



**AGENDA FOR THE REGULAR BOARD MEETING**  
**Monday, August 15, 2022 - 6 pm**  
**Northwood Middle School, 12908 N. Pittsburg St., Spokane, WA 99208**

**Webinar Link: [mead354-org.zoom.us/j/87322690122](https://mead354-org.zoom.us/j/87322690122)**  
**Or Call 669-900-6833 Webinar ID 873 2269 0122**

**I. PLEDGE OF ALLEGIANCE**

**II. APPROVAL OF AGENDA** (Action)

**III. APPROVAL OF MINUTES** (Action)

Approval of the Minutes of the Regular Board Meeting of June 27, 2022

**IV. REMARKS FOR THE GOOD OF THE SCHOOLS - Public Comment**

**V. CONTINUING BUSINESS**

- A. 3<sup>rd</sup> Reading Policy & Procedure 2161 Revision  
Special Education and Related Services For Eligible Students (Action) 1  
(Presented by: *Heather Havens, Assistant Superintendent*)
- B. 3<sup>rd</sup> Reading Policy 3246 Review & Procedure 3246 Revision  
Restraint, Isolation and Other Uses of Reasonable Force (Action) 2  
(Presented by: *Heather Havens, Assistant Superintendent*)

**VI. PUBLIC HEARING – 2021-2022 General Fund Budget Extension**

**VII. NEW BUSINESS**

- A. Resolution 22-06  
Budget Extension General Fund (Action) 3  
(Presented by: *Heather Ellingson, Chief Financial Officer*)
- B. Consent Agenda  
Vouchers, Personnel Actions, Extra-Curricular and Supplemental Contracts (Action) 4
- C. Resolution 22-07  
2022/23 School Nutrition Fees (Action) 5  
(Presented by: *Kim Elkins, Nutrition Services Director*)
- D. Award Milk and Dairy Contract (Action) 6  
(Presented by: *Kim Elkins, Nutrition Services Director*)
- E. Award Prime Vendor Contract (Action) 7  
(Presented by: *Kim Elkins, Nutrition Services Director*)
- F. Award Fuel Contract (Action) 8  
(Presented by: *Tony Davis, Transportation Director*)
- G. Policy 2401 Adoption  
Civics Education (Non-Action) 9  
(Presented by: *Michael Cannon*)
- H. Policy & Procedure 2021 Revision  
Library Media Center (Non-Action) 10  
(Presented by: *Michael Cannon*)

**VIII. REPORTS**

- A. Financial Report for the month of June 2022 11  
(Presented by: *Heather Ellingson, Chief Financial Officer*)
- B. 2022/2023 Draft Budget  
(Presented by: *Shawn Woodward, Superintendent & Heather Ellingson, Chief Financial Officer*)
- C. Superintendent's Report and Discussion Items

## IX. ADJOURN

### **Public Participation – Policy 1430**

The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. Therefore, the opportunity for individuals (staff, guests and/or district residents) to express an opinion is provided at the beginning of School Board meetings. Per Policy 1430 public comment should relate to agenda items. Those wishing to speak must sign-in with: name, address, phone number and topic being addressed. Sign-in must be done prior to the beginning of the meeting before the gavel has dropped. If a group wishes to speak, it is recommended they choose a spokesperson to speak on behalf of the group. The Board President will recognize each speaker and invite him/her to step up to the podium. Comment time is limited to three (3) minutes. Individuals making public comments are asked to refrain from any inappropriate behavior, including but not limited to: clapping, shouting and/or sarcastic, vulgar or disrespectful language or actions. The School Board will not respond to public comments during the meeting. The board may express regret regarding the speaker's concerns and thank them for their contribution. This allows the Board time to confer with district staff and gain valuable knowledge before determining whether or not to more fully respond to a speaker's comments.

**Individuals with disabilities who may need a modification to participate in a meeting should contact the Superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that arrangements for the modification can be made.**



**Minutes from the Regular Meeting of the Board of Directors  
Monday, June 27, 2022**

---

The Board of Directors held a Regular Board Meeting on Monday, June 27, 2022. This meeting was held in-person and virtually via a Zoom link posted on the Mead School District website. Directors Burchard, Olson, Cannon and Gray were present. Director Denholm was excused. Also attending were Superintendent Shawn Woodward, Chief Financial Officer Heather Ellingson and Assistant Superintendents Heather Havens and Jared Hoadley.

**I. Pledge of Allegiance**

The meeting began with President Burchard asking all to rise for the Pledge of Allegiance.

**II. Approval of Agenda**

Director Cannon made a motion to approve the meeting agenda, as presented. Director Olson seconded the motion. The motion carried unanimously.

**III. Approval of Minutes**

Director Gray made a motion to approve the minutes of the June 13, 2022, Regular Board Meeting, as presented. Director Cannon seconded the motion. The motion carried unanimously.

**IV. Retiree Recognition**

As of June 27, 2022, 30 individuals are retiring from the Mead School District. Learning & Teaching Assistant Superintendent Heather Havens introduced and presented a *Certificate of Appreciation* to those retirees who were in attendance. Each board member extended congratulations, thanks and best wishes to the following men and women who represent a combined 530+ years of service to the Mead School District. In particular the board noted the extra efforts by all of these individuals during COVID and their many contributions to helping create and maintain an excellent public school experience for Mead students.

**Pam Amell** (Custodian, Five Mile Prairie, 30.25 years), **Neal Anderson** (Teacher, Meadow Ridge Elementary, 7 years), **Don Beloved** (Teacher, Mead High School, 36 years), **Colleen Bloom** (Preschool Teacher, Creekside Elementary, 13.25 years), **Laurie Chadwick** (Teacher, Mead High School, 23 years), **Chris Covell** (Bus Driver, 9.5 years), **Carol Dever** (Teacher, Mead High School, 17 years), **Richard Donnelly** (Paraeducator, Mead High School, 6 years), **Sara Ferris** (Teacher, Farwell Elementary, 8 years), **Irene Gonzales** (Principal, Prairie View Elementary, 7 years), **Larry Helmer** (Bus Driver, 8 years), **Veradean Helmuth** (Bus Driver, 38 years), **Bonnie Iverson** (Teacher, Prairie View Elementary, 40 years), **Fred Jakubek** (Bus Driver, 9 years), **Colleen Kutz** (Teacher, Brentwood Elementary, 23 years), **Lisa LaBenne** (Paraeducator, Mt. Spokane High School, 20.5 years), **Paula Magluyan** (Teacher, Evergreen Elementary, 5 years), **Janice McQuilkin** (Teacher, Midway Elementary, 22 years), **Bonnie Murphey** (Teacher, Highland Middle School, 40 years), **Donn Nelson** (Teacher, Special Services, 12 years), **Barb Pybus** (Principal, Highland Middle School, 27 years), **Ann Reyes** (Paraeducator, Mountainside Middle School, 24 years), **Robert Savoia** (Bus Driver, 9.5 years), **Thomas Shaw** (Bus Driver, 13 years), **Kristin Sims-Cutler** (School Psychologist, Special Services, 7 years), **Debra Tabacek** (Preschool Teacher, Creekside Elementary, 32.5 years), **Ty Thompson** (General Maintenance, .5 years), **Dori Whitford** (Teacher, Mead High School, 21 years), **Roger Widmer** (Teacher, Highland Middle School, 22 years) & **Catherine Young** (Paraeducator, Northwood Middle School, 2.5 years).

## **V. Remarks for the Good of the Schools – Public Comment**

Before opening the floor for public comments President Burchard referenced Board Policy 1430. While in the recent past comments on non-agenda items have been heard, at this meeting and future meetings, the board will follow Policy 1430 which states public comments, at the board's regularly scheduled business meetings, should relate to agenda items only. President Burchard additionally reminded that individual comment time is limited to three minutes. As a general rule the school board will not respond to public comment during the meeting. The board may express regret regarding a speaker's concerns and thank them for their contribution. This allows the board time to confer with district staff and gain valuable knowledge before determining whether or not to more fully respond to a speaker's comments. President Burchard reminded comments on non-agenda items can be shared via email with the school board and/or Superintendent Woodward.

President Burchard first opened the floor for board comments followed by comments from the one individual who signed-up to speak on the topic of Special Education.

### *Board Comments*

President Burchard positively commented on the recent Skyline Elementary "time capsule" event. Skyline just completed its first year as a school. To celebrate items were placed in a time capsule and buried. When this year's kindergarten students are seniors they will be invited back to dig up the time capsule. President Burchard noted Skyline is a beautiful, well-run school and attending this event was a good reminder of why he serves on the board.

Director Olson, who had the opportunity to visit Mt. Spokane High School with Superintendent Woodward, commented on the new flooring installed a couple of years ago and how great this 20+ year old school looks. It was a very nice day to be at Mt. Spokane. Director Olson noted in particular how courteous students were.

Director Gray expressed her appreciation to district maintenance staff who, even in very hot temperatures, are working hard taking care of buildings and completing summer projects. President Burchard added that, with minimal days (approximately 58) from the end of school to the start of the new year, maintenance & custodial staff are on a tight timeline to get projects completed.

### *Public Comments*

Antionette Go, a Mead School District parent and staff member, addressed the board on the subject of Special Education. She thanked Superintendent Woodward for responding to questions from Special Education families and noted the group had a productive meeting with Special Education Director Kellie Jo Timberlake. Anticipating more questions will arise, the group would also like to meet in person with Superintendent Woodward in the future. Ms. Go introduced her son who started kindergarten in the Mead School District with a one-on-one paraeducator. He just completed 8<sup>th</sup> grade with straight A's. To get from where he began to where he is now involved many, many emails, meetings, etc. with special education staff. Her son's situation is mild compared to the issues of many special education students who have substantially greater needs. Regarding the revisions to the district's Special Education policy/procedure the board is currently considering, she noted the importance of the services set forth in this policy/procedure. In conclusion, she shared Special Education parents want to be part of the process and help.

## **VI. Continuing Business**

### **A. 3<sup>rd</sup> Reading Policy & Procedure 3241 Revision Student Discipline**

Family & Student Services Director Josh Westermann presented a revision to Policy & Procedure 3241, Classroom Management, Discipline and Corrective Action, for third reading consideration. This policy/procedure was adopted on September 10, 2018, with no revisions approved since that time. While WSSDA Sample Policy 3241 and Sample Procedure 3241 were used as templates for the presented revisions, both of these WSSDA templates were reviewed by the district's attorney with recommended changes incorporated into the presented drafts. The presented revisions bring this policy/procedure into compliance with discipline changes approved by state legislators via SSHB 1191. Because of the extensive nature of the revisions, they were presented as standalone documents with current Policy 3241 and current Procedure 3241 provided to board members for reference.

The presented revisions align both the policy and procedure to current state law and current district practices. In addition to changing the policy/procedure name to "Student Discipline" the revisions contain definitions as set forth in SSHB 1191 including those specifically related to all forms of exclusionary discipline.

The presented policy places a focus on school discipline that supports students with best practices and strategies. For example, there is a focus on prevention and an individualized approach to meeting student needs. Additionally, schools must attempt other interventions before utilizing exclusionary discipline.

Included as a part of the procedure is a *Behavioral Violations - Best Practices and Strategies* matrix tool for the purpose of bringing consistency and an equitable approach to exclusionary discipline. The matrix clearly spells out what to do in specific circumstances.

Prior to asking for a motion on the presented 3<sup>rd</sup> reading revisions, President Burchard referenced the *Behavioral Violations - Best Practices and Strategies* matrix tool that will help provide "apples to apples" discipline consistency between schools. He additionally noted the revisions are designed to help keep kids in school.

Director Cannon made a motion to approve the revisions to Policy/Procedure 3241, Student Discipline, as presented. Director Gray seconded the motion. The motion carried unanimously.

### **B. 2<sup>nd</sup> Reading Policy & Procedure 2161 Revision Special Education and Related Services For Eligible Students**

Special Services Director Jay Tyus presented the revision of Policy/Procedure 2161, Special Education and Related Services for Eligible Students, for second reading consideration. This policy/procedure was adopted on September 24, 2007, with revisions to the policy approved on March 10, 2008 and July 20, 2016. Revisions to the procedure were approved on March 11, 2010, January 12, 2015 and July 20, 2016. The presented revisions bring this policy/procedure into compliance with the state's new special education reporting process that requires school districts to analyze and update their special education policies and procedures by August 31, 2022. WSSDA Sample Policy 2161 and Sample Procedure 2161 were used as templates for the presented revisions.

Special Education procedures are designed to: 1) Ensure that students who are eligible for services under the Individuals with Disabilities Act are served appropriately and given assurance of individualized support for their success, and 2) Limit the district's liability and ensure fiduciary responsibility by enacting policies and procedures that mitigate potential litigation and risk.

The presented revisions to the policy are minimal.

Presented procedure revisions include changing existing language to meet the requirements of new legislation and/or policy governance. Important shifts include:

- Amending the process for Specific Learning Disability Evaluation/Qualification from the Discrepancy Model (formalized testing with cut score qualifications) to allow for Response to Intervention models and patterns of strength and weakness. By 2028 the district must have in place a robust system for ensuring scientific, research-based interventions are employed through a RTI approach for Specific Learning Disability Qualifications. (Prior to 2028 the section of the procedure that addresses this area will need to be, once again, revised/updated.)
- Clarity around interpreters, First Language support and communication, as legally required, have been added.
- Graduation requirements now require a detailed Transition Plan and High School & Beyond Plan. These plans allow access to alternate pathways for credits and course of study.
- Regarding restraint, isolation and reasonable use of force, revisions are primarily connected to the type of training to be used and the increased attention to de-escalation strategies, and a system that has its emphasis in trauma-informed practices.

In summary, Mr. Tyus shared the presented revisions keep the district's special education and related services current with best practice and law.

Director Olson, who met with Mr. Tyus regarding the proposed revisions following the last board meeting, shared the meeting was very helpful and that Mr. Tyus "knows his stuff." Director Cannon, who was not in attendance at the policy/procedure first reading on June 13, 2022, indicated he will need additional time to study the proposed revisions. Mr. Tyus assured that the presented changes do not make it harder for students to qualify for services.

No second reading changes were recommended. President Burchard requested the policy/procedure revision be brought forward for third reading, as an action item, at the next board meeting.

#### **C. 2<sup>nd</sup> Reading Policy 3246 Review & Procedure 3246 Revision Restraint, Isolation and Other Uses of Reasonable Force**

Special Services Director Jay Tyus presented the review of Policy 3246 and revision of Procedure 3246, Restraint, Isolation and Other Uses of Reasonable Force, for second reading consideration. This policy/procedure was adopted on July 18, 2011, with revisions approved on December 14, 2015 and September 12, 2016. The presented review/revision brings this policy/procedure into compliance with the state's new special education reporting process that requires school districts to analyze and update their special education policies and procedures by August 31, 2022.

WSSDA Sample Procedure 3246 was used as the template for the presented procedure revisions. Current Policy 3246 was compared to WSSDA Sample Policy 3246 with no policy changes recommended following this comparison/analysis. The review of the policy was brought to the board as the district must, to comply with new state requirements, show the policy was revisited to ascertain if revisions are needed.

Presented procedure revisions include changing existing language to meet the requirements of new legislation and/or policy governance. Primary revisions are connected to the type of training to be used and the increased attention to de-escalation strategies, and a system that has its emphasis in trauma-informed practices. Restraint, isolation and reasonable use of force data will be reported annually, as legally required, to OSPI.

Responding to a question from President Burchard, Mr. Tyus shared the district has isolation rooms. However, they are rarely used. At all times students placed in an isolation room must be in view so staff can intervene as appropriate.

In response to a question from Director Gray regarding training, Mr. Tyus shared all staff who work with special education students who may need to be restrained and/or isolated receive annual training. The district currently using *Right Response* training but is looking into other training options. Classes are offered throughout the year.

Responding to a question from Director Olson, Mr. Tyus noted the district, for special education students, can only use isolation and/or restraint as part of a behavior plan if parents have signed off on their use.

Director Cannon inquired about the protocols for restraining students engaged in a fight. Information on how these of situations are handled will be shared at an upcoming board meeting.

No second reading changes were recommended. President Burchard requested the policy review/procedure revision be brought forward for third reading, as an action item, at the next board meeting.

## VII. New Business

### A. Consent Agenda

Director Olson made a motion to approve the Consent Agenda, as presented. Director Cannon seconded the motion. The motion carried unanimously.

#### Consent Agenda

##### 1. Hired Certificated Personnel:

Nate Bartlett	Highland	Cert	1.0 FTE Continuing Principal effective 7/1/22
---------------	----------	------	---

##### 2. Hired Classified Personnel:

Tony Davis	Transportation	Class	1.0 FTE Continuing Transportation Director effective 7/1/22 (vacating Transportation Assistant Director position)
Melissa Johnson	Student Services	Class	Classified Nurse (6 hrs/day) effective 5/25/22
Timothy Ehli	Transportation	Class	Bus Driver (5.16 hrs/day) effective 6/1/22
Deborah Fletcher	Transportation	Class	Bus Driver (4.91 hrs/day) effective 6/20/22
Deborah Hunt	Transportation	Class	Bus Driver (5.42 hrs/day) effective 6/20/22

##### 3. Approved AP Vouchers for General Fund, Capitol Projects, Private Purpose Trust & ASB.

Vouchers audited and certified by auditing officers as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board. As of this day, **June 13, 2022**, the Board, by a unanimous vote does approve for payment the vouchers included in the above referenced list and further described as **Warrant Numbers 106624 to 106847** in the following amounts:

<u>Fund</u>	<u>Amount</u>
General Fund - AP	\$ 646,456.94
General Fund - PR	200,819.64
ASB Fund	127,028.49
Capital Projects Fund	22,220.89

##### 4. Approved Supplemental, Co-Curricular & Extra-Curricular contracts.

##### 5. Declared the following items as Surplus:

- Old Scoreboard
- Wood Stove

##### 6. Approved Requests for Unpaid Leave (i.e., parenting, medical, Good of the District, etc.):

Amanda Miller	Creekside	Cert	1.0 FTE Leave 1 <sup>st</sup> semester 22/23
Valerie Gaber	Mt. Spokane	Class	6/13/22 - 6/20/22
Brandee Elmore	Shiloh Hills	Class	6/15/22 - 6/20/22

**7. Approved Requests for Retirement/Resignation:**

Don Beloved	Mead High School	Cert	Retirement effective 8/29/22
Sara Ferris	Farwell	Cert	Retirement effective 8/29/22
Doug Edmonson	District Office	Cert	Resignation effective 6/30/22
Jill Harms	Mead High	Cert	Resignation effective 8/29/22
Mary Binder	Special Services	Class	Retirement effective 10/31/22
Amanda Patrick	Mead Learning Options	Cert	Resignation effective 6/21/22
Michael Sodergren	Maintenance	Class	Resignation effective 7/4/22

**B. Establish Calendar for 2022-2023 (August – June) Board Meeting Dates**

A draft calendar for 2022-2023 (August – June) board meetings was provided for board consideration. Two public meetings are planned each month with the exception of December.

Prior to calling for a motion to approve the presented calendar for school board meetings, President Burchard noted meetings starting in August will be held at Union Event Center. This facility is adjacent to Union Stadium in what remains of old Mead Middle School. This new location is more spacious and will more comfortably accommodate larger attendance at board meetings.

Director Cannon made a motion to approve the 2022-2023 (August – June) School Board Meeting Dates calendar, as presented. Director Olson seconded the motion. The motion carried unanimously.

**C. Student Travel Proposal****Mt. Spokane High School Performing Arts Department**

Darren Nelson, Director of Secondary Education, presented for board consideration a travel request from Mt. Spokane High School Performing Arts Department to travel to Anaheim, California, March 30 – April 5, 2023, to take part in the Anaheim Heritage Festival. It is estimated 200 students and 26 staff/chaperones will participate.

Students will miss two days of school (March 30 & March 31). The remainder of the trip takes place during Spring Break. Mt. Spokane teaching staff taking part in the trip will need subs for those same two days.

The estimated per student/adult cost is \$1,622, with fundraising opportunities available.

Mr. Nelson, in response to a question from Director Gray, shared students will perform and are adjudicated as part of the festival. Mt. Spokane has, in the past, taken similar type trips to Vancouver BC.

Director Cannon made a motion to approve the presented trip from the Mt. Spokane High School Performing Arts Department to travel to Anaheim, California, March 30 – April 5, 2023, to take part in the Anaheim Heritage Festival. Director Olson seconded the motion. The motion carried unanimously.

**D. Athletic Participation Fees (2022-2023)**

Darren Nelson, Director of Secondary Education, presented the approval of Athletic Participation Fees for the 2022-2023 school year for board consideration. For the past twelve years the board has approved participation fees for students taking part in extra-curricular athletics. The current and proposed annual fee for high school students is \$45 and the fee for middle school students is \$35. Students who are eligible for Free or Reduced Lunch will have their Participation Fee waived. The monies generated help cover transportation and coaching costs.



In response to a question from Director Cannon, Mr. Nelson shared this is a single annual fee regardless of the number of sports an individual participates in. The last increase in fees was 4-5 years ago.

Director Gray inquired about how much elementary students would need to pay for elementary sports to be brought back. Following additional discussion on the topic, the board requested information be prepared/presented on what it would cost, in today's dollars, to offer an elementary sports program, like what was offered in the past, that includes historical background and feedback from the program that was offered this spring through SYSA.

Director Cannon made a motion to approve Participation Fees for 2022-2023, as presented. Director Gray seconded the motion. The motion carried unanimously.

**E. Contract/Bargaining Agreement  
1135 MT (Bus Drivers)**

Human Resources Director Keri Hutchins presented a tentative one-year contract agreement (September 1, 2022 - August 31, 2023) with 1135 MT (Bus Drivers) for board consideration. The association has ratified this tentative agreement.

A summary of contract changes, including a cost estimate where appropriate, was provided to board members. Regarding salary, the 2022/2023 salary schedule includes the IPD plus step adjustments to provide for consistency in step increases.

Following discussion, that included the total cost increase for the tentative agreement (\$200,00), an explanation of the pre & post trip and route displacement language changes, as well as how staff retention and recruitment are going, Director Olson made a motion to approve the one-year tentative collective bargaining agreement between 1135 MT (Bus Drivers) and the Mead School District, as presented. Director Cannon seconded the motion. The motion carried unanimously.

**F. Award Cap & Gown Contract**

Business Services Director Adina Grimsley presented a contract for caps & gowns and related items including announcements, thank you notes and tassels for Mt. Spokane and Mead high schools with Jostens, for board consideration.

The Mead School District sent out a *Request for Proposal* for pricing on the items set forth above. One vendor submitted a bid for the 2022/23 school year with four consecutive one-year renewal options. A bid recap sheet was provided to board members.

Discussion included a notation that bid pricing is similar to years past, as well as sharing that Mead High School staff participating in the graduation ceremony have made the decision to wear gowns and therefore the recap sheet shows that line item for them and not Mt. Spokane.

Director Gray made a motion to award Jostens the contract for caps & gowns and related items including announcements, thank you notes and tassels for Mt. Spokane and Mead high schools for the 2022/23 school year with four consecutive one-year renewal options, as presented. Director Cannon seconded the motion. The motion carried unanimously.

**G. Award School Pictures Contract**

Business Services Director Adina Grimsley presented a contract for photography services (individual student pictures, formal and informal dance pictures, extra-curricular pictures and graduation pictures) for Mt. Spokane and Mead high schools, with Dorian Studio, for board consideration.

The Mead School District sent out a *Request for Proposal* for pricing on the items set forth above. Two vendors submitted bids for the 2022/23 school year with four consecutive one-year renewal

options. Dorian Studio, who has provided these same services to the district for several years, is the low cost vendor that best meets the needs of the district. A bid recap sheet was provided to board members.

In response to a question/statement from Director Cannon, Chief Financial Officer Heather Ellingson confirmed that, like with caps and gowns, students primarily pay for the photography products associated with this bid.

Director Cannon made a motion to award Dorian Studio the contract for photography services for Mt. Spokane and Mead high schools for the 2022/23 school year with four consecutive one-year renewal options, as presented. Director Olson seconded the motion. The motion carried unanimously.

#### **H. Award School Supplies Contract**

Business Services Director Adina Grimsley presented a contract for K-5 basic education classroom supplies (glue sticks, crayons, pencils, erasers, etc.), with Educational Products, Inc. (EPI), for board consideration.

The Mead School District sent out a *Request for Proposal* for pricing on the items set forth above. Four vendors submitted bids for the 2022/23 school year. EPI is the low cost vendor who best meets the needs/delivery timeline of the district. A bid recap sheet was provided to board members.

In response to questions from Director Gray, it was shared that, to help provide equality, the district a few years ago (5-7) started purchasing basic school supplies. When surveyed parents overwhelmingly expressed appreciation for this practice. Even with basic supplies provided students are still asked to supply some items.

Director Olson acknowledged that many teachers personally purchase classroom supplies.

Director Olson made a motion to award EPI the contract for K-5 basic education classroom supplies for the 2022/23 school year, as presented. Director Cannon seconded the motion. The motion carried unanimously.

### **VIII. Reports**

#### **A. Superintendent's Report**

Superintendent Woodward shared a draft district scorecard with a set of metrics that are commonly used to track year-to-year progress. These included MAP growth data for grades 1-8, SBAC achievement data in English for grades 3-8 & 10 and Science for grades 5, 8 & 10, college prep metrics (percent of students taking AP courses, percent of students passing AP tests and percent of student enrolled in dual credit courses) and career prep metrics (percent of students enrolled in CTE courses and percent of students earning industry certifications). Regarding CTE, Superintendent Woodward shared Mark St. Clair will be overseeing this program next year.

The board was invited to think about the presented scorecard elements and, at their convenience, provide suggestions/feedback to Superintendent Woodward.

#### **B. Financial Report for the Month of May 2022**

Chief Financial Officer Heather Ellingson presented the May 2022 Financial Report. This report covered June 1<sup>st</sup> enrollment numbers, General Fund balance and projections, revenue impacts from enrollment and enrollment stabilization dollars, state apportionment numbers and expenditures. Ms. Ellingson, once again, referenced the possibility of needing to bring a General Fund Budget Extension Resolution to the board in August that would authorize an increase in the spending limit for the 21/22 school year.

Regarding the 25%-30% increase in assessed valuation throughout the Mead School District, Ms. Ellingson reminded that an increase in assessed value does not increase the amount of local levy money collected by the district. Voters approved a local levy with a set dollar amount. The increased assessed value lowers the tax rate. At the time of the election the projected tax rate was \$2. Because of the increase in assessed values the actual rate for 2023 will be between \$1.65 and \$1.70.

Business Services continues to fine tune the 22/23 budget and will submit a draft to ESD on July 10<sup>th</sup>. The draft budget will be presented to the board on August 15<sup>th</sup> with board adoption of the budget taking place on August 29<sup>th</sup>. Director Olson asked that a copy of the draft budget be provided to each board member.

In response to a question from President Burchard, Ms. Ellingson shared school ASB funds remain solvent even with the requirements of House Bill 1680. Each school does a great job managing their ASB accounts.

No General Fund monies are slated to be transferred into the Transportation Vehicle Fund in 22/23. The district will utilize the transportation monies received from the state to purchase 4-5 buses. The cost of each bus is approximately \$120,000.

#### **IX. Adjourn**

The meeting was adjourned at 7:30 pm.

---

**President**

---

**Secretary**

## **MEAD SCHOOL DISTRICT**

Board Meeting of August 15, 2022

### **Continuing Business**

**V.A.**

#### **Agenda Item: 3<sup>rd</sup> Reading Policy & Procedure 2161 Revision Special Education and Related Services for Eligible Students**

**Background:** Revisions to Policy/Procedure 2161, Special Education and Related Services for Eligible Students, are being presented for third reading consideration. This policy/procedure was adopted on September 24, 2007, with revisions to the policy approved on March 10, 2008 and July 20, 2016. Revisions to the procedure were approved on March 11, 2010, January 12, 2015 and July 20, 2016. The presented revisions bring this policy/procedure into compliance with the state's new special education reporting process that requires school districts to analyze and update their special education policies and procedures by August 31, 2022.

WSSDA Sample Policy 2161 and Sample Procedure 2161 were used as templates for the presented revisions. Proposed policy and procedure revisions are highlighted in the attached drafts.

Special Education procedures are designed to: 1) Ensure students who are eligible for services under the Individuals with Disabilities Act are served appropriately and given assurance of individualized support for their success, and 2) Limit the district's liability and ensure fiduciary responsibility by enacting policy and procedures that mitigate potential litigation and risk.

**Summary:** The presented revisions to the policy are minimal.

Presented procedure revisions include changing existing language to meet the requirements of new legislation and/or policy governance. Important shifts include:

- Amending the process for Specific Learning Disability Evaluation/Qualification from the Discrepancy Model (formalized testing with cut score qualifications) to allow for Response to Intervention models and patterns of strength and weakness. By 2028 the district must have in place a robust system for ensuring scientific, research-based interventions are employed through a RTI approach for Specific Learning Disability Qualifications. (Prior to

2028 the section of the procedure that addresses this area will need to be, once again, revised/updated.)

- Clarity around interpreters, First Language support and communication, as legally required, have been added.
- Graduation requirements now require a detailed Transition Plan and High School & Beyond Plan. These plans allow access to alternate pathways for credits and course of study.
- Regarding restraint, isolation and reasonable use of force, revisions are primarily connected to the type of training to be used and the increased attention to de-escalation strategies, and a system that has its emphasis in trauma-informed practices.

No first reading (June 13, 2022) or second reading (June 27, 2022) changes were recommended. President Burchard requested the policy/procedure revision be brought back for third reading as an action item.

**Staffing Implication:** None

**Other Considerations:** None

**Recommendation:** Approval of the presented revisions to Policy/Procedure 2161 is recommended.

**Attachments:**

- Draft Policy/Procedure 2161

## **SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS**

---

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

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

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

### **Mediation or Resolution Agreements**

The Board authorizes the Superintendent, or designee, to bind the district to a mediation or resolution agreement.

### **Commencement Exercises/Certificate of Attendance**

In order to participate in commencement exercises, students must have met the minimum criteria for graduation prior to the date of the exercise and otherwise be in good standing with their school through the commencement date. Minimum criteria for participation may be adjusted for students with an **Individualized Education Program (IEP)** whose disabilities have impacted their opportunity to accumulate credits. Each student's IEP team will determine the student's graduation plan, including graduation date. IEP students who have attended four years of high school and need additional time to complete IEP goals and/or credits may request participation in commencement exercises. IEP students will receive a certificate of attendance until they complete their credits for graduation.

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

**Cross References:** 2410 – High School Graduation Requirements  
**2163 – Response to Intervention**  
**3231 – Student Records**  
**3241 – Student Discipline**  
3246 – Restraint, Isolation and Other Uses of Reasonable Force

**Legal References:** RCW 28A.155 Special Education  
RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 – Proceudres – Definitions.  
RCW 28A.600.486 District policy on the use of isolation and restraint – Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.  
~~RCW 28A.605.020 Parents' Access to Classroom or School Sponsored Activities – Limitation~~  
~~RCW 49.60 Law against Discrimination (No longer Referenced)~~  
WAC 392-172A Rules for the Provision of Special Education  
20 U.S.C. 1400 et seq. Individuals with Disabilities Education Improvement Act of 2004  
42 U.S.C. 12131-12133 Americans with Disabilities Act of 1990  
28 CFR Part 35 Nondiscrimination on the Basis of Disability in State and Local Government Services  
34 CFR Part 99 Family Education Rights and Privacy Act (FERPA)  
29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794  
34 CFR Part 104 Nondiscrimination on the basis of handicap in programs and activities receiving or benefiting from federal financial assistance  
34 CFR Part 300 Assistance to States for the Education of Children With Disabilities and Preschool Grants for Children With Disabilities  
34 CFR Part 303 Early Intervention Program for Infants and Toddlers with Disabilities

**Formerly Policy 4210**

**Adopted: September 24, 2007**

**Revised: March 10, 2008**

**Revised: July 20, 2016**

**Revised:**

## **SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS**

---

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

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

### **Free Appropriate Public Education (FAPE)**

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

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

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

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

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

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

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

- Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;
- Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;



- Use a parent or student's benefits under a public insurance program if that use would:
  - Decrease available lifetime coverage or any other insured benefit;
  - Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;
  - Increase premiums or result in discontinuation of insurance; or
  - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

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

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

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

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

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

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

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

The special education staff is responsible for providing the required notices and requests for consent to parents under this section.

### **Parent Participation in Meetings**

The district encourages parental involvement and sharing of information between district and parents to support the provision of appropriate services to its students. As used in these procedures, the term

“parent” includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents and adult students.

Parents (and as appropriate, students) will be provided the opportunity to participate in any meetings with respect to the identification, evaluation, educational placement and provision of a FAPE, including IEP Team Meetings, School Discipline, and Truancy Meetings. Meetings shall be scheduled at a mutually agreeable time and place.

When a meeting is scheduled, parents will be:

- Notified of the meeting early enough that they will have an opportunity to attend; and
- Notified of the availability of interpretation and translation services at no cost to the parents;
- Notified of the purpose, time, and location of the meeting and who will be in attendance;

When the meeting is to address the IEP or placement, the parent will be:

- Notified that the district or the parent may invite others who have knowledge or special expertise of the student; and

The district shall take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness who are deaf or hard of hearing or whose native language is other than English. The district will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student's family was provided.

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

This documentation will be kept in the student's special education file. Special education staff is responsible for notification, appropriate forms and making arrangements. If the parent cannot attend the IEP or placement meeting but wishes to participate, the district will arrange for other means to participate. This can include individual or conference phone calls, video or other means of conferencing. A meeting does not include informal or unscheduled conversations involving district personnel; conversations on issues such as teaching methodology, lesson plans, coordination of service provisions; or preparatory activities that district personnel engage in to develop a proposal or a response to a parent proposal to be discussed at a later meeting.

## Identification and Referral (Child Find)

### Identification

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

Activities are to reach:

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

The district will consult with parents and representatives of private school students to ensure its Child Find activities are comparable in approved non-profit private schools located within district boundaries. These consultations will occur annually by letter and/or personal meetings.

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

- Notification to parents, district-wide through the district newsletter;
- Notification to private schools located in district boundaries;
- Posting notices regarding referral in schools;
- Notifying and coordinating with the designated Part C lead agencies;
- Coordination with other public and private agencies and practitioners;
- Information regarding child find on the district's website;
- Early childhood screenings conducted by the district.

When district staff have concerns that a student may have a suspected disability which could result in eligibility for special education services, they will notify their building principal and if appropriate fill out a referral.

The district's special education department conducts early childhood screenings for ages birth to five. These occur monthly at the special education department office. When parents or others inquire about screenings, the caller will be referred to the appropriate personnel.

The screening process involves the following:

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

## Referral

A student whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring that district staff understands the referral process and maintain the availability of the district's referral form. Referrals are required to be in writing unless the

person referring is unable to write. A person who makes a referral orally **must be provided with the optional district referral form in the requestor's native language and offered assistance in completing the referral with the support of a qualified interpreter when needed.** ~~should be asked to either make the referral in writing or go to the main office of the building for assistance in making the referral.~~

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

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person shall notify the building principal. The special education department: (a) records the referral; (b) provides written notice of the referral to the parent; and (c) advises the building special education assessment team to collect and review district data and information provided by the parent to determine whether evaluation is warranted.

During the referral period the building special education assessment team will collect and review existing information from all sources, including parents.

Examples may include:

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

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

Recommendations regarding evaluation are forwarded to the special education department. After the building special education assessment team reviews the request for evaluation and supporting data and does not suspect that the child has a disability, the district may deny the request. In this case written notice, including the reason for the denial and the information used as the basis for the denial, must be given to the parent.

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

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

- The student is a ward of the state and does not reside with a parent;
- The parent cannot be located, or their rights have been terminated; or



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

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

- The parents and district agree in writing to extending the timeline;
- The parent fails or refuses to make the student available for the evaluation; or
- The student enrolls in another school district after the evaluation is begun but before completion and the parent and new district have an agreement for completion of the evaluation.

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

## **Evaluation and Reevaluation**

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

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

- Pre-School ~~Education Specialist~~ **Special Education Staff**, will serve as the point of contact with the family resource coordinator for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;
- **Within 25 days following the transition planning conference, a determination whether or not to evaluate the student for Part B services will be made;**
- The district will follow the procedures for obtaining consent and conducting an initial evaluation, **and provide prior written notice of the decision,** if it determines that the student will be evaluated to determine eligibility for Part B services;

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

### **Evaluation Requirements**

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

The evaluation must be an individual assessment designed to determine:

- Whether the student is eligible for special education and any necessary related services; and,
- The nature and extent of special education and related services needed by the student, including information related to enabling the child to be involved in and progress in the general education curriculum.

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

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

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

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

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

This review of existing data may be in the form of a meeting of IEP team members, or may be conducted without a meeting. It could include data provided by parents, data gathered in the general

education classroom or from state and district level assessments. The data may provide information about the student's physical condition, social or cultural background and adaptive behavior.

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

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

### **Specific Learning Disability (SLD)**

~~The district continues to use the severe discrepancy approach for identifying students with a SLD.~~  
The district uses a combination of severe discrepancy and a process based on a student's response to intervention to scientific, research-based intervention in determining the identification of students with a specific learning disability consistent with the district's RTI policy and procedure (2163). Grade levels and content areas are described in the district's RTI general education procedure (2163).

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

- A physical, mental, emotional, or environmental factor or limited English proficiency, or
- Inadequate instruction in reading or mathematics.

### **Evaluation of Transfer Students**

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

### **Eligibility**

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

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

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

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

Parents will also be provided with prior written notice of the eligibility decision within ten school days of the decision. The special education department is responsible for sending the notice.

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

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

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

Special education student may substitute special education, vocational, and/or general education credits upon the recommendation of the student's Individualized Education Program (IEP) team. In the event minimum test requirements are adopted by the Board, a student who possesses a disability shall satisfy those competency requirements which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

**See Policy 2410/Procedure 2410, Graduation Requirements.**

### **Evaluation Report**

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

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

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



- Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days and location of services;
- Include other information, as determined through the evaluation process and parent input;
- Include the additional information required for the specific learning disability eligibility category;
- Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
- Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions shall prepare a statement presenting the conclusion.

The special education department is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings.

### **Re-evaluations**

A re-evaluation of a student receiving special education or related services is conducted if academic achievement and functional performance has improved to warrant a reevaluation, if the IEP team suspects that the student may no longer be a student with a disability or if the child's parent or teacher requests a reevaluation. A reevaluation does not occur more than once per year, unless parent and school agree otherwise. A reevaluation must occur at least once every three years, unless parent and school staff agree that a reevaluation is unnecessary. An agreement that an evaluation is unnecessary shall be confirmed in writing to the parent. Special education staff will schedule a review of this determination and notify the special education department.

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

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

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

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

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

- Whether the student continues to be eligible for special education and any necessary related services;
- The present levels of performance and educational needs; and
- Whether any additions or modifications to the student's program are needed. This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the

parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing:

- If additional testing is needed, the district **assessment team staff** will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;
- If the parents do not return the signed consent form, the district shall send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the district will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact and other efforts to obtain consent;
- If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the reevaluation; and;
- If the parents refuse to consent to the reevaluation, the evaluation group will notify the special education department so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parent's refusal to consent.

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

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

This notice will occur within ten school days of the eligibility decision. The special education department is responsible for sending the notice.

### **Re-evaluation and Graduation**

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

### **Independent Educational Evaluations (IEE)**

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

When parents request an IEE the district must decide within 15 calendar days whether or not it agrees to provide it. Any parent request for an independent evaluation should be immediately referred to the special education department. The special education director shall review the request and determine whether or not the request is warranted. If the district agrees to provide an IEE, arrangements will be made promptly. If the district denies the request to pay for an IEE, it must file for a due process hearing within 15 calendar days of the parent's request. The district may request mediation as an

option after filing the due process hearing. If the parents withdraw their request for an IEE the due process hearing can be dismissed.

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

If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered by the district if providing FAPE. The IEE may also be presented as evidence at a hearing regarding the student.

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

- Licensed, credentialed or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;
- Knowledgeable and experienced in evaluating children with similar disabilities;
- Geographically located within the ~~greater Spokane area~~ **the state of Washington**; and
- Available to the district at a maximum fee which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

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

- Make it impossible to identify anyone within the ~~greater Spokane area~~ **state of Washington** who holds the appropriate credentials or experience necessary to conduct the evaluation; or
- Require a specialized evaluator whose fee exceeds the prevailing average by more than 25%; or
- Include factors, which would warrant an exception in order to obtain an appropriate evaluation.

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

### **IEP Development**

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

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

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the special education

department will notify that parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

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

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

Parents are members of the IEP team and shall have the opportunity to fully participate. The district will make sure that the parents understand the proceedings, including arranging for an interpreter for parents who are deaf or whose native language is other than English. The district will also ensure that meeting locations are accessible. The special education department is responsible for coordinating interpreters and making arrangements for the meeting location.

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

The IEP team includes:

- The parents of the student;
- Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment. The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of: 1) appropriate positive behavioral interventions and supports for the student; and 2) supplementary aids and services, program modifications, and support school personnel consistent with WAC 392-172A-01185 and WAC 392-172A-03110(2)(b);
- Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
- A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources;
- An individual who can interpret the instructional implications of the evaluation results;
- Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
- The student, when appropriate, or when required;
- Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
- If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative can not attend the meeting, district personnel shall keep the representative informed of the meeting and obtain agency information that will assist in the service provision;



- Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parents and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting. If a team member is unable to attend, parents must be provided with the opportunity to excuse the team member from the meeting. If there are any changes to the IEP which are related to the general education course(s), then the general education teacher will need to provide input about the student's progress or any information pertinent to the modifications being made to the IEP. The parent must be asked whether they excuse the teacher and, if so, must consent in writing. The excusal form will be completed in the event the general education teacher cannot attend. If the parent does not excuse the teacher, the meeting will need to be rescheduled. Existing team members may fill more than one of these roles if they meet the criteria for the role. **Reference WAC 392-172A03095(5)(a).**

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

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

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

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making changes. The parent and the district must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. **Individual case managers or special education staff, are required to complete amendments.** If the parent requests that the district revise the IEP to include the amendments, the designated special education staff will revise the IEP.

### **IEP Preparation and Content**

IEP teams will consider the recommendations in the most recent evaluation to develop the IEP. In developing the IEP, the team should consider:

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

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

IEP content **must** include:

- The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;
- Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;
- A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum and be educated and participate with other special education students and non-disabled students and participate in extracurricular and other nonacademic activities;
- A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular and non-academic activities;
- A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s) and why the particular alternative assessment is appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
- The date for the beginning of services and the anticipated frequency, location and duration of services and modifications;
- A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the district issues progress reports or report cards, or other agreed times as identified in the IEP.
- The projected beginning date for the special education and related services;

- With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. Transition component must include appropriate measurable postsecondary goals based on age-appropriate transition and assessments related to training, education, employment, independent living skills where appropriate; and transition services (including course of study) needed to assist the child in reaching those goals; **and a description of how the postsecondary goals and transition services align with the high school and beyond plan (HSBP);**
- Emergency response protocols, if necessary, by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105;
- A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01301;
- The procedures by which parents/guardians will be notified of the use of isolation or restraint or a restraint device on their student (see *Procedure 3246*);
- A statement regarding transfer of rights at the age of majority. Special education staff will provide prior written notice to the student one year prior to student turning 18 years of age;
- Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by May to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress and emerging skills.

### Use of Isolation, Restraint and Restraint Devices

- Definitions
  - **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
  - **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.
  - **Likelihood of Serious Harm:** A substantial risk that physical harm will be inflicted by a student:
    - a. upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
    - b. upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
    - c. upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
    - d. after the student has threatened the physical safety of another and has history of one or more violent acts.
  - **Positive Behavioral Intervention:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may



trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.

- **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.
- **Restraint Device:** A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485(a)(c) and is not intended to endorse or encourage the use of such devices or techniques with district students.
- Practices presumed to be unreasonable when correcting or restraining any student under the age of 18. Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:
  - throwing, kicking, burning, or cutting a child;
  - striking a child with a closed fist;
  - shaking child under the age of three;
  - interfering with a child's breathing;
  - threatening a child with a deadly weapon; or
  - doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

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

- Conditions specific to use of isolation:
  - The isolation must be discontinued as soon as the likelihood of serious harm has dissipated.
  - The enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.
  - The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
  - An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
  - Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
  - Any staff member or other adults using isolation must be trained and certified by a qualified provider in the use of **trauma-informed crisis intervention (including de-escalation techniques), and also trained by the district in isolation requirements**, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.
- Conditions specific to use of restraint and restraint devices:
  - The use of restraint or a restraint device must be discontinued as soon as the likelihood of serious harm has dissipated.
  - The restraint or restraint device will not interfere with the student's breathing.
  - Any staff member or other adults using restraint or restraint devices must be trained and certified by a qualified provider in the use of **trauma-informed crisis intervention, (including de-escalation techniques), and such restraint or restraint devices, or otherwise available in the case of emergency** unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.



- In the case of a restraint device, either the student will be capable of releasing himself or herself from the restraint device or the student shall continuously remain within view of an adult responsible for supervising the student.
- Prohibited practices involving restraint, use of force and discipline. The following practices are prohibited with students eligible for special education services:
  - District personnel are prohibited from using aversive interventions.
  - District personnel are prohibited from physically restraining or isolating a student, except when the student's behavior poses an imminent likelihood of serious harm as defined above.
  - No student may be stimulated by contact with electric current, including but not limited to tasers.
  - A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid as a form of punishment.
  - A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining of a child).
  - A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care.
  - A student must not be denied or subjected to an unreasonable delay in the provision of medication.
  - A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110.
  - A student must not be forced to listen to noise or sound that the student finds painful.
  - A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance.
  - A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration.
  - A student's head must not be partially or wholly submerged in water or any other liquid.
  - A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object, except under the conditions set forth in WAC 392-172A.02110.
  - A student must not be subjected to the use of prone (lying face-down) and supine (lying face-up) restraint, wall restraint or any restraint that interferes with the student's breathing.
- Documents and Reporting Requirements. Districts must follow the documentation and reporting requirements for any use of isolation, restraint, or a restraint device consistent with RCW 28A.600.485 and the parental notification requirement of RCW 28A.155.210. (See Policy & Procedure 3246, **Restraint, Isolation and Other Uses of Reasonable Force.**)

### **Transfer Students**

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

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

The district must take reasonable steps to obtain records promptly, including IEP supporting documents and any other records related to special education or related services from the previous school. Special education staff are responsible for obtaining records and ensuring follow-up if the records are not provided.

### **Placement**

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

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

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

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

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

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

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

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. District or school sponsored activities may include: counseling services, athletics, transportation, health services, recreational activities, clubs, etc. Limits on nonparticipation or conditions of participation must be designated in the IEP.

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

Within the district, a continuum of alternative placement options exists spanning within a **general education class or regular early childhood program**, resource room, self-contained, homebound and out-of-district provisions. These options are intended to address the individual needs of students, **including preschool students with disabilities** and they are considered according to the following process:

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

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

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

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

### **Students Unilaterally Enrolled in Private Non-Profit Schools by Parents**

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

The district is required to spend a proportionate amount of federal special education Part B and Section 619 funds to provide special education and related services to private school students. In order to determine which students will receive services, what services will be provided, how and where the

services will be provided, and how services provided will be evaluated, the district shall consult with appropriate representatives and parents of private school students. The district shall make the final decision with respect to services to be provided to eligible private school students. The special education office will invite each approved non-profit private school operating in the district. An initial meeting will be called by the district to establish a work plan and schedule with the private school representatives and representatives of private school parents to discuss how to identify students, the amount of proportionate share, how the proportionate share was calculated, which students will receive services, what services will be provided, how and where services will be provided, and how services will be evaluated.

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

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

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

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

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

### **Procedural Safeguards**

#### **Notice of Procedural Safeguards**

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation or placement is at issue. The school

district will provide a copy of the procedural safeguards notice to the parents and adult students one time a year and:

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

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees. Copies of the district's special education procedural safeguards are available at the districts special education department and website.

### **Consent**

The district will obtain informed, written parental consent before:

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

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

Informed consent means that the parent or adult student:

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

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

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



### **Revocation of Consent**

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

Upon receipt of the parent's written notice of revocation, the district **special education staff** will provide prior written notice for a reasonable time before the district stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the district will stop providing special education and related services.

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

### **Prior Written Notice**

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

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

The prior written notice will include:

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

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

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

The district will document in writing how this information was provided and that the parent understands the content of the notice. District special education staff are responsible for sending prior written notices after evaluation, eligibility, IEP team and placement decisions.

### **Transfer of Educational Rights to an Adult Student**

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

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

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

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

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

### **Confidentiality and Records Management**

Each building principal is responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The ~~Executive~~ Director of Student Services will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable information of special education students. The district will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained or used by the district.

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

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review and challenge all educational records which shall include, but not be limited to, the identification, evaluation, delivery of educational services and provision of FAPE to the student. The district shall comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, educational placement of the student or provision

of FAPE to the student, including disciplinary proceedings. In any case, the district shall respond no more than 45-calendar days after the date the district received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may only inspect and review information relating to their child. School personnel receiving requests for educational records will immediately forward the request to special education department.

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

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

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

### **Surrogate Parents**

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

Special education staff is responsible for determining the need for appointment of a surrogate parent.

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

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

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



- Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf their child.

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

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

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

The person selected as a surrogate:

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

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

### **Mediation**

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

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

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

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

### **Due Process Hearing**

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

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the special education department. If the parent has not filed the request for hearing with OSPI, the district will forward the parent request to OSPI Administrative Resources Section. The district may not delay or deny a parent's due process hearing request. Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The district special education staff is responsible for providing the parents a copy of the procedural safeguards in this situation and documenting that the safeguards were provided to the parent.

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

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

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

### **Discipline**

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

### **Removal Up to Ten Days**

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

### **Removal for More than Ten Days**

Once a student has been removed from placement for a total of ten school days in the same school year, and if the district determines that the removal is not a change of placement, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The building principal and special education staff in consultation with one or more of the student's teachers, shall make the determination of such necessary services.

### **Change in Placement**

A change of placement occurs when an eligible student is:

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

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

### **Manifestation Determination**

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

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

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

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

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

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

### **Special Circumstances**

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

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

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

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

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

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

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

### **Basis of Knowledge**

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

The district is deemed to have knowledge if:

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

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

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

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

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

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

### **Staff Qualifications**

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

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

~~All special education teachers providing,~~ **Special education and related services must be provided by appropriately qualified staff. Other staff, including general education teachers and paraeducators, may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certificated staff, deaf education with American Sign Language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated staff associate.** ~~designing, supervising, evaluating or monitoring the provision of~~



~~special education shall possess “substantial professional training.” This shall be shown by the issuance of an appropriate special education endorsement on an individual teaching certificate issued by the superintendent of public instruction. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.~~

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

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

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

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed ~~two hundred forty (240) clock hours (or the equivalent of 24 quarter or 16 semester credits) six semester hours or nine quarter hours of course work which are applicable to one or more Washington state special education teaching certificates (early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language endorsement, teacher of the visually impaired endorsement) the special education endorsement,~~ the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

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

### **Personnel Development**

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

- ~~Staff development topics will be identified through ongoing communication with special education staff.~~
- ~~When significant changes are made, such as new forms, regulations, and procedures, the special education department will provide staff development.~~



- ~~Information regarding out of district workshops that would benefit particular staff will be shared with them.~~
- Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents and volunteers;
- All personnel who use restraint, restraint devices and/or isolation must be certified and annually trained in the use of such restraint, restraint devices and/or isolation.
- In-service training schedules will be developed based upon the results of the district assessment and in support of needs identified;
- Training activities will be conducted for regular general and special education staff of other agencies and organizations and private school staff providing services for students eligible for special education; and
- Training for classified staff in the state recommended core competencies will occur through district wide classified training provided by the district.

### **Public Participation**

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

### **Formerly Procedure 4210**

**Adopted: September 24, 2007**

**Revised Date: March 11, 2010**

**Revised: January 12, 2015**

**Revised: July 20, 2016**

**Revised:**

## MEAD SCHOOL DISTRICT

Board Meeting of August 15, 2022

Continuing Business

V.B.

**Agenda Item:** **3<sup>rd</sup> Reading Policy 3246 Review & Procedure 3246 Revision  
Restraint, Isolation and Other Uses of Reasonable Force**

**Background:** A revision to Procedure 3246 and the review of Policy 3246, Restraint, Isolation and Other Uses of Reasonable Force, are being presented for third reading consideration. This policy/procedure was adopted on July 18, 2011, with revisions approved on December 14, 2015 and September 12, 2016. The presented review/revision brings this policy/procedure into compliance with the state's new special education reporting process that requires school districts to analyze and update their special education policies and procedures by August 31, 2022.

WSSDA Sample Procedure 3246 was used as the template for the presented procedure revisions. Current Policy 3246 was compared to WSSDA Sample Policy 3246 with no policy changes recommended following this comparison/analysis. The review of the policy is brought to the board as the district must, to comply with new state requirements, show the policy was revisited to ascertain if revisions are needed.

**Summary:** No revisions to the policy are recommended/needed.

Presented procedure revisions include changing existing language to meet the requirements of new legislation and/or policy governance. Primary revisions are connected to the type of training to be used and the increased attention to de-escalation strategies, and a system that has its emphasis in trauma-informed practices. Restraint, isolation and reasonable use of force data will be reported annually, as legally required, to OSPI.

No first reading (June 13, 2022) or second reading (June 27, 2022) changes were recommended. President Burchard requested the policy review/procedure revision be brought back for third reading as an action item.

**Staffing Implication:** None

**Other Considerations:** At the June 27<sup>th</sup> second reading a question was asked regarding restraining non-special education students engaged in a fight. That situation is referenced in paragraph three of the policy which states, *Use of restraint, isolation and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW 70.96B.010 and Chapter 392-*

*172A WAC and explained in the procedure accompanying this policy.*

As set forth in RCW 70.96B.010 the presented procedure defines *imminent*, and under the section titled “General use of restraint, isolation, or other forms of reasonable force” addresses where restraint, isolation or other forms of reasonable force may be used and where they should not be used.

**Recommendation:** Approval of the presented review of Policy 3246 and revision to Procedure 3246 is recommended.

**Attachments:**

- Draft Policy/Procedure 3246

## **Restraint, Isolation and Other Uses of Reasonable Force**

---

Mead School District supports school-wide programs and services that motivate, teach, and support positive behavior to create a school climate that is highly conducive to learning. It is the policy of the Mead School District Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

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

Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW 70.96B.010 and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

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

Cross References:                   2161 – Special Education and Related Services for Eligible Students

Legal References:                   RCW 9A.16.020 Use of force — When lawful  
  RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable  
  RCW 28A.150.300 Corporal Punishment Prohibited - Adoption

of policy

RCW 28A.155.210 Use of restraint or isolation — Requirement for procedures to notify parent or guardian.

RCW 28A.600.485 - Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973—Procedures—Definitions. [as amended by SHB 1240]

RCW 70.96B.010 - Definitions

Chapter 391-172A WAC – Rules for the provision of special education

WAC 392-400-235 Discipline — Conditions and limitations

Management Resources:

2016 – March 2016

2015 - July Policy Alert

2013 - December Issue

2013 - July Issue

Policy News, December 2008 Use of Reasonable Force Policy

**Adoption Date: July 18, 2011**

**Revised: December 14, 2015**

**Revised: September 12, 2016**

**Revisited:**

## **Restraint, Isolation and Other Uses of Reasonable Force**

---

This procedure is intended to apply to a broad range of circumstances whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any student that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.020, RCW 9A.16.100, RCW 28A.160.300, RCW 28A.155.210, WAC 392-400-235, and, for students with an IEP, consistent with the regulations of Chapter 392-172A, WAC.

### **Definitions:**

- **Behavioral intervention plan:** A plan incorporated into a student's Individualized Education Program (IEP), which at a minimum describes: 1) The pattern of behavior that impedes the student's learning or the learning of others; 2) The instruction and/or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed by the IEP team; 3) The positive behavioral interventions and supports to: i) reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the student's desired prosocial behaviors; and ii) ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities; and 4) The skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student.
- **Chemical spray:** Pepper spray, OC spray, or other similar chemicals that are used to control a student or limit a student's freedom of movement.
- **De-escalation:** The use of positive interventions and other district-approved strategies to defuse a student who has lost self-control, is non-compliant or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.
- **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
- **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.
- **Likelihood of serious harm:** a substantial risk that physical harm will be inflicted by a student:
  - upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;



- upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
- upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
- after the student has threatened the physical safety of another and has a history of one or more violent acts.
- **Physical force:** The use of bodily force or physical restriction that substantially immobilizes or reduces the free movement of a student.
- **Positive behavioral interventions:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
- **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.
- **Restraint device:** A device used to assist in controlling a student, including, but not limited to metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485 (1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.
- **School police officer:** An employee of the school district responsible for security services in the district under the direction of a school administrator, but who also is a commissioned officer.
- **School resource officer:** A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district.
- **School security officer:** A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.

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

- Restraint, isolation, or other forms of reasonable force may be used to prevent or minimize imminent bodily harm to self or others, or if de-escalation or other positive behavioral interventions fail or are inappropriate, to protect district property, where there is an “imminent likelihood of such serious harm” occurring, as defined above.
- Restraint, isolation, or other forms of reasonable physical force may be used when a student has caused a substantial loss or damage to the property of others, and the student’s behavior poses a substantial risk that such property damage will be inflicted.

- Restraint devices may be used as needed to obtain possession of a known or reasonably-suspected weapon or other dangerous object on a person or within the control of a person.
- An IEP or plan developed under Section 504 of the Rehabilitation Act of 1973 must not include the use of restraint or isolation as a planned behavior intervention unless a student's individual needs require more specific advanced education planning and the student's parent or guardian agrees. Nothing in these procedures is intended to limit the provision of a free appropriate public education (FAPE) under Part B of the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.
- Restraint, isolation, or other forms of reasonable physical force will not be used as a form of discipline or punishment.
- Restraint, isolation, or other forms of reasonable physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation and positive interventions fail or are inappropriate.
- Restraint, isolation, or other forms of reasonable physical force should not be used as an intervention if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of such techniques.

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

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

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

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

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

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

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

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

- District personnel are prohibited from using aversive interventions with a student.
- District personnel are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined above.
- No student may be stimulated by contact with electric current, including, but not limited to, tasers.
- A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid from when the food or liquid is customarily served as a form of punishment.
- A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child).
- A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care.
- A student must not be denied or subjected to an unreasonable delay in the provision of medication.
- A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110.
- A student must not be forced to listen to noise or sound that the student finds painful.
- A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance.
- A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration.
- A student's head must not be partially or wholly submerged in water or any other liquid.
- A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the

student's body to an object, except under the conditions set forth in WAC 392-172A.02110.

- A student must not be subjected to the use of prone (lying face-down) or supine (lying face-up) restraint, wall restraint or any restraint that interferes with the student's breathing.

#### **Degree of force:**

- Restraint, isolation, or other forms of reasonable physical force will be discontinued as soon as a determination is made by the staff member administering the restraint, isolation, or other forms of reasonable physical force that the likelihood of serious harm has dissipated.
- Restraint, isolation, or other forms of reasonable physical force must be administered in such a way so as to prevent or minimize physical harm to the student. If, at any time during the use of restraint, isolation, or other forms of reasonable physical force, the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, school staff must take immediate steps to seek medical assistance.

#### **Monitoring:**

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

#### **Post-incident notification and review with parent/guardian:**

- Within twenty-four (24) hours following the use of restraint, isolation, or other forms of reasonable physical force with a student, the principal or designee must make a reasonable effort to verbally inform the student's parent or guardian of the incident.
- The principal or designee must also send written notification, (Form No. SS-80) as soon as practical, but postmarked no later than five (5) business days after restraint, isolation, or other forms of reasonable physical force has been used with a student. If the school or district customarily provides the parent or guardian with school-related information in a language or mode of communication other than English, the written report must be provided to the parent or guardian in that language or mode of communication.
- The principal or designee will review the incident with the student and the parent or guardian (though not necessarily at the same time) to address the behavior that precipitated the use of the technique and the appropriateness of the response.
- The principal or designee will review the incident with the staff person(s) who administered the restraint, isolation, or other forms of reasonable physical force to discuss whether proper procedures were followed and what staff training or support is needed to help the student avoid similar incidents.

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

### **Incident report:**

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

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

### **Resolution of concerns about the use of force incident:**

A student or his/her parent or guardian who has concerns regarding a specific incident involving restraint, isolation, or other forms of reasonable physical force may seek to resolve the concern by contacting the Mead School District administrator overseeing Student Services.

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

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

### **Staff training requirements:**

- All training will include instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior and safe and appropriate use of force, isolation and restraint.

Annually, administrators will provide all staff with the district established policy and procedure regarding the use of reasonable force.

- All staff should be informed of de-escalation strategies and proper physical intervention procedures. Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.
- Only staff trained by a qualified provider and authorized to use isolation, restraint, restraint devices or chemical spray procedures will administer it to students. The appropriate personnel will include those staff members who are most likely to be called upon to use isolation, restraint, restraint devices or chemical spray to prevent or address disruptive or dangerous student behavior.

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

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

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

#### **Annual Report:**

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

**Adoption Date: July 18, 2011**

**Revised: December 14, 2015**

**Revised: September 12, 2016**

**Revised:**



## **MEAD SCHOOL DISTRICT**

Board Meeting of August 15, 2022

### **New Business**

### **VII.A.**

**Agenda Item:**                    **Resolution 22-06  
Budget Extension General Fund**

**Background:**                    State law requires that fiscal year budgets be adopted by August 31<sup>st</sup>. Extensions (increases) to the appropriation level also require board approval. Further, the law requires that a Public Hearing be held, allowing public comments, when considering adoption of the budget or an extension. Resolution 21-10, 2021/2022 Budget Adoption, was presented to the Board in a Public Hearing on August 30, 2021.

**Fiscal Impact:**                    Adopting the presented 2021/2022 budget extension will increase the appropriation level, or spending limit, for the General Fund by \$1,750,000. This is necessary due to additional contracted services.

Adoption of Resolution 22-06, Budget Extension General Fund, will increase the budget appropriation in the General Fund to \$150,183,728 for 2021/2022.

**Staffing Implication:**                    None

**Other Considerations:**                    None

**Recommendation:**                    Approval of Resolution 22-06, Budget Extension General Fund, is recommended.

**Attachments:**                    Resolution 22-06



**RESOLUTION 22-06  
Budget Extension  
General Fund**

**WHEREAS**, the Board of Directors established a budget appropriation for 2021/2022 in the amount of \$148,433,728 for the General Fund pursuant to Resolution 21-10 on August 30, 2021, based on the best estimates available, and

**WHEREAS**, RCW 28A.505.170 authorizes school districts to increase the amount of appropriation (expenditure level), and

**WHEREAS**, unexpected and additional General Fund expenditures in the amount of \$1,750,000 are necessary due to additional contracted services.

**NOW THEREFORE BE IT RESOLVED**, the Board of Directors of Mead School District No. 354 of Spokane County adopts the 2021/2022 budget extension in the amount of \$150,183,728 for the General Fund.

**BE IT FURTHER RESOLVED**, that sufficient resources are available to fund the revised appropriation level.

**Adopted this 15<sup>th</sup> day of August, 2022.**

**Attest:**

**Mead School District No. 354  
Board of Directors**

\_\_\_\_\_  
**Secretary to the Board**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **MEAD SCHOOL DISTRICT**

Board Meeting of August 15, 2022

### **New Business**

### **VII.B.**

**Agenda Item: Consent Agenda**

#### **Background:**

The Consent Agenda contains items that are normal and customary in the operation of the school district.

#### **Fiscal Impact:**

The Consent Agenda items have no significant impact beyond the adopted budget. Expenditure or employment requests that exceed budget authorization should not appear as a consent item.

#### **Staffing Implications:**

None, other than the personnel recommendations, as presented.

#### **Other Considerations:**

None

#### **Recommendation:**

Approval of the Consent Agenda, as presented, is recommended.

## Consent Agenda

### Regular Board Meeting of August 15, 2022

**1. Hire Certificated Personnel:**

Christopher Snyder	Mt. Spokane	Cert	1.0 FTE Continuing Assistant Principal effective 7/1/22
Matthew Walter	Northwood	Cert	1.0 FTE Leave Replacement Assistant Principal 22/23 contract year effective 8/4/22
Carl Peterson	Mead High	Cert	1.0 FTE Continuing Math/Science Teacher effective 8/23/22
Kristin Swan	Mountainside	Cert	1.0 FTE Continuing Counselor effective 8/23/22 (no longer at Highland)
Michael Mason	Northwood	Cert	1.0 FTE Continuing Secondary Compass teacher effective 8/23/22 (no longer an elementary Compass teacher)

**2. Hire Classified Personnel:**

Alexander Kassa | Maintenance | Class | 1.0 FTE Groundskeeper effective 8/15/22

**3. Approve AP Vouchers for General Fund, Capitol Projects, Private Purpose Trust and ASB, as attached.**

**4. Accept the Following Donation:**

Mead High School ASB \$2,000 Penny Johnston Debate Scholarship (Fidelity Charitable)

**5. Declare the following Items as Surplus:**

- 31 Desktop Computers (2015) -Dell Optiplex 7020 Model
- 40 Desktop Computers (2017) - Dell Optiplex 7010 Model
- 64 Desktop Computers (2016) - Dell Optiplex 5040 Model
- 7 Cisco Camera Servers (2014)
- 2 Flat Panel TVs (2017) . . . damaged beyond repair
- 5 LaserJet Printers (2010)
- 5 Document Cameras (2007)
- 5 Laptop Computers (2015) MacBook Air
- 90 Laptop Computers (2018) MacBook Air
- 700 NEC TDM Phones (2012) Digital Handsets
- 5 Projectors (2016)
- Numerous Math & Chem Pilot Books (list attached)

**6. Approve Requests for Unpaid Leave (i.e. parenting, medical, Good of the District, etc.):**

Tiffany Schamber	Nutrition Services	Class	August 9-10, 2022
Suzanne Holden	Brentwood	Class	January 12-17, 2023
Meghan Bradley	Brentwood	Class	August 29, 2022 - June 30, 2023
Vieyn Krop	Shiloh Hills	Class	Mondays & Wednesdays 22/23 School Year (Amended . . . Original request for M-W approved on 6/13/22)
Wayne Hartwig	Mead High	Class	August 30, 2022 - December 19, 2022
Heather Dinkuhn	Mead High	Class	September 12, 2022 - November 20, 2022 and December 12, 2022 - August 31, 2023
Ruth Erb	Mead High	Cert	November 9-10, 2022 (9.5 hours)

**7. Approve Request to Rescind Unpaid Leave:**

Charmaine O'Donnal | Evergreen | Class | 22/23 school year (approved 6/13/22)

## 8. Approve Retirements and Resignations:

Sierra Hoseid	Midway	Class	Resignation effective 6/20/22 (Para)
Linda Luiten	Creekside	Cert	Retirement effective 6/30/22 (Librarian)
Kristin Hermann	Special Services	Cert	Resignation effective 8/29/22 (School Psych)
Richard Winter	Transportation	Class	Retirement effective 8/29/22 (Bus Driver)
Korbie Yeoman	Technology	Class	Resignation effective 7/22/22 (Exec Asst)
Linda Skiles	Transportation	Class	Resignation effective 6/21/22 (Bus Driver)
Jay Tyus	Northwood	Cert	Resignation effective 6/30/22 (Asst. Prin)
Teresa Laher	Northwood	Cert	Resignation effective 7/31/22 (Asst. Prin)
Karla Shaffer	Nutrition Services	Class	Resignation effective 7/1/22 (Admin Asst)
James Henry	Evergreen	Class	Resignation effective 8/29/22 (Para)
Barbara Cannon	Brentwood	Class	Resignation effective 6/20/22 (Para)
Angela Fietkau	Mt. Spokane	Class	Resignation effective 8/29/22 (Para)
Joel Murphy	Mt. Spokane	Cert	Resignation effective 8/29/22 (teacher)
Richard Heezen	Transportation	Class	Retirement effective 8/29/22 (Bus Driver)
Sheree Greenslitt	Evergreen	Class	Resignation effective 8/29/22 (Para)
Kyle White	Mt. Spokane	Class	Resignation effective 8/29/22 (Para)
Mary Binder	Special Services	Class	Retirement effective 8/29/22 (Revised from 10/31/22 approved on 6/27/22)
Gloria Burton	Special Services	Class	Retirement effective 8/31/22 (Revised from 10/31/22 approved on 5/23/22)
Linda Cameron-Jokinen	Colbert	Cert	Retirement effective 8/29/22 (teacher)
Melissa Graef	Meadow Ridge	Cert	Retirement effective 8/29/22 (teacher)
Joseph Burch	Mountainside	Class	Resignation effective 8/6/22
Patricia Dorr	Five Mile Prairie	Cert	Resignation effective 8/29/22 (teacher)
James Maki Jr.	Farwell	Class	Resignation effective 8/1/22 (custodian)
Sean Washington	Maintenance	Class	Resignation effective 8/12/22
Mindy Jensen	Evergreen	Class	Resignation effective 6/25/22 (para)
Quantae Anderson	Mead High	Cert	Resignation effective 8/29/22 (teacher)
Cathy Fayant	Custodial Services	Class	Retirement effective 1/31/23 (Director)
Jennifer Jamison	Mt. Spokane	Cert	Resignation effective 8/29/22 (teacher)
Susan Breneman	Mountainside	Cert	Retirement effective 8/29/22 (teacher)

Surplus Math & Chem Pilot Books – August 15, 2022

Title	Quantity
Algebra I Advice for Instruction, Teacher Edition	2
Algebra II Advice for Instruction, Teacher Edition	2
enVision Algebra 1, Teacher's Edition, Volume 2	1
Geometry Advice for Instruction, Teacher Edition	2
Geometry Student Activity Book	2
Intensified Algebra 1 Advice for Instruction, Teacher Edition, Volume 1	2
Intensified Algebra 1 Advice for Instruction, Teacher Edition, Volume 2	2
Intensified Algebra I Student Activity Book, Volume 2	2
Algebra I Advice for Instruction, Teacher Edition	1
Algebra I Student Activity Book	2
Algebra II Advice for Instruction, Teacher Edition	1
Algebra II Student Activity Book	1
Algebra II Student Activity Book	2
Geometry Advice for Instruction, Teacher Edition	1
Geometry Student Activity Book	2
Intensified Algebra I Advice for Instruction, Teacher Edition, Volume 2	2
Intensified Algebra I Student Activity Book, Volume I	3
Mathematics 6 Student Activity Book	2
Reveal Algebra 2 Language Development Handbook Teacher Edition	1
Reveal Algebra 2, Volume 1	1
into Algebra 1 Journal and Practice Workbook	1
into Algebra 1 Teacher Edition: Planning and Pacing Guide	1
into Algebra 2 Journal and Practice Workbook	1
into Algebra 2 Teacher Edition	1
into Algebra 2 Teacher Edition: Planning and Pacing Guide	1
into Algebra I Teacher Edition	1
into Geometry Journal and Practice Workbook	1
into Geometry Teacher Edition	1
into Geometry Teacher Edition: Planning and Pacing Guide	1
Reveal Algebra 1 Teacher Edition, Volume 1	1
Reveal Algebra I Interactive Student Edition, Volume 1	1
Reveal Algebra 1 interactive Student Edition, Volume 1	1
Reveal Algebra 1 interactive Student Edition, Volume 2	1
Reveal Algebra 1 Language Development Handbook Teacher Edition	2
Reveal Algebra 1 Teacher Edition, Volume 1	1
Reveal Algebra 1 Teacher Edition, Volume 2	1
Reveal Algebra 2 Interactive Student Edition, Volume 1	1
Reveal Algebra 2 Interactive Student Edition, Volume 2	1
Reveal Algebra 2 Language Development Handbook Teacher Edition	1
Reveal Algebra 2 Teacher Edition, Volume 1	2



Surplus Math & Chem Pilot Books – August 15, 2022

Reveal Algebra 2 Teacher Edition, Volume 1	1
Reveal Geometry Interactive Student Edition, Volume 1	1
Reveal Geometry Interactive Student Edition, Volume 2	1
Reveal Geometry Language Development Handbook Teacher Edition	1
Reveal Geometry Teacher Edition	1
Reveal Geometry Teacher Edition, Volume 2	1
Experience Chemistry in the Earth System Teacher guide, California Volume 1	2
Experience Chemistry in the Earth System Teacher guide, California Volume 2	2
Experience Chemistry in the Earth System, California Volume 1	2
Experience Chemistry in the Earth System, California Volume 2	2
Illustrative Mathematics Algebra 1 Teacher Edition, Volume 1	1
Illustrative Mathematics Algebra 1, Volume 1	1
Illustrative Mathematics Algebra 2 Teacher Edition, Volume 1	1
Illustrative Mathematics Algebra 2, Volume 1	1
Illustrative Mathematics Geometry Teacher Edition, Volume 1	1
Illustrative Mathematics Geometry, Volume 1	1

# Mead School District No. 354

Spokane County, Mead, Washington

Affidavit covering payment of payroll and invoices for General Fund,  
Capital Projects Fund, Associated Student Body Fund, and Transportation Vehicle Fund

8/15/2022

THIS IS TO CERTIFY under penalty of perjury that the undersigned has examined the attached vouchers and payroll of Mead School District No. 354, Spokane, Washington, and that each of the invoices and vouchers were duly certified and have been received and checked as to price and quantity and have been duly certified by the claimant, as required by law, and that the extensions and additions of said invoices and vouchers have been checked by the Business Office of the District and were found to be correct.

Heather Ellingson, Auditing Officer

THIS IS TO CERTIFY that the warrants of the Mead School District No. 354, Spokane County, Washington, as listed below, have been allowed by the School Board of this District.

Fund Name	Vouchers (Inclusive)	Warrants (Inclusive)	Amount
<b>General Fund:</b>			
6/30/2022	PR-26	106848-106885	\$46,501.91
6/30/2022	PR-1246	106886-106908	\$1,899,288.51
6/30/2022	PR-1244 & 1245	ACH	\$8,810,950.05
7/1/2022	AP-1247	106909-107042	\$323,045.23
7/1/2022	AP-1248	ACH	\$1,257.40
7/15/2022	AP-1256	107083-107185	\$1,658,207.25
7/15/2022	AP-1257	ACH	\$7,107.51
7/15/2022	PR-1254 & 1255	ACH	\$54,694.41
7/15/2022	PR-28	107210-107214	\$1,145.08
7/22/2022	AP-1260	107215-107253	\$95,535.88
7/22/2022	AP-1262	ACH	\$58.97
7/29/2022	PR-1264	107274-107293	\$1,921,961.39
7/29/2022	PR-1265 & 1266	ACH	\$9,416,990.46
7/29/2022	PR-29	107259-107273	\$25,077.59
7/29/2022	AP-1267	107294-107331	\$270,925.45
7/29/2022	AP-1268	ACH	\$293.12
8/5/2022	AP-1271	107335-107379	\$272,216.81
8/5/2022	AP-1272	ACH	\$1,827.90
8/12/2022	AP-1275	107384-107456	\$362,722.17
8/12/2022	AP-1276	ACH	\$2,937.33
TOTAL/General Fund:			\$25,172,744.42
<b>Capital Projects:</b>			
7/1/2022	AP-1249	107043-107050	\$127,241.15
7/15/2022	AP-1258	107186-107188	\$83,668.42
7/22/2022	AP-1261	107254-107258	\$276,931.36
8/5/2022	AP-1273	107380	\$4,000.00
TOTAL/Capital Projects:			\$491,840.93
<b>Associated Student Body Fund:</b>			
7/1/2022	AP-1250	107051-107082	\$68,746.38
7/1/2022	AP-1251	ACH	\$923.28
7/15/2022	AP-1259	107189-107209	\$54,247.38
7/29/2022	AP-1269	107332-107334	\$18,467.76
8/5/2022	AP-1274	107381-107383	\$5,138.40
8/12/2022	AP-1277	107457-107465	\$55,419.10
TOTAL/ASB Fund:			\$202,942.30
<b>Trust Fund:</b>			
TOTAL/Transportation Fund:			\$0.00
TOTAL ALL FUNDS			\$25,867,527.65

Secretary \_\_\_\_\_

Board Signature \_\_\_\_\_

Board Signature \_\_\_\_\_

Board Signature \_\_\_\_\_

Board Signature \_\_\_\_\_

Board Signature \_\_\_\_\_

# General Fund

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1247

Starting Check Number: 106909

Check #	Date	Payee	Amount
106909	07/01/2022	A-L COMPRESSED GASES	\$85.41
106910	07/01/2022	ABSCO SOLUTIONS	\$16,470.65
106911	07/01/2022	ACE HARDWARE	\$3.91
106912	07/01/2022	ADAMS, TAFEE	\$20.35
106913	07/01/2022	ADI	\$2,024.76
106914	07/01/2022	AI-MEDIA TECHNOLOGIES LLC	\$364.00
106915	07/01/2022	ALL ABOUT TOWING	\$396.76
106916	07/01/2022	ALPHA OMEGA TOURS & CHARTERS	\$2,427.60
106917	07/01/2022	AMAZON	\$827.76
106918	07/01/2022	AMERICAN ON SITE SERVICES	\$245.75
106919	07/01/2022	AMERIGAS PROPANE LP	\$800.44
106920	07/01/2022	AMPD LIGHTING AND AUDIO VISUAL	\$14,126.40
106921	07/01/2022	ANATEK LABS INC	\$265.00
106922	07/01/2022	APPLE COMPUTER INC	\$1,962.51
106923	07/01/2022	ASAY-FLEMING, REBECCA	\$10.00
106924	07/01/2022	BAIRD, LISA	\$48.95
106925	07/01/2022	BARRINGTON, JOLENE	\$25.65
106926	07/01/2022	BARTHELL, JASON	\$7.90
106927	07/01/2022	BIA, ROBERTA	\$91.25
106928	07/01/2022	BLY, TANYA	\$23.20
106929	07/01/2022	BOMBINO, JOSH	\$5.05
106930	07/01/2022	BOND, LARRY	\$54.85
106931	07/01/2022	BORK, MARI	\$12.60
106932	07/01/2022	BREWINGTON, DAWN	\$80.60
106933	07/01/2022	BRYSON SALES & SERVICE OF WASHINGTON	\$225.18
106934	07/01/2022	BSN SPORTS	\$344.16
106935	07/01/2022	BURLEY, LINDA	\$37.25
106936	07/01/2022	CARDOZA, LARA	\$14.35
106937	07/01/2022	CENTURY LINK - SEATTLE	\$135.72
106938	07/01/2022	CHOI, JINSANG	\$55.00
106939	07/01/2022	CINTAS	\$198.22
106940	07/01/2022	CO ENERGY	\$728.92
106941	07/01/2022	DIAMOND ASPHALT PAVING INC	\$14,386.56
106942	07/01/2022	DOAN, HUY	\$14.15
106943	07/01/2022	ELLYSON, MICHELLE	\$24.30
106944	07/01/2022	EMPLOYMENT SECURITY DEPART	\$159.58
106945	07/01/2022	EROVICK, BRAD	\$9.30
106946	07/01/2022	EVCO SOUND & ELECTRONICS	\$304.38

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1247

**Starting Check Number:** 106909

Check #	Date	Payee	Amount
106947	07/01/2022	FINALSITE	\$18,000.00
106948	07/01/2022	FIRST CHOICE SERVICES	\$117.10
106949	07/01/2022	FOLLETT SCHOOL SOLUTIONS INC	\$274.14
106950	07/01/2022	FOSTER, ALISA	\$22.10
106951	07/01/2022	FP MAILING SOLUTIONS	\$254.83
106952	07/01/2022	FULTZ, JODIE	\$28.20
106953	07/01/2022	GARLAND/DBS, INC	\$1,625.16
106954	07/01/2022	GRADIN, TRACY	\$5.55
106955	07/01/2022	GURUNG, GOPAL	\$23.60
106956	07/01/2022	HOME DEPOT CREDIT SERVICES	\$415.27
106957	07/01/2022	HOME DEPOT PRO	\$2,545.58
106958	07/01/2022	HOOVER, MICHELE	\$44.40
106959	07/01/2022	HORIZON AUTOMATIC RAIN COMPANY DBA	\$82.84
106960	07/01/2022	HOUGEN, ANDREA	\$5.10
106961	07/01/2022	HUTCHINSON, KIRSTEN	\$167.45
106962	07/01/2022	JAE ENTERPRISES LLC	\$1,753.92
106963	07/01/2022	JONES, AMBER	\$16.86
106964	07/01/2022	JOSTENS PETER BAUERNFEIND	\$2,226.19
106965	07/01/2022	KALUZA, RACHEL	\$25.70
106966	07/01/2022	KCDA	\$2,841.45
106967	07/01/2022	KENWORTH SALES SPOKANE	\$1,639.47
106968	07/01/2022	KLINKE, JILL	\$42.35
106969	07/01/2022	KOBER, SARAH	\$31.90
106970	07/01/2022	KOMAROV, OKSANA	\$12.40
106971	07/01/2022	LAWSON PRODUCTS INC	\$801.46
106972	07/01/2022	LENA NORTON	\$1,954.00
106973	07/01/2022	LES SCHWAB TIRE	\$1,207.22
106974	07/01/2022	LEXIA	\$803.68
106975	07/01/2022	LIU, KATHLEEN	\$79.80
106976	07/01/2022	LUKICH, MIKE	\$22.60
106977	07/01/2022	M & L SUPPLY	\$3,533.32
106978	07/01/2022	MAXIM STAFFING SOLUTIONS	\$1,547.70
106979	07/01/2022	MCCORMICK, ANDREA	\$27.45
106980	07/01/2022	MCGUIRE BEARING CO	\$212.40
106981	07/01/2022	MEAD REVOLVING FUND	\$795.87
106982	07/01/2022	MENKE, NORA	\$110.50
106983	07/01/2022	MILLER PAINT CO INC	\$161.12
106984	07/01/2022	MILLERSMITH, TISHA	\$10,000.00

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1247

**Starting Check Number:** 106909

Check #	Date	Payee	Amount
106985	07/01/2022	MORROW, SUSAN	\$14.90
106986	07/01/2022	NAPA AUTO PARTS	\$136.15
106987	07/01/2022	NASCO EDUCATION LLC	\$348.92
106988	07/01/2022	NATIONAL COLOR GRAPHICS, INC	\$247.43
106989	07/01/2022	NEWTON-THOMAS, KADI	\$16.00
106990	07/01/2022	NORTH 40 OUTFITTERS	\$484.96
106991	07/01/2022	NORTHWEST TEXTBOOK DEPOSITORY	\$63,171.30
106992	07/01/2022	NOWAK, LINDA	\$7.55
106993	07/01/2022	OLIVER, BERNADETTE	\$78.55
106994	07/01/2022	OLMSTEAD, JASON	\$80.45
106995	07/01/2022	OZO EDU	\$2,990.00
106996	07/01/2022	PACIFIC NORTHWEST BEHAVIOR LLC	\$5,180.00
106997	07/01/2022	PATTERSON, MINETTE	\$27.20
106998	07/01/2022	PELOZZIE, LISA	\$18.60
106999	07/01/2022	PERFORMING IN EDUCATION LLC	\$1,188.00
107000	07/01/2022	PICACIO, PAULA	\$10.20
107001	07/01/2022	PIKULIK, INNA	\$10.85
107002	07/01/2022	PLANET TURF/JCC LTD	\$3,467.23
107003	07/01/2022	PLATT ELECTRIC	\$687.57
107004	07/01/2022	POFF, VINCE	\$12.80
107005	07/01/2022	PROJECT LEAD THE WAY INC	\$11,902.77
107006	07/01/2022	PURE FILTRATION PRODUCTS INC	\$24,217.27
107007	07/01/2022	RAILTON, KIMBERLY	\$6.11
107008	07/01/2022	RAINBOW RESOURCES	\$599.01
107009	07/01/2022	RANDALL, TAMMY	\$5.10
107010	07/01/2022	RAYMOND, ROBB	\$58.80
107011	07/01/2022	REALLY GREAT READING	\$33.83
107012	07/01/2022	REDDING, MARINA	\$84.00
107013	07/01/2022	RIDDLE, MICHELLE	\$23.05
107014	07/01/2022	ROBBINS, DANIEL	\$20.00
107015	07/01/2022	RODRIGUEZ, HEATHER	\$6.30
107016	07/01/2022	RODELL, JEREMY	\$16.35
107017	07/01/2022	ROGERS, DENA	\$31.95
107018	07/01/2022	RWC INTERNATIONAL	\$518.36
107019	07/01/2022	SAFEGUARD BUSINESS SYSTEMS	\$198.40
107020	07/01/2022	SAMPSON, NICOLE	\$13.50
107021	07/01/2022	SEVY, SHERRY	\$41.15
107022	07/01/2022	SILVER, MATTHEW	\$14.05



## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1247

**Starting Check Number:** 106909

Check #	Date	Payee	Amount
107023	07/01/2022	SPENCE, SIBYL	\$33.50
107024	07/01/2022	SPOKANE AREA BUSINESS FOUNDATION	\$3,395.00
107025	07/01/2022	SPOKANE CO WATER DIST 3	\$2,582.22
107026	07/01/2022	SPOKANE HOPE	\$1,050.00
107027	07/01/2022	SPOKANE RESTAURANT EQUIPMENT	\$2,103.09
107028	07/01/2022	STATE AUDITOR'S OFFICE	\$1,624.00
107029	07/01/2022	STAUDENRAUS, SHANNON	\$17.20
107030	07/01/2022	STERN, ADAM	\$24.95
107031	07/01/2022	STEVENS, CLAY PS	\$75,336.77
107032	07/01/2022	STINGLEY, BYRON	\$10.90
107033	07/01/2022	STONEWAY ELECTRIC	\$406.52
107034	07/01/2022	SWX	\$4,500.00
107035	07/01/2022	THOREN, CONSUELO	\$19.25
107036	07/01/2022	TRANSPORT EQUIPMENT INC	\$3,790.42
107037	07/01/2022	TROPHIES UNLIMITED	\$35.43
107038	07/01/2022	WALTER E NELSON CO	\$598.08
107039	07/01/2022	WCP SOLUTIONS	\$70.24
107040	07/01/2022	WILLIAMS, CHRIS	\$14.50
107041	07/01/2022	WSDOT	\$515.80
107042	07/01/2022	WURTH USA INC	\$471.60
Total Amount:			\$323,045.23

End of Report

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1248

07/01/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Allen, Melissa Barker				
		1.0.960.9800.22.0000.27.00.000.0000	SCHOOL FOOD SERVICES	\$8.60
Bos, Tanya				Vendor Total: \$8.60
		1.0.530.0100.23.8581.27.27.000.0000	TRAVEL-IN DISTRICT	\$29.25
		1.0.530.0110.27.5100.27.27.000.0000	GRADUATION SUPPLIES	\$6.89
Breitenbach, Karen T				Vendor Total: \$36.14
		1.0.530.2100.21.5100.01.09.000.0000	SP ED INSTRUCT SUPPLIES	\$63.77
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$58.56
Collins, Maureen Lynn				Vendor Total: \$122.33
		1.0.530.3151.28.8582.28.39.000.0000	TRAVEL-OUT OF DISTRICT	\$178.00
Gockley, Jennifer Marie				Vendor Total: \$178.00
		1.0.960.9800.22.0000.27.00.000.0000	SCHOOL FOOD SERVICES	\$21.55
Gunther, Tanya M				Vendor Total: \$21.55
		1.0.530.0100.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$7.37
Guzman, Kristy M				Vendor Total: \$7.37
		1.0.960.9800.22.0000.28.00.000.0000	SCHOOL FOOD SERVICES	\$6.35
Hancock, Maud Robin				Vendor Total: \$6.35
		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$35.10
James, Anna Borisova				Vendor Total: \$35.10
		1.0.530.6400.27.5100.01.05.000.0000	LIMITED ENG SUPPLIES-FED	\$21.17
				Vendor Total: \$21.17

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1248

07/01/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Jordan, Kathryn A				
		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$137.48
			Vendor Total:	\$137.48
Lloyd, Michelle L				
		1.0.960.9800.22.0000.28.00.000.0000	SCHOOL FOOD SERVICES	\$7.30
			Vendor Total:	\$7.30
Masiarek, Lindsey Johanna				
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$9.77
			Vendor Total:	\$9.77
Niska, Jim A				
		1.0.530.9700.64.7330.07.34.000.6420	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	\$275.80
			Vendor Total:	\$275.80
Osborne, Chrisandra				
		1.0.530.2100.26.7810.01.09.000.0000	MEMBERSHIPS	\$75.00
			Vendor Total:	\$75.00
Ray, Cory David				
		1.0.530.2102.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$51.02
			Vendor Total:	\$51.02
Smith-Wallis, Tija Winslow				
		1.0.530.0100.27.8581.22.03.000.0000	TRAVEL-IN DISTRICT	\$34.81
		1.0.530.0100.27.8581.26.03.000.0000	TRAVEL-IN DISTRICT	\$34.81
			Vendor Total:	\$69.62
Stiles, Shannon Laurel				
		1.0.960.9800.22.0000.27.00.000.0000	SCHOOL FOOD SERVICES	\$22.50
			Vendor Total:	\$22.50
Thompson, Susan				
		1.0.960.9800.22.0000.27.00.000.0000	SCHOOL FOOD SERVICES	\$9.75
			Vendor Total:	\$9.75

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1248

07/01/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Ulias, Richard				
		1.0.530.9900.52.5190.09.36.000.0000	UNIFORM REPLACEMENT	\$100.00
			Vendor Total:	\$100.00
Vahlstrom, Maria Thereza				
		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$22.35
			Vendor Total:	\$22.35
Whitman, Lensley A				
		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$25.80
			Vendor Total:	\$25.80
Yeoman, Korbie Roseanne				
		1.0.960.9800.22.0000.27.00.000.0000	SCHOOL FOOD SERVICES	\$14.40
			Vendor Total:	\$14.40
			Grand Total:	\$1,257.40

End of Report

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1256

Starting Check Number: 107083

Check #	Date	Payee	Amount
107083	07/15/2022	ACE HARDWARE	\$10.96
107084	07/15/2022	ALLSTREAM	\$4,026.06
107085	07/15/2022	AMAZON	\$2,907.82
107086	07/15/2022	AMAZON WEB SERVICES INC	\$35.28
107087	07/15/2022	AMERICAN ON SITE SERVICES	\$1,521.30
107088	07/15/2022	AMERICAN SOLUTIONS FOR BUSINESS	\$378.37
107089	07/15/2022	AMERIGAS PROPANE LP	\$664.74
107090	07/15/2022	AMI GRAPHICS, INC	\$238.59
107091	07/15/2022	ANATEK LABS INC	\$245.00
107092	07/15/2022	APPLE COMPUTER INC	\$334.45
107093	07/15/2022	AVAIL HOME HEALTH INC	\$2,420.00
107094	07/15/2022	AVANT ASSESSMENT LLC	\$1,930.30
107095	07/15/2022	AVISTA UTILITIES	\$110,086.17
107096	07/15/2022	BARK BOYS LANDSCAPE SUPPLIES	\$3,920.40
107097	07/15/2022	BENCHMARK EDUCATION CO	\$2,800.00
107098	07/15/2022	BOYS & GIRLS CLUBS OF SPOKANE CITY	\$1,493.53
107099	07/15/2022	BRYSON SALES & SERVICE OF WASHINGTON	\$477.65
107100	07/15/2022	BUB'S SEPTIC PUMPING	\$9,977.63
107101	07/15/2022	CENTURY LINK - SEATTLE	\$14.14
107102	07/15/2022	CHAMBERS, CANDICE	\$135.00
107103	07/15/2022	CHARACTERSTRONG LLC	\$4,898.48
107104	07/15/2022	CITY OF SPOKANE - UTILITIES DIVISION	\$9,876.86
107105	07/15/2022	COMMUNITY COLLEGES OF SPOKANE	\$610,124.11
107106	07/15/2022	CULLIGAN SOFT WATER SERVICE	\$351.37
107107	07/15/2022	DEPT OF REVENUE STATE OF WASH	\$34.16
107108	07/15/2022	DIAMOND ASPHALT PAVING INC	\$13,499.52
107109	07/15/2022	EMPLOYMENT SECURITY DEPART	\$587.42
107110	07/15/2022	ESD 101	\$8,311.53
107111	07/15/2022	ESTRELLITA INC	\$1,223.98
107112	07/15/2022	EVCO SOUND & ELECTRONICS	\$1,065.02
107113	07/15/2022	FIRST CHOICE SERVICES	\$69.76
107114	07/15/2022	FISHER'S TECHNOLOGY	\$6,464.42
107115	07/15/2022	GARLAND/DBS, INC	\$503.29
107116	07/15/2022	GOPHER	\$2,281.65
107117	07/15/2022	GRADUATION ALLIANCE	\$26,544.96
107118	07/15/2022	GREAT LAKES SPORTS	\$2,970.15
107119	07/15/2022	GREATAMERICA FINANCIAL SERVICES	\$2,727.87
107120	07/15/2022	GUNTER, CHRIS	\$135.00

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1256

Starting Check Number: 107083

Check #	Date	Payee	Amount
107121	07/15/2022	HARTWIG, KATHLEEN	\$135.00
107122	07/15/2022	HEALING LODGE OF SEVEN NATIONS	\$9,349.20
107123	07/15/2022	HOME DEPOT CREDIT SERVICES	\$452.35
107124	07/15/2022	HORIZON AUTOMATIC RAIN COMPANY DBA	\$98.87
107125	07/15/2022	HOUGHTON MIFFLIN	\$5,899.42
107126	07/15/2022	IMAGINE LEARNING LLC	\$44,866.80
107127	07/15/2022	IML SECURITY SUPPLY	\$10,642.06
107128	07/15/2022	INLAND POWER & LIGHT CO	\$10,007.63
107129	07/15/2022	INSIGHT INVESTMENTS	\$452,475.61
107130	07/15/2022	INTERMAX NETWORKS	\$217.80
107131	07/15/2022	JAE ENTERPRISES LLC	\$178.60
107132	07/15/2022	JAMES, MEGAN	\$270.00
107133	07/15/2022	JARVIS, BEVERLY	\$12.61
107134	07/15/2022	JOHNSTONE SUPPLY	\$228.58
107135	07/15/2022	KCDA	\$784.40
107136	07/15/2022	LEXIA	\$2,400.00
107137	07/15/2022	M & L SUPPLY	\$252.43
107138	07/15/2022	MCARTHUR, MELODY	\$35.60
107139	07/15/2022	MT BALDY COMMUNICATIONS SITE LLC	\$491.72
107140	07/15/2022	MYERS, ABIGAIL	\$135.00
107141	07/15/2022	NORTH 40 OUTFITTERS	\$24.83
107142	07/15/2022	OETC	\$74,378.70
107143	07/15/2022	OXARC	\$7.25
107144	07/15/2022	PHONAK INC	\$1,147.50
107145	07/15/2022	POWERSCHOOL GROUP LLC	\$5,800.00
107146	07/15/2022	PPC SOLUTIONS, INC	\$1,547.00
107147	07/15/2022	PSSC	\$981.16
107148	07/15/2022	RAINBOW RESOURCES	\$6,014.21
107149	07/15/2022	REFRIGERATION SUPPLIES DIST	\$2,161.00
107150	07/15/2022	ROUNDY FAMILY LLC	\$12,620.00
107151	07/15/2022	RWC INTERNATIONAL	\$110.03
107152	07/15/2022	SCHOLASTIC INC-	\$2,172.30
107153	07/15/2022	SCHOOL NUTRITION ASSOC	\$2,196.00
107154	07/15/2022	SCHOOLS INSURANCE ASSOC OF WA	\$276.11
107155	07/15/2022	SIMS, KRISSY	\$135.00
107156	07/15/2022	SITEONE LANDSCAPE SUPPLY LLC	\$76.99
107157	07/15/2022	SPOKANE CO ENVIRONMENTAL SERVICES	\$2,679.44
107158	07/15/2022	SPOKANE CO SOLID WASTE	\$482.94



## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1256

Starting Check Number: 107083

Check #	Date	Payee	Amount
107159	07/15/2022	SPOKANE PUBLIC FACILITIES DIST	\$24,227.37
107160	07/15/2022	SPOKANE PUBLIC SCHOOLS	\$7,582.92
107161	07/15/2022	SPOKESMAN REVIEW.	\$410.80
107162	07/15/2022	ST GEORGE'S SCHOOL	\$6,656.00
107163	07/15/2022	STANFORD, KIM	\$10.00
107164	07/15/2022	STAPLES ADVANTAGE	\$391.82
107165	07/15/2022	STONEWAY ELECTRIC	\$692.53
107166	07/15/2022	STRUCTURED COMMUNICATION SYSTEMS INC	\$8,292.78
107167	07/15/2022	STUKENT INC	\$3,910.00
107168	07/15/2022	SUNSHINE DISPOSAL & RECYCLING	\$3,335.42
107169	07/15/2022	SUNTOYA CORPORATION	\$56.68
107170	07/15/2022	T-MOBILE	\$4,193.34
107171	07/15/2022	TERRY'S DAIRY INC	\$18,827.48
107172	07/15/2022	THERAPEUTIC ASSOCIATES	\$1,118.71
107173	07/15/2022	TRESKO MONUMENT INC	\$404.02
107174	07/15/2022	UNITED DATA SECURITY INC	\$428.50
107175	07/15/2022	US FOODS INC	\$44,325.37
107176	07/15/2022	VERIZON..	\$482.26
107177	07/15/2022	WALTER E NELSON CO	\$2,601.30
107178	07/15/2022	WASBO	\$200.00
107179	07/15/2022	WASTE MANAGEMENT OF SPOKANE	\$23,150.11
107180	07/15/2022	WELLS FARGO FINANCIAL LEASING INC	\$5,749.13
107181	07/15/2022	WEST COAST FACEMASKS LLC	\$4,388.00
107182	07/15/2022	WEST VALLEY SCHOOL DISTRICT	\$1,180.68
107183	07/15/2022	WHITWORTH WATER DIST 2	\$8,155.30
107184	07/15/2022	WILLIAMS, LESLYN	\$100.00
107185	07/15/2022	ZIGGY'S	\$305.65
Total Amount:			\$1,658,207.25

End of Report

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1257

07/15/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Cardenas, Julia		1.0.530.1320.31.8582.19.05.000.0000	TRAVEL-OUT OF DISTRICT	\$163.00
			Vendor Total:	\$163.00
Cloer, Terrance R		1.1.530.0128.28.8581.27.27.000.0000	TRAVEL-IN DISTRICT	\$174.33
			Vendor Total:	\$174.33
Collins, Maureen Lynn		1.0.530.3151.28.8582.27.39.000.0000	TRAVEL-OUT OF DISTRICT	\$525.33
			Vendor Total:	\$525.33
Epperson, Sara Raeleen		1.0.530.3151.28.8582.27.39.000.0000	TRAVEL-OUT OF DISTRICT	\$469.00
			Vendor Total:	\$469.00
Gilbert, Donald L		1.0.530.9700.63.8581.07.35.000.0000	TRAVEL-IN DISTRICT	\$146.14
			Vendor Total:	\$146.14
Granado, Katie		1.0.530.9700.61.8581.07.34.000.0000	TRAVEL-IN DISTRICT	\$16.38
			Vendor Total:	\$16.38
Kenney, Sara Teresa		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$73.43
			Vendor Total:	\$73.43
KUETER, RANDALL	V002220	1.0.530.9700.65.7340.26.03.000.0000	OTHER PROFESSIONAL PURCHASED SERVICES	\$4,500.00
			Vendor Total:	\$4,500.00
McCarville, Jane		1.0.530.1320.31.8582.16.05.000.0000	TRAVEL-OUT OF DISTRICT	\$163.00
		1.0.530.6500.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$31.83
			Vendor Total:	\$194.83

Mejia Moreno, Hugo Siider

Printed: 07/13/2022

10:07:16 AM

Report: rptAPVoucherAcctSummary

2021.4.26

Page:

1

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1257 07/15/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		1.0.530.9700.62.7330.07.34.000.0000	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	\$25.00
Placzek, Robin V			Vendor Total:	\$25.00
		1.0.530.1320.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$555.08
Spinnell, Christine Rachelle			Vendor Total:	\$555.08
		1.0.530.1320.31.8582.16.05.000.0000	TRAVEL-OUT OF DISTRICT	\$163.00
Strate, Carolyn Ann			Vendor Total:	\$163.00
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$51.07
Wolfe, Patrick Karl			Vendor Total:	\$51.07
		1.0.530.9900.52.5190.09.36.000.0000	UNIFORM REPLACEMENT	\$50.92
			Vendor Total:	\$50.92
			Grand Total:	\$7,107.51

End of Report

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1260

**Starting Check Number:** 107215

Check #	Date	Payee	Amount
107215	07/22/2022	ACCESS INFORMATION PROTECTED	\$6.75
107216	07/22/2022	ACE HARDWARE	\$54.83
107217	07/22/2022	AG ENTERPRISE SUPPLY INC	\$580.07
107218	07/22/2022	AMAZON WEB SERVICES INC	\$112.98
107219	07/22/2022	ANATEK LABS INC	\$1,080.00
107220	07/22/2022	BALDWIN SIGN COMPANY	\$150.00
107221	07/22/2022	BOYS & GIRLS CLUBS OF SPOKANE CITY	\$5,893.37
107222	07/22/2022	BSN SPORTS	\$1,182.58
107223	07/22/2022	CARRIER CORPORATION	\$5,174.62
107224	07/22/2022	CENTURY LINK - SEATTLE	\$59.16
107225	07/22/2022	CO ENERGY	\$529.55
107226	07/22/2022	CORBETT, BREANNA	\$12.60
107227	07/22/2022	DAKTRONICS INC	\$11,163.80
107228	07/22/2022	DELL MARKETING LP	\$11,182.50
107229	07/22/2022	ESD 113	\$271.50
107230	07/22/2022	FIRE PROTECTION SPECIALISTS LLC	\$9,450.00
107231	07/22/2022	HOME DEPOT CREDIT SERVICES	\$335.97
107232	07/22/2022	HOME DEPOT PRO	\$1,087.04
107233	07/22/2022	HORIZON AUTOMATIC RAIN COMPANY DBA	\$1,030.78
107234	07/22/2022	KCDA	\$310.22
107235	07/22/2022	LILAC CITY BEHAVIORAL SERVICES PLLC	\$18,322.16
107236	07/22/2022	M & L SUPPLY	\$1,018.81
107237	07/22/2022	MCGUIRE BEARING CO	\$68.47
107238	07/22/2022	NASCO EDUCATION LLC	\$144.86
107239	07/22/2022	NORTH 40 OUTFITTERS	\$337.41
107240	07/22/2022	SHERWIN WILLIAMS	\$465.09
107241	07/22/2022	SITEONE LANDSCAPE SUPPLY LLC	\$656.02
107242	07/22/2022	SPOKANE HOPE	\$1,050.00
107243	07/22/2022	SPOKANE INTERNATIONAL TRANSLATION	\$869.62
107244	07/22/2022	STALLINGS, DONNA	\$135.00
107245	07/22/2022	STONEWAY ELECTRIC	\$108.05
107246	07/22/2022	SUNTOYA CORPORATION	\$90.13
107247	07/22/2022	TALX UC EXPRESS	\$18.00
107248	07/22/2022	US FOODS INC	\$5,438.03
107249	07/22/2022	VERIZON.	\$3,678.36
107250	07/22/2022	WALTER E NELSON CO	\$11,616.12
107251	07/22/2022	WASBO	\$200.00
107252	07/22/2022	WELLS FARGO FINANCIAL LEASING INC	\$874.47

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1260

**Starting Check Number:** 107215

Check #	Date	Payee	Amount
107253	07/22/2022	ZIGGY'S	\$776.96
Total Amount:			\$95,535.88

End of Report

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1262

07/22/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
-------------------	----------	---------	-------------	--------

Oswalt, Mark Philo

1.0.530.9800.41.8581.07.07.000.0000	TRAVEL-IN DISTRICT	\$58.97
Vendor Total:		\$58.97
Grand Total:		\$58.97

End of Report



## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1267

**Starting Check Number:** 107294

Check #	Date	Payee	Amount
107294	07/29/2022	AIR REPS	\$3,011.09
107295	07/29/2022	AMAZON	\$406.44
107296	07/29/2022	ANATEK LABS INC	\$1,080.00
107297	07/29/2022	APPLE COMPUTER INC	\$5,766.26
107298	07/29/2022	AVANT ASSESSMENT LLC	\$19.90
107299	07/29/2022	BOOKSOURCE / GL GROUP INC	\$2,170.10
107300	07/29/2022	CAMTEK	\$1,876.61
107301	07/29/2022	CENTRAL SAW WORKS	\$177.13
107302	07/29/2022	COMPUNET INC	\$19,023.29
107303	07/29/2022	DIAMOND ASPHALT PAVING INC	\$15,017.15
107304	07/29/2022	EDLIO INC	\$1,500.00
107305	07/29/2022	ESD 101	\$4,544.95
107306	07/29/2022	FIRST CHOICE SERVICES	\$35.76
107307	07/29/2022	FISHER'S TECHNOLOGY	\$808.95
107308	07/29/2022	GREAT MINDS	\$2,940.30
107309	07/29/2022	HAND2MIND, INC	\$114.03
107310	07/29/2022	HOME DEPOT CREDIT SERVICES	\$734.75
107311	07/29/2022	HORIZON AUTOMATIC RAIN COMPANY DBA	\$333.99
107312	07/29/2022	HOUGHTON MIFFLIN	\$11,793.87
107313	07/29/2022	IML SECURITY SUPPLY	\$4,069.22
107314	07/29/2022	JACKHAMMER PROMOTIONS INC	\$7,971.02
107315	07/29/2022	JOHNSON, MEGHAN	\$135.00
107316	07/29/2022	JOHNSTONE SUPPLY	\$476.92
107317	07/29/2022	KCDA	\$1,645.47
107318	07/29/2022	M & L SUPPLY	\$336.31
107319	07/29/2022	MILLER PAINT CO INC	\$347.99
107320	07/29/2022	NAPA AUTO PARTS	\$14.19
107321	07/29/2022	PERFORMANCE SYSTEMS INTEGRATION LLC	\$9,162.32
107322	07/29/2022	PUMPTECH LLC	\$34,601.02
107323	07/29/2022	SCHOOL SPECIALTY	\$2,738.60
107324	07/29/2022	SHERWIN WILLIAMS	\$18.52
107325	07/29/2022	SHRINERS HOSPITAL	\$4,000.00
107326	07/29/2022	SITEONE LANDSCAPE SUPPLY LLC	\$737.19
107327	07/29/2022	SPOKANE INTERNATIONAL TRANSLATION	\$90.00
107328	07/29/2022	TOOLS4EVER	\$19,625.00
107329	07/29/2022	US BANK CORPORATE PYMT SYSTEM	\$107,944.86
107330	07/29/2022	WASA	\$5,458.00
107331	07/29/2022	ZIGGY'S	\$199.25

## Mead School District No 354

---

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1267

**Starting Check Number:** 107294

Total Amount: \$270,925.45

End of Report

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1268

07/29/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Page, Brittany Michael				
		1.0.530.7331.28.5100.22.39.000.0000	GENERAL SUPPLIES	\$102.63
Shin, Prisca			Vendor Total:	\$102.63
		1.1.960.7331.21.0000.22.00.000.0000	STEM SUMMER CAMP	\$135.00
Willyard, David P			Vendor Total:	\$135.00
		1.0.530.9700.72.8581.01.32.000.0000	TRAVEL-IN DISTRICT	\$55.49
			Vendor Total:	\$55.49
			Grand Total:	\$293.12

End of Report

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1271

Starting Check Number: 107335

Check #	Date	Payee	Amount
107335	08/05/2022	ACE HARDWARE	\$3.91
107336	08/05/2022	ADVANCED PAGING & COMMUNICATIONS INC	\$1,543.64
107337	08/05/2022	AMAZON	\$858.50
107338	08/05/2022	AMPLIFY EDUCATION, INC	\$4,049.00
107339	08/05/2022	ANATEK LABS INC	\$255.00
107340	08/05/2022	APPLE COMPUTER INC	\$68,282.48
107341	08/05/2022	AVISTA UTILITIES	\$78,669.33
107342	08/05/2022	CASCADE RECREATION INC	\$1,329.67
107343	08/05/2022	CENTURY LINK - SEATTLE	\$14.14
107344	08/05/2022	CHARACTERSTRONG LLC	\$5,250.00
107345	08/05/2022	EDUCATION FRAMEWORK INC	\$25,577.28
107346	08/05/2022	ERNN	\$825.00
107347	08/05/2022	ESD 101	\$130.80
107348	08/05/2022	ESD 113	\$407.25
107349	08/05/2022	FIT AND FUN PLAYSCAPES LLC	\$4,702.50
107350	08/05/2022	GADY PUMP AND ELECTRIC COMPANY INC	\$11,321.24
107351	08/05/2022	HOME DEPOT CREDIT SERVICES	\$465.08
107352	08/05/2022	HOME DEPOT PRO	\$546.92
107353	08/05/2022	HORIZON AUTOMATIC RAIN COMPANY DBA	\$781.15
107354	08/05/2022	INTERMAX NETWORKS	\$855.10
107355	08/05/2022	JOHNSTONE SUPPLY	\$855.63
107356	08/05/2022	KCDA	\$1,807.78
107357	08/05/2022	LEARNING A-Z	\$1,361.25
107358	08/05/2022	LEARNING WITHOUT TEARS	\$8,840.50
107359	08/05/2022	M & L SUPPLY	\$2,081.14
107360	08/05/2022	MCGRAW-HILL CO	\$1,116.17
107361	08/05/2022	NEWS-2-YOU INC	\$10,579.45
107362	08/05/2022	OTIS ELEVATOR	\$6,658.94
107363	08/05/2022	PLANET TURF/JCC LTD	\$1,318.90
107364	08/05/2022	PPC SOLUTIONS, INC	\$1,547.00
107365	08/05/2022	PURE FILTRATION PRODUCTS INC	\$2,263.45
107366	08/05/2022	SHERWIN WILLIAMS	\$323.32
107367	08/05/2022	SIRS/SCHOOL INFO & RESEARCH	\$1,215.00
107368	08/05/2022	SITEONE LANDSCAPE SUPPLY LLC	\$1,435.97
107369	08/05/2022	SPOKANE CO WATER DIST 3	\$3,988.32
107370	08/05/2022	STAPLES ADVANTAGE	\$411.10
107371	08/05/2022	STONEWAY ELECTRIC	\$437.70
107372	08/05/2022	T-MOBILE	\$3,570.84

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1271

Starting Check Number: 107335

Check #	Date	Payee	Amount
107373	08/05/2022	TITAN TRUCK	\$1,240.30
107374	08/05/2022	US FOODS INC	\$683.39
107375	08/05/2022	VERIZON..	\$450.73
107376	08/05/2022	WASA	\$1,681.99
107377	08/05/2022	WELLS FARGO FINANCIAL LEASING INC	\$5,749.13
107378	08/05/2022	ZAYO ENTERPRISE NETWORKS	\$6,514.92
107379	08/05/2022	ZIGGY'S	\$215.90
Total Amount:			\$272,216.81

End of Report

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1272

08/05/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Bagdon, Katie Lyanne				
		1.0.530.2100.21.8582.01.09.000.0000	TRAVEL-OUT OF DISTRICT	\$552.97
Davis, Anthony CD			Vendor Total:	\$552.97
		1.0.530.9900.51.8582.09.36.000.0000	TRAVEL-OUT OF DISTRICT	\$415.51
Havens, Heather M			Vendor Total:	\$415.51
		1.0.530.5510.31.8582.18.05.000.0000	TRAVEL-OUT OF DISTRICT	\$492.74
Page, Brittany Michael			Vendor Total:	\$492.74
		1.0.530.7331.28.5100.22.39.000.0000	GENERAL SUPPLIES	\$68.30
Placzek, Robin V			Vendor Total:	\$68.30
		1.0.530.5510.31.8582.18.05.000.0000	TRAVEL-OUT OF DISTRICT	\$286.21
Smith, Sydney Lee			Vendor Total:	\$286.21
		1.0.530.9700.13.8581.01.03.000.0000	TRAVEL-IN DISTRICT	\$12.17
			Vendor Total:	\$12.17
			Grand Total:	\$1,827.90

End of Report



## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1275

**Starting Check Number:** 107384

Check #	Date	Payee	Amount
107384	08/12/2022	AG ENTERPRISE SUPPLY INC	\$580.07
107385	08/12/2022	ALLSTREAM	\$3,895.99
107386	08/12/2022	AMAZON	\$274.93
107387	08/12/2022	AMAZON WEB SERVICES INC	\$6.96
107388	08/12/2022	AMERICAN ON SITE SERVICES	\$1,195.72
107389	08/12/2022	APPLE COMPUTER INC	\$79,567.79
107390	08/12/2022	BENCHMARK EDUCATION CO	\$9,343.62
107391	08/12/2022	CAMTEK	\$2,687.36
107392	08/12/2022	CINTAS	\$956.02
107393	08/12/2022	CITY OF SPOKANE - UTILITIES DIVISION	\$11,714.03
107394	08/12/2022	CULLIGAN SOFT WATER SERVICE	\$195.53
107395	08/12/2022	DUPREE BUILDING SPECIALTIES	\$327.00
107396	08/12/2022	EMPLOYMENT SECURITY DEPART	\$6,305.30
107397	08/12/2022	ESD 101	\$400.00
107398	08/12/2022	EVCO SOUND & ELECTRONICS	\$87.72
107399	08/12/2022	FIRE PROTECTION SPECIALISTS LLC	\$329.04
107400	08/12/2022	FIRST CHOICE SERVICES	\$151.34
107401	08/12/2022	FISHER CONSTRUCTION GROUP INC	\$2,566.95
107402	08/12/2022	FISHER'S TECHNOLOGY	\$244.27
107403	08/12/2022	FLYNN BEC LP	\$965.74
107404	08/12/2022	FRONTLINE TECHNOLOGIES GROUP LLC	\$59,852.50
107405	08/12/2022	GREAT LAKES SPORTS	\$2,948.13
107406	08/12/2022	GREATAMERICA FINANCIAL SERVICES	\$1,987.76
107407	08/12/2022	HEALTH-E MEAL PLANNER PRO	\$5,361.24
107408	08/12/2022	HOME DEPOT CREDIT SERVICES	\$599.69
107409	08/12/2022	HORIZON AUTOMATIC RAIN COMPANY DBA	\$7,561.88
107410	08/12/2022	IML SECURITY SUPPLY	\$129.20
107411	08/12/2022	INLAND POWER & LIGHT CO	\$9,131.53
107412	08/12/2022	INTERSTATE ALL BATTERY CENTER	\$52.52
107413	08/12/2022	KENWORTH SALES SPOKANE	\$1,548.98
107414	08/12/2022	LAWSON PRODUCTS INC	\$1,779.74
107415	08/12/2022	LENOVO INC	\$4,345.11
107416	08/12/2022	LES SCHWAB TIRE	\$2,249.30
107417	08/12/2022	MCGRAW-HILL CO	\$3,823.91
107418	08/12/2022	MEAD BAND WAGON	\$3,015.51
107419	08/12/2022	MEAD BOOSTER CLUB	\$3,015.51
107420	08/12/2022	MEAL MAGIC CORP	\$10,995.00
107421	08/12/2022	MILLER PAINT CO INC	\$102.68

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1275

Starting Check Number: 107384

Check #	Date	Payee	Amount
107422	08/12/2022	MT BALDY COMMUNICATIONS SITE LLC	\$491.70
107423	08/12/2022	MT SPOKANE BANDSTAND	\$3,015.51
107424	08/12/2022	MT SPOKANE BOOSTER CLUB	\$3,015.51
107425	08/12/2022	MULTICARE CENTERS OF OCCUPATIONAL MEDICI	\$428.40
107426	08/12/2022	NAPA AUTO PARTS	\$3,802.97
107427	08/12/2022	NORTH 40 OUTFITTERS	\$70.87
107428	08/12/2022	OETC	\$4,225.32
107429	08/12/2022	OXARC	\$7.25
107430	08/12/2022	PETROCARD SYSTEMS INC	\$24,537.41
107431	08/12/2022	PPC SOLUTIONS, INC	\$175.00
107432	08/12/2022	PROFORMA GOOD WOOD MARKETING	\$494.43
107433	08/12/2022	REFRIGERATION SUPPLIES DIST	\$112.41
107434	08/12/2022	ROUNDY FAMILY LLC	\$12,620.00
107435	08/12/2022	ROYAL FIREWORKS PRESS	\$5,139.75
107436	08/12/2022	RWC INTERNATIONAL	\$2,003.63
107437	08/12/2022	SAFETY-KLEEN	\$243.99
107438	08/12/2022	SCHOLASTIC INC-	\$3,444.57
107439	08/12/2022	SCHOOL SPECIALTY	\$1,016.73
107440	08/12/2022	SITEONE LANDSCAPE SUPPLY LLC	\$626.14
107441	08/12/2022	SPOKANE CO ENVIRONMENTAL SERVICES	\$2,679.44
107442	08/12/2022	SPOKANE CO SOLID WASTE	\$81.06
107443	08/12/2022	SPOKANE ROOFING CO	\$3,558.85
107444	08/12/2022	SUNSHINE DISPOSAL & RECYCLING	\$3,322.85
107445	08/12/2022	TURF TANK	\$2,500.00
107446	08/12/2022	UNITED DATA SECURITY INC	\$225.00
107447	08/12/2022	Vigil, Janette Helen	\$40.00
107448	08/12/2022	WALTER E NELSON CO	\$1,262.32
107449	08/12/2022	WAMOA REGION 1	\$220.00
107450	08/12/2022	WASA	\$888.95
107451	08/12/2022	WASTE MANAGEMENT OF SPOKANE	\$17,930.45
107452	08/12/2022	WESTERN EQUIPMENT	\$479.59
107453	08/12/2022	WHITWORTH WATER DIST 2	\$16,456.31
107454	08/12/2022	WURTH USA INC	\$467.88
107455	08/12/2022	ZAYO ENTERPRISE NETWORKS	\$6,514.92
107456	08/12/2022	ZIGGY'S	\$327.39
Total Amount:			\$362,722.17

End of Report

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1276

08/12/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Bryceson, Alexandra Joy		1.0.530.9700.13.8581.01.03.000.0000	TRAVEL-IN DISTRICT	\$31.83
Gilbert, Donald L			Vendor Total:	\$31.83
KUETER, RANDALL	V002220	1.0.530.9700.63.8581.07.35.000.0000	TRAVEL-IN DISTRICT	\$18.00
			Vendor Total:	\$18.00
		1.0.530.9700.65.7340.26.03.000.0000	OTHER PROFESSIONAL PURCHASED SERVICES	\$2,887.50
			Vendor Total:	\$2,887.50
			Grand Total:	\$2,937.33

End of Report

# Capital Projects Fund

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1249

**Starting Check Number:** 107043

Check #	Date	Payee	Amount
107043	07/01/2022	ALSC ARCHITECTS	\$750.00
107044	07/01/2022	DCI ENGINEERS	\$525.00
107045	07/01/2022	GRAHAM CONSTRUCTION & MANAGEMENT INC	\$68,725.71
107046	07/01/2022	MACKIN & LITTLE	\$36,401.31
107047	07/01/2022	OAC SERVICES INC	\$491.40
107048	07/01/2022	POWER CITY ELECTRIC INC	\$14,483.70
107049	07/01/2022	THE CREATIVE OFFICE	\$5,773.23
107050	07/01/2022	WEST MUSIC CO	\$90.80
Total Amount:			\$127,241.15

End of Report

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1258

**Starting Check Number:** 107186

Check #	Date	Payee	Amount
107186	07/15/2022	EVERGREEN SCHOOL DISTRICT #114	\$16,178.50
107187	07/15/2022	MEAD SCHOOL DISTRICT	\$67,465.73
107188	07/15/2022	WEST MUSIC CO	\$24.19
Total Amount:			\$83,668.42

End of Report

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1261

Starting Check Number: 107254

Check #	Date	Payee	Amount
107254	07/22/2022	A M LANDSHAPER INC	\$159,470.96
107255	07/22/2022	COMPUNET INC	\$65,528.37
107256	07/22/2022	INTERMAX NETWORKS	\$16,609.43
107257	07/22/2022	OAC SERVICES INC	\$58.97
107258	07/22/2022	VIP PRODUCTION NW INC	\$35,263.63
Total Amount:			\$276,931.36

End of Report



## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1273

**Starting Check Number:** 107380

Check #	Date	Payee	Amount
107380	08/05/2022	ETHEN, THOMAS	\$4,000.00
Total Amount:			\$4,000.00

End of Report

**ASB**

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1250

**Starting Check Number:** 107051

Check #	Date	Payee	Amount
107051	07/01/2022	A WISH COME TRUE	\$724.00
107052	07/01/2022	ACTION SPORTSWEAR	\$95.58
107053	07/01/2022	BERG, CHRISTIE	\$315.00
107054	07/01/2022	BRIGHAM YOUNG UNIVERSITY	\$2,000.00
107055	07/01/2022	DORIAN STUDIO	\$7,088.01
107056	07/01/2022	HERFF JONES INC	\$22,260.05
107057	07/01/2022	JAE ENTERPRISES LLC	\$89.40
107058	07/01/2022	KCDA	\$373.73
107059	07/01/2022	LEWIS & CLARK HS	\$250.00
107060	07/01/2022	MEAD HIGH SCHOOL	\$100.00
107061	07/01/2022	MEAD REVOLVING FUND	\$20.00
107062	07/01/2022	MEAD SCHOOL DISTRICT	\$1,935.75
107063	07/01/2022	MILLWOOD BASKETBALL	\$400.00
107064	07/01/2022	MOCA CREATIONS	\$14.86
107065	07/01/2022	MORRIS, SHANNON	\$50.00
107066	07/01/2022	PACIFIC CO	\$948.30
107067	07/01/2022	PATTISON'S NORTH ROLLER SKATING CTR	\$1,309.00
107068	07/01/2022	PINE ACRES GOLF COURSE	\$1,038.00
107069	07/01/2022	R & B ATHLETICS	\$1,137.00
107070	07/01/2022	RAYMENT, ALESHA	\$50.00
107071	07/01/2022	SMITH, CHRISTY	\$50.00
107072	07/01/2022	SPOKANE PUBLIC FACILITIES DIST	\$750.00
107073	07/01/2022	STANWOOD-CAMANO SCHOOL DIST #401	\$200.00
107074	07/01/2022	TROPHIES UNLIMITED	\$1,149.95
107075	07/01/2022	UNIVERSAL ATHLETIC	\$2,793.21
107076	07/01/2022	UNIVERSAL CHEERLEADERS ASSOCIATION	\$15,612.00
107077	07/01/2022	VARGAS, LOUIS	\$50.00
107078	07/01/2022	WALLACE, VICTOR JR	\$2,060.00
107079	07/01/2022	WASHINGTON JOURNALISM EDUCATION ASSOCIAT	\$40.00
107080	07/01/2022	WASHINGTON OFFICIALS ASSOCIATION	\$5,402.54
107081	07/01/2022	WSU SCHOOL OF MUSIC	\$375.00
107082	07/01/2022	ZOLLINGER, TANNEA	\$65.00
Total Amount:			\$68,746.38

End of Report

# Mead School District No 354

## Voucher Supplement Account Summary

Fiscal Year: 2021-2022

Voucher Batch Number: 1251

07/01/2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Davidson, Terra Lynn				
		4.0.960.2255.00.0000.27.00.000.0000	ASB/BOYS BASKETBALL CAMP	\$50.00
Harkness, Jody Katrina				Vendor Total: \$50.00
		4.0.960.2950.00.0000.28.00.000.0000	ASB/VOLLEYBALL	\$90.00
Hogue, Royce S				Vendor Total: \$90.00
		4.0.530.2750.00.0000.28.00.000.0000	BOYS TRACK	\$52.58
Kenison, Ashleigh N				Vendor Total: \$52.58
		4.0.960.2255.00.0000.27.00.000.0000	ASB/BOYS BASKETBALL CAMP	\$50.00
PETERS, PAUL				Vendor Total: \$50.00
		4.0.530.2450.00.0000.28.00.000.0000	BOYS GOLF	\$482.69
Ross, Keith P				Vendor Total: \$482.69
		4.0.530.2460.00.0000.28.00.000.0000	GIRLS GOLF	\$198.01
				Vendor Total: \$198.01
				Grand Total: \$923.28

End of Report

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1259

**Starting Check Number:** 107189

Check #	Date	Payee	Amount
107189	07/15/2022	4THROWS	\$938.76
107190	07/15/2022	ENGRAVER	\$234.79
107191	07/15/2022	EWU ATHLETICS	\$34,650.00
107192	07/15/2022	FLETCHER, TRAVIS	\$50.00
107193	07/15/2022	HUANG, YONGWEN	\$45.00
107194	07/15/2022	LONE STAR PERCUSSION	\$280.19
107195	07/15/2022	LOWE, AUBREE	\$50.00
107196	07/15/2022	LUIS BRITO	\$5,312.50
107197	07/15/2022	MARTIN, DAWN	\$25.00
107198	07/15/2022	MATHERLY, JUSTIN	\$25.00
107199	07/15/2022	MEAD SCHOOL DISTRICT	\$1,901.17
107200	07/15/2022	MOMENTUM INC	\$468.52
107201	07/15/2022	MORRIS, SHANNON	\$50.00
107202	07/15/2022	OILFIELD ARMY	\$1,006.45
107203	07/15/2022	PARSONS, KAYLA	\$25.00
107204	07/15/2022	ROGERS, LORAN	\$50.00
107205	07/15/2022	RUPERT, ATHENA	\$25.00
107206	07/15/2022	SANTOS IV, DONACIANO	\$4,650.00
107207	07/15/2022	SCHUERMAN, KRISTEN	\$25.00
107208	07/15/2022	WALLACE, VICTOR JR	\$4,150.00
107209	07/15/2022	WWU	\$285.00
Total Amount:			\$54,247.38

End of Report

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: SPOKANE COUNTY TREASURER  
153607390207

Voucher: 1269

Starting Check Number: 107332

Check #	Date	Payee	Amount
107332	07/29/2022	MEAD SCHOOL DISTRICT	\$600.00
107333	07/29/2022	SANTOS IV, DONACIANO	\$6,300.00
107334	07/29/2022	US BANK CORPORATE PYMT SYSTEM	\$11,567.76
Total Amount:			<u>\$18,467.76</u>

End of Report

## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1274

**Starting Check Number:** 107381

Check #	Date	Payee	Amount
107381	08/05/2022	GONZAGA UNIVERSITY	\$1,323.40
107382	08/05/2022	LYNX SYSTEM DEVELOPERS INC	\$1,865.00
107383	08/05/2022	ZAGBALL INC	\$1,950.00
Total Amount:			\$5,138.40

End of Report



## Mead School District No 354

### Payee Listing

Fiscal Year: 2021-2022

**Criteria:**

**Bank Account:** SPOKANE COUNTY TREASURER  
153607390207

**Voucher:** 1277

**Starting Check Number:** 107457

Check #	Date	Payee	Amount
107457	08/12/2022	BSN SPORTS	\$27,255.09
107458	08/12/2022	FRED J MILLER INC	\$1,185.50
107459	08/12/2022	LUIS BRITO	\$9,687.50
107460	08/12/2022	NORTHWEST ASSOCIATION PERFORMING ARTS	\$2,500.00
107461	08/12/2022	ROWE, CARSEN ELYSE	\$4,000.00
107462	08/12/2022	TOURNAMENT OF CHAMPIONS INC	\$585.00
107463	08/12/2022	UNIVERSAL ATHLETIC	\$1,246.71
107464	08/12/2022	VARSITY ATHLETIC APPAREL INC	\$1,609.30
107465	08/12/2022	WALLACE, VICTOR JR	\$7,350.00
Total Amount:			\$55,419.10

End of Report

## MEAD SCHOOL DISTRICT

Board Meeting of August 15, 2022

### New Business

### VII.C.

**Agenda Item:**                      **Resolution 22-07**  
**2022/2023 School Nutrition Fees**

**Background:**                      State law requires fiscal year budgets be adopted by August 31<sup>st</sup> of each year. Part of the budget adoption includes school nutrition fees.

**Fiscal Impact:**                      The Paid Meal Equity Price Requirement for the 2022-23 school year is \$3.28. The district's current weighted average lunch is \$3.16. The district is required by USDA to raise lunch meal prices for 2022-2023 to meet the weighted average of \$3.28.

Nutrition Services recommendations increasing student lunch meal prices by 10 cents at all grade levels with no increase recommended for adult lunches. An increase of 25 cents at elementary and 15 cents at secondary (middle & high) for breakfast is also recommended with no increase proposed for an adult breakfast. A copy of the recommended meal prices is attached and is a part of Resolution 22-07.

The increase in price will meet USDA requirements for lunch meal pricing and also assist in covering increases in food and supply costs.

The approval of school nutrition fees is being presented to the school board prior to the adoption of fees in other areas at the end of August to allow ample time to communicate lunch/breakfast prices for the upcoming school year to parents and students.

**Staffing Implication:**                      None

**Other Considerations:**                      None

**Recommendation:**                      Approval of Resolution 22-07, 2022/23 School Nutrition Fees, is recommended.

**Attachments:**                      Resolution 22-07  
2022-23 Price Adjustment Calculator



**RESOLUTION 22-07**  
**2022/23 School Nutrition Fees**

**WHEREAS**, fees and budget policies for school nutrition fees are incorporated into the operations of the school budget,

**NOW, THEREFORE BE IT RESOLVED** by the Board of Directors that the amounts set forth on the attached 2022/2023 Meal Price Recommendation be established and administered in the 2022/2023 operating budget.

**ADOPTED** by the Board of Directors of Mead School District No. 354, Spokane County, Washington and authenticated by the signatures affixed below.

Dated this 15<sup>th</sup> day of August, 2022.

Attest:

Mead School District No. 354  
Board of Directors

\_\_\_\_\_  
Secretary to the Board

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Nutrition Services  
12509 N. Market St. Bldg E, Mead, WA 99021  
Telephone (509) 465-6100 FAX (509) 461-5111

### 2022-2023 Meal Price Recommendation

	Current Breakfast	Proposed Breakfast	Current Lunch	Proposed Lunch
Elementary	1.60	1.85	2.85	2.95
Middle	1.85	2.00	3.40	3.50
High	1.85	2.00	3.40	3.50
Adult	3.00	No change	5.00	No change
Milk	.65	No change	.65	No change

1. Paid Meal Equity Price Requirement for the 2022-2023 school year is \$3.28. The current weighted average price for lunch is \$3.16. USDA requires increases in lunch meal prices for 2022-2023 to meet the weighted average of \$3.28. **See attached.**
2. The increase in price will meet USDA requirements for lunch meal pricing and also assist in covering increases in food and supply costs.

SFA NAME:	Mead School District
-----------	----------------------

## SY 2022-23 Price Adjustment Calculator

[Go to Instructions](#)

SY 2022-23 Weighted Average Price Requirement	
Requirement price to the nearest cent	Optional price requirement ROUNDED DOWN to nearest 5 cent
\$ 3.28	\$ 3.25
Note: Above prices are based on adjusting SY 2021-22 price requirement by the 2% rate increase plus the Consumer Price Index (4.04%)	

SY 2021-22 Weighted Average Price Calculator			
Enter the paid prices and number of paid lunches sold at each price for October 2021.			
Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2021-22 Weighted Average Price
1. 21,414	\$ 2.85	\$ 61,029.90	
2. 27,041	\$ 3.40	\$ 91,939.40	
3.		\$ -	
4.		\$ -	
5.		\$ -	
6.		\$ -	
7.		\$ -	
8.		\$ -	
9.		\$ -	
10.		\$ -	
<b>TOTAL</b>	<b>48,455</b>	<b>\$ 152,969.30</b>	<b>\$ 3.16</b>
Note: SY 2021-22 Weighted Average Price equal to or above the target price of \$3.31 are compliant for SY 2022-23. \$3.31 is the difference between the Free and Paid reimbursement rates for SY 2021-22.			

Total Price Increase for SY 2022-23
\$ 0.12

Required price increase for SY 2022-23 (with 10 cent cap)
\$ 3.26

Remaining Increase carried forward to SY 2023-24
\$ 0.02

Remaining credit carried forward to SY 2023-24
\$ -

[Go to SY 2022-23 Report](#)

## Step 3 (Optional)

Pricing Estimation Calculator			
Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.			
Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1. 21,414	\$ 2.95	\$ 63,171.30	
2. 27,041	\$ 3.50	\$ 94,643.50	
3.		\$ -	
4.		\$ -	
5.		\$ -	
6.		\$ -	
7.		\$ -	
8.		\$ -	
9.		\$ -	
10.		\$ -	
<b>TOTAL</b>	<b>48,455</b>	<b>\$ 157,814.80</b>	<b>\$ 3.26</b>

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.  
February 2022

## **MEAD SCHOOL DISTRICT**

Board Meeting of August 15, 2022

### **New Business**

### **VII.D.**

#### **Agenda Item:**

#### **Award of Milk and Dairy Contract**

#### **Background:**

Bid 483-20-04-B is available through the district's inter-local agreement with Central Valley School District. The base year for this bid was the 2020-2021 school year with one-year renewal options through 2024-2025. The district has been satisfied with Terry's Dairy performance for the past several years and is confident in their ability to meet our milk and dairy needs for the 2022-2023 school year

#### **Fiscal Impact:**

The overall pricing is consistent with the prior year.

#### **Staffing Implications:**

None

#### **Other Considerations:**

None

#### **Recommendation:**

Approval from the Board of Directors to award Bid No. 483-20-24-B Milk and Dairy contract for the 2022-2023 school year for Mead School District to Terry's Dairy is recommended.

## **MEAD SCHOOL DISTRICT**

Board Meeting of August 15, 2022

### **New Business**

### **VII.E.**

#### **Agenda Item:**

#### **Award of Prime Vendor Contract**

#### **Background:**

The district has the option to participate in PSJPC RFP# 202223-1 Prime Vendor with US Foods (formerly Food Services of America) providing grocery items to the Mead School District. This contract is available through the district's membership in the Puget Sound Joint Purchasing Cooperative (PSJPC). The base year for this RFP is the 2022-2023 school year with one-year renewal options through 2027-2028. US Foods was the district's Prime Vendor in 2021-2022 and we have been satisfied with their performance. Nutrition Services is confident in their ability to meet district grocery needs for the 2022-2023 school year.

#### **Fiscal Impact:**

The overall pricing is consistent with the prior year.

#### **Staffing Implications:**

None

#### **Other Considerations:**

None

#### **Recommendation:**

Approval from the Board of Directors to award PSJPC RFP# 202223-1 Prime Vendor contract for the 2022-2023 school year for the Mead School District to US Foods is recommended.

## **MEAD SCHOOL DISTRICT**

Board Meeting of August 15, 2022

### **New Business**

### **VII.F.**

#### **Agenda Item:**

#### **Award of Fuel Contract**

#### **Background:**

The district has an annual renewal option with PetroCard for fuel services, including unleaded gasoline and diesel fuel.

The base year for this Request for Proposal was the 2020-2021 school year with four one-year renewal options through 2024-2025. PetroCard was the district's fuel service provider this past year and we have been satisfied with their performance. The district is confident in PetroCard's ability to meet fuel needs for the 2022-2023 school year.

#### **Fiscal Impact:**

The overall pricing is consistent with the prior year.

#### **Staffing Implications:**

None

#### **Other Considerations:**

None

#### **Recommendation:**

Approval from the Board of Directors to award PetroCard the contract for fuel services for the 2022-2023 school year is recommended.



## **MEAD SCHOOL DISTRICT**

Board Meeting of August 15, 2022

### **New Business**

### **VII.G.**

**Agenda Item:**                    **1<sup>st</sup> Reading Policy 2401 Adoption  
Civics Education**

**Background:**                    If adopted, Policy 2401, Civics Education, would be a new policy for the Mead School District.

**Summary:**                      Policy 2401, Civics Education, was drafted and is being presented by Director Cannon. This proposed policy addresses the exclusion of Critical Race Theory and the protection of quality civics education and academic discourse. It includes assurances to Mead families that the district's basic education system and curricula remain vibrant and are designed for full academic discourse and discovery without mandated politicization in the classroom in the various forms of Critical Race Theory.

**Recommendation:**            This is the 1<sup>st</sup> reading of a policy adoption. No action is requested.

**Attachments:**

- Draft Policy 2401

## **Civics Education**

---

A policy relating to the exclusion of Critical Race Theory and the protection of quality civics education and academic discourse.

The board recognizes that, as described in the state Constitution, it is the "paramount duty" of the state government to provide a uniform, high quality basic education to all kindergarten through high school students in the state, regardless of their location, background, or circumstance.

The board finds that a growing number of parents and families of Mead's kindergarten through high school students have become discouraged by the rhetoric of some advocates, in Washington State and elsewhere, who speak of their goals to "destabilize" and "tear down" institutional racism as it exists in the state's basic education system and curricula, while using the same education system for advancement of an agenda promoting Critical Race Theory and "social justice" in terms of prescribed outcomes.

The board concludes that, in order to provide this uniform, high quality education, it needs to reassure the parents and families of Mead's kindergarten through high school students that the district's basic education system and curricula are still vibrant and designed for full academic discourse and discovery without mandated politicization in the classroom in the various forms of Critical Race Theory.

To that end, the district intends to clarify its goals in teaching its kindergarten through high school students about Washington's, and the United States', history, institutions, economy, population, and social structures. In short, these goals aim to provide all of Washington's children with a high-quality civic education.

Any teacher, administrator, employee of the Mead District, or contractor:

- (a) May not be compelled to discuss a particular topic in public policy or social affairs, including writings derived from or related to such resources as The 1619 Project, "Critical Race Theory" curricula or ideology, "How to Be an AntiRacist", or "Caste";
- (b) Who chooses to discuss a topic described in (a) of this subsection shall, to the best of their ability, explore the topic from diverse and contending perspectives without giving deference to any one perspective; and
- (c) May not require, make part of a course, nor award a grade or course credit, including extra credit, for a student's political activism, lobbying, or efforts to persuade members of the legislative or executive branch at the federal, state, or local level to take specific actions by direct communication.
- (d) May not implement, interpret, or enforce any rules of student code of conduct in a manner that would result in the punishment of a student for discussing the topics or concepts described in a civics course that is provided above or RCW 28A.230.094.

Classroom education and instruction shall not involve the following propositions or assertions, except in age-appropriate discussion settings where, to the best of their ability, teachers and students may explore the topic from diverse and contending perspectives without giving deference to any one perspective;

- (a) One race or sex is inherently superior to another race or sex;
- (b) The United States is fundamentally racist or sexist;
- (c) An individual, by virtue of their race or sex, is inherently racist, sexist, or oppressive;
- (d) An individual should be discriminated against or receive adverse treatment solely or partly because of their race or sex;
- (e) An individual's moral character is determined by their race or sex;
- (f) An individual, by virtue of their race or sex, bears responsibility for actions committed in the past by other members of the same race or sex;
- (g) Any individual should feel guilt, anguish, or any other form of psychological distress on account of their race or sex;
- (h) Meritocracy or traits such as a hard work ethic are racist or sexist, or were created by a particular race to oppress another race; or
- (i) Any other form of race or sex stereotyping or any other form of race or sex scapegoating. "Race or sex stereotyping" means ascribing character traits, values, moral and ethical codes, privileges, status, or beliefs to a race or sex, or to an individual because of their race or sex, and "race or sex scapegoating" means assigning fault, blame, or bias to a race or sex, or to members of a race or sex because of their race or sex. It similarly encompasses any claim that, consciously or unconsciously, and by virtue of their race or sex, members of any race are inherently racist or are inherently inclined to oppress others, or that members of a sex are inherently sexist or inclined to oppress others.

Each Mead school should aim to provide to each kindergarten through high school student lessons in civic education, consistent with this policy, which also may meet State of WA required learning standards. The lessons should aim to be age appropriate, and support public school students' functional understanding of:

- (a) The fundamental moral, political, and intellectual foundations of the American experiment in self-government and Washington's role in that noble experiment;
- (b) The history, qualities, traditions, and features of civic engagement in the United States and in Washington, consistent with the values and character traits described in RCW 28A.150.211;
- (c) The history of indigenous peoples of Washington and the Pacific Northwest region, consistent with the provisions in RCW 28A.320.170;
- (d) The structure, function, and processes of government institutions at the federal, state, and local levels;
- (e) The following founding and historical documents of the United States, which whenever possible, should serve as primary resources and as original source documents, take priority over other curriculum and resources in teaching to State standards: (i) The Declaration of Independence; (ii) The United States Constitution; (iii) The Federalist Papers; (iv) Adam Smith's The Wealth of Nations; (v) The second of John Locke's Two Treatises of Government; (vi) The transcript of the first Lincoln-Douglas debate; (vii) Writings from Frederick Douglass's newspaper, the North Star; (viii) The Fugitive Slave Acts of 1793 and 1850; (ix) The Indian Removal Act; and (x) Thomas Jefferson's "Letter to the Danbury Baptists";
- (f) The history of white supremacy, including the institution of slavery, the eugenics movement, and the origins of the Ku Klux Klan, and the ways in which these systems of belief sowed division, caused tremendous and lasting harm, and how they have been combatted through peaceful protest, civic engagement, and the American courts;
- (g) The history and importance of the American civil rights movement, including the following documents, which whenever possible, should serve as primary resources and as original source

documents, take priority over other curriculum and resources in teaching to State standards: (i) Frederick Douglass's Narrative of the Life of Frederick Douglass, an American Slave; (ii) The Emancipation Proclamation; (iii) The Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution; (iv) Martin Luther King Jr.'s "Letter from a Birmingham Jail" and "I Have a Dream" speech; (v) The federal Civil Rights Act of 1964; (vi) The United States Supreme Court's decision in Brown v. Board of Education of Topeka; and (vii) The Universal Declaration of Human Rights;

(h) Historical documents related to the civic accomplishments of marginalized populations, including documents related to: (i) The United States women's suffrage movement, for example: The life of Susan B. Anthony and the Nineteenth Amendment to the United States Constitution; (ii) The Chicano movement, for example the lives of Cesar Chavez and Dolores Huerta and the origins of the League of United Latin American Citizens; and (iii) The United States organized labor movement; and (i) The federal Voting Rights Act of 1965 (52 U.S.C. Sec. 10101 et seq.).

The Mead School District will not accept private funding for the purpose of developing, purchasing, or selecting civic education materials required under this section, or providing teacher training or professional development for a civics course that is required under this section.

**Adoption Date:**

## **MEAD SCHOOL DISTRICT**

Board Meeting of August 15, 2022

### **New Business**

### **VII.H.**

**Agenda Item:**                    **1<sup>st</sup> Reading Policy & Procedure 2021 Revision  
Library Media Center**

**Background:**                    Policy & Procedure 2021, Library Media Center, was adopted on October 31, 2005 and was revised on December 12, 2011.

**Summary:**                        The presented policy revision, drafted by Director Cannon, proposes adding language that states resources must be age appropriate and shall not include references to gender identity, gender fluidity, the gender spectrum or gender-neutral ideology in any form in Elementary libraries.

In the procedure, the presented revision includes a new item in the “considerations for de-selection” portion regarding references to gender identity, gender fluidity, the gender spectrum, or gender-neutral ideology in any form in Elementary libraries.

**Recommendation:**            This is the 1<sup>st</sup> reading of a policy/procedure revision. No action is requested.

**Attachments:**

- Draft Policy 2021
- Draft Procedure 2021



## **LIBRARY MEDIA CENTER**

The Mead School District library/media centers will be used to support and extend the classroom program of instruction. Each center will provide a broad range of instructional equipment and learning resources to support the school curriculum and meet the unique needs of students. **Such resources must be age appropriate and shall not include references to gender identity, gender fluidity, the gender spectrum, or gender-neutral ideology in any form in Elementary libraries.**

Each district library/media center will be appropriately staffed to assist teachers and students in the use of the collection, as well as in the completion of teacher and/or student assignments. The Teacher-Librarian and/or the library media staff will assist students and teachers in securing a variety of resources which support student mastery of the essential academic learning requirements and the implementation of the district's school improvement plan. Additionally, when a Teacher-Librarian is assigned to the library media center, the Teacher-Librarian will collaborate as an instructional partner and information specialist to help all students meet the content goals in all subject areas, and to provide information and technology literacy instruction.

The superintendent will establish procedures for the selection of materials. Citizens who wish to express a concern about specific material included in the collection may do so according to the procedures outlined in Procedure 2021, with the understanding that the criteria and rationale for reconsideration of library resources differs from the criteria and rationale for reconsideration of classroom/curricular instructional materials.

Cross Reference:	Board Policy 2020	Curriculum Selection Policy and Procedure
Legal References:	RCW 28A.320.230	Instructional Materials—Instructional materials committee
	RCW 28A.320.240	Stocking of libraries — Teacher-Librarians
	WAC 392-204-005, 009, 020, 025, 055	Library Media Centers

**Management Resources:**

<i>Policy News</i> , April 2011	Library Media Programs Support Student Learning
<i>Policy News</i> , October 2007	Elimination of Outdated and Obsolete Policies
<i>Policy News</i> , April 2005	State Board of Education Revises Library Media Rules

**Adopted:**           **October 31, 2005**  
**Revised:**       **December 12, 2011**  
**Revised:**



## **LIBRARY MEDIA CENTER**

---

### **A. Library Collection Development**

This procedure guides Teacher-Librarians. When no Teacher-Librarian is assigned to a school library media center this procedure guides the Library Media Committee, which shall be comprised of the building principal, or certificated designee, and at least two certificated staff. The procedure also informs the community about the process for selecting, acquiring, evaluating and maintaining library materials. The objective of each school library media center is to implement, support and enrich the educational program of the district.

To best meet the unique needs of each school, the district will strive to create a library collection based upon an assessment of student and staff needs. This will be accomplished by:

1. Providing resource materials, both curricular and personal for students and faculty;
2. Providing materials that meet the interest, vocabulary, maturity and ability levels of all students;
3. Fostering reading as a lifelong activity through pleasurable exposure to printed and digital materials; and
4. Including materials in the collection because of their academic, literary and/or artistic value and merit.

### **B. Library Materials and Electronic Resources**

Library materials or digital services are those items accessible through the library media center, which provide support for an area of the curriculum, information for independent study, or resources for enrichment and recreational interest. Electronic resources include access to electronic documents, databases and websites.

### **C. Suggestions for Acquisition:**

Suggestions for acquisition or electronic resources may originate from students, parents, community members and teachers. Library/media staff will weigh requests, evaluate materials and select those, which fulfill the needs of the instructional program. Teacher-Librarians or the Library Media Committee in each school determine final selections.

### **D. Selection**

1. Sources for the selection of materials may include but are not limited to:

- Vendor catalogs, American Historical Fiction, Basic Book Collection for Elementary Grades, the Best in Children's books, Children and Books, Children's Catalog, Elementary School Library Collection, European Historical Fiction and Biography, Guide to Sources in Educational Media, Junior High School Catalog Reference Books For School Libraries, Subject Guide To Children's Books in Print, Subject Index to Books for Intermediate Grades, Subject Index to Books for Primary Grades, and Westinghouse Learning Directory.
- Current review journals:
  - AASA Science Books and Films
  - American Film & Video Association Evaluations
  - Kirkus Reviews
  - Media and Methods
  - School Library Journal
  - Bulletin of the Center for Children's Books

Horn Book  
KLIATT  
VOYA  
Booklist

2. All items selected for placement in the school library will:

- a. Support and be consistent with the general educational goals of the State of Washington and Mead School District and the aims and objectives of individual schools and specific courses.
- b. Support and be consistent with school library media and information literacy standards established by the American Association of School Librarians as well as content area standards established by the Office of the Superintendent of Public Instruction of the State of Washington.
- c. Meet high standards of quality in factual content and presentation.
- d. Contain appropriate subject matter for the age, emotional development, ability level, learning styles, and social development of the students for whom they are selected.
- e. Serve the intended purpose, in both physical format and appearance for library materials.
- f. Help students gain an awareness of our pluralistic society.
- g. Motivate students and staff to examine their own duties, responsibilities, rights, and privileges as participating citizens in our society, and to make informed judgments in their daily lives.
- h. Withstand scrutiny based on their strengths rather than rejected for their weakness.
- i. Clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

E. Gifts/Donations

Materials donated to the school library shall be accepted or declined in accordance with the criteria applied to the purchase of materials.

F. Collection Assessment

De-selection (weeding) of outdated and damaged materials is a natural part of the library's life cycle and maintenance of the quality and integrity of the collection. The Teacher-Librarian or Library Media Committee will evaluate the library collection on a continuing basis in order to assure that the collection meets the mission statement and goals of the Mead School District.

G. Considerations for De-selection

1. Currency – The subject matter is out of date or no longer relevant to the instructional program;
2. Physical Condition – Item is worn, soiled, missing pages, antiquated in appearance or unattractive;
3. Not circulating for a reasonable amount of time;
4. Superseded by newer editions;
5. Perpetuates cultural, ethnic, or sexual stereotypes;
6. **References to gender identity, gender fluidity, the gender spectrum, or gender-neutral ideology in any form in Elementary libraries;**
7. Inappropriate reading level; or
8. Unneeded duplication of materials.

H. Request for Reconsideration of Library Media Materials

When a concern is expressed about library resources, the Teacher-Librarian or Library Media Committee will consider both the citizen's right to express an opinion and the principles of intellectual freedom.



### 1. Informal Reconsideration

Persons wishing to make a complaint regarding library resources will be asked to direct their complaint to the Teacher-Librarian or Library Media Committee. The Teacher-Librarian or Library Media Committee shall attempt to resolve the issue informally by:

1. Discussing the request with the complainant and listening carefully to the concerns expressed;
2. Explaining why the material was selected, and how its inclusion in the collection was guided by the district collection development policy/procedure; and
3. Share review sources for the item in question
4. If the informal process does not resolve the matter, the complainant may submit a formal request for reconsideration of Library resources. Library materials in question will remain in the collection until the process is completed and a final decision is made

### 2. Formal Reconsideration

The building principal will be informed whenever a citizen asks for a *Request for Reconsideration of Library/Media Materials* form.

The Request for Reconsideration of Materials form, together with a copy of the challenged materials process shall be furnished to the complainant by the principal.

The formal complaint will be reviewed by the superintendent and/or designee(s), with the understanding that the criteria and rationale for reconsideration of library materials differs from classroom/district adopted materials. When reviewing a challenge to library materials the superintendent and/or designee(s) will:

- a. Examine the Request for Reconsideration form.
- b. Read and evaluate the book/material in question.
- c. Study thoroughly all materials referred and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and holdings in other schools.
- d. Discuss the book/material in the context of the educational program and the audience for which it was selected.
- e. Consider the entire work, rather than extracting passages or parts. Weighing the values and faults against each other and weighing the conflicting opinions based on the materials as a whole.
- f. Base the final decision upon the appropriateness of the material for its intended educational use.

The decision of the superintendent and/or designee(s) may be appealed by a concerned party to the Board of Directors, by submitting a written request to the office of the superintendent. The purpose of the Board of Director's review shall be to determine whether the committee applied the appropriate criteria and followed the proper process.

The superintendent will notify the concerned parties of the findings of the board's review.

If the correct criteria and process were followed by the superintendent and/or designee(s), the decision of the committee stands. If it is determined they were not followed, the Board of Directors will determine the outcome of the challenge.

The decision regarding challenged materials will not be subject to reconsideration for a minimum of three years, unless there is a substantive change of circumstances as determined by the superintendent.

**Adopted:**                   **October 31, 2005**  
**Revised:**                   **December 12, 2011**  
**Revised:**

**Mead School District**  
 Budget Status Summary  
 as of 6/30/2022

	Annual Budget	
	(original)	YTD Actual
<b>Enrollment</b>	10,084.00	10,158.15
	74.15	0.74%

**Revenues & Expenditures**

Revenues & Other Financing Sources	\$	141,217,409	\$	117,952,559	83.5%
Expenditures & Other Financing Uses	\$	148,433,728	\$	122,435,328	82.5%
Transfers (to)/from other Funds	\$	-	\$	-	

<b>Net Change in Fund Balance</b>	\$	(7,216,319)	\$	(4,482,769)	
-----------------------------------	----	-------------	----	-------------	--

**Fund Balance**

Beginning Fund Balance	\$	15,053,688
Current Fund Balance	\$	10,570,920
% of budgeted Expenditures		7.12%

FTE Enrollment Report  
June 1, 2022

Revised Grad Alliance MSHS

K Full Day	Brentwood Elem	Colbert Elem	Creekside Elem	Evergreen Elem	Farwell	Meadow Ridge Elem	Midway Elem	Prairie View Elem	Shiloh Hills Elem	Skyline Elem	Highland Middle	Northwood Middle	Mountainside Middle	Mead Virtual	Mead High	Mt Spokane High	Total June, 2022 Less ALE	Budgeted #s 21/22 Less ALE	MEPP/North Star ALE	Difference
Grade 1	79.00	66.00	38.49	61.00	60.00	60.00	59.00	70.00	58.00	58.00	58.00			5.00			614.49	564.00	31.60	50.49
Grade 2	71.00	69.00	43.47	78.00	48.00	61.00	67.00	65.00	76.00	69.00				10.00			657.47	584.00	37.40	73.47
Grade 3	82.00	70.00	42.00	78.00	72.00	59.00	64.00	64.00	52.00	54.00				13.00			650.00	608.00	31.80	42.00
Grade 4	85.00	78.00	29.00	91.00	91.00	77.00	78.00	77.00	69.00	66.00				9.00			750.00	699.00	32.20	51.00
Grade 5	83.00	70.00	27.00	88.00	78.00	63.00	79.00	66.00	59.00	62.00				13.00			688.00	648.00	35.20	40.00
Grade 6	80.70	84.00	44.00	96.00	90.00	74.00	78.00	77.57	51.00	56.00				11.00			742.27	691.00	36.20	51.27
Grade 7											246.79	254.78	222.61				724.18	716.00	52.60	8.18
Grade 8											265.79	272.53	279.60				817.92	840.00	44.60	-22.08
Grade 9											242.99	257.54	254.62				755.15	782.00	39.00	-26.85
Grade 10															455.64	395.06	850.70	863.00	47.10	-12.30
Grade 11															424.60	390.37	814.97	846.00	60.50	-31.03
Grade 12															350.83	292.51	643.34	663.00	38.47	-19.66
Total 6/2022	480.70	437.00	223.96	492.00	439.00	394.00	425.00	419.57	365.00	365.00	755.57	784.85	756.83	61.00	1584.50	1351.23	9335.21	9196.00	521.37	139.21

\*Includes Open Doors & Gateway to College

21/22 Budgeted 18.00

HC	Nov Voc	Voc
17	14.67	1.6

K-6 HC	7-12 HC	EXITED HC
193	134	81

Vocational	
Northwood	127.98
Mountainside	102.85
Highland MS	137.70
Total	368.53
Mead High School	163.38
Mt. Spokane HS	130.06
Total	293.44

FTE Summary-Monthly

Kindergarten	Grades 1-3	Grade 4	Grades 5-6	Grades 7-8	Grades 9-12	K-12 Total	Running Start	Open Doors	Grand Total
646.09	2,158.87	723.20	1,555.25	1,656.67	3,116.50	9,856.58	285.30	16.27	10,158.15

RADIATION ALLIANCE

ALE	MEPP	MHS FTE	MSHS FTE	TOTAL FTE
k	31.60			31.60
1	37.40			37.40
2	31.80			31.80
3	32.20			32.20
4	35.20			35.20
5	36.20			36.20
6	52.60			52.60
7	44.60			44.60
8	39.00			39.00
9	47.10	1.50	3.00	51.60
10	60.50	3.00	1.00	64.50
11	38.47	8.00	10.00	56.47
12	34.70	12.00	9.00	55.70
	521.37	24.50	23.00	568.87

21/22 Budgeted ALE 498.00

Running Start

October - June	Total HC	College Only HC	Non-Voc FTE	Voc FTE
Mead High School	137.00	71.00	109.07	6.56
Mt. Spokane	151.00	68.00	121.58	6.84
Five Mile - MEPP	48.00	8.00	36.89	4.36
Total	336.00	147.00	267.54	17.76

21/22 Budgeted Running Start 372.00

9,856.58

Headcount Enrollment  
6/1/2022

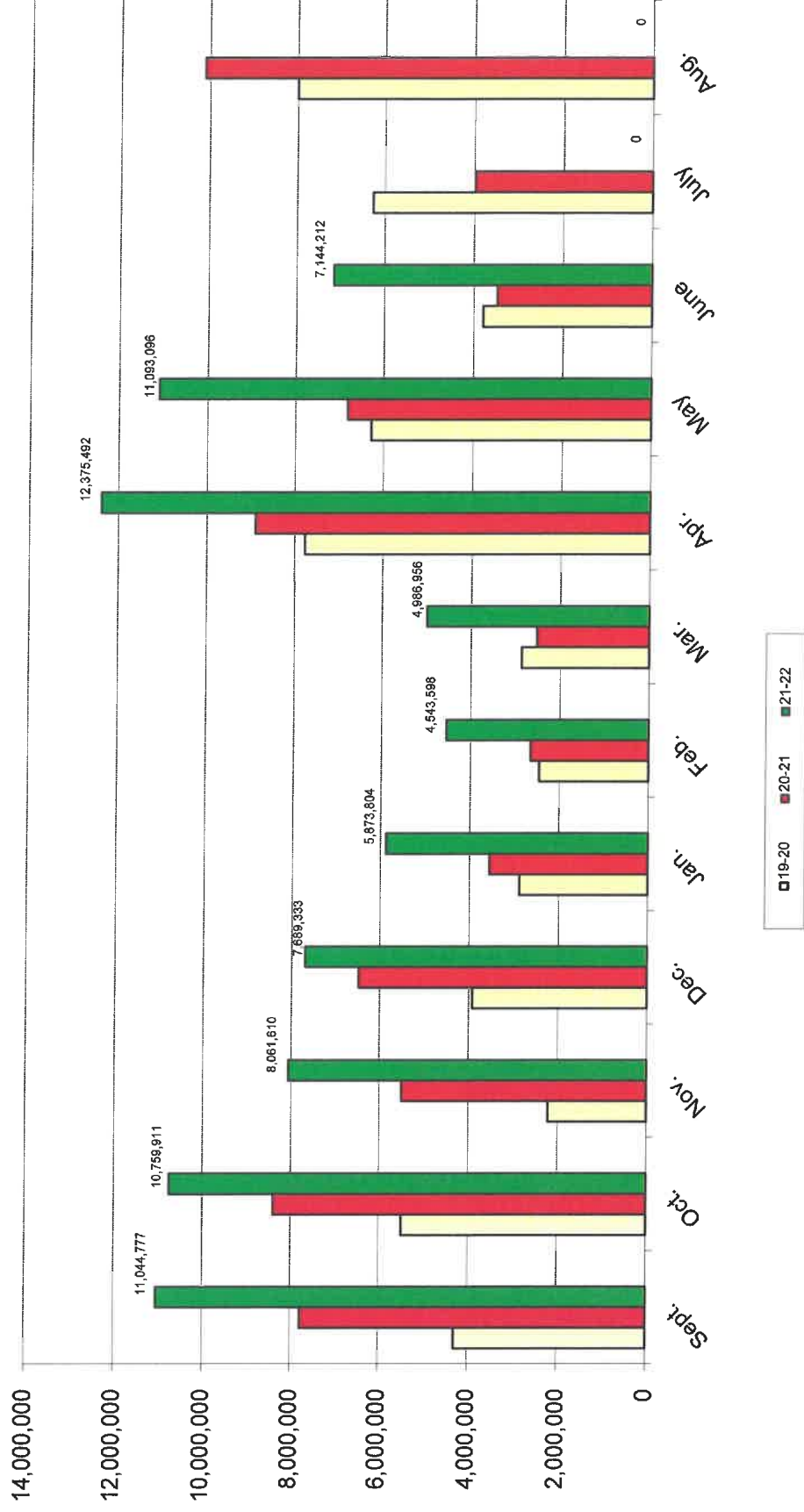
	Brentwood Elem	Colbert Elem	Creekside Elem	Evergreen Elem	Farwell Elem	Meadow Ridge Elem	Midway Elem	Prairie View Elem	Shiloh Hillside Elem	Skyline Elem	Highland Middle	Northwood Middle	Mountainside Middle	Mead Virtual	MEPP/North Star	Mead High School	Mt Spokane High	Total June 2022
K Full Day	79	66	39	61	60	60	59	70	58	58				5	32			647
Grade 1	71	69	44	78	48	61	67	65	76	69				10	38			696
Grade 2	82	70	42	78	72	59	64	64	52	54				13	32			682
Grade 3	85	78	29	91	91	77	78	77	69	66				9	33			783
Grade 4	83	70	27	88	78	63	79	66	59	62				13	36			724
Grade 5	81	84	44	96	90	74	78	78	51	56				11	37			780
Grade 6											249	256	224		53			782
Grade 7											270	273	281		45			869
Grade 8											248	259	256		40			803
Grade 9															48	460	397	905
Grade 10															61	426	394	881
Grade 11															59	387	359	805
Grade 12															49	395	370	814
Total 6/2022	481	437	225	492	439	394	425	420	365	365	767	788	761	61	563	1668	1520	10171

GRADUATION ALLIANCE					TOTAL HC	
ALE	MEPP HC	MHS HC	MSHS HC	TOTAL HC		
k	32				32	
1	38				38	
2	32				32	
3	33				33	
4	36				36	
5	37				37	
6	53				53	
7	45				45	
8	40				40	
9	48	2	3	53		
10	61	3	1	65		
11	59	8	10	77		
12	49	12	9	70		
TOTAL ALE	563	25	23	611		

MEAD SCHOOL DISTRICT #354  
GENERAL FUND  
CASH FLOW SCHEDULE  
SEPTEMBER 1, 2021 TO AUGUST 31, 2022

MONTH	TAX COLLECTIONS	STATE APPORTIONMENT	OTHER REVENUE	TOTAL RECEIPTS	ACCOUNTS PAYABLE	PAYROLL	TOTAL DISBURSEMENT	TRANSFER OTHER FUND	INTER-FUND LOAN	CASH & INVESTMENT BALANCE
Beginning Cash 9/1/2021										
9/30/2021										13,224,990
Estimate										
ACTUAL:	209,905	12,082,290	281,323	12,573,518	1,227,298	10,413,042	11,640,340			14,158,167
10/31/2021										
Estimate										
ACTUAL:	3,446,904	10,240,471	142,043	13,829,418	3,657,642	10,456,642	14,114,284			13,873,301
11/30/2021										
Estimate										
ACTUAL:	858,738	7,417,988	539,547	8,816,273	1,062,552	10,452,022	11,514,574			11,175,000
12/31/2021										
Estimate										
ACTUAL:	35,488	11,032,112	96,857	11,164,457	1,025,624	10,511,109	11,536,734			10,802,723
1/31/2022										
Estimate										
ACTUAL:	22,185	10,660,927	171,694	10,854,806	2,196,071	10,474,264	12,670,334			8,987,194
2/28/2022										
Estimate										
ACTUAL:	54,252	11,073,192	82,289	11,209,733	1,874,847	10,665,093	12,539,940			10,802,723
3/31/2022										
Estimate										
ACTUAL:	966,147	11,078,475	292,298	12,336,919	1,270,299	10,623,262	11,893,561			8,100,346
4/30/2022										
Estimate										
ACTUAL:	6,471,675	13,260,055	102,019	19,833,749	2,009,303	10,435,910	12,445,213			10,802,723
5/31/2022										
Estimate										
ACTUAL:	1,486,697	9,910,037	192,995	11,589,728	2,264,002	10,608,123	12,872,124			14,206,486
6/30/2022										
Estimate										
ACTUAL:	60,567	8,106,009	209,374	8,375,950	1,369,126	10,955,708	12,324,833			10,802,723
7/31/2022										
Estimate										
ACTUAL:				0			0			10,257,602
8/31/2022										
Estimate										
ACTUAL:				0			0			10,802,723
Total Actual	\$13,612,557	\$104,861,557	\$2,110,437	\$120,584,551	\$17,956,763	\$105,595,175	\$123,551,938	\$0	\$0	\$0

# Revised Year-to-Year Comparison of Net Cash Balance Less Assigned Fund Balance



**Mead School District No 354**  
**Budget Status Report**  
**Fiscal Year 2021-22**  
**June 01, 2022 through June 30, 2022**

**General Fund**

<input type="checkbox"/> Include Pre Encumbrance	ANNUAL BUDGET	ACTUAL FOR DATE RANGE	ACTUAL FOR YEAR	ENCUMB	BALANCE	% USED
<b>A. Revenue</b>						
1000 Local Taxes (+)	13,361,390.00	63,380.17	13,615,370.21		(253,980.21)	101.9%
2000 Local Support Nontax (+)	1,540,215.00	117,095.36	1,262,828.65		279,435.78	81.9%
3000 State, General Purpose (+)	94,760,713.00	5,161,503.08	74,238,183.84		20,522,529.16	78.3%
4000 State, Special Purpose (+)	20,872,949.00	1,305,549.70	16,291,135.05		4,581,813.95	78.0%
5000 Federal, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
6000 Federal, Special Purpose (+)	10,602,642.00	1,640,045.80	12,079,270.10		(1,476,628.10)	113.9%
7000 Revenues Fr Oth Sch Dist (+)	75,000.00	500.00	26,526.02		48,473.98	35.4%
8000 Other Agencies & Associates (+)	4,500.00	0.00	0.00		4,500.00	0.0%
9000 Other Financing Sources (+)	0.00	25,181.50	439,245.50		(439,245.50)	0.0%
<b>TOTAL Revenue</b>	<b>141,217,409.00</b>	<b>8,313,255.61</b>	<b>117,952,559.37</b>		<b>23,266,899.06</b>	<b>83.5%</b>
<b>B. Expenses</b>						
00 Regular Instruction (-)	84,338,650.00	7,032,032.64	70,647,764.49	15,181,192.57	(1,490,307.06)	101.8%
10 Federal Stimulus (-)	1,721,720.00	113,861.21	1,388,854.74	128,811.28	204,053.98	88.1%
20 Special Ed Instruction (-)	19,862,563.00	1,763,086.34	16,590,086.81	3,280,191.87	(7,715.68)	100.0%
30 Vocational Ed Instruction (-)	5,664,711.00	633,022.82	4,250,641.51	878,689.81	535,379.68	90.5%
40 Skills Center Instruction (-)	0.00	0.00	0.00	0.00	0.00	0.0%
50 & 60 Compensatory Ed Instruction (-)	5,280,010.00	446,697.55	4,089,850.79	1,342,790.04	(152,630.83)	102.9%
70 Other Instructional Programs (-)	408,629.00	20,318.70	66,646.54	38,970.55	303,011.91	25.8%
80 Community Services (-)	284,647.00	20,948.17	208,484.76	43,221.76	32,940.48	88.4%
90 Support Services (-)	30,872,798.00	2,261,974.25	25,192,997.99	3,847,964.16	1,831,835.85	94.1%
<b>TOTAL Expenses</b>	<b>148,433,728.00</b>	<b>12,291,941.68</b>	<b>122,435,327.63</b>	<b>24,741,832.04</b>	<b>1,256,568.33</b>	<b>99.2%</b>
<b>C. Other Fin Uses Trans Out</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>D. Other Fin Uses</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</b>						
OVER(UNDER) EXP/OTHER FIN USES (A-B-C-D)	(7,216,319.00)	(3,978,686.07)	(4,482,768.26)		22,010,330.73	(15.6%)
<b>F. TOTAL BEGINNING FUND BALANCES</b>	<b>0.00</b>		<b>15,053,688.35</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	<b>XXXXXX</b>		<b>0.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F+/-G)</b>	<b>(7,216,319.00)</b>		<b>10,570,920.09</b>			
<b>I. ENDING FUND BALANCE ACCOUNTS</b>						
G/L 810 Restricted for Other Items (-)	0.00		0.00			
G/L 821 Restricted for CO of Restricted Rev (-)	0.00		446,352.19			
G/L 828 Restricted for CO of F/S Rev (-)	0.00		143,367.88			
G/L 830 Restricted for Debt Service (-)	0.00		0.00			
G/L 835 Restricted For Arbitrage Rebate (-)	0.00		0.00			
G/L 840 Nonspnd FB - Inventory & Prepaid (-)	0.00		631,261.07			
G/L 870 Committed to Other Purposes (-)	0.00		0.00			
G/L 875 Assigned to Contingencies (-)	0.00		0.00			
G/L 888 Assigned to Other Purposes (-)	0.00		3,168,990.48			
G/L 891 Unassigned to Minimum FB Policy (-)	0.00		10,663,716.73			
G/L 898 PY Corrections or Restatements (-)	0.00		0.00			
G/L 890 Unassigned Fund Balance (H - I)	(7,216,319.00)		(4,482,768.26)			
<b>TOTALS</b>	<b>(7,216,319.00)</b>		<b>10,570,920.09</b>			

<div>122,435,328</div> <hr/> <div>148,433,728</div>	= 82.48%
---	----------



**Mead School District No 354**  
**Budget Status Report**  
**Fiscal Year 2021-22**  
**June 01, 2022 through June 30, 2022**

**Capital Projects Fund**

☐ Include Pre Encumbrance

	<b>ANNUAL BUDGET</b>	<b>ACTUAL FOR DATE RANGE</b>	<b>ACTUAL FOR YEAR</b>	<b>ENCUMB</b>	<b>BALANCE</b>	<b>% USED</b>
<b>A. Revenue</b>						
1000 Local Taxes (+)	0.00	0.00	0.00		0.00	0.0%
2000 Local Support Nontax (+)	225,000.00	7,315.57	115,803.51		109,196.49	51.5%
3000 State, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
4000 State, Special Purpose (+)	0.00	0.00	44,855.11		(44,855.11)	0.0%
5000 Federal, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
6000 Federal, Special Purpose (+)	0.00	0.00	0.00		0.00	0.0%
7000 Revenues Fr Oth Sch Districts (+)	0.00	0.00	0.00		0.00	0.0%
8000 Other Agencies & Associates (+)	0.00	0.00	0.00		0.00	0.0%
9000 Other Financing Sources (+)	0.00	0.00	0.00		0.00	0.0%
<b>TOTAL Revenue</b>	<b>225,000.00</b>	<b>7,315.57</b>	<b>160,658.62</b>		<b>64,341.38</b>	<b>71.4%</b>
<b>B. Expenses</b>						
10 Sites (-)	2,400,000.00	0.00	10,046.36	107,418.97	2,282,534.67	4.9%
20 Buildings (-)	5,730,000.00	76,981.99	2,768,537.08	45,323,707.44	(42,362,244.52)	839.3%
30 Equipment (-)	1,524,000.00	136,327.87	1,334,320.54	692,587.94	(502,908.48)	133.0%
40 Energy (-)	0.00	0.00	0.00	0.00	0.00	0.0%
50 Sale and Lease Expenditures (-)	0.00	0.00	0.00	0.00	0.00	0.0%
60 Bond/Levy Issuance (-)	0.00	0.00	0.00	0.00	0.00	0.0%
90 Debt (-)	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL Expenses</b>	<b>9,654,000.00</b>	<b>213,309.86</b>	<b>4,112,903.98</b>	<b>46,123,714.35</b>	<b>(40,582,618.33)</b>	<b>520.4%</b>
<b>C. Other Fin Uses Trans Out</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>D. Other Fin Uses</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER(UNDER) EXP/OTHER FIN USES (A-B-C-D)</b>						
	<b>(9,429,000.00)</b>	<b>(205,994.29)</b>	<b>(3,952,245.36)</b>		<b>40,646,959.71</b>	<b>(449.0%)</b>
<b>F. TOTAL BEGINNING FUND BALANCES</b>	<b>10,097,151.00</b>		<b>13,030,822.04</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	<b>XXXXXX</b>		<b>0.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F+/-G)</b>	<b>668,151.00</b>		<b>9,078,576.68</b>			
<b>I. ENDING FUND BALANCE ACCOUNTS</b>						
G/L 810 Restricted For Other items (-)	0.00		0.00			
G/L 830 Restricted For Debt Service (-)	0.00		0.00			
G/L 835 Restricted For Arbitrage Rebate (-)	0.00		0.00			
G/L 861 Restricted From Bond Proceeds (H-I)	(9,654,000.00)		7,103,902.19			
G/L 863 Restricted From State Proceeds (H-I)	0.00		44,855.11			
G/L 870 Committed to Other Purposes (-)	0.00		0.00			
G/L 889 Assigned to Fund Purposes (H-I)	10,322,151.00		1,929,819.38			
G/L 890 Unassigned Fund Balance (H - I)	0.00		0.00			
<b>TOTALS</b>	<b>668,151.00</b>		<b>9,078,576.68</b>			

**Mead School District No 354**  
**Budget Status Report**  
**Fiscal Year 2021-22**  
**June 01, 2022 through June 30, 2022**

**Debt Service Fund**

☐ Include Pre Encumbrance

	<b>ANNUAL BUDGET</b>	<b>ACTUAL FOR DATE RANGE</b>	<b>ACTUAL FOR YEAR</b>	<b>ENCUMB</b>	<b>BALANCE</b>	<b>% USED</b>
<b>A. Revenue</b>						
1000 Local Taxes (+)	0.00	55,321.67	13,138,487.85		(13,138,487.85)	0.0%
2000 Local Support Nontax (+)	0.00	0.00	0.00		0.00	0.0%
3000 State, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
5000 Federal, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
6000 Federal, Special Purpose (+)	0.00	0.00	0.00		0.00	0.0%
9000 Other Financing Sources (+)	0.00	0.00	0.00		0.00	0.0%
<b>TOTAL Revenue</b>	<b>0.00</b>	<b>55,321.67</b>	<b>13,138,487.85</b>		<b>(13,138,487.85)</b>	<b>0.0%</b>
<b>B. Expenses</b>						
Matured Bond Expenditures (-)	0.00	0.00	5,040,000.00	0.00	(5,040,000.00)	0.0%
Interest on Bonds (-)	0.00	0.00	3,986,231.25	0.00	(3,986,231.25)	0.0%
Interest on Interfund Loan (-)	0.00	0.00	0.00	0.00	0.00	0.0%
Bond Transfer Fees (-)	0.00	0.00	1,626.58	0.00	(1,626.58)	0.0%
<b>TOTAL Expenses</b>	<b>0.00</b>	<b>0.00</b>	<b>9,027,857.83</b>	<b>0.00</b>	<b>(9,027,857.83)</b>	<b>0.0%</b>
<b>C. Other Fin Uses Trans Out</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>D. Other Fin Uses</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER(UNDER) EXP/OTHER FIN USES (A-B-C-D)</b>						
	<b>0.00</b>	<b>55,321.67</b>	<b>4,110,630.02</b>		<b>(4,110,630.02)</b>	<b>0.0%</b>
<b>F. TOTAL BEGINNING FUND BALANCES</b>	<b>0.00</b>		<b>3,533,185.86</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	<b>XXXXXX</b>		<b>0.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F+/-G)</b>	<b>0.00</b>		<b>7,643,815.88</b>			
<b>I. ENDING FUND BALANCE ACCOUNTS</b>						
G/L 810 Restricted For Other Items (-)	0.00		0.00			
G/L 835 Restricted For Arbitrage Rebate (-)	0.00		0.00			
G/L 870 Committed to Other Purposes (-)	0.00		0.00			
G/L 889 Assigned to Fund Purposes (-)	0.00		0.00			
G/L 890 Unassigned Fund Balance (-)	0.00		0.00			
G/L 830 Restricted For Debt Service (H - I)	0.00		7,643,815.88			
<b>TOTALS</b>	<b>0.00</b>		<b>7,643,815.88</b>			

**Mead School District No 354**  
**Budget Status Report**  
**Fiscal Year 2021-22**  
**June 01, 2022 through June 30, 2022**

**Associated Student Body Fund**

☐ Include Pre Encumbrance

	<b>ANNUAL BUDGET</b>	<b>ACTUAL FOR DATE RANGE</b>	<b>ACTUAL FOR YEAR</b>	<b>ENCUMB</b>	<b>BALANCE</b>	<b>% USED</b>
<b>A. Revenue</b>						
1000 General Student Body (+)	865,194.00	39,561.92	439,298.03		426,085.97	50.8%
2000 Athletics (+)	490,837.00	116,831.44	472,436.59		19,350.41	96.1%
3000 Classes (+)	914,200.00	22,048.40	664,276.85		249,923.15	72.7%
4000 Clubs (+)	139,800.00	6,226.20	57,639.67		82,160.33	41.2%
6000 Private Moneys (+)	161,200.00	4,288.64	23,186.99		138,013.01	14.4%
<b>TOTAL Revenue</b>	<b>2,571,231.00</b>	<b>188,956.60</b>	<b>1,656,838.13</b>		<b>915,532.87</b>	<b>64.4%</b>
<b>B. Expenses</b>						
1000 General Student Body (-)	654,155.00	56,094.43	207,722.36	32,999.32	413,433.32	36.8%
2000 Athletics (-)	768,500.00	70,515.97	471,079.73	135,817.94	161,602.33	79.0%
3000 Classes (-)	1,012,944.00	25,318.43	664,849.96	35,893.03	312,201.01	69.2%
4000 Clubs (-)	169,314.00	3,831.25	56,360.14	1,211.64	111,742.22	34.0%
6000 Private Moneys (-)	167,962.00	13,969.25	24,176.12	2,000.00	141,785.88	15.6%
<b>TOTAL Expenses</b>	<b>2,772,875.00</b>	<b>169,729.33</b>	<b>1,424,188.31</b>	<b>207,921.93</b>	<b>1,140,764.76</b>	<b>58.9%</b>
<b>C. Other Fin Uses Trans Out</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>D. Other Fin Uses</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</b>						
OVER(UNDER) EXP/OTHER FIN USES (A-B-C-D)	(201,644.00)	19,227.27	232,649.82		(225,231.89)	5.5%
<b>F. TOTAL BEGINNING FUND BALANCES</b>	<b>1,062,292.00</b>		<b>1,101,349.36</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	<b>XXXXXX</b>		<b>0.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F+/-G)</b>	<b>860,648.00</b>		<b>1,333,999.18</b>			
<b>I. ENDING FUND BALANCE ACCOUNTS</b>						
G/L 810 Restricted For Other Items (-)	0.00		0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms (-)	0.00		0.00			
G/L 850 Restricted For Uninsured Risks (-)	0.00		0.00			
G/L 870 Committed to Other Purposes (-)	0.00		0.00			
G/L 889 Assigned to Fund Purposes (-)	0.00		0.00			
G/L 890 Unassigned Fund Balance (-)	0.00		0.00			
G/L 819 Restricted For Fund Purposes (H - I)	860,648.00		1,333,999.18			
<b>TOTALS</b>	<b>860,648.00</b>		<b>1,333,999.18</b>			

**Mead School District No 354**  
**Budget Status Report**  
**Fiscal Year 2021-22**  
**June 01, 2022 through June 30, 2022**

**Transportation Vehicle Fund**

☐ Include Pre Encumbrance

	<b>ANNUAL BUDGET</b>	<b>ACTUAL FOR DATE RANGE</b>	<b>ACTUAL FOR YEAR</b>	<b>ENCUMB</b>	<b>BALANCE</b>	<b>% USED</b>
<b>A. Revenue</b>						
1000 Local Taxes (+)	0.00	0.00	0.00		0.00	0.0%
2000 Local Support Nontax (+)	2,500.00	28.61	20,860.02		(18,360.02)	834.4%
3000 State, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
4000 State, Special Purpose (+)	590,000.00	0.00	0.00		590,000.00	0.0%
5000 Federal, General Purpose (+)	0.00	0.00	0.00		0.00	0.0%
8000 Other Agencies and Assoc. (+)	0.00	0.00	0.00		0.00	0.0%
9000 Other Financing Sources (+)	0.00	0.00	16,884.28		(16,884.28)	0.0%
<b>TOTAL Revenue</b>	<b>592,500.00</b>	<b>28.61</b>	<b>37,744.30</b>		<b>554,755.70</b>	<b>6.4%</b>
<b>B. Expenses</b>						
Type 30 Equipment (-)	1,100,000.00	0.00	565,695.51	0.00	534,304.49	51.4%
Type 60 Bond Levy Issuance (-)	0.00	0.00	0.00	0.00	0.00	0.0%
Type 90 Debt (-)	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL Expenses</b>	<b>1,100,000.00</b>	<b>0.00</b>	<b>565,695.51</b>	<b>0.00</b>	<b>534,304.49</b>	<b>51.4%</b>
<b>C. Other Fin Uses Trans Out</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>D. Other Fin Uses</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</b>						
<b>OVER(UNDER) EXP/OTHER FIN USES (A-B-C-D)</b>	<b>(507,500.00)</b>	<b>28.61</b>	<b>(527,951.21)</b>		<b>20,451.21</b>	<b>(45.1%)</b>
<b>F. TOTAL BEGINNING FUND BALANCES</b>	<b>595,338.00</b>		<b>564,187.56</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	<b>XXXXXX</b>		<b>0.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F+/-G)</b>	<b>87,838.00</b>		<b>36,236.35</b>			
<b>I. ENDING FUND BALANCE ACCOUNTS</b>						
G/L 810 Restricted For Other Items (-)	0.00		0.00			
G/L 830 Reserved For Debt Service (-)	0.00		0.00			
G/L 889 Assigned to Fund Purposes (-)	0.00		0.00			
G/L 890 Unassigned Fund Balance (-)	0.00		0.00			
G/L 819 Restricted For Fund Purposes (H - I)	87,838.00		36,236.35			
<b>TOTALS</b>	<b>87,838.00</b>		<b>36,236.35</b>			