	204529	3rd - 5th Grade Student Planners for 2025-2026	1102500002	849.93	849.93
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/Expenditures/Basic Education			849.93	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
912071	SWANK MOTION PICTURES, INC	11/14/2025	4071704	MOVIE LICENSE FOR PHS	0	283.00	283.00
10 E 530 0100 27 5650 4500 0000 0000 0				General Fund/Expenditures/Basic Education		283.00	
912072	T-MOBILE	11/14/2025	NOV 2025	MONTHLY INVOICE	0	800.00	800.00
10 E 530 1950 27 7340 0760 0000 0000 0				General Fund/Expenditures/Emergency Connectivity Fund		800.00	
912073	TODAY'S CLASSROOM LLC	11/14/2025	25-7630	Michael Harris Classroom Desks	2402400066	8,344.24	8,344.24
10 E 530 0100 23 5610 2400 0000 0000 0				General Fund/Expenditures/Basic Education		8,344.24	
912074	Vendor Continued Void	11/14/2025					0.00
912075	Vendor Continued Void	11/14/2025					0.00
912076	US FOODS - SPOKANE	11/14/2025	3217303	FOOD	0	1,187.30	87,801.94
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,115.91	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		71.39	
			3285555	FOOD	0	793.34	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		742.93	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		50.41	
			3331058	FOOD	0	82.74	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		82.74	
			3331059	FOOD	0	16,225.13	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		15,177.24	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,047.89	
			3331060	FOOD	0	216.36	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		216.36	
			3331061	FOOD	0	300.11	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		300.11	
			3331062	FOOD	0	82.93	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		82.93	
			3331063	FOOD	0	665.15	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		665.15	
			3416281	FOOD	0	1,587.40	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,587.40	
			3416282	FOOD	0	243.56	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		243.56	
			3416283	FOOD	0	25.98	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		25.98	
			3416284	FOOD	0	556.65	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		556.65	
			3531745	FOOD	0	10,768.14	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		10,768.14	
			3531746	FOOD	0	503.57	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		503.57	
			3531747	FOOD	0	71.30	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		71.30	
			3531748	FOOD	0	2,491.35	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,036.64	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,454.71	
			3531749	FOOD	0	1,313.70	
10 E 530 9800 44 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,313.70	
			3531750	FFOD	0	726.74	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		373.92	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		352.82	
			3531751	FOOD	0	1,095.26	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,095.26	
			3618380	FOOD	0	860.86	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		672.33	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		188.53	
			3618381	FOOD	0	1,447.67	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,447.67	
			3618382	FOOD	0	1,369.08	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/FOOD Service		1,369.08	
			3618384	FOOD	0	1,121.04	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		470.67	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		650.37	
			3736065	FOOD SERVICE OPERATIONS WAFFLES	0	544.60	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		544.60	
			3736066	FOOD SERVICE YOGURT STWB, BLBRY AND RSP	0	62.16	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		62.16	
			3736067	FOOD SERVICE	0	1,051.98	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
OPERATIONS							
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		29.74	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,022.24	
			3736068	FOOD SERVICE	0	11,502.90	
				OPERATIONS NITRLE			
				GLVOES AND			
				BREAKFAST FOOD			
				ITEMS			
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		9,709.07	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,793.83	
			3736069	FOOD SERVICE	0	79.69	
				LETTUCE ,SLICED			
				ONION, SLICED			
				TOMOATO			
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		79.69	
			3792144	FOOD	0	62.28	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		62.28	
			382247	FOOD	0	46.22	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		46.22	
			3825556	FOOD	0	324.48	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		324.48	
			3825557	FOOD	0	51.15	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		51.15	
			3842246	FOOD	0	123.06	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		123.06	
			3938407	FOOD	0	829.35	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		779.44	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		49.91	
			3938408	FOOD	0	486.55	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		486.55	
			3938410	FOOD	0	580.67	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		580.67	
			3938411	FOOD	0	10,812.24	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		10,812.24	
			3938412	FOOD	0	269.52	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		269.52	
			4027323	FOOD	0	693.15	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		693.15	
			4027324	FOOD	0	389.28	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		389.28	
			4027325	FOOD	0	156.72	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		156.72	
			4027326	FOOD	0	488.64	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		488.64	
			4027327	FOOD	0	309.21	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		309.21	
			4044811	FOOD	0	36.35	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		36.35	
			4141208	FOOD	0	81.41	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		81.41	
			4141209	FOOD	0	190.35	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		190.35	
			4141210	FOOD	0	9,504.41	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		9,504.41	
			4232851	FOOD	0	2,308.18	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		613.85	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		1,694.33	
			4232853	FOOD	0	2,797.29	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		2,797.29	
			4345268	FOOD SERVICE SPOON TEA POLYP MOUTH WHITE	0	309.58	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		309.58	
			5909175	FOOD SERVICE OPERATIONS	0	-24.84	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		-24.84	
912077	USIP	11/14/2025	11012025	MONTHLY INSURANCE PMT	0	59,936.97	60,395.67
10 E 530 9700 68 7520 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		59,936.97	
			U2815	CLAIM PMT	0	458.70	
10 E 530 9900 56 7520 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		458.70	
912078	WALTER E NELSON COMPANY	11/14/2025	INVCRN31208049	CUSTODIAL	0	1,222.21	5,960.94

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount		
10 E 530 9700 63 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,222.21			
			INVCRN31208877	CUSTODIAL	0	657.91			
10 E 530 9700 63 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		657.91			
			INVCRN31209134	CUSTODIAL	0	726.72			
10 E 530 9700 63 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		726.72			
			INVCRN31210116	CUSTODIAL	0	1,466.64			
10 E 530 9700 63 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,466.64			
			INVCRN31210128	CUSTODIAL	0	196.14			
10 E 530 9700 63 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		196.14			
			INVCRN31210524	CUSTODIAL	0	1,193.80			
10 E 530 9700 63 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,193.80			
			INVCRN31210913	CUSTODIAL	0	497.52			
10 E 530 9700 63 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		497.52			
912079	WASA	11/14/2025	197549	MEMBERSHIP FOR JENNIFER ALLEN	0	1,213.09	1,213.09		
10 E 530 2100 21 7810 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		1,213.09			
912080	WASBO	11/14/2025	2000039288	WASBO CLINIC TRAINING IN YAKIMA	0	590.00	590.00		
10 E 530 9700 13 7330 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		590.00			
912081	YAKIMA BINDERY	11/14/2025	338345-0	NAME PLATE FOR BUSINESS OFFICE	0	29.51	136.36		
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		29.51			
			338709-0	FOOD SERVICE SUPERVISION	0	73.19			
10 E 530 9800 41 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		73.19			
			338737-0		0	33.66			
10 E 530 9800 41 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		33.66			
912082	YMCA OF YAKIMA	11/14/2025	HMSOS102025	CAMP DUDLEY	0	50.00	50.00		
10 E 530 5250 27 7340 2400 0000 0000 0				General Fund/Expenditures/Titile IV Student Spt & Enric		50.00			
						74	Computer	Check(s) For a Total of	459,514.55

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$5,345.68. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP WARRANTS PAYABLE:
Warrant Numbers 200000803 through 200000804, totaling \$5,345.68

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

Check Nbr	Vendor Name	Check Date	Check Amount
200000803	ARCHITECTS WEST, P.A.	10/31/2025	1,350.00
200000804	WENAHA GROUP INC	10/31/2025	3,995.68
2	Computer	Check(s) For a Total of	5,345.68

"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 20000803 through 20000804 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

[Signature] _____
Business Manager Date 11/4/25

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
200000803	ARCHITECTS WEST, P.A.	10/31/2025	14252	RAMP	0	1,350.00	1,350.00
20 E 530 0009 12 7000 1000 0055 0000 0				Capital Projects/Expenditures/Stadium Upgrades		1,350.00	
200000804	WENAHAN GROUP INC	10/31/2025	13839	Project management	8002400001	805.00	3,995.68
20 E 530 0003 12 7084 1000 0720 0000 0				Capital Projects/Expenditures/Proj Managemnt		805.00	
			14202	Project management	8002400001	2,640.00	
20 E 530 0003 12 7084 1000 0720 0000 0				Capital Projects/Expenditures/Proj Managemnt		2,640.00	
			5268	Project management	8002400001	550.68	
20 E 530 0003 12 7084 1000 0720 0000 0				Capital Projects/Expenditures/Proj Managemnt		550.68	
			2	Computer			5,345.68
				Check(s) For a Total of			

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$642.21. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP WARRANTS PAYABLE:
Warrant Numbers 200000805 through 200000805, totaling \$642.21

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

Check Nbr	Vendor Name	Check Date	Check Amount
200000805	COMPUNET, INC	11/14/2025	642.21
1	Computer	Check(s) For a Total of	642.21

"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 200000805 through 200000805 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

[Signature] _____ Date 11/6/25

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
200000805	COMPUNET, INC	11/14/2025	306869	COMPUNET - Networked Input and Relay Module	8002500000	642.21	642.21
20 E 530 0018 12 7000 1000 0240 0000 0				Capital Projects/Expenditures/Door Access		642.21	
				1 Computer	Check(s) For a Total of		642.21



Prosser School District No. 116

1203 Prosser Ave
PROSSER, WA 99350

PHONE: (509) 786-3323 FAX: (509) 786-2062
Website: prosserschools.org

Board Date November 12, 2025

Pay Date October 31, 2025

As of November 12, 2025, the board, by a _____ vote, does approve for payment those Payroll Warrants, Direct Deposits, Accounts Payable Warrants, Payroll Taxes, and Electronic Fund Transfers included in the following list:

Payroll Warrants Total: \$188,741 Warrant Numbers: 253773-253785, 253980-253982, 254360-254395, 254432-254454

Direct Deposit Total: \$1,504,928.12 Direct Deposit Numbers: 900079815-900080219

Accounts Payable Warrant Total: \$597,600.10 Warrant Numbers: 253973-253978, 253983-253989, 254396-254429, 254455-254458

Payroll Taxes and Electronic Fund Transfers: \$965,235.40

Approved total payroll in the amount of \$3,256,504.62

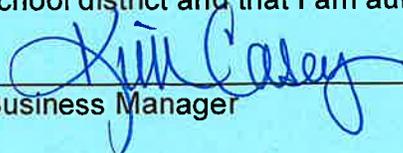
Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Provision is made for the adjusting of employee and employer benefits as necessary.

I, the undersigned, do hereby certify that the services have been rendered or the labor performed as described, are just, due, and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim.


Business Manager

11/7/25
Date

11 GF WARRANTS PAYABLE

PAYEE	DATE	WARRANT		AMOUNT	MICR	DATE	DATE	INTEREST
	ISSUED	NUMBER	FND		NUMBER	REDEEMED	REGISTERED	
FUND TOTALS								
Total 116 001	General Fund		4,280.97					
Total 116			4,280.97					

Total All Funds			4,280.97					

EMPLOYMENT SECURITY DEPT	10/03/2025	911712	001	1,342.06	253973			
EMPLOYMENT SECURITY DEPT - WA CARES	10/03/2025	911713	001	813.08	253974			
ESD 123 WORKER'S	10/03/2025	911714	001	479.79	253975			
ESD 123 POOL ACCT	10/03/2025	911715	001	212.65	253976			
HCA-SEBB BENEFITS	10/03/2025	911716	001	1,403.00	253977			
THE STANDARD INSURANCE COMPANY	10/03/2025	911717	001	30.39	253978			
	Page Total			4,280.97				
	Subtotal			4,280.97				
	GRAND TOTAL			4,280.97				

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

11 GF WARRANTS PAYABLE

<u>PAYEE</u>	<u>DATE</u> <u>ISSUED</u>	<u>WARRANT</u> <u>NUMBER</u>	<u>FND</u>	<u>AMOUNT</u>	<u>MICR</u> <u>NUMBER</u>	<u>DATE</u> <u>REDEEMED</u>	<u>DATE</u> <u>REGISTERED</u>	<u>INTEREST</u>
FUND TOTALS								
Total 116 001	General Fund			1,857.59				
Total 116				1,857.59				
Total All Funds				1,857.59	*****			
EMPLOYMENT SECURITY DEPT	10/08/2025	911718	001	35.70	253983			
EMPLOYMENT SECURITY DEPT - WA CARES	10/08/2025	911719	001	22.51	253984			
ESD 123 WORKER'S	10/08/2025	911720	001	96.69	253985			
ESD 123 POOL ACCT	10/08/2025	911721	001	8.93	253986			
HCA-SEBB BENEFITS	10/08/2025	911722	001	1,619.00	253987			
THE STANDARD INSURANCE COMPANY	10/08/2025	911723	001	1.38	253988			
WEA APA TRUST (ESPP DUES)	10/08/2025	911724	001	73.38	253989			
Page Total				1,857.59				
Subtotal				1,857.59				
GRAND TOTAL				1,857.59				

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

11 GF WARRANTS PAYABLE

PAYEE	DATE	WARRANT		AMOUNT	MICR	DATE	DATE	INTEREST
	ISSUED	NUMBER	FND		NUMBER	REDEEMED	REGISTERED	
PROSSER FAMILY FITNESS	10/31/2025	911987	001	43.32	254418			
PROSSER CHP PAEOP	10/31/2025	911988	001	15.00	254419			
PROSSER EDUC ASSN SCHOLARSHIP	10/31/2025	911989	001	100.16	254420			
PUB SCH EMP OF WA	10/31/2025	911990	001	6,007.93	254421			
SECURITY BENEFITS	10/31/2025	911991	001	2,090.91	254422			
SECURITY BENEFIT RETIREMENT PLAN SERVICES	10/31/2025	911992	001	200.00	254423			
THE STANDARD INSURANCE COMPANY	10/31/2025	911993	001	4,631.17	254424			
UGN	10/31/2025	911994	001	5.00	254425			
WA ST SCHOOL REIREE'S ASSN.	10/31/2025	911995	001	42.00	254426			
WEA APA TRUST (ESPP DUES)	10/31/2025	911996	001	386.16	254427			
WEA PAYROLL DEDUCTIONS (SEC DUES)	10/31/2025	911997	001	695.32	254428			
WEA- PAYROLL DEDUCTIONS (PEA DUES)	10/31/2025	911998	001	13,432.41	254429			
	Page Total			27,649.38				
	Subtotal			591,378.56				
	GRAND TOTAL			591,378.56				

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

11 GF WARRANTS PAYABLE

<u>PAYEE</u>	<u>DATE</u> <u>ISSUED</u>	<u>WARRANT</u> <u>NUMBER</u>	<u>FND</u>	<u>AMOUNT</u>	<u>MICR</u> <u>NUMBER</u>	<u>DATE</u> <u>REDEEMED</u>	<u>DATE</u> <u>REGISTERED</u>	<u>INTEREST</u>
FUND TOTALS								
Total 116 001		General Fund		82.98				
Total 116				82.98				
Total All Funds				82.98	*****			
EMPLOYMENT SECURITY DEPT	10/31/2025	912000	001	50.16	254455			
EMPLOYMENT SECURITY DEPT - WA CARES	10/31/2025	912001	001	10.76	254456			
ESD 123 WORKER'S	10/31/2025	912002	001	0.38	254457			
ESD 123 POOL ACCT	10/31/2025	912003	001	21.68	254458			
		Page Total		82.98				
		Subtotal		82.98				
		GRAND TOTAL		82.98				

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

This payroll contains Deduction/Benefit/Bank Codes for which the update process will not generate Accounts Payable Invoices.
 The following Deduction/Benefit/Bank Codes have no associated vendor:

CODE TYPE	CODE	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
Deduction	DD2	ADD ACH DEP	10 L 610 0000 00 0000 0000 0	0.00
Deduction	DD1	ADD ACH DEP	10 L 610 0000 00 0000 0000 0	0.00
Deduction	1Ret3	TRS Plan 3	10 A 240 0000 00 0000 0000 0	4,827.57
Deduction	1Ret2	TRS Plan 2	10 A 240 0000 00 0000 0000 0	2,204.01
Deduction	1Ret1	TRS Plan 1	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1Ret0	TRS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1ReE3	SERS Plan 3	10 A 240 0000 00 0000 0000 0	268.57
Deduction	1ReE2	SERS Plan 2	10 A 240 0000 00 0000 0000 0	877.65
Deduction	1ReE0	SERS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1Med	Medicare	10 A 240 0000 00 0000 0000 0	2,114.06
Deduction	1fwad	FED W/H ADJ	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1FIT+	FIT Additional Amount	10 A 240 0000 00 0000 0000 0	4,339.23
Deduction	1FIT	Federal Income Tax	10 A 240 0000 00 0000 0000 0	1,547.66
Deduction	1FIC	FICA	10 A 240 0000 00 0000 0000 0	9,039.27
Benefit	V2160	VEBA I-VEBA TRUST	10 A 240 0000 00 0000 0000 0	85.00
Benefit	1Ret3	TRS Plan 3	10 A 240 0000 00 0000 0000 0	5,148.09
Benefit	1Ret2	TRS Plan 2	10 A 240 0000 00 0000 0000 0	2,265.98
Benefit	1Ret1	TRS Plan 1	10 A 240 0000 00 0000 0000 0	0.00
Benefit	1Ret0	TRS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Benefit	1ReE3	SERS Plan 3	10 A 240 0000 00 0000 0000 0	358.28
Benefit	1ReE2	SERS Plan 2	10 A 240 0000 00 0000 0000 0	946.42
Benefit	1ReE0	SERS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Benefit	1Med	Medicare	10 A 240 0000 00 0000 0000 0	2,114.06
Benefit	1FIC	FICA	10 A 240 0000 00 0000 0000 0	9,039.27

Number Of Records 24 45,175.12

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

This payroll contains Deduction/Benefit/Bank Codes for which the update process will not generate Accounts Payable Invoices.
 The following Deduction/Benefit/Bank Codes have no associated vendor:

CODE TYPE	CODE	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
Deduction	1Ret3	TRS Plan 3	10 A 240 0000 00 0000 0000 0	50.82
Deduction	1Ret2	TRS Plan 2	10 A 240 0000 00 0000 0000 0	94.49
Deduction	1ReE2	SERS Plan 2	10 A 240 0000 00 0000 0000 0	110.77
Deduction	1Med	Medicare	10 A 240 0000 00 0000 0000 0	51.74
Deduction	1FIT	Federal Income Tax	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1FIC	FICA	10 A 240 0000 00 0000 0000 0	221.23
Benefit	V2160	VEBA I-VEBA TRUST	10 A 240 0000 00 0000 0000 0	400.00
Benefit	1Ret3	TRS Plan 3	10 A 240 0000 00 0000 0000 0	78.67
Benefit	1Ret2	TRS Plan 2	10 A 240 0000 00 0000 0000 0	97.44
Benefit	1Ret0	TRS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Benefit	1ReE2	SERS Plan 2	10 A 240 0000 00 0000 0000 0	114.00
Benefit	1Med	Medicare	10 A 240 0000 00 0000 0000 0	51.74
Benefit	1FIC	FICA	10 A 240 0000 00 0000 0000 0	221.23

1,492.13

Number Of Records 13

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

This payroll contains Deduction/Benefit/Bank Codes for which the update process will not generate Accounts Payable Invoices.
 The following Deduction/Benefit/Bank Codes have no associated vendor:

CODE TYPE	CODE	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
Deduction	S0137	CHILD SUPP-WASH STATE SUPPORT	10 A 240 0000 00 0000 0000 0	1,646.00
Deduction	H0123	Inspirus Credit Union	10 L 610 0000 00 0000 0000 0	0.00
Deduction	Dper	Deduction Percentage	10 L 610 0000 00 0000 0000 0	0.00
Deduction	A7119	ROTH-WEA/APA TRUST FUND	10 A 240 0000 00 0000 0000 0	10,555.00
Deduction	A5189	DEFERRED COMP-VALIC	10 A 240 0000 00 0000 0000 0	2,500.00
Deduction	A1150	Fidelity Investments	10 A 240 0000 00 0000 0000 0	750.00
Deduction	A1119	ANNUITY-WEA/APA TRUST FUND	10 A 240 0000 00 0000 0000 0	7,923.33
Deduction	1Ret3	TRS Plan 3	10 A 240 0000 00 0000 0000 0	72,960.82
Deduction	1Ret2	TRS Plan 2	10 A 240 0000 00 0000 0000 0	32,415.00
Deduction	1Ret1	TRS Plan 1	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1Ret0	TRS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1ReRA	SERS Adj	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1Rep3	PERS Plan 3	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1Rep2	PERS Plan 2	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1Rep1	PERS Plan 1	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1Rep0	PERS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1ReE3	SERS Plan 3	10 A 240 0000 00 0000 0000 0	14,963.41
Deduction	1ReE2	SERS Plan 2	10 A 240 0000 00 0000 0000 0	24,181.30
Deduction	1ReE0	SERS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1Med	Medicare	10 A 240 0000 00 0000 0000 0	31,485.26
Deduction	1fwad	FED W/H ADJ	10 A 240 0000 00 0000 0000 0	300.00
Deduction	1FIT+	FIT Additional Amount	10 A 240 0000 00 0000 0000 0	11,142.83
Deduction	1FIT%	FIT Add Percentage	10 A 240 0000 00 0000 0000 0	115.71
Deduction	1FIT	Federal Income Tax	10 A 240 0000 00 0000 0000 0	176,559.36
Deduction	1FIC	FICA	10 A 240 0000 00 0000 0000 0	134,151.66
Benefit	V2160	VEBA I-VEBA TRUST	10 A 240 0000 00 0000 0000 0	72,980.00
Benefit	1ReT3	TRS Plan 3	10 A 240 0000 00 0000 0000 0	77,817.39
Benefit	1ReT2	TRS Plan 2	10 A 240 0000 00 0000 0000 0	33,289.28
Benefit	1ReT1	TRS Plan 1	10 A 240 0000 00 0000 0000 0	0.00
Benefit	1ReT0	TRS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Benefit	1ReE3	SERS Plan 3	10 A 240 0000 00 0000 0000 0	17,318.61
Benefit	1ReE2	SERS Plan 2	10 A 240 0000 00 0000 0000 0	25,007.68

This payroll contains Deduction/Benefit/Bank Codes for which the update process will not generate Accounts Payable Invoices.
 The following Deduction/Benefit/Bank Codes have no associated vendor:

CODE TYPE	CODE	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
Benefit	1ReE0	SERS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Benefit	1Med	Medicare	10 A 240 0000 00 0000 0000 0	31,485.26
Benefit	1FIC	FICA	10 A 240 0000 00 0000 0000 0	134,151.66
Number Of Records 35				913,699.56

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

This payroll contains Deduction/Benefit/Bank Codes for which the update process will not generate Accounts Payable Invoices.
 The following Deduction/Benefit/Bank Codes have no associated vendor:

CODE TYPE	CODE	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
Deduction	A7119	ROTH-WEA/APA TRUST FUND	10 A 240 0000 00 0000 0000 0	-825.00
Deduction	A1119	ANNUITY-WEA/APA TRUST FUND	10 A 240 0000 00 0000 0000 0	-175.00
Deduction	1Ret3	TRS Plan 3	10 A 240 0000 00 0000 0000 0	-1,354.58
Deduction	1Med	Medicare	10 A 240 0000 00 0000 0000 0	-350.89
Deduction	1FIT+	FIT Additional Amount	10 A 240 0000 00 0000 0000 0	-950.00
Deduction	1FIT	Federal Income Tax	10 A 240 0000 00 0000 0000 0	-2,872.32
Deduction	1FIC	FICA	10 A 240 0000 00 0000 0000 0	-1,500.37
Benefit	V2160	VEBA I-VEBA TRUST	10 A 240 0000 00 0000 0000 0	-1,500.00
Benefit	1Ret3	TRS Plan 3	10 A 240 0000 00 0000 0000 0	-1,233.47
Benefit	1Med	Medicare	10 A 240 0000 00 0000 0000 0	-350.89
Benefit	1FIC	FICA	10 A 240 0000 00 0000 0000 0	-1,500.37

Number Of Records 11

-12,612.89

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

This payroll contains Deduction/Benefit/Bank Codes for which the update process will not generate Accounts Payable Invoices.
 The following Deduction/Benefit/Bank Codes have no associated vendor:

CODE TYPE	CODE	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
Deduction	A7119	ROTH-WEA/APA TRUST FUND	10 A 240 0000 00 0000 0000 0	825.00
Deduction	A1119	ANNUITY-WEA/APA TRUST FUND	10 A 240 0000 00 0000 0000 0	175.00
Deduction	1Ret3	TRS Plan 3	10 A 240 0000 00 0000 0000 0	1,533.74
Deduction	1Ret2	TRS Plan 2	10 A 240 0000 00 0000 0000 0	100.73
Deduction	1ReE2	SERS Plan 2	10 A 240 0000 00 0000 0000 0	389.65
Deduction	1Med	Medicare	10 A 240 0000 00 0000 0000 0	429.90
Deduction	1FIT+	FIT Additional Amount	10 A 240 0000 00 0000 0000 0	950.00
Deduction	1FIT	Federal Income Tax	10 A 240 0000 00 0000 0000 0	1,933.76
Deduction	1FIC	FICA	10 A 240 0000 00 0000 0000 0	1,838.33
Benefit	V2160	VEBA I-VEBA TRUST	10 A 240 0000 00 0000 0000 0	1,500.00
Benefit	1Ret3	TRS Plan 3	10 A 240 0000 00 0000 0000 0	1,442.20
Benefit	1Ret2	TRS Plan 2	10 A 240 0000 00 0000 0000 0	103.40
Benefit	1ReE2	SERS Plan 2	10 A 240 0000 00 0000 0000 0	400.99
Benefit	1Med	Medicare	10 A 240 0000 00 0000 0000 0	429.90
Benefit	1FIC	FICA	10 A 240 0000 00 0000 0000 0	1,838.33

Number Of Records 15 13,890.93

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

Check Date 10/31/2025

VENDOR KEY	VENDOR DESCRIPTION	CODE TYPE	CODE	DESCRIPTION	INVOICE	ACCOUNT NUMBER	AMOUNT
EMPLOYME003	EMPLOYMENT SECURITY DEPT	Benefit	1PFML	WA PFML	Regular	10 L 610 0000 00 0000 0000 0000 0000	78.04
EMPLOYME003	EMPLOYMENT SECURITY DEPT	Deduction	1PFML	WA PFMLA	Regular	10 L 610 0000 00 0000 0000 0000 0000	195.90
EMPLOYME004	EMPLOYMENT SECURITY DEPT - WA CARES	Deduction	1WLTC	WA CARES FUND - LTC	Regular	10 L 610 0000 00 0000 0000 0000 0000	151.84
ESD 123 001	ESD 123 POOL ACCT	Benefit	1UC	Unemployment Plan 00	Regular	10 L 610 0000 00 0000 0000 0000 0000	21.68
ESD 123 000	ESD 123 WORKER'S	Benefit	1WC	Workers' Compensation	Regular	10 L 610 0000 00 0000 0000 0000 0000	40.64
ESD 123 000	ESD 123 WORKER'S	Deduction	1WC	Workers' Compensation	Regular	10 L 610 0000 00 0000 0000 0000 0000	12.53
HCA-SEBB000	HCA-SEBB BENEFITS	Benefit	SEBB	SEBB/HCA Medical	Regular	10 L 610 0000 00 0000 0000 0000 0000	1,307.00
HCA-SEBB000	HCA-SEBB BENEFITS	Deduction	VAER	UMP Achieve 2 Emp Only	Regular	10 L 610 0000 00 0000 0000 0000 0000	125.00
PROSSER 008	PROSSER EDUC ASSN SCHOLARSHIP	Deduction	Z9300	SCHOLARSHIP-PROSSER EDUC ASSN	Regular	10 L 610 0000 00 0000 0000 0000 0000	2.00
WA ST SC000	WA ST SCHOOL REIREE'S ASSN.	Deduction	E5180	WA RET ASSN-WA ST SCHOOL REIRE	Regular	10 L 610 0000 00 0000 0000 0000 0000	7.00

Number of Records: 10 1,941.63

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

VENDOR KEY	VENDOR DESCRIPTION	CODE TYPE	CODE	DESCRIPTION	INVOICE	ACCOUNT NUMBER	AMOUNT
EMPLOYME003	EMPLOYMENT SECURITY DEPT	Benefit	1PFML	WA PFML	Regular	10 L 610 0000 00 0000 0000 0000 0000	-63.75
EMPLOYME003	EMPLOYMENT SECURITY DEPT	Deduction	1PFML	WA PMFLA	Regular	10 L 610 0000 00 0000 0000 0000 0000	-160.03
EMPLOYME004	EMPLOYMENT SECURITY DEPT - WA CARES	Deduction	1WLT	WA CARES FUND - LTC	Regular	10 L 610 0000 00 0000 0000 0000 0000	-141.08
ESD 123 001	ESD 123 POOL ACCT	Benefit	1UC	Unemployment Plan 00	Regular	10 L 610 0000 00 0000 0000 0000 0000	0.00
ESD 123 000	ESD 123 WORKER'S	Benefit	1WC	Workers' Compensation	Regular	10 L 610 0000 00 0000 0000 0000 0000	-40.35
ESD 123 000	ESD 123 WORKER'S	Deduction	1WC	Workers' Compensation	Regular	10 L 610 0000 00 0000 0000 0000 0000	-12.44
HCA-SEBB000	HCA-SEBB BENEFITS	Benefit	SEBB	SEBB/HCA Medical	Regular	10 L 610 0000 00 0000 0000 0000 0000	-1,307.00
HCA-SEBB000	HCA-SEBB BENEFITS	Deduction	VAER	UMP Achieve 2 Emp Only	Regular	10 L 610 0000 00 0000 0000 0000 0000	-125.00
PROSSER 008	PROSSER EDUC ASSN SCHOLARSHIP	Deduction	Z9300	SCHOLARSHIP-PROSSER EDUC ASSN	Regular	10 L 610 0000 00 0000 0000 0000 0000	-2.00
WA ST SC000	WA ST SCHOOL REIREE'S ASSN.	Deduction	E5180	WA RET ASSN-WA ST SCHOOL REIRE	Regular	10 L 610 0000 00 0000 0000 0000 0000	-7.00

Number of Records: 10 -1,858.65

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

Coversheet

Memorandums of Agreement Between Central Washington University and Prosser School District (Student Teacher Placement Agreement & Master of Arts in Teaching Program)

Section: VII. Action Items
Item: G. Memorandums of Agreement Between Central Washington University and Prosser School District (Student Teacher Placement Agreement & Master of Arts in Teaching Program)
Purpose: Vote
Submitted by:
Related Material: CWU Agreement Coversheet.pdf
Prosser School District with CWU.pdf
Prosser MAT MOA.pdf

BOARD PACKET

TO: Board of Directors

SUBJECT: Memorandums of Agreement Between Central Washington University and Prosser School District (Student Teacher Placement Agreement & Master of Arts in Teaching Program)

AGENDA: Action

DATE: November 12, 2025

PREPARED BY: Deanna Flores, *Assistant Superintendent*

Background

Prosser School District has agreed to work with Central Washington University to provide placements for interns within the Master of Arts in Teaching Program. Prosser School District will also provide placements for Student Teachers attending Central Washington University. Requests for placements will be made through the Assistant Superintendent. Responsibilities of the University and District are specified within the agreements. These agreements will become effective upon all parties' signatures and will continue in effect unless terminated by either party with at least thirty days prior written notice to the other party.

Recommendation:

It is recommended the Board of Directors approve both Memorandums of Agreement between Central Washington University and Prosser School District.

STUDENT TEACHER PLACEMENT AGREEMENT
BETWEEN CENTRAL WASHINGTON UNIVERSITY
AND
PROSSER SCHOOL DISTRICT

Central Washington University requires students in its Educational Programs to complete a series of field placements in K-12 schools. Central Washington University (“University”) and Prosser School District. (“District”) enter into this agreement to provide for the placement and supervision of University students (“candidates”) in schools within the District.

1. Definitions

Administrative Candidates: A student who is placed in a school’s administrative office or the District’s central office.

Administrative Mentor: A School’s Principal or the District’s central office administrator employed by the District, with whom an administrative candidate is placed.

Candidate: A student in the University’s Education Program who is placed in a school pursuant to this agreement. “Candidate” includes administrative, counseling, practicum, and student teaching candidates.

Cooperating Counselor: A counselor, employed by the District, with whom a counseling student candidate is placed. Qualification requirements in Appendix A.

Cooperating Teacher: A classroom teacher, employed by the District, with whom a practicum or student teaching candidate is placed. Qualification requirements in Appendix A.

Counseling Candidates: A student who is placed in a school’s counseling office or the District’s central office.

Education Program: The Education Program of Central Washington University.

Field (University) Supervisor: A University employee who supervises, consults with, and evaluates candidates. Qualification requirements in Appendix A.

Mentor Teacher: A teacher employed by the District, with whom a student teaching candidate is placed. Qualification requirements in Appendix A.

Partner School: A school in the District that agrees to accept one or more candidates.

Placement Coordinator: A University employee who coordinates and monitors all placements of student teaching candidates.

Practicum Candidate: A student in the University’s Education Program who is placed in a school for pre-student teaching field work.

Practicum Coordinator: A University employee who coordinates and monitors all placements of practicum candidates.

Student Teaching Candidate: A student in the University’s Education Program who is placed in a school for student teaching experience.

2. General Provisions

a. The University and District agree that contemporaneous with or following execution of this Agreement and within the scope of its provisions, the University may develop letter agreements with District to formalize operational details of the directed fieldwork program. These details will include, but are not limited to, the following:

- Beginning dates and length of experience (Appendix B contains a summary of the anticipated length and nature of field experience);

- Number and kind of candidates eligible to participate in the training;
- Specific days, hours, and locations for the training;
- Specific allocation of responsibilities for the cooperating teacher or mentor.
- Deadlines and format for candidate progress reports and evaluation forms.
- A stipend will be paid by the University to each Cooperating/Mentor Teacher, as applicable, for Candidates who are placed with that person. The stipend for a teacher will be at least \$100.00 for each full-time assignment. A stipend will be paid by the University to each Cooperating Counselor, as applicable for candidates who are placed with that person. The stipend for a Cooperating Counselor will be at least \$25.00 for each full-time assignment. The District expressly acknowledges that the Cooperating Mentor Teachers and Counselors will remain employees of the District, not of the University. If a candidate withdraws or is moved within the first ten school days following the assigned reporting date, the University shall not pay a stipend.

b. Any such letter agreements will be considered attachments to this Agreement, will be binding when signed by authorized representatives of each party, and may be modified by subsequent letter agreements signed by authorized representatives of each party.

c. The University and District will jointly plan the training program and jointly evaluate candidates. Exchange of information will be maintained by on-site visits when practical and by letter, telephone, video-conferencing, or email in other instances.

d. The University and District will instruct their respective faculty, staff, and students participating in the training to maintain confidentiality of candidate and District information as required by law and by the policies and procedures of the University and the District.

e. The parties to this Agreement each agree to comply with applicable federal and state laws prohibiting discrimination in education, employment, or public accommodations based on age, sex, marital status, sexual orientation, race, creed, color, national origin, genetic information, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability or the use of a trained dog or service animal by a person with a disability.

3. Responsibilities of Central Washington University

a. The University will assign to a partner school only candidates who, in the judgment of the University, have the required academic background and basic skills to be trained in the District. Candidates will not be placed in settings that present conflict of interest or in which personal relationships that could interfere with objective evaluation of candidates.

b. The University agrees to designate partner schools, cooperating teachers, and mentors, in coordination with the District and the principal of the partner school.

c. The University, through the director of the Educational Program, shall outline the University's educational goals and objectives to be attained within the District.

d. Pursuant to WAC 181-78A-125 (3) and (4), the University agrees, by separate letter agreement signed by the parties, to provide a description of the duties and responsibilities of all parties involved in the student's placement and completion of the experience, as well as the anticipated length and nature of the placement. This information will include appropriate

information about each candidate's academic profile, professional interests, and background. In reaching such mutual agreement, the District shall ascertain that requirements of RCW 28A.405.240 are included in the employment contracts by and between the School District and the Cooperating Teacher, Mentor Teacher or Cooperating Counselor who will be involved in the Candidate supervision. RCW 28A.405.240 reads, in part, as follows: "No certificated employee shall be required to perform duties not described in the contract unless a new or supplemental contract is made..."

e. The University agrees to schedule regular meetings by the field supervisors with the candidates and the Cooperating Teachers, Mentor Teachers, or Cooperating Counselor.

f. The University is covered by the State of Washington Self-Insurance Program and the Tort Claims Act (Chapter 4.92 RCW). Claims against University and its employees, officers, and agents while acting in good faith within the scope of their official University duties, are covered by the State of Washington Self-Insurance Program and the Tort Claims Act (RCW 4.92, 060 et seq), and successful claims against the University, its officers, employees, and agents will be paid from the tort claims liability account as provided in RCW 4.92.

g. The University may terminate this Agreement upon thirty days written notice if the District has not, in the reasonable judgment of the University, provided adequate supervision or training opportunities, or has breached any provision of the Agreement.

h. The University requires that every candidate complete a State Character and Fitness Supplement and submit a request for a background check to the Washington State Office of the Superintendent of Public Instruction (OSPI). The University agrees to check the OSPI database and confirm clearance for each candidate considered for placement at District. The University acknowledges that placement of each candidate at the District is contingent upon provision of background check information dated less than two years before the commencement of the clinical education placement. District acknowledges that the University is not responsible for the accuracy of the information provided in the Character and Fitness Supplement or other information provided by the Candidate and, except for checking the OSPI database; it has no obligation to do any further investigation into the Candidate's background, including checking other records of the University. District further acknowledges that the University is not responsible for the accuracy of the information provided through this OSPI background check and that the University's provision of this OSPI background check information does not relieve District of any of its legal obligations related to these background checks. District understands and agrees that any information forwarded to it by the University has been procured through this process. The University does not certify the veracity of the records provided and, furthermore, the obligation to conduct appropriate background checks and the liability for non-compliance remains the responsibility of District.

i. University agrees to notify students in advance of their placement that they are responsible for reporting on time to the assigned District location, complying with District policies and procedures, and maintaining the confidentiality of any information related to District students.

The University may require video recordings of District students participating in fieldwork to be submitted for purposes of assisting the University student to improve their teaching/clinical practices, subject to the following conditions:

1. Parents and guardians of District Students must give prior written consent to having their children appear in a video recording, with explicit knowledge about how the video recording will

be used and shared. It shall be the University's responsibility to produce and facilitate the collection of these forms.

2. The University fieldwork student must position the camera accordingly so as not to include those students whose families do not grant permission to be recorded. However, non-consenting students must not be excluded from the learning activity.

3. Video recordings may only be submitted to the University as part of the University student's fieldwork. Upon completion of the fieldwork, the University shall be responsible for ensuring that video recordings are securely maintained and destroyed in accordance with the state approved record retention schedule.

4. Responsibilities of the District

a. The District shall appoint one or more persons to act as liaisons with the University with regard to all activities undertaken in performance of this Agreement, specifically assuming administrative, educational, supervisory, and evaluation responsibility for rotating candidates. The Practicum Coordinator shall be the University's liaison. Each party shall provide the other with the names, addresses, and telephone numbers of their respective liaisons.

b. The District shall make its facilities available to be used for educational purposes and shall supervise candidates, provide guidance, and help the candidates acquire and demonstrate initial skills as professional educators, administrators, counselors.

c. The District shall provide the candidates access to available information or sources of information that will further their education while they are assigned to the District.

d. Through the cooperating teachers or building or district mentors, the District agrees to assess and evaluate the candidates, including written formative and summative narratives. The University shall specify the frequency of these reports and may change the frequency from time to time.

e. The District shall also have the right to immediately limit or withdraw the use of its facilities by an individual candidate whenever in the judgment of the District use of the facility by that particular candidate endangers the operations of the District. If use of the facility by an individual candidate is limited or withdrawn in whole or in part because the District believes that its operations have been endangered, the District agrees to immediately notify the University and to use reasonable efforts to reach agreement with the University on terms under which District would permit use of its facilities by that candidate under this Agreement to resume. Notwithstanding any other provision of this Agreement, the District reserves the right to terminate the use of its facilities by a particular candidate where necessary in District's reasonable judgment to maintain its operations free of disruption.

f. The District will indemnify, defend, and hold harmless the University and its board of trustees, employees, officers, candidates, and students from any liability, claim, or damage (including without limitation reasonable attorney's fees and litigation costs) arising from or alleged to arise from the negligent acts or omissions of District's trustees, officers, employees, and agents, including the negligent supervision of candidates.

g. The District shall maintain at its own expense general liability insurance with limits of not less than \$1,000,000 per occurrence and \$3,000,000 annual aggregate. Proof of such coverage

shall be provided to University before execution of this Agreement. The District may, where permitted by law, satisfy its insurance obligations with an equivalent program of self-insurance.

5. Relationship of the University and the District

Each party to this Agreement will be responsible for the negligent acts or omissions of its own employees, officers, or agents in the performance of this Agreement. Neither party will be considered the agent of the other, nor does either party assume any responsibility to the other party for the consequences of any act of omission of any person, firm, or corporation not a party to this Agreement.

6. Workers' Compensation

This agreement shall not create an employer-employee relationship between the University candidates and the District. Unless the District and a candidate have entered into a separate employer-employee relationship, the District does not assume and shall not assume any liability under any law relating to workers' compensation on account of any injury or illness suffered by any candidate performing, receiving training, or traveling pursuant to this Agreement.

7. Term of the Agreement

This Agreement is effective beginning October 27, 2025, and will continue thereafter from year to year, unless the University sooner terminates the agreement pursuant to paragraph 3.g above. This agreement will be reviewed no later than three years from its effective date, or earlier at the request of either party. This Agreement may be modified by mutual consent of the parties in writing.

8. Governing Law

The parties' rights or obligations under this Agreement will be construed in accordance with, and any claim or dispute relating thereto will be governed by, the laws of the State of Washington.

9. Notices.

All notices, demands, requests, or other communications required to be given or sent by School or District will be in writing and will be mailed by first-class mail, postage prepaid, or transmitted by hand delivery or facsimile, addressed as follows:

To University:

Central Washington University
400 E University Way
Ellensburg, WA 98926-7480

To District:

Prosser School District
1203 Prosser Ave.
Prosser, WA 99350

Each party may designate a change of address by notice in writing. All notices, demands, requests, or communications that are not hand-delivered will be deemed received three days after deposit in the U.S. Mail, postage prepaid; or upon confirmation of successful facsimile transmission.

10. Survival

The University and District expressly agree that the liability coverage provisions of this Agreement will survive the termination of this Agreement.

11. Severability

If any provision of this Agreement is held to be wholly or partially invalid or unenforceable under applicable law, that provision will be ineffective to that extent only, without in any way affecting the remaining provisions of the Agreement.

12. Waiver

Neither the waiver by any of the parties of a breach of or a default under any of the provisions of this Agreement, nor the failure of either of the parties to enforce any of the provisions of this Agreement or to exercise any right or privilege hereunder, will be construed as a waiver of any subsequent breach or default of a similar nature, or as a waiver of any provisions, rights, or privileges hereunder.

CENTRAL WASHINGTON UNIVERSITY

Signature

Date

Jennifer Dechaine-Berkas

Name

School of Education Director/Associate Dean of Education and Professional Studies

Title

Prosser School District
1203 Prosser Ave.
Prosser, WA 99350

Signature

Date

Name

Title

Appendix A

University Supervisors

University supervisors meet the following criteria for appointment to the School of Education & Professional Studies

1. Exceed minimum criteria for a Washington State Continuing Teaching Certificate.
2. Have at least three years of teaching or administrative experience in the settings where they will supervise.
3. Hold a master's degree.

Cooperating Teachers

Criteria for selection of cooperating teachers in practica include:

- Holds a valid residency teacher certificate
- Has had three years of successful teaching experience
- Is willing to accept a practicum student in the classroom
- Is recommended by the school principal or school district administrator
- Is willing to accept the roles specified in the field experience manual.

Criteria for selection of cooperating teachers in student teaching and internship include:

- Holds a Continuing or Professional Certificate
- Has at least three years of successful teaching experience
- Is recommended by the principal or school district
- Meets school district criteria for cooperating teachers
- Is willing to accept a student teacher
- Shows an aptitude for working with beginners who are learning to teach
- Is willing to accept the responsibilities outlined for cooperating teachers

Mentor Teacher (Alternative Routes Program)

Criteria for selection of mentor teachers in student teaching and internship include:

- Holds a Continuing or Professional Certificate
- Has at least three years of successful teaching experience
- Is recommended by the principal or school district
- Meets school district criteria for mentor teachers
- Is willing to accept an intern
- Shows an aptitude for working with beginners who are learning to teach
- Is willing to accept the responsibilities outlined for cooperating teachers
- Has completed mentor training

Appendix B

Program	Field Experiences (observation and/or practicum)	Clinical Practice (student teaching or internship)	Total number of hours/weeks
Undergraduate	Term I & Term II (year long school placement)		Term I – 45 Term II – 60
	Term III (year long school placement in association with Term IV)	Term IV Student teaching	Term III – 60 Term IV – Entire CWU quarter full time, including full-time teaching for a minimum of 4 weeks Term V Specialized Programs: Entire CWU quarter full time
MA with Certification	Term I & Term II (year long school placement)	Term III – Student Teaching	Term II – 60 Term III – 225 Term III – Entire CWU quarter full time, including full-time teaching for a minimum of 6 weeks
Alternative Routes	Term I & Term II (year long school placement)	Term III – Student Teaching	Term II – 60 Term III – 225 Term III – Entire CWU quarter full time, including full-time teaching for a minimum of 6 weeks

Master of Arts in Teaching (MAT) Program

Memorandum of Agreement Between Central Washington University And Prosser School District

Central Washington University (“CWU”) offers a Master of Arts in Teaching Degree (“MAT Degree”) for initial teacher licensure to students enrolled in its Alternative Routes to Certification Program (“Program”). This Memorandum of Agreement (“MOA”) is prepared consistent with the terms and conditions of the student field placement Agreement dated and together outline the agreement (“Agreement”) between CWU, an approved Washington State institution offering university credit courses through its Curriculum, Supervision, and Educational Leadership (CSEL) Department, and (“School District”). The purpose of this partnership is for CWU and the School District to work together with an emphasis on “grow your own teacher” strategies to address statewide teacher shortages.

The Program will be carried out in accordance with Washington Administrative Code (WAC) 181-80.

A. General Provisions

The parties agree to the following:

CWU and the School District agree to implement the Program with candidate instruction beginning early January (Winter quarter), and mid-June (Summer quarter). The Program will offer Routes 2, 3, and 4, as defined in WAC 181-80-020.

The Program will offer a residency certification program with the following endorsement(s):

Bilingual Education*	Biology**	Chemistry**
Computer Science	Dance	Earth Science**
English Language Arts	English Language Learner*	Health and Fitness
History	Library Media	Mathematics
Middle Level Humanities	Middle Level Math	Middle Level Science
Music: Choral and Instrumental	Music: General and Instrumental	Music: General and Choral
Physics**	Reading	Science**
Social Studies	Special Education*	Traffic Safety
Visual Arts	Elementary Education	

Central Washington University does not offer endorsements in early childhood education through the MAT at this time.

* Candidates seeking an endorsement that is asterisked must pair it with a second content area endorsement. The second endorsement cannot be special education, bilingual education, English language learner, or Traffic safety.

** Those seeking an endorsement in biology, chemistry, earth and space science, or physics, must add the general science endorsement.

The Program will offer the courses set forth in Appendix A.

B. Responsibilities of the parties

Specific responsibilities of each of the parties are as follows:

CWU will:

1. Identify key faculty member(s) who will work directly with the School District(s) for the Program.
 Maria Hays
 Director, Senior Lecturer
 Curriculum, Supervision, and Educational Leadership (CSEL)
 Maria.Hays@cwu.edu
2. Provide School District(s) with promotional brochures and/or presentations to assist with Program recruitment upon request.
3. Schedule Program courses.
4. Provide key faculty member(s) to implement the Program.

Maria Hays Director, Senior Lecturer Curriculum, Supervision, and Educational Leadership (CSEL) Maria.Hays@cwu.edu
--
5. Provide supervision and facilitate learning activities such as peer observation and feedback.

School District will:

1. Identify a key staff member(s) who will serve as a School District liaison to CWU.
2. Provide a description of how the School District intends for the Program to support its workforce development plan.
3. Work with CWU to provide candidates to the Program who are employed by the School District (Routes 2 and 4).
4. Design candidate work plans to provide compensation for clinic and field experience hours wherever possible (Routes 2 and 4).

C. Outcomes:

In order to accomplish the general objectives of this agreement and meet the associated outcomes, CWU and the School District shall perform the specific duties, as outlined herein. The understanding is that the information may be subject to change based upon the School District’s program needs, agreed upon by both parties.

D. Key roles, responsibilities and activity timelines

The following shows the timeline for each 5-quarter MAT Degree cohort program.

Activity	Timeline	Responsible Party
Candidate recruitment	Ongoing	CWU - Maria Hays, CSEL
Candidate screening	Summer cohort: Applications due Jan. 15 Winter cohort: Applications due: Aug. 15	CWU - Maria Hays, CSEL
Candidate selection	Summer cohort: Jan. 15-Feb. 15 Winter cohort: Aug. 15-Sept. 15	CWU - Maria Hays, CSEL
Candidate oversight	Quarters 1 through 4	CWU - Maria Hays, CSEL
Additional field placement	Quarters 1 through 4	CWU – Dawn Harry, College of Education and Professional Studies (CEPS)

Verification of 650 hours student teaching	Quarters 1 through 4	CWU - Maria Hays, CSEL
Mentor teacher selection	Summer cohort: Feb. 15- start of Fall quarter	School District - _____
	Winter cohort: Aug. 1- start of Winter quarter	CWU - Dawn Harry, CEPS
Mentor teacher training	Summer cohort: Aug 1- Sept. 30	School District - _____
	Winter cohort: Dec. 1- Jan 31	CWU - Dawn Harry, CEPS
Mentor teacher support	Ongoing throughout the 3 quarters of placement	School District - _____
		CWU - Dawn Harry, CEPS

E. Program management

The following shall be the contact person for all communications regarding the performance of this MOA.

	Teacher preparation program	District
Name	Maria Hays	
Title	Director/ Instructor	
Mailing address	400 E University Way Ellensburg, WA 98926-7410	
Telephone number	509-963-2028	
Email	Maria.Hays@cwu.edu	

F. Term of agreement; termination; amendment

This MOA is effective as of the latest date of signature, and shall continue through the term of the student field placement Agreement. The MOA may be modified by written amendment signed by both parties. CWU will provide PESB with a copy of each signed amendment. The authorizing signatories for this MOA are as follows:

G. CWU representative

Name: Jennifer Dechaine-Berkas _____ Signature: _____

Title: School of Education Director & _____ Date: _____
Associate Dean, College of Education and Professional Studies

H. School District representative

Name: _____ Signature: _____

Title: _____ Date: _____

PESB ONLY MOA APPROVAL	Date
Representative	Signature

Coversheet

Certificated Personnel

Section: VIII. Consent Items
Item: A. Certificated Personnel
Purpose: Vote
Submitted by:
Related Material: Certificated Personnel 11.06.2025.pdf

BOARD PACKET

TO: Board of Directors
SUBJECT: Certificated Personnel
AGENDA: Consent
DATE: November 6, 2025
PREPARED BY: Kim Casey, *Superintendent*

CERTIFICATED EMPLOYEES

Linda Barnes has resigned from her position as a Special Education Teacher at Prosser Heights Elementary.

Coversheet

Classified Personnel

Section: VIII. Consent Items
Item: B. Classified Personnel
Purpose: Vote
Submitted by:
Related Material: Classified Personnel 11.06.2025.pdf

BOARD PACKET

TO: Board of Directors
SUBJECT: Classified Personnel
AGENDA: Consent
DATE: November 6, 2025
PREPARED BY: Kim Casey, *Superintendent*

CLASSIFIED EMPLOYEES

Gabriella Ramos has resigned from her role as Head Coach of the 7th Grade A-Squad Volleyball team at Housel Middle School.

Jacob Hatch has resigned from his role as Head Coach for the 8th Grade Baseball team at Housel Middle School.

Jacie Coffman has been recommended for the Special Education Paraeducator at Keene Riverview Elementary.

Coversheet

Approval of Minutes

Section: VIII. Consent Items
Item: C. Approval of Minutes
Purpose: Vote
Submitted by:
Related Material: October 22, 2025 - Regular Board Meeting (English).pdf
October 22, 2025 - Regular Board Meeting (Spanish).pdf

REGULAR BOARD MEETING

Meeting Minutes

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

Wednesday, October 22, 2025 6:00 p.m.

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

The regular meeting of the Board of Directors of Prosser School District was called to order at 6:00 p.m. by President Jason Rainer. Other Board members present include Vice President Elisa Riley, Director Brian Weinmann and Director Michelle O'Brien. As well as Superintendent Kim Casey, Assistant Superintendent Deanna Flores and Director of Grants, Assessment and Elementary Programs Kevin Gilman. Student Representative Olivia Smasne, Student Representative Ezri Roy and Student Representative Samantha Jimenez also present.

1. Pledge of Allegiance

2. Approval of Agenda

Motion to approve to agenda by Vice President Elisa Riley, seconded by Director Michelle O'Brien. The motion passed.

B. Information Items:

1. Winter Weather Procedures

Transportation Director Jaime Martinez and Superintendent Kim Casey shared winter weather plans, including checking road conditions, using alternate bus routes, and keeping buses safe with chains. Families are notified early, and the district works to keep students safe and avoid early dismissals.

C. Protocol for Addressing Board:

President Jason Rainer read the protocols for addressing the board.

D. Hearing of Visitors:

- Tessa Stanger (in-person)

E. Student Representative Reports:

1. Student Representative Samantha Jimenez

Student Representative Samantha Jimenez shared upcoming events at Prosser High School. This Friday, the school will host a college and career fair with 48 vendor booths and, for the first time, an industry panel featuring seven professionals answering student questions. There will be a blood drive on October 31 from 11:00 a.m. to 4:00 p.m. for donors aged 16 and older.

Regular Board Meeting October 22, 2025

2. Student Representative Ezri Roy

Student Representative Ezri Roy reported that most fall sports teams are preparing for district competitions. ASB and leadership are planning Pink Week.

3. Student Representative Olivia Smasne

Student Representative Olivia Smasne shared that homecoming last week had great participation and was a successful week overall. She also noted that sophomores and some juniors will take the PSAT tomorrow.

F. Discussion Items:**1. School Building Reports**

Housel Middle School Principal Michael Denny shared updates on school activities and facilities. The new chiller is working well, fall sports wrapped up, and winter sports start tomorrow. Sixth graders are adjusting nicely, and sixth-grade camp will run again in the spring. Fall conferences went well, and the High School and Beyond Plan starts next week to help students explore careers. Recent and upcoming events include spirit week, Red Ribbon Week, Veterans Day assembly, Thanksgiving meal support, and the garden club is expanding with raised beds for hands-on learning.

2. Department Reports

Food Services Director Darlene Morrow shared updates from a July conference on school nutrition. She highlighted teamwork, student engagement, and the OSPI "Power Up Your Program" initiative. All five schools recently received 100% on surprise health inspections, and breakfast participation has grown. The department received grants for local produce and meats, and an intern will join in November to help with the Power Up goals.

3. Review of Policy 2333: Flag Exercises

The board discussed Policy 2333: Flag Exercises after community and staff members requested a review. Currently, the policy only covers the Pledge of Allegiance, with no guidance on flying other flags, such as the Prosser Mustang flag or the Washington state flag. Board members noted that schools follow standard practices for the pledge and that most questions concern flag placement or visibility. The discussion will continue at a December board meeting for further review.

G. Action Items:**1. GEAR UP Trip to Vancouver Ambassador Training**

Motion to approve the GEAR UP Trip to Vancouver Ambassador Training by President Jason Rainer, seconded by Vice President Elisa Riley. The motion passed.

2. Secondary Science Adoption Recommendation

Motion to approve the Secondary Science Adoption Recommendation by President Jason Rainer, seconded by Director Michelle O'Brien. The motion passed.

3. Vouchers

Motion to approve the Vouchers by President Jason Rainer, seconded by Vice President Elisa Riley. The motion passed.

Regular Board Meeting October 22, 2025

H. Consent Items:

- 1. Certificated Personnel**
- 2. Classified Personnel**
- 3. Approval of Minutes**

Motion to approve the Consent Items by Vice President Elisa Riley, seconded by Director Brian Weinmann. The motion passed.

I. Reports:**1. Director of Grants, Assessment and Elementary Programs Kevin Gilman**

Director of Grants, Assessment, and Elementary Programs Kevin Gilman shared that his department visited Mabton with the planetarium, where three high school students led fun sessions for 1st–6th graders. The Thinking Maps training took place this week, led by our coaches and Laurel Aarstad, with a follow-up planned next Wednesday. Kevin also shared that the TPEP grant was approved and a graduation specialist has been hired. Lastly, the student SEL surveys are complete, and the parent survey is still open on the district website.

2. Assistant Superintendent Deanna Flores

Assistant Superintendent Deanna Flores shared several updates from her office. She's been busy working on system improvements and recently enjoyed visiting a Thinking Maps training with coaches. Deanna was excited to welcome Oralía back to work and to see Raul Gurrola and Abigail Roy doing great in their new roles. She also thanked Janelle and Andrew from ESD123 for their ongoing support. The team is exploring ways to make personnel files more efficient and plans to visit Sunnyside School District to learn from their system. Deanna shared that through recent grant and budget recovery efforts, the district increased its Basic Ed fund balance by \$215,000, ensuring funds are used effectively to support students and programs.

3. Business and Operations Report

Superintendent Kim Casey and Andrew Raab from ESD 123 shared that student enrollment is slightly up, which is great news for the district. Kim and Andrew recently met with the county treasurer, and the conversation went well—they appreciated the district's transparency and focus on improving its financial health. Kim explained that her team is looking closely at every expense to save money wherever possible, even holding off on things like window washing this year. She shared how staff are working together to find creative, cost-effective solutions, making sure every dollar is spent wisely to support students and schools.

4. Superintendent Kim Casey

Superintendent Kim Casey shared updates on district property, budgeting, and operations. There's been little interest in the Grant Avenue property, and the Early Learning facility will be built within a strict budget, focusing on essentials first. She highlighted a new tool that shows real-time budget impacts, helping the district make smart spending and staffing decisions. Kim also noted efforts to simplify payroll and contracts for staff and mentioned she's getting out more to school events and community activities.

Regular Board Meeting October 22, 2025

5. Board Members' Reports

1. Director Michelle O'Brien

Director Michelle O'Brien shared community updates: she enjoyed the Adams Family show and the busy pickleball court. She reminded everyone about the PTO Harvest Festival on Friday, 5–7 PM, free and fun for all. Michelle also checked with middle school students about cell phones at lunch and recess and none felt they needed them, saying it keeps everyone engaged.

2. Director Brian Weinmann

Director Brian Weinmann thanked Tessa Stanger and Director Michelle O'Brien for helping start important conversations at the school. He hopes discussions, like the phone policy, continue so everyone can find solutions that work. Brian also gave a shout-out to the transportation team for all their hard work and praised the Powderpuff game, calling it one of the best years yet, with students supporting and encouraging each other.

3. Vice President Elisa Riley

Vice President Elisa Riley congratulated the homecoming queen and praised the choir, noting how much the program has grown this year. She also recognized the National Honor Society and shared that it was a great night overall, celebrating how much the students are thriving.

4. President Jason Rainer

President Jason Rainer thanked everyone who attended the meeting, both in person and online, for being part of the discussion.

J. Future Meetings:

Regular Board Meeting, November 12, 2025, Prosser School District Boardroom, 6:00pm

K. Adjournment

The regular meeting adjourned at 7:22pm.

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 de Prosser
1203 Ave Prosser
Prosser, WA 99350

Miércoles, 22 de octubre de 2025 6:00 p.m.

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. Otros miembros de la Junta presentes incluyen a la vicepresidenta Elisa Riley, el director Brian Weinmann y la directora Michelle O'Brien. Así como la superintendente Kim Casey, la superintendente asistente Deanna Flores y el director de subvenciones, evaluación y programas de primaria Kevin Gilman. La representante estudiantil Olivia Smasne, la representante estudiantil Ezri Roy y la representante estudiantil Samantha Jiménez también están presentes.

1. Juramento de lealtad

2. Aprobación de la agenda

Moción para aprobar la agenda por la vicepresidenta Elisa Riley, secundada por la directora Michelle O'Brien. La moción fue aprobada.

B. Elementos de Información:

1. Procedimientos para el Clima Invernal

El director de transporte, Jaime Martínez, y la superintendente Kim Casey compartieron planes para el clima invernal, incluida la verificación de las condiciones de las carreteras, el uso de rutas alternativas de autobuses y el mantenimiento de la seguridad de los autobuses con cadenas. Las familias son notificadas con anticipación y el distrito trabaja para mantener a los estudiantes seguros y evitar salidas tempranas.

C. Protocolo para Dirigir a la Junta:

El presidente Jason Rainer leyó los protocolos para dirigirse a la Junta.

D. Audiencia de Visitantes:

- Tessa Stanger (en persona)

E. Informes por los Representantes Estudiantiles:

1. Representante Estudiantil Samantha Jiménez

La representante estudiantil Samantha Jiménez compartió los próximos eventos de la Prosser High School. Este viernes, la escuela organizará una feria universitaria y profesional con 48 puestos de proveedores y, por primera vez, un panel de la industria

Reunión ordinaria de la Junta Directiva 22 de octubre de 2025

con siete profesionales que responderán preguntas de los estudiantes. Habrá una campaña de donación de sangre el 31 de octubre de 11:00 a.m. a 4:00 p.m. para donantes mayores de 16 años.

2. Representante Estudiantil Ezri Roy

La representante estudiantil Ezri Roy informó que la mayoría de los equipos deportivos de otoño se están preparando para las competencias distritales. ASB y el liderazgo están planeando la Semana Rosa.

3. Representante Estudiantil Olivia Smasne

La representante estudiantil Olivia Smasne compartió que el regreso a casa la semana pasada tuvo una gran participación y fue una semana exitosa en general. También señaló que los estudiantes de segundo año y algunos de tercer año tomarán el PSAT mañana.

F. Temas de Discusión:

1. Informes por el personal de los edificios escolares

El director de la escuela secundaria Housel, Michael Denny, compartió actualizaciones sobre las actividades e instalaciones de la escuela. El nuevo enfriador está funcionando bien, los deportes de otoño terminaron y los deportes de invierno comienzan mañana. Los estudiantes de sexto grado se están adaptando muy bien, y el campamento de sexto grado se llevará a cabo nuevamente en la primavera. Las conferencias de otoño fueron bien, y el Plan High School and Beyond comienza la próxima semana para ayudar a los estudiantes a explorar carreras. Los eventos recientes y futuros incluyen la semana del espíritu escolar, la Semana del Listón Rojo, la asamblea del Día de los Veteranos, el apoyo a las comidas de Acción de Gracias y el club de jardinería se está expandiendo con bancalas elevadas para el aprendizaje práctico.

2. Informes por el Personal Departamental

La directora de Servicios de Alimentos, Darlene Morrow, compartió actualizaciones de una conferencia de julio sobre nutrición escolar. Destacó el trabajo en equipo, la participación de los estudiantes y la iniciativa "Power Up Your Program" de OSPI. Las cinco escuelas recibieron recientemente el 100% en inspecciones de salud sorpresa, y la participación en el desayuno ha crecido. El departamento recibió subvenciones para productos y carnes locales, y un pasante se unirá en noviembre para ayudar con los objetivos de Power Up.

3. Revisión de la Política 2333: Ejercicios de Bandera

La Junta discutió la Política 2333: Ejercicios de bandera después de que los miembros de la comunidad y el personal solicitaron una revisión. Actualmente, la política solo cubre el Juramento a la Bandera, sin orientación sobre cómo ondear otras banderas, como la bandera de Prosser Mustang o la bandera del estado de Washington. Los miembros de la Junta señalaron que las escuelas siguen las prácticas estándar para el compromiso y que la mayoría de las preguntas se refieren a la colocación o visibilidad de la bandera. La discusión continuará en una reunión de la Junta de diciembre para una revisión adicional.

Reunión ordinaria de la Junta Directiva 22 de octubre de 2025

G. Elementos de Acción:

1. Viaje de GEAR UP a la capacitación de Embajadores en Vancouver

Moción para aprobar el viaje de GEAR UP a la capacitación de embajadores en Vancouver por el presidente Jason Rainer, secundada por la vicepresidenta Elisa Riley. La moción fue aprobada.

2. Recomendación de Adopción de Ciencia Secundaria

Moción para aprobar la Recomendación de Adopción de Ciencia Secundaria por el Presidente Jason Rainer, secundada por la Directora Michelle O'Brien. La moción fue aprobada.

3. Comprobantes

Moción para aprobar los comprobantes por el presidente Jason Rainer, secundada por la vicepresidenta Elisa Riley. La moción fue aprobada.

H. Elementos de Consentimiento:

1. Personal Certificado

2. Personal Clasificado

3. Aprobación de Actas

Moción para aprobar los Puntos de Consentimiento por la Vicepresidenta Elisa Riley, secundada por el Director Brian Weinmann. La moción fue aprobada.

I. Informes:

1. Director de Subvenciones, Evaluación y Programas de Primaria Kevin Gilman

El Director de Subvenciones, Evaluación y Programas Primarios, Kevin Gilman, compartió que su departamento visitó Mabton con el planetario, donde tres estudiantes de secundaria dirigieron sesiones divertidas para estudiantes de 1° a 6° grado. La capacitación de Thinking Maps se llevó a cabo esta semana, dirigida por nuestros entrenadores y Laurel Aarstad, con un seguimiento planeado para el próximo miércoles. Kevin también compartió que la subvención TPEP fue aprobada y se contrató a un especialista en graduación. Por último, las encuestas SEL para estudiantes están completas y la encuesta para padres aún está abierta en el sitio web del distrito.

2. Superintendente Asistente Deanna Flores

La superintendente asistente Deanna Flores compartió varias actualizaciones de su oficina. Ha estado ocupada trabajando en mejoras del sistema y recientemente disfrutó visitando una capacitación de Thinking Maps con entrenadores. Deanna estaba emocionada de dar la bienvenida a Oralía al trabajo y de ver a Raúl Gurrola y Abigail Roy haciéndolo muy bien en sus nuevos roles. También agradeció a Janelle y Andrew de ESD123 por su continuo apoyo. El equipo está explorando formas de hacer que los archivos de personal sean más eficientes y planea visitar el Distrito Escolar de Sunnyside para aprender de su sistema. Deanna compartió que a través de los recientes esfuerzos de recuperación de subvenciones y presupuestos, el distrito aumentó su saldo de fondos de Educación Básica en \$215,000, asegurando que los fondos se utilicen de manera efectiva para apoyar a los estudiantes y programas.

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3. Informe de Negocios y Operaciones

La superintendente Kim Casey y Andrew Raab de ESD 123 compartieron que la inscripción de estudiantes ha aumentado ligeramente, lo cual es una gran noticia para el distrito. Kim y Andrew se reunieron recientemente con el tesorero del condado y la conversación fue bien: apreciaron la transparencia del distrito y el enfoque en mejorar su salud financiera. Kim explicó que su equipo está analizando de cerca cada gasto para ahorrar dinero siempre que sea posible, incluso posponiendo cosas como el lavado de ventanas este año. Compartió cómo el personal está trabajando en conjunto para encontrar soluciones creativas y beneficiosas, asegurándose de que cada dólar se gaste sabiamente para apoyar a los estudiantes y las escuelas.

4. Superintendente Kim Casey

La superintendente Kim Casey compartió actualizaciones sobre la propiedad, el presupuesto y las operaciones del distrito. Ha habido poco interés en la propiedad de Grant Avenue, y la instalación de aprendizaje temprano se construirá dentro de un presupuesto estricto, centrándose primero en lo esencial. Destacó una nueva herramienta que muestra los impactos presupuestarios en tiempo real, ayudando al distrito a tomar decisiones inteligentes sobre gastos y personal. Kim también señaló los esfuerzos para simplificar la nómina y los contratos del personal y mencionó que está saliendo más a eventos escolares y actividades comunitarias.

5. Informes por los miembros de la Junta Directiva**1. Directora Michelle O'Brien**

La directora Michelle O'Brien compartió actualizaciones de la comunidad: disfrutó del espectáculo de la familia Adams y de la concurrida cancha de pickleball. Les recordó a todos sobre el Festival de la Cosecha de PTO el viernes, de 5 a 7 p.m., gratis y divertido para todos. Michelle también consultó con estudiantes de secundaria sobre los teléfonos celulares en el almuerzo y el recreo y ninguno sintió que los necesitaran, diciendo que mantiene a todos comprometidos.

2. Director Brian Weinmann

El director Brian Weinmann agradeció a Tessa Stanger y a la directora Michelle O'Brien por ayudar a iniciar conversaciones importantes en la escuela. Espera que las discusiones, como la política telefónica, continúen para que todos puedan encontrar soluciones que funcionen. Brian también agradeció al equipo de transporte por todo su arduo trabajo y elogió el juego de Powderpuff, calificándolo como uno de los mejores años hasta ahora, con estudiantes apoyándose y animándose mutuamente.

3. Vicepresidenta Elisa Riley

La vicepresidenta Elisa Riley felicitó a la reina de homecoming y elogió al coro, señalando cuánto ha crecido el programa este año. También reconoció a la Sociedad Nacional de Honor y compartió que fue una gran noche en general, celebrando cuánto están prosperando los estudiantes.

4. Presidente Jason Rainer

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El presidente Jason Rainer agradeció a todos los que asistieron a la reunión, tanto en persona como en línea, por ser parte de la discusión.

J. Reuniones Futuras:

Reunión ordinaria de la Junta, 12 de noviembre de 2025, Sala de Juntas del Distrito Escolar de Prosser, 6:00 p.m.

K. Aplazamiento

La reunión ordinaria se levantó a las 7:22 p.m.

Secretario de la Junta Directiva

Presidente de la Junta Directiva

Secretario del Empleado Administrativo de la Junta Directiva

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Anexo A - Chat de Zoom

N/A