



Sequim School District
Tuesday September 5, 2017
SSD Board of Directors Regular MINUTES

SEQUIM SCHOOL DISTRICT 503 N Sequim Ave
Sequim, WA 98382

Present: President Short, Vice President Kuh, Director Short, Director Howe, Director Henrikson, Superintendent Neal, Assistant Superintendent Dr. Ann Renker, Paul Wieneke, Heidi Hietpas, Trayce Norman, Tea' Gauthun, Damon Little

[Sign In](#)

Location/Time

District Office, 503 N Sequim Ave, Regular Meeting 6:00 p.m.

Opening Items

President Short called the meeting to order at 6:00 p.m.
President Short lead the Pledge of allegiance and read the safety protocol.

Approval of Minutes

Motion by Director Stoffer, 8/17/17 special meeting minutes, second by Director Henrikson, vote taken; motion carried.
Motion by Director Henrikson, 8/21/17 regular meeting, second by Director Stoffer, vote taken; motion carried.

Agenda Discussion

Changes/Additions and approval of Agenda
Motion to approve as presented by VP Kuh, second by Director Henrikson, vote taken; motion carried.

Consent Agenda

Consent Agenda Approval
Motion to approve as presented by Director Stoffer, second by Director Henrikson, vote taken, motion carried.

Vouchers	GF1 ASB1	GF2 ASB2	GF3 ASB3	Capital Projects ASB4
Payroll				
Donations	N/A			
Classified	Patricia Holden, Admin. Assistant to Assistant Superintendent, Carrie Chaves, Paraeducator,			
Certificated	Increase FTE Kathryn Tulloch, Reduce FTE Jennifer Jurgensen			

Coaches	<p>Erik Wiker, SHS Head Football; Dave Ditlefsen, SHS Asst. Football; Bob Withrow, SHS Football; Jerry Mote, SHS Asst. Football; Kenny Hall, SHS Asst. Football; Brian Ramirez, Volunteer SHS Football; Mike McFarlen, Volunteer SHS Football; Chris Young, Volunteer SHS Football; Jennie Webber, SHS Head Volleyball; Rachel Oden, SHS Asst. Volleyball; Lillian Oden, Volunteer SHS Volleyball; MaKenzie Gale, Volunteer SHS Volleyball; Derek VanderVelde, SHS Head Girls' Soccer; Antonio Frutos, SHS Asst. Girls' Soccer; Keith McMin, Volunteer SHS Girls' Soccer; Taylor Peterson, Volunteer SHS Girls' Soccer; Harold Huff, SHS Head Cross Country; Michael Cobb, Asst. SHS Cross Country; Debbie Crane, Volunteer SHS X-Country; Mark Textor, SHS Head Boys' Tennis; Rich Hay, Asst. SHS Boys' Tennis; Karen Chan, Volunteer SHS Tennis; Anita Benitez, SHS Head Girls' Swim; Robert Pease, SHS Asst. Girls' Swim; Kimberly King, Head SHS Cheer; Tiffani Mote, Asst. SHS Cheer, Sam Salanoa, SMS Head Football; Marcus Hollan, Asst. SMS Football; Zachary Young, Volunteer SMS Football; Autumn St. George, SMS 8th grade Volleyball; Shannon Paselk, SMS 7th grade Volleyball, Casey Lewis, JV SMS Volleyball; Caleb Gentry, SMS Head Cross Country.</p>
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Leaves of Absence	<p>Ashlee Bourns, Paraeducator; Susan Bridges, Paraeducator; Terralyn Dokken, Secretary; Cherie Meyers, Paraeducator; Janet Wheeler, Paraeducator</p>
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Personnel Elections	
Separations	<p>Patsene Dashiell, Resignation; Sandra Kurtz, Resignation; Therese Lewis, Bus driver</p>

Staff Travel	None
Student Travel	None
Contracts	<p>Clallam County Health Boys & Girls Club</p>
Surplus	One Piano

Highly Capable 2017 2018
FP600
ALE EOY Report

Public Comments

President Short read the guidelines for public comment

President Short opened the floor for regular agenda items: Stu Marcy, teacher at SHS, spoke in regards to teacher salaries and out of balance district priorities. Marcia Garrett teacher at SMS, spoke regarding the current inequitable teacher contract.

President Short reminded the attendees to comment as the appropriate agenda item is being addressed. President short asked for general public comments. Amanda Westman, SOS/SHS teacher spoke regarding the low teacher salary. Aubrey Young, daughter of Amy Young asked the question why would you hire above average teachers and pay below average. Kelli Mishko, GW teacher spoke regarding the opportunities to make a greater wage in another district. Nessa Goldman, HHE teacher, spoke in regards to spending her own money for classroom supplies.

No public comment on workshop or other items

Student Board Representative Communication & Student Recognitions

Damon Little is looking forward to serving on the board.

Tea' Gauthun had nothing to report at this time and is looking forward to serving as student representative again this year.

Board Communication and Other Items

No Regular president responses to any action items or public comments at this time.

Regular board communication

Director Howe had no board communication at this time.

Director Henrikson was thankful for Patsene's time with the district and that she will be missed.

Director Henrikson would like a more evidence based formative process in regards to the Superintendent report, to include stakeholder voices and a format she has uploaded to OneNote.

Director Stoffer attended the Clallam County Housing authority event. Would like the board to be trained in the Safe Schools training module. ESSA public comment closes today. Will be attending a WSSDA event in Spokane. Would like to finalize travel details for the WSSDA Legislative conference 9/21-9/22 in SeaTac, WA. Shared the legislative priorities and requested board feedback on the top 10 legislative items. Point of order by Director Howe, as this item was not in new business, there can not be a vote on 9/18.

Vice President Kuh thanked Director Stoffer for the legislative updates and agrees with Director Henrikson in regards to the formative process for the Superintendent evaluation. Thank you to Patsene and the contribution she made to SSD. Attended the regional economic development training with a focus on CTE/career connected learning. Thank you to teachers, he see's you, he hears you and appreciates your efforts.

President Short thanked the teachers for their attendance and that she hears them. Is in agreement with Director Henrikson's evaluation structure and thanked her for for all the work in this area. She supports the standards. Exit slips will no longer be an agenda item. There will be a new tab in OneNote to capture constructive criticism.

Reports to the Board

Executive Director Heidi Hietpas presented a budget update, summary and general fund comparison report.

Superintendent Report

Superintendent Neal report was presented in the format Director Henrickson posted in OneNote

Board Business (Old/New)

None

For the Good of The Order

Director Henrikson reported that the CLT buildings at Greywolf are very nice and appreciates that her daughter's class is located in them.

Clarification regarding grants being able to purchase teacher supplies.

Informational Items

Board Meetings

September 5 Regular Board Meeting 6:00pm

September 18 Regular Board Meeting 6:00pm

October 2 Regular Board Meeting 6:00pm

September 4 Labor Day NO SCHOOL

Executive Session

President Short excused the board to executive session at 6:55pm for 45 minutes. President Short extended the session until 8pm.

Adjournment

Motion to adjourn by Director Henrikson, second by Director Stoffer, meeting adjourned at 7:46pm.

President Short

Date _____

Superintendent Neal

Date _____

SEQUIM SCHOOL DISTRICT

SURPLUS EQUIPMENT DATA SHEET

Date:

Surplused By:

Building

The following form must accompany the items being surplus. A copy must also be sent to the District Office giving notice for the items to be included in the annual surplus of equipment. If the items are textbooks or instructional materials, the items must be listed, with a copy of the list in the box, a copy of the list taped to the outside of the box, and a copy of the list sent to Caitly K at the District Office.

Surplus is being stored in various rooms at the east end of the old Community School building.

Call Caity at 260 if you have questions.

[illegible]

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

As of September 5, 2017, the board, by a _____ vote, approves payments, totaling \$75,551.18. The payments are further identified in this document.

Total by Payment Type for Cash Account, General Fund AP Warrants:
Warrant Numbers 188835 through 188877, totaling \$75,551.18

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

Check Nbr	Vendor Name	Check Date	Check Amount
188835	95% Group Inc	08/31/2017	12,646.06
188836	A-1 Auto Parts Inc	08/31/2017	233.70
188837	Ahlgren, Margaret	08/31/2017	140.00
188838	Amazon Capital Service	08/31/2017	1,186.34
188839	Baxter Auto Parts	08/31/2017	150.84
188840	Blackboard Inc	08/31/2017	3,288.18
188841	Capital One Commercial	08/31/2017	652.19
188842	CenturyLink	08/31/2017	676.25
188843	Check Printing Co.	08/31/2017	92.02
188844	Child 1st Publications	08/31/2017	1,544.70
188845	Clallam County Dept Of Health	08/31/2017	3,412.50
188846	Clallam County PUD	08/31/2017	16,492.83
188847	Clallam Co-OP Farm and Garden	08/31/2017	64.87
188848	CO-OP Farm and Garden	08/31/2017	272.36
188849	Demco, Inc	08/31/2017	140.58
188850	Dept Of Licensing	08/31/2017	429.00
188851	Dinius, Karen L	08/31/2017	102.00

Check Nbr	Vendor Name	Check Date	Check Amount
188852	First Bankcard 1865	08/31/2017	2,354.72
188853	First Bankcard 4057	08/31/2017	519.87
188854	First Bankcard 7105	08/31/2017	23.32
188855	First Bankcard 3167	08/31/2017	693.49
188856	Good Impression Cleaners & Lau	08/31/2017	1,467.23
188857	Gossage, Jeffrey S	08/31/2017	262.27
188858	Harrison, Kayana B	08/31/2017	147.00
188859	Home Depot Credit Services	08/31/2017	358.83
188860	Human Resource Management Plus	08/31/2017	120.00
188861	Memoryx.com	08/31/2017	13,944.35
188862	Morgan, Mary H	08/31/2017	4,644.00
188863	Olympic Sewer & Drain Cleaning	08/31/2017	141.98
188864	Olympic Laundry & Dry Cleaners	08/31/2017	51.54
188865	Olypen	08/31/2017	394.00
188866	Port Angeles School District	08/31/2017	150.00
188867	Rodda Paint	08/31/2017	207.68
188868	Scott, Calvin Leonard	08/31/2017	175.00
188869	Smith, Betsy Lyn	08/31/2017	120.00
188870	Sodexo, Inc. & Affiliates	08/31/2017	2,572.12
188871	Sound Publishing, Inc	08/31/2017	2,930.75
188872	Stevens~Clay~Manix, P.S.	08/31/2017	1,007.00
188873	Updike Jr, David C	08/31/2017	9.04
188874	Verizon Wireless	08/31/2017	1,009.70
188875	Walmart Community/GECRB	08/31/2017	190.38
188876	Wenger Corporation	08/31/2017	452.32

Check Nbr	Vendor Name	Check Date	Check Amount
188877	West Safety Services Inc.	08/31/2017	80.17
43	Computer	Check(s) For a Total of	75,551.18

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
43	Computer	Checks For a Total of	75,551.18
Total For 43	Manual, Wire Tran, ACH & Computer	Checks	75,551.18
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		75,551.18

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-1,392.32	0.00	76,943.50	75,551.18

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

As of September 5, 2017, the board, by a _____ vote, approves payments, totaling \$176,411.59. The payments are further identified in this document.

Total by Payment Type for Cash Account, General Fund AP Warrants:
Warrant Numbers 188878 through 188920, totaling \$176,411.59

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

Check Nbr	Vendor Name	Check Date	Check Amount
188878	Amazon Capital Service	08/31/2017	468.24
188879	Amazon Capital Service	08/31/2017	128.33
188880	Amazon Capital Service	08/31/2017	69.35
188881	Amazon Capital Service	08/31/2017	132.54
188882	Amazon Capital Service	08/31/2017	39.12
188883	Amazon Capital Service	08/31/2017	351.33
188884	Amazon Capital Service	08/31/2017	37.61
188885	Amazon Capital Service	08/31/2017	678.00
188886	Amazon Capital Service	08/31/2017	513.94
188887	Amazon Capital Service	08/31/2017	37.61
188888	Amazon Capital Service	08/31/2017	37.61
188889	Amazon Capital Service	08/31/2017	37.61
188890	Amazon Capital Service	08/31/2017	37.61
188891	Amazon Capital Service	08/31/2017	37.61
188892	Apex Learning	08/31/2017	9,647.13
188893	Brisk Printing & Stationery	08/31/2017	1,168.53
188894	Capital One Commercial	08/31/2017	4,308.72

Check Nbr	Vendor Name	Check Date	Check Amount
188895	Capital One Commercial	08/31/2017	43.45
188896	Clevenger, Jennifer A	08/31/2017	60.52
188897	DATA MANAGEMENT, INC	08/31/2017	172.00
188898	Dell Marketing L.P.	08/31/2017	87,283.45
188899	Delta Education	08/31/2017	6.30
188900	Delta Education	08/31/2017	42.73
188901	ERNN	08/31/2017	495.00
188902	Great Minds, LLC	08/31/2017	11,630.76
188903	HICKORY HOLLOW RENTALS, LLC	08/31/2017	3,000.00
188904	King County Directors' Assoc	08/31/2017	35,293.17
188905	Lakeshore Learning Materials	08/31/2017	49.83
188906	Lamb, Darcy E	08/31/2017	55.72
188907	Nasco Modesto	08/31/2017	1,371.07
188908	Norman, Trayce J	08/31/2017	90.00
188909	Office Depot	08/31/2017	90.30
188910	Olympic Mailing Services	08/31/2017	320.37
188911	Planbook Edu	08/31/2017	220.00
188912	Richard Teglovic Carpentry	08/31/2017	348.46
188913	School Datebooks, Inc.	08/31/2017	1,375.21
188914	School Nurse Supply	08/31/2017	231.19
188915	SupplyWorks	08/31/2017	6,195.90
188916	Texas Instruments Incorporated	08/31/2017	7,723.99
188917	Tumbleweed Press Inc	08/31/2017	799.00
188918	U.S. Postal Service	08/31/2017	62.86
188919	University Of Washington	08/31/2017	225.00

Check Nbr	Vendor Name	Check Date	Check Amount
188920	WASA	08/31/2017	1,494.42
43	Computer	Check(s) For a Total of	176,411.59

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
43	Computer	Checks For a Total of	176,411.59
Total For 43	Manual, Wire Tran, ACH & Computer	Checks	176,411.59
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	176,411.59

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-1,300.95	0.00	177,712.54	176,411.59

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

As of September 4, 2017, the board, by a _____ vote, approves payments, totaling \$2,611.66. The payments are further identified in this document.

Total by Payment Type for Cash Account, General Fund AP Warrants:
Warrant Numbers 188832 through 188834, totaling \$2,611.66

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

Check Nbr	Vendor Name	Check Date	Check Amount
188832	King County Directors' Assoc	08/22/2017	179.65
188833	School Outfitters	08/22/2017	2,356.85
188834	Sequim High School A.S.B.	08/22/2017	75.16

3	Computer	Check(s) For a Total of	2,611.66
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0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
3	Computer	Checks For a Total of	2,611.66
Total For 3	Manual, Wire Tran, ACH & Computer Checks		2,611.66
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		2,611.66

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	2,611.66	2,611.66

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

As of September 5, 2017, the board, by a _____ vote, approves payments, totaling \$60,800.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, Capital Projects AP Warrants:
Warrant Numbers 2606 through 2608, totaling \$60,800.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
2606	Foster Pepper PLLC	08/31/2017	14,100.00
2607	Piper Jaffray Attn: Treasury,	08/31/2017	25,000.00
2608	Vanir Construction Mgmt Inc	08/31/2017	21,700.00
3	Computer	Check(s) For a Total of	60,800.00

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
3	Computer	Checks For a Total of	60,800.00
Total For 3	Manual, Wire Tran, ACH & Computer	Checks	60,800.00
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		60,800.00

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	0.00	0.00	60,800.00	60,800.00

SEQUIM SCHOOL DISTRICT
HUMAN RESOURCES CONSENT AGENDA
CLASSIFIED
September 5, 2017

I. CLASSIFIED ADMINISTRATIVE EMPLOYMENT

<u>NAME</u>	<u>POSITION</u>	<u>DATE</u>	<u>BUILDING</u>
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II. CLASSIFIED EMPLOYMENT

<u>NAME</u>	<u>POSITION</u>	<u>DATE</u>	<u>BUILDING</u>
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Holden, Patricia	Asst. Supt. Admin Assistant	September 18, 2017	DO
Chavez, Carrie	Paraeducator	September 6, 2017	SMS

III. CLASSIFIED LEAVE OF ABSENCE/RESIGNATION/RETIREMENT

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>DATE</u>	<u>BUILDING</u>
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Bourns, Ashlee	Para-Leave of Absence	September 5, 2017	GW
Bridges, Susan	Para-Leave of Absence	August 31, 2017	HHE
Dashiell, M. Patsene	Director of Comm/Volunteer Coord-Resign	August 31, 2017	DO
Dokken, Terralyn	Secretary-Leave of Absence	November 1, 2017	OPA
Duchow, Cheryl	Para--Reduction in FTE	September 6, 2017	HHE
Kurtz, Sandra	Secretary-Resign	September 15, 2017	LSS
Lewis, Therese	Bus Driver-Resign	August 28, 2017	Transportation
Myers, Cherie	Para-Leave of Absence	September 11, 2017	MS
Watson-Gaither, Vivian	Para-Resign	September 13, 2017	HHE
Wheeler, Janet	Para-Leave of Absence	August 30, 2017	GW

IV. SUPPLEMENTAL CONTRACTS

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>DATE</u>	<u>BUILDING</u>
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V. SUPPLEMENTAL CONTRACT RESIGNATIONS

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>BUILDING</u>
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VI. VOLUNTEER COACHES

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>BUILDING</u>
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See Attached List

BOARD ACTION:

☐ Approved
☐ Denied
☐ Revised

Board President _____

_____ Date

INTERAGENCY AGREEMENT**Between****CLALLAM COUNTY****And****SEQUIM SCHOOL DISTRICT**

This Agreement is entered into between Clallam County Department of Health and Human Services, hereinafter referred to as "**the County**" and Sequim School District hereinafter referred to as "**the District**" in consideration of the mutual benefits, terms, and conditions hereinafter specified.

Section 1. Purpose

Clallam County Department of Health and Human Services, through this Agreement will contract with Sequim School District to perform as described in **Attachment A**.

Section 2. Term

This Agreement shall commence on September 1, 2017, and will terminate on August 31, 2018.

Section 3. Scope of Work

The District agrees to participate in the services, identified on **Attachment A**.

- A. The District supports the County's Developmental Disabilities program goals and objectives.
- B. The County shall provide monthly progress reports from Vocational Provider Vendors as detailed in **Attachment A**.

Section 4. Compensation

The County shall be paid by the District for completed work under this Agreement as follows:

- A. Payment for Transition Services as outlined in **Attachment B** shall not exceed \$40,000.00 without an express written amendment signed by both parties to this agreement. In the event that expected or actual funding from any funding source is withdrawn, reduced, or limited in any way after the effective date of this agreement, this contract may be renegotiated or terminated as provided herein.
- B. County shall bill and the District will pay for Transition Services for a maximum consideration of \$40,000.00.

- C. The Vocational Provider Vendors may submit invoices to the County for Transition services completed by August 31, 2018. The County will review such invoices, and upon reasonable approval thereof, payment will be made to the vendor in the amount approved. Payment will not be unreasonably withheld and the Vendor will be given a reasonable opportunity to correct any work reasonably determined by the County to be defective. Invoices for services will be submitted on a monthly basis, due by the 10th of the month following delivery of services. No invoices received more than 60 days following the end of the month of service will be paid.
- D. The County will make final payment of any balance due the Vendor promptly upon its ascertainment and verification after the completion of the services under this Agreement and its reasonable acceptance by the County. Payment will not be unreasonably withheld and the vendor will be given a reasonable opportunity to correct any work reasonably determined by the County to be defective.
- E. The County, District and Vendor records and accounts pertaining to this agreement are to be kept available for inspection by representatives of the County and state for a period of six (6) years after final payments. Copies shall be made available upon request.
- F. Each invoice submitted by the Vendor to the County for Vendor provided services in fulfillment of this contract shall reflect the number of hours utilized in fulfilling the obligations of the Vendor under this contract and shall also include detailed expenses related to fulfillment of this contract as described in Attachment A, Section County, Item 7f.

Section 5. Compliance with Laws

The District, County and Vendor shall, in participating in the services contemplated by this agreement, faithfully observe and comply with all federal, state, and local laws, ordinances and regulations, applicable to the services to be rendered under this Agreement.

Section 6. Indemnification

Each party agrees to defend and indemnify the other party and its elected and appointed officials, officers, and employees against all claims, losses, damages, suits and expenses, including reasonable attorneys' fees and costs, to the extent they arise out of, or result from, the negligence or willful misconduct of the indemnitor or its elected or appointed officials, officers, and employees in the performance of this Agreement. The indemnitor's duty to defend and indemnify extends to claims by the elected or appointed officials, officers, employees or

agents of the indemnitor or of any contractor or subcontractor of indemnitor. The indemnitor waives its immunity under Title 51 (Industrial Insurance) of the Revised Code of Washington solely for the purposes of this provision and acknowledges that this waiver was mutually negotiated. This provision shall survive the expiration or termination of this Agreement.

Section 7. Insurance

The District shall obtain and keep in force during the terms of the Agreement, or as otherwise required

- A. Commercial Automobile Liability Insurance providing bodily injury and property damage liability coverage for all owned and non owned vehicles assigned to or used in the performance of the work for a combined single limit of not less than \$1,000,000 each occurrence.
- B. District shall provide proof of insurance to the County, in care of, Timothy Bruce, Health & Human Services Planner, 111 E. 3rd Street, Port Angeles, WA 98362, prior to commencing services.
- C. The District shall participate in the Worker's Compensation and Employer's Liability Insurance Program as may be required by the State of Washington.
- D. Each party certifies that it is self-insured, is a member of a risk pool, or maintains insurance of not less than \$1,000,000.00 of combined single limit coverage. The Contractor shall pay for losses for which it is found liable. The District shall pay for losses for which it is found liable.

Section 8. Independence

The District and the County agree that all parties are independent with respect to the services provided pursuant to this agreement. Nothing in this agreement shall be considered to create the relationship of employer and employee between the parties hereto. Neither party shall be entitled to any benefits accorded employees by virtue of the services provided under this agreement. Neither party shall be responsible for withholding or otherwise deducting federal income tax or social security or for contributing to the state industrial insurance program, otherwise assuming the duties of an employer with respect to employee of the other party's employees.

Section 10. Reporting

The Vocational Provider Vendor will provide a report to the County for payment for services provided. This report will be submitted with the appropriate invoice.

Section 11. Termination

A. Termination for Convenience

Either party may terminate this Agreement for convenience, including because of a change in available funding, by providing at least 30 days' advance written notice to the other party.

B. Termination for Default

In the event of a default by either party under this Agreement, the nondefaulting party may give written notice to the defaulting party that it intends to terminate this Agreement if the default is not cured within 30 days of the date of the notice or such longer period of time as may be reasonable under the circumstances. If the default is not cured within that time, the nondefaulting party may then notify the defaulting party in writing that this Agreement is terminated. In the event of such termination, the nondefaulting party shall have all rights and remedies available to it under general law.

C. General Termination Provision

Whenever this Agreement is terminated in accordance with this Section 11, the District shall be entitled to payment for training completed. An equitable adjustment in the contract price for partially completed items of training will be made, but such adjustment shall not include provision for loss of deleted or uncompleted training.

Section 12. Modification

This Agreement may be modified at any time by written agreement of all parties.

Section 13. Integrated Agreement

This Agreement together with Attachments or addenda represents the entire and integrated agreement between the County and the District and supersedes all prior negotiations, representations, or agreements written or oral, between the parties. This Agreement may be amended only by written instrument signed by both County and District.

Section 14. Notice

Whenever a notice is required or permitted to be given under this Agreement, it shall be provided as follows:

If to the County:

Clallam County Department of Health and Human Services
111 E. 3rd Street
Port Angeles, WA 98362
Attention: Timothy Bruce

If to the District:

Sequim School District
503 N. Sequim Ave.
Sequim, WA 98382
Attention: Gary Neal, Superintendent

Either party may change its address for notice by providing written notice to the other party.

Approved this _____ day of _____, 2017

BOARD OF COUNTY COMMISSIONERS
CLALLAM COUNTY, WASHINGTON

Mark Ozias, Chair

ATTEST:

Clerk of the Board

Approved as to form only by:

David Alvarez 8/15/2017
David Alvarez
Chief Civil Deputy Prosecuting Attorney
Clallam County

Approved this _____ day of _____, 2017

Gary Neal
Superintendent
Sequim School District

David Alvarez
8/31/17
Exec Director
Finance + Ops

ATTACHMENT "A" (SCOPE OF WORK)

The County will provide Transition planning services that focus on providing vocational training and/or supported employment opportunities to eligible District students between the ages of eighteen and twenty-one, with a specific focus on the last two years of school.

Transition Services:

District:

The District will be responsible for the overall coordination of activities for eligible Sequim School District students including Individualized Education Programs (IEP's) and Transition Services. The District will be responsible to provide:

1. A list that identifies all students who should receive transition planning services.
 - a. Student has accessed the District's on and off campus and community vocational opportunities.
 - b. Student's DDD eligibility is confirmed.
 - c. Student is between the ages of 18-21, with a priority of those students in their final two years of high school.
 - d. Student and family have completed a Person Centered Plan (PCP) and/or has a clearly articulated Post School Outcome goal as noted on IEP.
 - e. Student has applied for services with the Division of Vocational Rehabilitation (DVR).
 - f. Through the IEP* process, the student and parent are presented the Transition Services option and Written Responsibilities/Commitment to the Program. **IEP potential team members may include the student, parent, CCDD Representative, DDD Case Manager, School IEP Case Manager, DVR Counselor, Vocational Teacher(s), Transition Specialist and/or LSS Administrator.*
 - g. A Transition Service Level Request for each student for the school year from September 1 until June 30th each year. A separate request will be initiated prior to June 30th each year for all students approved for extended school year services by their IEP Team.
2. Team Meeting and notification to the student's chosen vocational provider.
 - a. IEP Case Manager will assume continued responsibility for setting up meetings. **IEP team members may include those outlined above in section 1, item f, in addition to the identified vocational provider.*
 - b. IEP Case Manager will have available all vocational materials and data (PCP, FVE, student portfolio, current IEP, current reevaluation).
 - c. Ensure that a County-supported Vendor has been selected and student/family has selected the Vocational Provider they would like to work with.
 - d. Contractual services formally begin.

- e. IEP Case Manager will document and notify County of extended school year approvals prior to June 30th of each contract year to assure funding for services during July and August of that school year.
3. Collaborative staff that will identify each student's Transition planning services needs in writing.
 - a. Including identified activities, steps for implementation, student/staff involved and projected timelines.
 - b. Discuss and determine roles of participants.

County:

The County will be responsible for the coordination of selected Vocational Services from Vendors as indicated by the Sequim School District for eligible students. The County will be responsible to provide:

1. A point of contact for the District.
2. Training to the District staff on Clallam County Developmental Disabilities adult services.
3. Resource materials.
4. Vendor Selection services to student and family to assist in their informed choice of a Vocational Provider. These services include:
 - Orientation to Vendor Selection services and the available array of services and providers in Clallam County who are willing to work with the Sequim School District.
 - Planning assistance for interview process.
 - Logistical supports for interviews.
 - De-briefing supports.
 - Written notice is provided to student/family, Sequim School District, Clallam County Health & Human Services and Vocational Provider regarding the selection of the Vocational Provider.
5. Benefit Analysis services when requested.
6. Match Sequim School District funding with Clallam County Millage Funds
7. Qualified Vocational Providers who will:
 - a. Collaborate with District staff and keep them informed of activities, progress and timelines as outlined in the IEP;

- b. Effectively communicate with the student's family and their case manager, informing them of activities, progress and timelines as outlined in the IEP;
- c. Develop individualized vocational services plan when needed;
- d. Develop individualized budget to implement the vocational services plan and submit to District Administrator and County staff;
- e. Work closely with District staff for purposes of transportation needs (Qualified Vocational Providers may only transport students in the private vehicles of staff according to their contract agreement with the County; and
- f. Provide monthly written progress reports according to County format to Clallam County Health & Human Services which include:
 - 1. Direct service hours to the student.
 - 2. Hours of service on behalf of the student including but not limited to scheduling transportation, name and date employer(s) contacted (initial and follow-up) and job development.
 - 3. Student's wages earned.
 - 4. Hours worked.
 - 5. Progress on work skills and behaviors as identified and outlined on IEP.

ATTACHMENT "B"
(COMPENSATION)

1. Supplemental Billing Procedures

- a. The County shall bill the District monthly for each authorized student. Transition planning services reimbursement rates are as follows:

Vendor Selection Services

1. Clallam County will provide these services at no cost to the Sequim School District.

Employment Services

1. Standard rates:
- Maximum of 20 hours per month of support provided to individual student.
 - \$30.00 per hour of support provided to individual student; maximum of \$600.00/month per student.
2. Individualized rates will be pre-authorized by the District in writing.

Benefit Analysis Services

1. Standard Rate: \$35.00 per hour per student

Maximum of 2 hours. Additional hours pre-authorized by the District in writing.

- b. The County will provide student monthly written progress reports according to County specified format with each invoice.

Agreement

This Agreement is between Boys & Girls Clubs of the Olympic Peninsula, a Washington not-for-profit corporation (“BGCOP”), and Sequim School District No. 323, a municipal corporation (the “District”). The term of this Agreement begins on the first day of the School Year (as defined below) and ends on the last day of the School Year.

Pursuant to a Lease Agreement dated June 30, 1998 (the “Lease”), BGCOP leases from the District the land upon which BGCOP’s Carroll C. Kendall facility, 400 W. Fir Street, Sequim, Washington (the “Facility”), is situated. The Lease provides, among other things, that the District is entitled to use certain areas of the Facility for District purposes during normal school hours if BGCOP is not using them at the time desired by the District.

The Facility includes among other areas a gymnasium (the “Gym”), which is one of the areas referred to in the Lease. BGCOP does not currently use the Gym during normal school hours.

The District has notified BGCOP that during the 2017/2018 school year (including any snow make-up days, the “School Year”) it will be using the Gym during normal school hours for physical education classes conducted by Helen Haller Elementary School (the “School”).

This Agreement sets forth the terms of such use, to which terms BGCOP and the District hereby agree. To the extent the terms of this Agreement conflict with the terms of the Lease, the terms of this Agreement shall govern.

During the School Year, from 8:00 a.m. to 2:30 p.m. on each Monday through Friday on which both the Facility and the Gym are open, BGCOP shall make the Gym available to: (i) one or more of the School’s physical education instructors (or substitute physical education instructors) for the conduct of physical education programs that are part of the School’s regular curriculum; and (ii) the students enrolled in such programs (collectively with such instructors, the “Gym Users”), provided that at least one of such instructors is present whenever any of such students is present.

At any time when the Gym is made available for the conduct of physical education programs as described above, the Gym may instead be used by the District for the conduct of other School-related activities (for example, for testing or assemblies), but only if notice of such use has been given to BGCOP’s Executive Director or the Facility’s Unit Director at least twenty-four hours in advance and only if at least one adult supervisor employed or otherwise retained by the School is present whenever any student is present. Persons involved in any such alternative use shall also be deemed “Gym Users” for all purposes of this Agreement.

It is understood that the Facility will not be open on federal or Washington holidays, that the Facility may occasionally be closed for maintenance or event-preparation activities, and that even when the Facility is open the Gym may occasionally be closed for a similar reason. BGCOP shall use its best efforts to provide the District with reasonable advance notice of any such closing other than one on a federal or Washington holiday.

Gym Users may enter the Facility using either the south (front) entrance or the east entrance. Gym Users who are adults must sign in at the front desk upon arrival, as must District personnel who are not Gym Users when they visit the Facility. Gym Users who are students need not check in at the front desk, but must report to the School and then transit from there to the Facility. The District shall notify the parents (or guardians) of student Gym Users that the Facility is not to be used by them as a drop-off or pick-up location.

Gym Users may use areas of the Facility other than the Gym solely for (i) passage through the Facility to and from the Gym, and (ii) passage through the Facility to and from, and use of, those restrooms located in the Facility that they are permitted to use: in the case of adults, the two restrooms

near the east entrance to the Facility, and in the case of students, the restrooms across from the Unit Director's office. Such passage shall be direct and shall not include wandering about the Facility. It is expressly understood that this Agreement does not entitle the District or any of the Gym Users to any of the benefits of membership in BGCOP.

Notwithstanding the preceding paragraphs, nothing in this Agreement shall constitute a grant of access to any part of the Facility to any child endangerer (as defined below).

The District shall conduct its activities at the Facility in compliance with all applicable laws, rules and regulations of any federal, state, county or city governmental authority.

While in or in the vicinity of the Facility, Gym Users shall comply with all such laws, rules and regulations, shall conduct themselves in an orderly fashion, shall act with respect and civility, and (whether or not required by any of the foregoing) shall not possess alcoholic beverages, illegal drugs, marijuana, firearms or knives, or use tobacco. Nor shall Gym Users bring pets or animals other than service dogs to the Facility. BGCOP may deny a Gym User who fails to comply with the foregoing any further access to the Facility.

The District shall be responsible for the safety of the Gym Users. Without limiting the generality of the previous sentence, the District shall perform all supervisory duties for its activities in or in the vicinity of the Facility, shall see that all student Gym Users in transit from the School to the Facility or from the Facility to the School are accompanied by an adult Gym User and that the paths between the School and the south (front) and east entrances to the Facility are kept free of ice and snow during such transit, shall see that the doors at each of the Facility's entrances are closed and locked immediately after Gym Users' transits through them, and shall see that the doors from the Gym to the outside are kept closed and secured during the District's use of the Gym.

It is understood that at such times as the Gym is not made available to the District pursuant to this Agreement, the Gym may be used by BGCOP for its activities. The District shall be responsible for cleanup of the Gym at the conclusion of each day's use thereof by the District, as well as for cleanup at that time of any other area of the Facility necessitated as a result of an act of a Gym User during that day. And at the conclusion of each day's use of the Gym by the District, the District shall restore the Gym to its condition immediately preceding the beginning of such use that day, and shall restore the configuration of the contents of the Gym to the configuration existing immediately preceding the beginning of such use that day. BGCOP shall be responsible for cleanup of the Gym at the conclusion of each day's subsequent use thereof by BGCOP, but shall not be required to reconfigure the contents thereof to suit the District's purpose.

Neither the Gym nor any other area of the Facility may be used for the storage of District or Gym User equipment, materials, supplies or other items unless and until otherwise agreed by BGCOP in writing. All items stored at the Facility with such agreement shall be stored at the sole risk of the District or the Gym User, as applicable. BGCOP shall not be responsible for, or for the condition of, any property of the District or any Gym User.

The District shall not make any alteration to the Gym (for example, bolting gym equipment to a Gym wall) without the prior written consent of BGCOP's Executive Director. Upon the termination of this Agreement, the District shall remove any alteration made with such consent and shall repair any hole or other damage to the Facility resulting from such alteration or its removal.

The District shall promptly repair any other damage to the Facility caused by a Gym User, ordinary wear and tear excepted.

The District acknowledges that its right pursuant to the Lease to use certain areas of the Facility does not include the right of it or any Gym User to use any of BGCOP's equipment, furnishings, supplies or other items, and that the District's use of the Gym will result in additional depreciation of the Facility and necessitate more cleanup of the Facility than would otherwise be needed. Accordingly, the District

agrees to pay BGCOP \$60 per week for the cleaning of the Gym floor. Payments shall be made monthly promptly following BGCOP's submission of invoices to the District.

Although the Lease contemplates that the District will reimburse BGCOP for BGCOP's costs of utilities for heat and light necessitated by the District's use of the Gym, BGCOP waives its right to reimbursement for such costs incurred during the School Year.

The District shall be responsible for the acts and omissions of Gym Users in or in the vicinity of the Facility, including without limitation for any death of or injury to person or damage to or destruction of property resulting from any such act or omission. The District shall hold harmless BGCOP and its directors, officers, employees, agents and volunteers from and against any claim, demand, loss, damage, judgment, cost of investigation or defense, or other payment or expense of any nature or description (including without limitation any of the foregoing in connection with any suit, action, proceeding or appeal) arising from any act or omission of any of the Gym Users in or in the vicinity of the Facility or the allegation of any such act or omission.

The District confirms that at all times during the term of this Agreement the liability insurance it carries will apply to the acts and omissions of Gym Users in or in the vicinity of the Facility, with BGCOP and its directors, officers, employees, agents and volunteers named as additional insureds. A certificate of insurance confirming the coverage required of it shall be provided to BGCOP by the District upon BGCOP's request.

The District acknowledges BGCOP's intent that no child endangerer (as defined below) be present in or in the vicinity of the Facility. The District represents that it bars child endangerers from employment or retention by it and from serving as volunteers in its activities. The District agrees to promptly inform BGCOP in the event it becomes aware that a Gym User is a child endangerer.

For purposes of this Agreement, a "child endangerer" is a person who either (i) is registered or required to register as a sex offender under the laws of the State of Washington, or under a law or ordinance in another jurisdiction with similar requirements, because of a sex offense against a child, or (ii) who has been convicted of, or has admitted to, a sex offense against a child. Sex offenses against a child include but are not limited to rape, sexual assault, child molestation, criminal sexual conduct, enticing a child into a motor vehicle, structure or isolated area, child pornography, and lewdness.

Neither this Agreement nor any of the rights or obligations of either party under this Agreement may be assigned without the prior written consent of the other party.

This Agreement is scheduled to terminate as provided in its first paragraph. This Agreement may be terminated prior to its scheduled termination (i) by mutual agreement of BGCOP and the District, (ii) by the District in its sole discretion or (iii) by BGCOP by giving written notice to the District in the event the District or any of the Gym Users has breached this Agreement in any material respect or the District and the Gym Users considered as a whole have repeatedly breached this Agreement in any respect. Each party shall remain liable for any breach of this Agreement by it that has occurred prior to termination. If such party is the District, it shall also remain liable for any breach of this Agreement by any Gym User that has occurred prior to termination and responsible for, and obligated to perform its hold harmless undertakings related to, any act or omission of any Gym User in or in the vicinity of the Facility that has occurred prior to termination and any allegation that any such act or omission has so occurred.

This Agreement sets forth the entire agreement and understanding of the parties with respect to its subject matter. This Agreement may be modified or amended only by a writing signed by both of the parties.

Nothing in this Agreement is intended to create nor shall create an agency, partnership or joint venture agreement, arrangement or relationship between the parties, nor shall anything in this Agreement constitute an endorsement by either party of the other party or of any philosophy or policy of the other party.

This Agreement shall be governed by and construed in accordance with the laws of the State of Washington. Any suit or action in any form brought by either party to enforce any provision of this Agreement shall be brought only in Clallam County, Washington. In any such suit or action, the prevailing party shall be entitled to recover all reasonable costs, including reasonable attorneys' fees, incurred by it.

IN WITNESS WHEREOF, the parties have executed this Agreement.

Boys & Girls Clubs of the Olympic Peninsula

Sequim School District No. 323

By _____
Mary L. Budke,
Executive Director

By _____
Gary Neal,
Superintendent of Sequim School District

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

As of September 5, 2017, the board, by a _____ vote, approves payments, totaling \$484.03. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB AP Warrants:

Warrant Numbers 10967 through 10968, totaling \$484.03

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

Check Nbr	Vendor Name	Check Date	Check Amount
10967	INSTRUMENTALIST AWARDS LLC	08/31/2017	239.00
10968	R & H Theatricals	08/31/2017	245.03

2	Computer	Check(s) For a Total of	484.03
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0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
2	Computer	Checks For a Total of	484.03
Total For 2	Manual, Wire Tran, ACH & Computer Checks		484.03
Less 0	Voided	Checks For a Total of	0.00
Net Amount			484.03

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-20.79	0.00	504.82	484.03

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

As of September 5, 2017, the board, by a _____ vote, approves payments, totaling \$2,260.72. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB AP Warrants:
Warrant Numbers 10969 through 10971, totaling \$2,260.72

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

Check Nbr	Vendor Name	Check Date	Check Amount
10969	BSN SPORTS	08/31/2017	19.57
10970	In Graphic Detail	08/31/2017	1,355.35
10971	King County Directors' Assoc	08/31/2017	885.80

3	Computer	Check(s) For a Total of	2,260.72
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0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
3	Computer	Checks For a Total of	2,260.72
Total For 3	Manual, Wire Tran, ACH & Computer	Checks	2,260.72
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		2,260.72

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	2,260.72	2,260.72

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

As of September 4, 2017, the board, by a _____ vote, approves payments, totaling \$912.70. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB AP Warrants:
Warrant Numbers 10966 through 10966, totaling \$912.70

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
10966	T-Shirts Are us	08/22/2017	912.70

1	Computer	Check(s) For a Total of	912.70
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0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
1	Computer	Checks For a Total of	912.70
Total For 1	Manual, Wire Tran, ACH & Computer	Checks	912.70
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		912.70

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	912.70	912.70

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

As of September 4, 2017, the board, by a _____ vote, approves payments, totaling \$5,618.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB AP Warrants:
Warrant Numbers 10960 through 10965, totaling \$5,618.07

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

Check Nbr	Vendor Name	Check Date	Check Amount
10960	BSN SPORTS	08/22/2017	1,262.38
10961	Capital One Commercial	08/22/2017	244.94
10962	LYNNES WELDING	08/22/2017	2,500.00
10963	Sequim High School A.S.B.	08/22/2017	909.61
10964	Thomas Building Center	08/22/2017	501.69
10965	Walmart Community/GECRB	08/22/2017	199.45

6	Computer	Check(s) For a Total of	5,618.07
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0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
6	Computer	Checks For a Total of	5,618.07
Total For 6	Manual, Wire Tran, ACH & Computer	Checks	5,618.07
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	5,618.07

F U N D S U M M A R Y

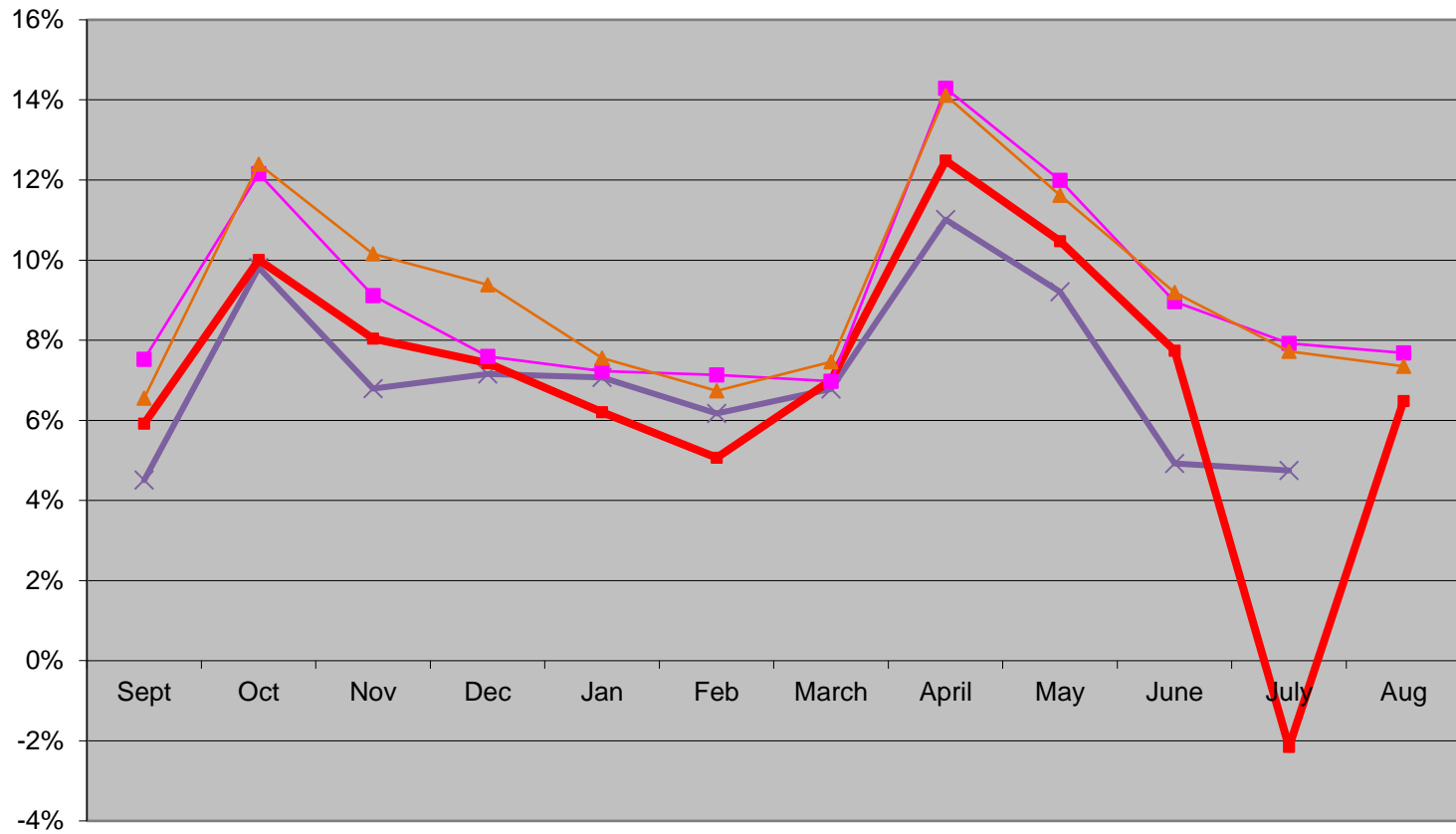
Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	5,618.07	5,618.07

Sequim School District #323

General Fund Comparative As of July, 2017 and 2016

	2016-17 thru 06/30/2017			2015-16 thru 06/30/2016			% change
	Budget	Yr-To-Date	% Rec'd	Budget	Yr-To-Date	% Rec'd	15/16 to 16/17
Revenues							
1000 Local Taxes	5,780,000	5,793,518	100.2%	5,780,000	5,726,453	99.1%	1.2%
2000 Local Support Nontax	682,900	794,417	116.3%	414,600	457,522	110.4%	73.6%
3000 State, General Purpose	18,310,000	16,480,857	90.0%	16,949,196	13,957,881	82.4%	18.1%
4000 State, Special Purpose	4,479,313	4,005,895	89.4%	4,191,922	3,178,482	75.8%	26.0%
5000 Federal, General Purpose	120,000	84,491	70.4%	120,000	132,179	110.1%	-36.1%
6000 Federal, Special Purpose	2,506,693	1,790,443	71.4%	2,255,650	1,694,270	75.1%	5.7%
7000 Revenues Fr Oth Sch Dist	-	-	-	-	-	-	-
8000 Rev Fr Oth Agncy & Assoc	-	59,600	-	-	5,500	-	983.6%
9000 Other Financing Sources	-	1,304	-	-	-	-	-
Total Revenues	31,878,906	29,010,526	91.0%	29,711,368	25,152,286	84.7%	15.3%
Expenditures							
	Budget	Yr-To-Date	% Spent	Budget	Yr-To-Date	% Spent	
00 Regular Instruction	17,520,043	15,527,623	88.6%	16,344,329	15,074,569	92.2%	3.0%
20 Special Ed Instruction	3,919,204	3,917,961	100.0%	3,622,143	3,718,873	102.7%	5.4%
30 Voc Ed Instruction	1,468,579	1,264,628	86.1%	1,362,528	1,254,804	92.1%	0.8%
50&60 Compensatory Ed Instruct	1,961,349	1,767,827	90.1%	1,786,570	1,501,887	84.1%	17.7%
70 Other Instructional Pgms	249,262	110,204	44.2%	439,679	125,373	28.5%	-12.1%
80 Community Services	19,365	3,334	17.2%	19,365	30,130	155.6%	-88.9%
90 Support	6,923,942	6,702,001	96.8%	6,201,256	5,954,766	96.0%	12.5%
Total Expenditures	32,061,744	29,293,579	91.4%	29,775,870	27,660,402	92.9%	5.9%
Transfers to Debt Service Fd	-	123,083	-	376,800	123,089	32.7%	-
Revenues Over (Under) Expend	(182,838)	(406,137)	-	(441,302)	(2,631,204)	-	-84.6%
Beginning Fund Balance	-	1,928,220	-	2,230,000	1,990,783	-	-
Ending Fund Balance	(182,838)	1,522,083	-	1,788,698	(640,421)	-	-337.7%
Fund Balance as % of Budgeted Expenditures	-0.57%	4.75%	-	6.01%	-2.15%	-	-

FUND BALANCE AS % OF TOTAL EXPENDITURES



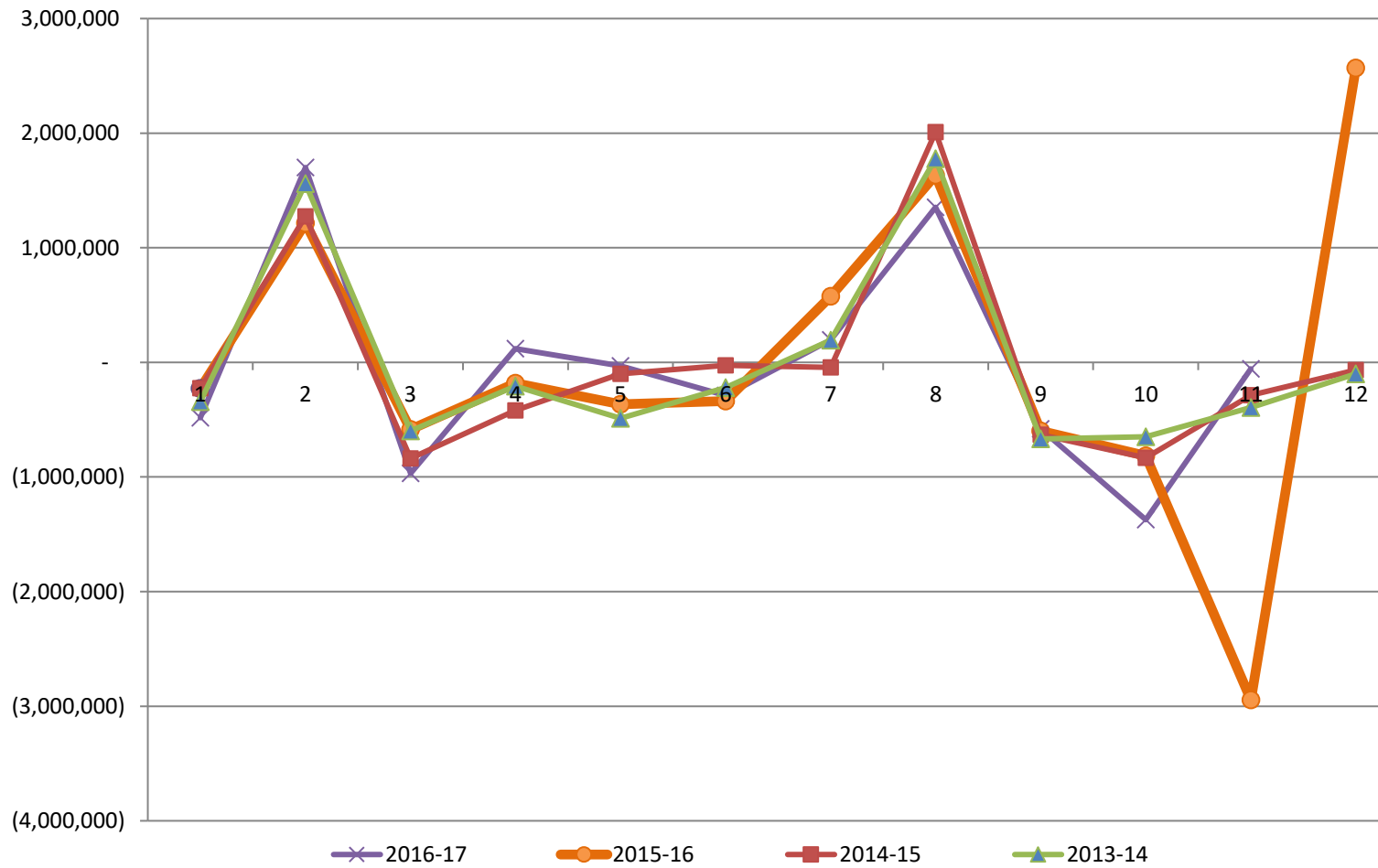
—x— 2016-17

—■— 2015-16

—■— 2014-15

—▲— 2013-14

REVENUES OVER (UNDER) EXPENDITURES



217 Highly Capable Program Plan

Fiscal Year: 17-18

Milestone: Requested OSPI Approval (Printed 9/1/2017)

District: Sequim School District

Organization Code: 05323

ESD: Olympic Educational Service District 114

Page 1

Directions

All LEAs must complete pages 1 and 7.

EHB 2242, signed into law on July 6, 2017, made changes to the Highly Capable funding formula and equitable identification priorities.

The Highly Capable funding formula increases from 2.314 percent to 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

The new law makes equitable identification of low-income students a priority for LEAs. To assist LEAs, OSPI will provide a webinar, technical assistance, FAQs and other professional learning opportunities.

The assurance page from last year's Form Package 778 is merged into page 1 of this Comprehensive Plan Form Package 217. These include a **new assurance** regarding the LEA's action plan for equitable identification of low-income students. LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. You will only update pages 2 - 6 if you made major changes in your program identification or services.

Finally, a new page 7 will ask you to explain how you will address equitable identification of low-income students. Because this new aspect of basic education and the Highly Capable Program became law in July 2017, LEAs will provide dates and description of plans and meetings to form a strategy for addressing equitable identification of low-income students. **All LEAs receiving Highly Capable funding for the 2017-18 school year must complete pages 1 and 7.** OSPI staff will review this plan during the Consolidated Program Review (CPR) process.

LEAs must also turn in the 2016-17 end-of-year report, iGrant Form Package 250, before receiving funding for the 2017-18 school year.

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2017-18), click **Print All**, to the right of Save.

Program Monitoring and Review

Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as highly capable is part of the program of basic education under RCW 28A.150.220(3).

NEW 2017-18 Update

Updates have been made to the following pages:

☒ **Page 1 (required)**

☒ Page 2

☒ Page 3

☒ Page 4

☒ Page 5

☒ Page 6

☒ **Page 7 (required)**

Assurances: Comply with State Law and Regulation

NOTE: As part of RCW 28A.150.220(3)(g), the instructional program of basic education provided by each school LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See RCW 28A.185.020(1) and (2).

Please check only one box below:

☒ **LEA accepts Highly Capable allocation for 2017-18 school year. LEA agrees to the comply with:**

a. **RCW 28A.150.220(3)(g)(3)**

The instructional program of basic education provided by each LEA shall include: (g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.

b. **RCW 28A.185.020**

Highly Capable program requirements provided in State law.

c. **WAC 392-170-012**

Highly Capable program requirements provided under OSPI rules.

d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*

e. *Update the Comprehensive Plan (iGrants Form Package 217) on an as-needed basis when the district has made major program changes. (This does not need to be annually.) LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*

- g. Follow [EHB 2242 Sec. 412](#) District practices for identifying the most highly capable student must prioritize equitable identification of low-income students.

☐ **LEA DOES NOT accept Highly Capable allocation for the 2017-18 school year.** LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with [RCW 28A.150.220\(3\)\(g\)](#). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

- a. Annually report the students served in the district's Highly Capable program in CEDARS.
- b. Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.
- c. Update the Comprehensive Plan (iGrants Form Package 217) on an as needed basis when the district has made major program changes. (This does not need to be annually.) LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.
- d. Follow [EHB 2242 Sec. 412](#) District practices for identifying the most highly capable student must prioritize equitable identification of low-income students.

☒ **District officials have read, and the district complies with, the laws and regulations above.**

Name of Authorized Representative:	Ann M. Renker, PhD
Position/Title of Authorized Representative:	Assistant Superintendent for Teaching and Learning
Date (MM/DD/YY):	08/12/15

Highly Capable Program Coordinator

Contact Name:	Robin Forrest
Organization:	Sequim School District
Email:	rforrest@sequim.k12.wa.us
Phone:	(360) 582 - 3260
Contact Name:	Rhonda Kromm
Organization:	Sequim School District

Highly Capable Program Parent Organization

Is there a parent organization in your area? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Contact Name:	
Organization:	
Email:	
Phone:	

Page 2

District's Highly Capable Student Definition and Learning Characteristics RCW 28A-185-030, WAC 392-170 | [035](#) | [036](#)

Instructions

1. Select one check box.
2. If you check the second box, provide the district's unique definition of a highly capable student and learning characteristics.

- ☒ District uses the state's definition for students who are highly capable, and to define the learning characteristics that could be evident in students identified as highly capable.
- ☐ District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: **Unique** District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

District has a statement of purpose for the highly capable program.

- ☒ Yes ☐ No

Page 3

Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal RCW 28A-185-030, WACs 392-170 | [042](#) | [045](#) | [047](#) | [055](#) | [060](#) | [070](#) | [075](#)

Instructions

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's highly capable students reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.
2. Write your response where indicated.

A. Annual Notification [WAC 392-170-042](#)

Assurances

- ☒ Public notification for parents and students before any major identification activity.

Public Notification

- ☒ Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.
- ☒ Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process [WAC 392-170-045](#) | [055](#)

Assurances

- ☒ District uses a specific process to refer students for the highly capable program
- ☒ Referral process permits referrals from teachers, other staff, parents, students and community members.

C. Parental/Legal Guardian Permission [WAC 392-170-047](#)

District must have on file **written permission to test and start HCP services**. Every item listed below is required by WAC 392-170-047.

Assurances

- ☒ District gets permission to test.
- ☒ District gets permission to start services.

Every assurance in the table below is mandatory.

Written Permission to Test Includes		Written Permission to Start HCP Services Includes	
Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>	Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>
Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>	Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>
Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>	Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>

Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input type="checkbox"/>													
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Screener by Grade Level														
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12	
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

E. Assessment Process [WAC 392-170-055](#) | [060](#)

Assurances
 Mark each check box to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place. <="" is="" item="">

- ☒ District has a clearly defined and documented assessment process.
- ☒ All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests.*

Instructions
 Use **up-to-date assessment tools**. Contact individual publishing companies for more information on each assessment.

Other - Name the other data sources you use.

If K12 is marked, do not check any of the individual grade level boxes for the measure.

ALERT: Districts that screen must use different instruments in the assessment process.

Assessment Measures

Other: Name(s) SOI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----------------------	-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Research-Based Rating Scale	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Gifted Rating Scales, 2003 (GRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input type="checkbox"/>												
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s) Evidence at referral	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Selection [WAC 392-170- 075](#)

MSC Considers Screening and Assessment Data
 If you screen, make sure your multidisciplinary selection committee reviews all the data you collect — through your screening procedures and your assessment process.
WAC 392-170-075 Selection of Most Highly Capable
 Shall be based on a selection system that determines which students are the most highly capable as defined under [WAC 392-170-055](#), and other data collected in the assessment process.”

Assurances

☒ District has documented procedure and board-approved policy that govern selection of the most highly capable students by the multidisciplinary selection committee. This policy and its procedures meet the requirements listed in WAC 392-170-075.

- ☒ Board Policy and Procedure Number **2190**
- ☐ If not, 2190: Board Policy and Procedure Name or Number

G. Multidisciplinary Selection Committee (MSC) [WAC 392-170-070](#) | [075](#) | [038](#)

Assurances

MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

- ☒ The district's MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.
- ☒ Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

Page 4

HCP Services: Continuum and Variety **RCW 28A-185-030, [WAC 392-170-030](#)**

A. Program Services Management [WAC 392-170-078](#) | [080](#)

Assurances

- ☒ District provides educational opportunities that take into account each student's needs and capabilities.
- ☒ District reviews services for each student periodically to ensure services meet each student's needs and capabilities.

B. Variety and Continuum of Program Services [WAC 392-170-078](#) | [080](#)

Instructions

CEDARS gifted values identifies **four primary structures** for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services/Programs**, CEDARS Gifted Value 33
- **Acceleration** Services/Programs, CEDARS Gifted Value 34
- **Non-Traditional** Services/Programs, CEDARS Gifted Value 35

For each service delivery option, or options, you operate identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their highly capable students.

Alert: Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly capable students remain in the program until their enrollment in your district ends.

For each Gifted Value identify:

- | CEDARS Gifted Value 32
General Education classroom-based
services and programs | K12 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Instructional Strategies and Curricula Modification | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> Differentiation | <input checked="" type="checkbox"/> Curriculum Compacting | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> Flexible grouping | <input checked="" type="checkbox"/> Enrichment | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> Independent study | <input checked="" type="checkbox"/> Independent projects | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> Pacing | <input checked="" type="checkbox"/> Content acceleration | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> Supplemental instruction in area of interest | <input checked="" type="checkbox"/> Supplemental materials in area of interest | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> Cluster grouping | <input type="checkbox"/> Other Name(s) | | | | | | | | | | | | | |

Instructional Strategies and Curricula Modification	
<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

[illegible]

Concurrent or dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Credit by examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early entrance middle school, high school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Grade level advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors/Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subject-based acceleration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification

<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental summer enrichment or acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental before or after school services and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification

<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

Program Goals, Monitoring and Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

A. District Program Goals [WAC 392-170-030](#)

Assurance

☒ District has defined goals for the highly capable program and works toward meeting those goals.

Alert: Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the state Consolidated Program Review cycle and on request.

B. Monitoring: District Records That Demonstrate Compliance [WAC 392-170-095](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file.

- School board policy and district procedure that govern the district's highly capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for highly capable students

Assurance

- ☒ District maintains records that evidence compliance with the laws and regulations related to the highly capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

Alert: Do not upload HCP documentation; keep on file at the district.

C1. Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

The evaluation of your HCP should return data that measure:

1. The efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

Select the **methods and activities you will use** to evaluate the effectiveness of your highly capable program. Enter the timeframes for review and analysis.

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
Program Administration/Operation		
District Policy	<input checked="" type="checkbox"/>	May, August/September
Program Expenditures	<input checked="" type="checkbox"/>	February, May, September
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	May, August/September
District Procedures	<input checked="" type="checkbox"/>	August/September, February, May
Goals for District Program	<input checked="" type="checkbox"/>	September, May
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	November, February, June
Communications	<input checked="" type="checkbox"/>	Monthly
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	May - September
Continuum of Services	<input checked="" type="checkbox"/>	August
Other: Name(s) Work with 3rd party partners	<input checked="" type="checkbox"/>	As needed; current project in place was from April 2017 and is ongoing

C2. Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your highly capable students
3. How well your HCP addressed the needs and capabilities of highly capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your highly capable program. Enter the grade level, and timeframes for collection/administration and analysis.

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review
Grades and Tests			
AP Tests	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	HS Counselor - September	Ann Renker October
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Classroom-based Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Robin Forrest November, February, June Robin Forrest November, February, June	Ann Renker May Ann Renker May
District Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Robin Forrest Fall, Winter, Spring i-Ready scores i-Ready	Ann Renker Fall, winter, spring Ann Renker - fall, winter, spring
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	November, February, June November, February, June	office staff office staff
Report Cards	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

State Assessments	<input checked="" type="checkbox"/> Elementary	ORS	Ann Renker June-August
	<input checked="" type="checkbox"/> Secondary	ORS	Ann Renker June-August
Other: Name(s)CNA	<input checked="" type="checkbox"/> Elementary	District survey	Ann Renker - November
	<input checked="" type="checkbox"/> Secondary	District survey	Ann Renker - November

Qualitative Data

Staff Anecdotal Observation	<input checked="" type="checkbox"/> Elementary	September and May - Robin Forrest	October and June - Ann Renker
	<input checked="" type="checkbox"/> Secondary	September and May - Robin Forrest	October and June - Ann Renker
Student Reflection	<input checked="" type="checkbox"/> Elementary	September and May - Robin Forrest	October and June - Ann Renker
	<input checked="" type="checkbox"/> Secondary	September and May - Robin Forrest	October and June - Ann Renker
Student Interviews	<input checked="" type="checkbox"/> Elementary	October and April - Robin Forrest	November and June - Ann Renker
	<input checked="" type="checkbox"/> Secondary	October and April- Robin Forrest	November and June - Ann Renker
Other: Name(s)CNA	<input checked="" type="checkbox"/> Elementary	District survey	Ann Renker -November
	<input checked="" type="checkbox"/> Secondary	District survey	Ann Renker - November

Surveys

Administrator	<input checked="" type="checkbox"/> Elementary	September and May - Robin Forrest	October and June - Ann Renker
	<input checked="" type="checkbox"/> Secondary	September and May - Robin Forrest	October and June - Ann Renker
Parent	<input checked="" type="checkbox"/> Elementary	September and May - Robin Forrest	October and June - Ann Renker
	<input checked="" type="checkbox"/> Secondary	September and May - Robin Forrest	October and June - Ann Renker

Student	<input checked="" type="checkbox"/> Elementary	September and May - Robin Forrest	October and June - Ann Renker
	<input checked="" type="checkbox"/> Secondary	September and May - Robin Forrest	October and June - Ann Renker
Teacher	<input checked="" type="checkbox"/> Elementary	September and May - Robin Forrest	October and June - Ann Renker
	<input checked="" type="checkbox"/> Secondary	September and May - Robin Forrest	October and June - Ann Renker
Other: Name(s)Focus groups	<input checked="" type="checkbox"/> Elementary	February - Robin Forrest	March - Ann Renker
	<input checked="" type="checkbox"/> Secondary	February - Robin Forrest	March - Ann Renker

Other Data Sources

Attendance	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Weekly -SMS staff	Cathy Shea
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	SMS/HS Counseling staff - May	SMS/SHS Counseling staff
Program Participation	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Robin Forrest - October and May Robin Forrest - October and May	February and June - Ann Renker February and June - Ann Renker
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Instructions

Estimate the number of students your district expects to serve at each grade — across the district's total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
5	5	13	13	17	19	18	30	28	18	29		20	215

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Approval

[WAC 392-170-020](#) | [025](#)

Instructions

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217.
3. Upload the board meeting minutes that document approval.

Date of Board Approval: 9/5/2017

Upload meeting minutes that show **board approval of iGrants FP 217** for major updates.

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
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Files have not been uploaded

Page 7

Equitable Identification of Low-Income Students [RCW 28A.185.020](#)

Explain how you will address equitable identification of low-income students as required by the new law.

Because this new aspect of basic education and the Highly Capable Program became law in July 2017, LEAs will provide dates and description of plans and meetings to form a strategy for addressing equitable identification of low-income students. **All LEAs receiving Highly Capable funding for the 2017-18 school year must complete pages 1 and 7.** OSPI staff will review this plan during the Consolidated Program Review (CPR) process.

1. **Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.**

Ann M. Renker, PhD - Assistant Superintendent
Rhonda Kromm - Administration contact
Robin Forest - HCP Coordinator

Parent Advisory Group (District level)

2. LEAs may find system barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff.

OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s), look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

Please explain what actions your LEA will take to prioritize equitable identification of low-income students, and the LEA's timeline to implement during 2017-18 identification cycle.

The HCP Team mentioned in 1. will: 1) review current practices 2) Identify areas of concern or good practice 3) Develop a plan to remediate deficiencies 4) Provide the plan to the Parent Advisory Group and the Principals' Group for comments, and 5) Implement the plan.

600 Minimum Basic Education Requirement Compliance**Fiscal Year:** 17-18**Milestone:** Completed (Printed 9/1/2017)**District:** Sequim School District**Organization Code:** 05323**ESD:** Olympic Educational Service District 114

Page 1

STATE BOARD OF EDUCATION

2017-2018 — Minimum Basic Education Requirement Compliance

Please Check One		
In Compliance	NOT in Compliance	
<input type="radio"/>	<input type="radio"/>	Kindergarten Minimum 180-Day School Year (RCW 28A.150.220 RCW 28A.150.203) RCW 28A.150.315 Implementation of all-day kindergarten programs must be achieved in the 2017-18 school year. All-day programs must consist of no fewer than 180 days.
<input type="radio"/>	<input type="radio"/>	Kindergarten Total Instructional Hour Offering (RCW 28A.150.220 RCW 28A.150.205 RCW 28A.150.315) Implementation of all-day kindergarten programs must be achieved in the 2017-18 school year. All-day programs must consist of no fewer than 180 days, comprising no fewer than 1,000 hours of instruction.
<input type="radio"/>	<input type="radio"/>	Grades 1-12 Minimum 180-Day School Year (RCW 28A.150.220 RCW 28A.150.203) The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education.
<input type="radio"/>	<input type="radio"/>	Grades 1-12 Total Instructional Hour Offering (RCW 28A.150.220(2) RCW 28A.150.205 WAC 180-16-200) The district makes available: <ul style="list-style-type: none"> a. A district-wide average of at least 1,000 instructional hours in grades 1-8 and a district-wide average of at least 1,080 instructional hours in grades 9-12, or b. A district-wide average of 1,027 hours in grades 1-12.
K-12 Districts Only State High School Graduation Minimum Requirements (RCW 28A.230.090 WAC 180-51-067)		

<input checked="" type="radio"/>	<input type="radio"/>	All subject areas are aligned with the state's high school learning standards and essential academic learning requirements, and at a minimum meet grades 9-10 grade level expectations. District high schools meet or exceed all state minimum graduation requirements.
----------------------------------	-----------------------	---

If your district is NOT in compliance with any of these requirements, please explain why.

Has your district been granted a waiver of the minimum 180-day school year requirement by the State Board of Education for the 2017-18 school year? ☐ Yes ☒ No

NOTE: A district that has been granted a waiver of the minimum 180-day school year requirement is in compliance with [RCW 28A.150.220](#).

Which method of calculating instructional hours is your district using to demonstrate compliance with the minimum offering of instructional hours required by [RCW 28A.150.220\(2\)](#)?

- ☐ District-wide annual average of 1,000 instructional hours in grades 1-8 and 1,080 instructional hours in grades 9-12
- ☒ District-wide average 1,027 instructional hours in grades 1-12

CERTIFICATION OF COMPLIANCE

The following persons named below certify that the information stated herein is true and correct and that **Sequim School District** meets the basic education program requirements contained in [RCW 28A.150.220](#) and the minimum high school graduation requirements set forth in [WAC 180-51-067](#) for students entering the ninth grade on or after July 1, 2012.

The undersigned further acknowledge that a copy of this document has been provided to the district's Board of Directors and that the district has maintained records in its possession supporting this certification for auditing purposes.

Gary Neal
School District Superintendent

09/05/2017
Date (MM/DD/YY)

Heather Short
Board President or Chair

09/05/2017
Date (MM/DD/YY)

District Graduation Credit Requirements

Districts are also asked to provide the following information about district requirements for high school graduation. Minimum state graduation requirements can be found [here](#).

K-12 Districts Only
Indicate your district's graduation requirements in the table below.

S U B J E C T	District Graduation Credit Requirements for Class of 2018
English	4.0
Math	3.0
Social Studies	3.0
Science How many are laboratory science credits? 1.0	2.0
Arts	1.0
Occupational Education/CTE	1.0
Health and Fitness	2.0
World Languages	0.0
Electives	5.5
Other District Requirement for Credit (select all that apply): <input type="checkbox"/> High School and Beyond Plan <input type="checkbox"/> Culminating Project <input type="checkbox"/> Community Service <input checked="" type="checkbox"/> Computers and Digital Technology <input type="checkbox"/> Personal Finance <input type="checkbox"/> Other (specify):	0.5
TOTAL	22.0
What non-credit district graduation requirements do you have? (Select all that apply.) <input checked="" type="checkbox"/> High School and Beyond Plan <input type="checkbox"/> Culminating Project <input type="checkbox"/> Community Service <input type="checkbox"/> Computers and Digital Technology <input type="checkbox"/> Personal Finance <input type="checkbox"/> Other (specify):	
Does your district award competency-based credit? Yes If yes, in what subjects? English/Language Arts, Math; Social Studies, Science	
Graduation requirements effective with the Class of 2019 can be found here .	

2017-2018 Fall Coaching Contracts

	<u>7 BUILDING</u>	<u>NAME</u>
HEAD FOOTBALL COACH	Sequim High School	Erik Wiker
ASST FOOTBALL COACH	Sequim High School	Dave Ditlefsen
ASST FOOTBALL COACH	Sequim High School	Bob Withrow
ASST FOOTBALL COACH	Sequim High School	Jerry Mote
ASST FOOTBALL COACH	Sequim High School	Kenny Hall
VOLUNTEER FOOTBALL COACH	Sequim High School	Brian Ramirez
VOLUNTEER FOOTBALL COACH	Sequim High School	Mike McFarlen
VOLUNTEER FOOTBALL COACH	Sequim High School	Chris Young
HEAD VOLLEYBALL COACH	Sequim High School	Jennie Webber
ASST VOLLEYBALL COACH	Sequim High School	Rachel Oden
VOLUNTEER VOLLEYBALL COACH	Sequim High School	Lillian Oden
VOLUNTEER VOLLEYBALL COACH	Sequim High School	MaKenzie Gale
HEAD GIRLS' SOCCER COACH	Sequim High School	Derek VanderVelde
ASST GIRLS' SOCCER COACH	Sequim High School	Antonio Frutos
VOLUNTEER G-SOCCER COACH	Sequim High School	Keith McMinn
VOLUNTEER G-SOCCER COACH	Sequim High School	Taylor Peterson
HEAD CROSS COUNTRY COACH	Sequim High School	Harold Huff
ASST CROSS COUNTRY COACH	Sequim High School	Michael Cobb
VOLUNTEER X-COUNTRY COACH	Sequim High School	Debbie Crane
HEAD BOYS' TENNIS COACH	Sequim High School	Mark Textor
ASST BOYS' TENNIS COACH	Sequim High School	Rich Hay
VOLUNTEER TENNIS COACH	Sequim High School	Karen Chan
HEAD GIRLS' SWIM COACH	Sequim High School	Anita Benitez
ASST GIRLS' SWIM COACH	Sequim High School	Robert Pease
HEAD CHEER COACH	Sequim High School	Kimberly King
ASST CHEER COACH	Sequim High School	Tiffani Mote
HEAD FOOTBALL COACH	Sequim Middle School	Sam Salanoa
ASST FOOTBALL COACH	Sequim Middle School	Marcus Hollan
VOLUNTEER FOOTBALL COACH	Sequim Middle School	Zackary Young
8th GRADE VOLLEYBALL COACH	Sequim Middle School	Autumn St. George
7th GRADE VOLLEYBALL COACH	Sequim Middle School	Shannon Paselk
JV VOLLEYBALL COACH	Sequim Middle School	Casey Lewis
HEAD CROSS COUNTRY COACH	Sequim Middle School	Caleb Gentry

SEQUIM SCHOOL DISTRICT
HUMAN RESOURCES CONSENT AGENDA
CERTIFICATED
September 5, 2017

I. ADMINISTRATIVE CONTRACTS

<u>NAME</u>	<u>POSITION</u>	<u>DATE</u>	<u>LOCATION</u>
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II. CERTIFICATED EMPLOYMENT

<u>NAME</u>	<u>POSITION</u>	<u>DATE</u>	<u>LOCATION</u>
-------------	-----------------	-------------	-----------------

III. CERTIFICATED RESIGNATION/RETIREMENT

<u>NAME</u>	<u>POSITION</u>	<u>DATE</u>	<u>LOCATION</u>
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IV. SUPPLEMENTAL CONTRACTS - ASSIGNMENTS

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>DATE</u>	<u>BUILDING</u>
-------------	-------------------	-------------	-----------------

V. OTHER

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>DATE</u>	<u>BUILDING</u>
Tulloch, Kathryn	Teacher-Chg from .6 to .8 FTE	August 30, 2017	SHS
Jurgensen, Jennifer	SLP-Chg from .8 to .7 FTE	August 30, 2017	GWE

BOARD ACTION: ☐ Approved
 ☐ Denied
 ☐ Revised

Board President

Date

Sequim School District

Summary of Financial Status as of July 31, 2017

General Fund

Revenues – Revenues are hard to compare to last year because the journal entries for last July were not completed in that month. In July and August we receive 10% of our apportionment funding each month. The General Fund Budget Status Report reflects that the District has received 100% of budgeted taxes and 90% of state general apportionment. Overall 91% of budgeted revenues have been collected.

Expenditures – Accounts payable in July were much less than in June. We are at 91.4% of budgeted expenditures, last year at this time the District was at 92.9% of budgeted expenditures and exceeded the budget appropriation in August.

Fund Balance – As discussed during the most recent budget conversations for 1718, we are projecting a beginning fund balance of \$1,500,000 at the end of July we are getting close to that amount as anticipated.

As August is the last month of our fiscal year there are accruals and prepaid items that affect expenditure that cross between fiscal years. The financial statements (F196) is due to OSPI by the end of October. I will have a financial statement to the board in November, and prior to that will provide an update to 1617 year-end at the first October meeting.

Capital Projects Fund

Activity includes interest earnings.

Debt Service Fund

Revenues include property tax and interest earnings.

Associated Student Body Fund

No real activity in July as school was out and no ASB accounts payable were processed.

Transportation Vehicle Fund

Activity includes interest earnings. In August, we will receive our TFFV funding for the 1617 school year. The funding, \$234,009.62, is calculated based on the depreciation of our existing bus fleet. Two school buses are coming off the depreciation schedule this year so it would make sense to purchase additional buses in the 1718 school year to maintain our funding level. The funding from OSPI for our school bus fleet is required to go into the TFFV fund and can only be used for the purchase of school buses.

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

Fiscal Year 2016 (September 1, 2016 - August 31, 2017)

For the Sequim School District No. 323 School District for the Month of July, 2017

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	5,780,000	34,100.33	5,793,517.93		13,517.93-	100.23
2000 LOCAL SUPPORT NONTAX	682,900	38,986.06	794,416.85		111,516.85-	116.33
3000 STATE, GENERAL PURPOSE	18,310,000	1,799,551.23	16,480,857.34		1,829,142.66	90.01
4000 STATE, SPECIAL PURPOSE	4,479,313	621,749.69	4,005,895.13		473,417.87	89.43
5000 FEDERAL, GENERAL PURPOSE	120,000	.00	84,491.23		35,508.77	70.41
6000 FEDERAL, SPECIAL PURPOSE	2,506,693	139,551.34	1,790,443.40		716,249.60	71.43
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	59,600.00		59,600.00-	0.00
9000 OTHER FINANCING SOURCES	0	.00	1,303.75		1,303.75-	0.00
Total REVENUES/OTHER FIN. SOURCES	31,878,906	2,633,938.65	29,010,525.63		2,868,380.37	91.00
B. EXPENDITURES						
00 Regular Instruction	17,520,043	1,369,753.76	15,527,623.24	1,415,829.19	576,590.57	96.71
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	3,919,204	341,344.62	3,917,960.88	306,435.97	305,192.85-	107.79
30 Voc. Ed Instruction	1,468,579	113,957.77	1,264,628.42	111,928.06	92,022.52	93.73
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,961,349	297,577.04	1,767,827.47	137,218.07	56,303.46	97.13
70 Other Instructional Pgms	249,262	15,561.11	110,204.29	9,510.64	129,547.07	48.03
80 Community Services	19,365	.00	3,334.32	0.00	16,030.68	17.22
90 Support Services	6,923,942	552,701.90	6,702,000.75	427,301.38	205,360.13-	102.97
Total EXPENDITURES	32,061,744	2,690,896.20	29,293,579.37	2,408,223.31	359,941.32	98.88
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	123,083.28			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	182,838-	56,957.55-	406,137.02-		223,299.02-	122.13
F. TOTAL BEGINNING FUND BALANCE	0		1,928,220.35			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	182,838-		1,522,083.33			

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2016 (September 1, 2016 - August 31, 2017)

For the Sequim School District No. 323 School District for the Month of July, 2017

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	500	6.03	84.69		415.31	16.94
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 500	 6.03	 84.69		 415.31	 16.94
 <u>B. EXPENDITURES</u>						
10 Sites	0	.00	.00	0.00	.00	0.00
20 Buildings	0	125.00	15,580.73	0.00	15,580.73-	0.00
30 Equipment	22,500	.00	.00	9,783.00	12,717.00	43.48
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 22,500	 125.00	 15,580.73	 9,783.00	 2,863.73-	 112.73
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	22,000-	118.97-	15,496.04-		6,503.96	29.56-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 0		22,451.19			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	 XXXXXXXXXX		.00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 22,000-		6,955.15			
<u>(E+F + OR - G)</u>						

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2016 (September 1, 2016 - August 31, 2017)

For the Sequim School District No. 323 School District for the Month of July, 2017

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	800	86.14	13,858.34		13,058.34-	> 1000
2000 Local Support Nontax	0	45.66	257.22		257.22-	0.00
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	144,000	.00	143,978.26		21.74	99.98
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 144,800	 131.80	 158,093.82		 13,293.82-	 109.18
 <u>B. EXPENDITURES</u>						
Matured Bond Expenditures	132,000	.00	131,848.65	0.00	151.35	99.89
Interest On Bonds	12,500	.00	12,115.85	0.00	384.15	96.93
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	5,000	.00	.00	0.00	5,000.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 149,500	 .00	 143,964.50	 0.00	 5,535.50	 96.30
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	4,700-	131.80	14,129.32		18,829.32	400.62-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 0		36,908.91			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	 XXXXXXXXXX		.00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 4,700-		51,038.23			
<u>(E+F + OR - G)</u>						

Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2016 (September 1, 2016 - August 31, 2017)

For the Sequim School District No. 323 School District for the Month of July, 2017

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	275,000	.00	104,544.16		170,455.84	38.02
2000 Athletics	105,000	.00	75,561.48		29,438.52	71.96
3000 Classes	55,000	.00	8,876.38		46,123.62	16.14
4000 Clubs	360,000	.00	78,242.85		281,757.15	21.73
6000 Private Moneys	9,000	.00	38,003.58		29,003.58-	422.26
Total REVENUES	804,000	.00	305,228.45		498,771.55	37.96
B. EXPENDITURES						
1000 General Student Body	238,219	.00	107,890.07	9,626.49	120,702.44	49.33
2000 Athletics	261,560	.00	194,696.67	5,386.28	61,477.05	76.50
3000 Classes	64,948	.00	21,489.23	381.92	43,076.85	33.67
4000 Clubs	230,757	.00	113,567.86	4,776.72	112,412.42	51.29
6000 Private Moneys	34,517	10.00-	20,500.01	316.08	13,700.91	60.31
Total EXPENDITURES	830,001	10.00-	458,143.84	20,487.49	351,369.67	57.67
C. EXCESS OF REVENUES						
<u>OVER (UNDER) EXPENDITURES</u>	<u>(A-B)</u>					
	26,001-	10.00	152,915.39-		126,914.39-	488.11
D. TOTAL BEGINNING FUND BALANCE	0		511,307.31			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE	26,001-		358,391.92			
<u>C+D + OR - E)</u>						

Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2016 (September 1, 2016 - August 31, 2017)

For the Sequim School District No. 323 School District for the Month of July, 2017

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	6,075.77		6,075.77-	0.00
2000 Local Nontax	12,000	643.49	4,619.52		7,380.48	38.50
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	253,000	.00	.00		253,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	5,510.00		5,510.00-	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	265,000	643.49	16,205.29		248,794.71	6.12
 <u>B. 9900 TRANSFERS IN FROM GF</u>	 0	 .00	 .00		 .00	 0.00
 <u>C. Total REV./OTHER FIN. SOURCES</u>	 265,000	 643.49	 16,205.29		 248,794.71	 6.12
 <u>D. EXPENDITURES</u>						
Type 30 Equipment	1,071,098	.00	.00	0.00	1,071,098.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 1,071,098	 .00	 .00	 0.00	 1,071,098.00	 0.00
 <u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 20,894.98			
 <u>F. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>G. EXCESS OF REVENUES/OTHER FIN SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	806,098-	643.49	4,689.69-		801,408.31	99.42-
 <u>H. TOTAL BEGINNING FUND BALANCE</u>	 0		 849,853.59			
 <u>I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	 XXXXXXXXXX		 .00			
 <u>J. TOTAL ENDING FUND BALANCE</u>	 806,098-		 845,163.90			
<u>(G+H + OR - I)</u>						

SEQUIM SCHOOL DISTRICT # 323
503 N SEQUIM AVE
SEQUIM WA 98382

PAYROLL WARRANT APPROVAL

Payroll for the month of Aug-17

We the undersigned, do hereby certify that the foregoing payroll is just, true and ocrrect; that the person whose names appear hereon actually performed services as stated for the time shown, and that the amounts are actually due and unpaid.

Secretary to the Board

General Fund
Approved gross in the sum of \$2,160,761.68

Payroll Vendor Warrants numbers: 802725 through 802762

Totaling \$743,714.27

BOARD OF DIRECTORS

_____	_____
_____	_____
_____	_____

Provision is made for the adjusting of employee and employer benefits as necessary.

[Return to Program List](#)

District Name: Sequim School District (05323)
School Name: Sequim Community School (1708)
Program Name: Olympic Peninsula Academy
School Year: 2016-2017
Person Reporting: Randy Hill (Phone: 360.582.1407 Email: rhill@sequim.k12.wa.us)

I. Contractor Information:

0 What percentage of the program's student FTE was taught by contracted certificated teachers pursuant to RCW 28A.150.305 and/or WAC 392-121-188? (Enter whole numbers without percentage mark, decimal point or decimal number.)

II. Course Offerings: What percentage of enrolled students were classified as "online", "remote", or "site based" on the dates provided? Totals for each date must equal 100% or 0%. Refer to the definition of classifications found below the table. (Enter whole numbers without percentage mark, decimal point or decimal number.)

	First day of class for September 1	February 1	Last day of class for school year
Online Courses	0	0	0
Remote Courses	0	0	0
Site-based Courses	100	100	100
TOTAL	100%	100%	100%

"Online courses" are ALE courses or grade-level course work (for K-8) where:

- More than half of the course content is delivered electronically using the internet or other computer-based methods;
- More than half of the teaching is conducted from a remote location through an online course learning management system or other online or electronic tools;
- A certificated teacher has the primary responsibility for the student's instructional interaction. Instructional interaction between the teacher and the student includes, but is not limited to, direct instruction, review of assignments, assessment, testing, progress monitoring, and educational facilitation; and
- Students have access to the teacher synchronously, asynchronously, or both.

"Remote courses" are ALE courses or grade-level course work (for K-8) where the course:

- Is *not* an online course; and
- The student has in-person instructional contact time for *less than* twenty percent of the total weekly time for the course.

"Site-based courses" are ALE courses or grade-level course work (for K-8) that:

- Is *not* an online course; and
- The student has in-person instructional contact time for *at least* twenty percent of the total weekly time for the course.

III. Staffing:

3.9 Certificated Instructional Staff (CIS) FTE assigned to this program. Your CIS number should include all certificated ALE program and contracted staff, including those reported on the S-275 with a duty code in the 300s or 400s. See the S-275 reporting manual for more information about duty codes. Note that this figure will be used, along with your reported enrollment FTE, to determine a student-teacher ratio for your program. If you are unable to get FTE information on contracted staff, you can calculate it using this method:

- Add the total number of estimated weekly learning hours for courses on all students' Written Student Learning Plans where the teacher is identified as responsible for the course.
- Divide by 750. The 750 represents 30 (typical classroom size) X 5 (# of classes per day) X 5 (# of days per week) = 750.
- For example, if you had 30 students who all had WSLPs with 25 estimated weekly hours, the FTE would be 1.0. (30 students * 25 hours) / 750 = 1.0 FTE)

Enter a number with two decimal places.

IV. Assessment:

1 What percentage of enrolled students opted out of statewide testing? (Enter whole number without percentage mark, decimal point or decimal number.)

V. Purchased services or activities:

- ☒ **No** No/Yes. Does the program purchase or contract for instructional or co-curricular services or activities included in an ALE written student learning plan, including but not limited to lessons, trips, or other activities? (Online courses or online courseware are not considered a service or activity and do not need to be reported.)
- ☐ **Yes**

If yes, complete the 'Substantially Similar' report found at this link. [Substantially Similar Spreadsheet](#). This file contains instructions on how to complete this report. When completed, save file to your computer and then upload the file here. Click the 'Browse' button to search for the saved file. No file chosen

*** Additionally, email your Substantially Similiar Spreadsheet to Rhett Nelson at Rhett.Nelson@k12.wa.us.**

[Return to Program List](#)

District Name: Sequim School District (05323)
School Name: Sequim Community School (1708)
Program Name: Sequim Alternative High School
School Year: 2016-2017
Person Reporting: Randy Hill (Phone: 360.582.1407 Email: rhill@sequim.k12.wa.us)

I. Contractor Information:

0 What percentage of the program's student FTE was taught by contracted certificated teachers pursuant to RCW 28A.150.305 and/or WAC 392-121-188? (Enter whole numbers without percentage mark, decimal point or decimal number.)

II. Course Offerings: What percentage of enrolled students were classified as "online", "remote", or "site based" on the dates provided? Totals for each date must equal 100% or 0%. Refer to the definition of classifications found below the table. (Enter whole numbers without percentage mark, decimal point or decimal number.)

	First day of class for September 1	February 1	Last day of class for school year
Online Courses	0	0	0
Remote Courses	0	0	0
Site-based Courses	100	100	100
TOTAL	100%	100%	100%

"Online courses" are ALE courses or grade-level course work (for K-8) where:

- More than half of the course content is delivered electronically using the internet or other computer-based methods;
- More than half of the teaching is conducted from a remote location through an online course learning management system or other online or electronic tools;
- A certificated teacher has the primary responsibility for the student's instructional interaction. Instructional interaction between the teacher and the student includes, but is not limited to, direct instruction, review of assignments, assessment, testing, progress monitoring, and educational facilitation; and
- Students have access to the teacher synchronously, asynchronously, or both.

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- Is *not* an online course; and
- The student has in-person instructional contact time for *less than* twenty percent of the total weekly time for the course.

"Site-based courses" are ALE courses or grade-level course work (for K-8) that:

- Is *not* an online course; and
- The student has in-person instructional contact time for *at least* twenty percent of the total weekly time for the course.

III. Staffing:

1.6

Certificated Instructional Staff (CIS) FTE assigned to this program. Your CIS number should include all certificated ALE program and contracted staff, including those reported on the S-275 with a duty code in the 300s or 400s. See the S-275 reporting manual for more information about duty codes. Note that this figure will be used, along with your reported enrollment FTE, to determine a student-teacher ratio for your program. If you are unable to get FTE information on contracted staff, you can calculate it using this method:

- Add the total number of estimated weekly learning hours for courses on all students' Written Student Learning Plans where the teacher is identified as responsible for the course.
- Divide by 750. The 750 represents 30 (typical classroom size) X 5 (# of classes per day) X 5 (# of days per week) = 750.
- For example, if you had 30 students who all had WSLPs with 25 estimated weekly hours, the FTE would be 1.0. (30 students * 25 hours) / 750 = 1.0 FTE)

Enter a number with two decimal places.

IV. Assessment:

0

What percentage of enrolled students opted out of statewide testing? (Enter whole number without percentage mark, decimal point or decimal number.)

V. Purchased services or activities:

- ☒ **No** No/Yes. Does the program purchase or contract for instructional or co-curricular services or activities included in an ALE written student learning plan, including but not limited to lessons, trips, or other activities? (Online courses or online courseware are not considered a service or activity and do not need to be reported.)
- ☐ **Yes**

If yes, complete the 'Substantially Similar' report found at this link. [Substantially Similar Spreadsheet](#). This file contains instructions on how to complete this report. When completed, save file to your computer and then upload the file here. Click the 'Browse' button to search for the saved file. No file chosen

*** Additionally, email your Substantially Similiar Spreadsheet to Rhett Nelson at Rhett.Nelson@k12.wa.us.**



Sequim School District
Monday, August 21, 2017
SSD Board of Directors Regular Meeting MINUTES

SEQUIM SCHOOL DISTRICT 503 N Sequim Ave
Sequim, WA 98382

PLEASE NOTE:

**2017-2018 Budget Hearing will take place at this meeting.*

Present Vice President Kuh, Director Henrikson, Director Stoffer, Superintendent Neal, Ann Renker, Heidi Hietpas, Paul Wieneke, Trayce Norman. Director Howe and President Short were excused. Rene Mullikin, Dave Hasenpflug, Tea Gauthun, Damon Little, Betsy Smith, Susan Dufner, Sally Moore, Gail Kite, Aria Benner, Dana Mindard, Melee VanderVelde, Teresa Iversen, Ione Marcy, Heather Riley, Bettina Hoesel, Anita Benitez, Susan Dwyer, Jen Saul, Larry Jeffryes, Cheryl Eekhoff, Jon Eekhoff, Peter Walchenbach, Eric Danielson, Chris MacDougall Danielson, Stu Marcy, Kelli Mishko, Saralyn Pozernick, Carol Harms, Nola Judd, Jennifer Lopez, Jon Kirshbaim, Tiffany Malean, Lindsay Rapelje, Isaac Rapelje, Patsene Dashiell, Sonja Miller, Kianna Miller, Julie Romberg

Location/Time

District Office, 503 N Sequim Ave, Regular Meeting 6:00 p.m.

Executive Session 5:15pm

Vice President Kuh called the meeting to order at 5:19pm and excused the board to Executive Session to discuss budget protocol.
Vice President Kuh adjourned the Executive Session at 5:50pm

Budget Hearing

Vice President Kuh opened the budget hearing at 6:09pm
Executive Director Heidi Hietpas presented the 2017 2018 Budget
No public comments were made
Vice President Kuh closed the budget hearing at 6:15pm

Opening Items

Vice President Kuh called the meeting to order at 6:02pm
Student Representative Damon Little led the Pledge of Allegiance
SSD Mission/Vision Statement-coming soon
Vice President Kuh read the safety protocol

Approval of Minutes

Approval of Minutes from August 7, 2017 Regular Meeting

Motion by Director Henrikson, second by Director Stoffer, vote taken; motion carried.

Agenda Discussion

Changes/Additions and approval of Agenda

Motion to approve as presented by Director Henrikson, second by Director Stoffer, vote taken; motion carried.

Consent Agenda

Consent Agenda Approval

Motion to approve as presented by Director Stoffer, second by Director Henrikson, vote taken; motion carried.

Vouchers GF1, GF1, GF3

Payroll N/A

Donations

Classified *Salmon-Newton, Katherine Para educator*

Certificated *John Cole SMS Math, Dave Drov Dahl, Math/Science OPA, Lynette Jenne Science SHS*

Taylor Roberson, Grade Three Haller Elementary,

Jacque Ter-Veen Chg 1.0 FTE to .5 FTE

Coaches Robert Pease, Assistant Swimming Coach

Personnel Elections None

Staff Travel None

Student Travel None

Contracts None

Public Comments

Vice President Kuh guidelines for public comments

No comment were made regarding agenda Items

No comments were made regarding general items

No comments were made regarding workshop and other items

Student Board Representative Communication & Student Recognitions

Although Student Board Representative Tea' Gauthun and Damon Little were present, no report was due at this time.

Board Communication and Other Items

No regular president responses to any action items or public comments

Director Stoffer attended the New Teacher Orientation
Healthy Community Coalition; held a Food as Connection Forum (Dr.
Monica Dixon)/Wally Endicott; Commissioner Ozias
Covered the 5210 Community Challenge
8/30 meeting in Olympia at 10am
30 AUG – COM Franz invited you to a meeting in Olympia on Wednesday,
August 30th at 10 a.m. in the Natural Resources Building in conference
room 175, to share my thinking, and to hear yours, on how we can meet
three significant challenges that we face as a state: satisfy the Endangered
Species Act (ESA) and help protect the marbled murrelet; support local
communities whose economies would be

impacted by setting aside timber lands as conservation for the murrelet;
and ensuring that we meet our responsibilities to trust beneficiaries, our
counties and schools who provide critical services to their communities

Director Henrikson passed
Vice President Kuh passed

Superintendent Report

Superintendent Neal reporter that Dr. Chris Frank, County Health Officer certified
that the books in the community school can be removed
Bellingham Herald focused that the Technical institute has great results
C3-R emphasis/Career, College and Community Ready

Presented for review Attendance Counts posters that will be distributed to
buildings and would like to post in the board room

Reports to the Board

Summer Term 2017, Ann Renker PhD, Assistant Superintendent
Dr. Renker presented information on Summer Term 2017

Board Business (Old/New)

Approval of Resolution 09-2016/2017
Roll call vote taken, unanimous approval of Resolution 09-2016/2017

For the Good of The Order

Vice President Kuh thanked Exec. Director Hietpas for her very thorough
work on the budget. The workshop was tremendously helpful and he is
very appreciate for all her preparation.
Director Henrikson expressed her appreciation for the budget hearing.

Director Stoffer is very appreciative for the monthly budget updates and
the transparency and in depth work Exec. Director Heitpas is presenting.

Informational Items

Board Meetings

August 17 Special Meeting: Budget 5-6:30pm

August 21 Regular Board Meeting 6:00pm

September 5 Regular Board Meeting 6:00pm

September 18 Regular Board Meeting 6:00pm

August 21 Sequim Middle School Office Opens

August 22 Greywolf Office Opens

August 23 OPA Office Opens

August 24

7-8:20am Benefits Fair SHS Cafeteria

8:20-8:30am All Staff Photo SHS Cafeteria Courtyard

8:30-11:00am Plenary SHS Auditorium

August 26 Back-2-School Fair at Boys and Girls Club

August 29 Elementary Open House Greywolf and Haller

August 30 First Day of School

August 31 Otter Day at OPA

September 4 Labor Day NO SCHOOL

Adjournment

Adjourn

Motion by Director Henrikson to adjourn at 6:53pm, second by Director Stoffer,
vote taken, motion carried

Meeting adjourned at 6:53pm.

President Heather Short

Vice President Brian Kuh

Superintendent Gary Neal

CALL MEETING TO ORDER/PLEDGE OF ALLEGIANCE (REF. POLICY 1400; 1420)

Brian Kuh, Board Vice President and Director at Large called the Special Board Meeting to order at 5:00 p.m. Meeting guidelines were given to everyone in attendance; public comments are not received during a Special Board Meeting. The Pledge of Allegiance was conducted.

PRESENT –

Brian Kuh, Vice-President
James Stoffer, Director
Robin Henrikson, Director
Michael Howe, Director
Gary Neal, Superintendent
Heidi Hietpas, Finance and Operations
Paul Wieneke, Human Resources
Valorie Knieper, Human Resources

Budget Work Session

2017-2018 Budget PowerPoint presented to Board by Executive Director Heidi Hietpas. Review of enrollment trend showing school years 2010-2011 through 2016-2017 with Actual enrollment numbers. The 2017-2018 school year projections are a reduction in student FTE. Discussion was held regarding the difference in Student FTE, with and without Running Start Enrollment.

Discussion of District Funds with general descriptions: General Fund; Associated Student Body Fund (ASB); Debt Service Fund; Capital Projects Fund; and, Transportation Vehicle Fund. Questions asked about General Fund Balance being under-budgeted for the 2016-2017 School Year. Delay in State Budget discussed. District would like to keep balance to cover salaries and benefits (over \$2,000,000/30 days). There is less than \$2,000,000 in the General Fund Ending Balance. District has requested vendors to put hold on invoices so salaries are covered. Vendors have graciously complied. Discussion on building General Fund and Revenue sources.

Revenue Sources for 2017-18 include: Local Taxes (20.5%); Local Nontax Support (2.1%); State General Purpose (56.2%); State Special Purpose (11.9%); Federal General Purpose (.2%); Federal Special Purpose (8.8%); and Other (.3%). These Sources total \$35,099,771. Review of Revenue History from 2012/2013 School Year through 2017-2018 School Year. Discussion on property taxes being lowered during economy troubles of 2008. If property taxes are not being paid, less funding for school districts. It takes more funding to keep old buildings running. District cannot use EP&O dollars for salaries. Mrs. Hietpas explained the trend is the gradual increase of resources, but also an increase in benefits (health and retirement). Funding formulas do not see increase in funding with increase in costs. Federal Grants usually pay for salaries and benefits of employees working in Federal Programs connected to the Grants. Property Tax rates are different depending on industry of area. Discussion.

Expenditures of Sequim School District: Salaries and Benefits for Certified and Classified Staff; Other Operating Costs for Supplies, Purchased Services, Travel, and Capital Outlay. There has been an increase for all salary contracts. Explanation of Expenditures by Object Codes given by Mrs. Hietpas, including: Employee Benefits and Payroll Taxes (21.4%); Supplies and Materials (6.5%); Purchased Services (11.1%); Travel (.2%); Capital Outlay (.8%); Certificated Salaries (43.1%); Classified Salaries (16.9%). Discussion.

Presentation of Expenditures by Program comparing 2015-2016 Actual Budget to 2016-2017 Original Budget, and 2017-2018 Proposed Budget. Programs include: Basic Education; Alternative Learning;

Special Education Supplemental by State; Special Education Infant by State; Special Education Supplemental by Federal; Vocational Basic by State; Vocational 7-8 Basic by State; Vocational by Federal; Disadvantages ESEA by Federal; School Improvement by Federal; Learning Assistance by State; Special and Pilot Programs by State; Transitional Bilingual by State; Indian Education by Federal; Compensatory Other by Federal; Summer School; Highly Capable; Instructional Program Other; Other Community Services; districtwide Support; School Food Services; Pupil Transportation. There is an increase of funds in LAP funding for poverty areas. Helen Haller Elementary falls within this category. Director Kuh asked threshold of poverty level; 50% per Mrs. Hietpas. There is also a decrease in funding of Indian Education Grant. Chairman Allan of our local tribe is working on increasing funding. Funding is also being recovered with Summer School Student FTE. Discussion of differences between the years.

Heidi Hietpas noted a number of capital projects have been cut from the budget. However, these projects will still need to be addressed. She is working with the Director of Maintenance and Facilities, John McAndie, to define costs of these projects.

Director Henrikson asked as to when projected budget will become actual. Mrs. Hietpas stated normally salary and benefits are encumbered by January and the District will have a better understanding of finances.

Director Stoffer attended a WSSDA conference and learned of possible funding opportunities for capital projects. Will report back to Board with researched findings.

Vice President Kuh stated a concern there is only a nineteen (19) day reserve for salaries and benefits of employees. Mrs. Hietpas agreed, as the recommended reserve should be for two months. Vice President Kuh asked if credit is available, and Mrs. Hietpas stated there are emergency type of loans, or line of credit. The 2016-2017 budget will become actual budget by October 25, 2017.

Mrs. Hietpas stated funding models are so complex. It is taking time to analyze budget. District's need to project four (4) years to OSPI. General discussion.

Vice President Kuh thanked everyone for attending the Special Board Meeting.

ADJOURNMENT

At 6:30 p.m., Director Henrikson moved to adjourn the Special Board Meeting. Director Stoffer seconded. Vote taken; motion carried.

Heather Short, President

Date

Brian Kuh, Vice President

Date

Gary Neal, Superintendent

Date