

**PORT TOWNSEND SCHOOL DISTRICT NO. 50**  
**6:00 p.m. Regular Board Meeting**  
**November 24, 2014**  
***"Discover the Power of Learning"***

**Mission:**

In partnership with home and community, Port Townsend School District provides a learning environment where each student develops the knowledge and skills to become a creative, successful and engaged citizen.

**01. Location/Time**

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01.01 Gael Stuart Building, Room S-11, 1610 Blaine St., 6:00 p.m.

**02. Call to Order**

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- 02.01 Roll Call
- 02.02 Pledge of Allegiance

**03. Agenda**

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03.01 Agenda Approval

**04. Awards and Recognitions**

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- 04.01 Shining Star Award
- 04.02 Student Recognition

**05. Public Comments**

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**06. Correspondence – None**

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**07. Approval of Minutes**

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- 07.01 Minutes of the October 13, 2014 Special Meeting
- 07.02 Minutes of the October 27, 2014 Regular Meeting
- 07.03 Minutes of the November 10, 2014 Work/Study Meeting

**08 Consent Agenda**

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- 08.01 Consent Agenda Approval
- 08.02 Approval of Personnel Action
  - 08.020 Recommend Lisa Anderson, 6 Hr/Day Grant Street Elementary Secretary transfer to 8 Hr./Day High School Attendance Secretary, effective January 7, 2015
  - 08.021 Recommend Lisa Minnihhan for the 5 Hr/Day Paraeducator position, one year only, at Grant Street Elementary, effective November 3, 2014
  - 08.022 Recommend Tara Clanton for the 6.17 Hr/Day Paraeducator position, one year only, a Grant Street Elementary, effective November 3, 2014
  - 08.023 Recommend Henry Fly for the 2 Hr/Day Technology Assistant position, effective the 2014-15 school year
  - 08.024 Recommend Nicholas Favicchio for the 6.0 Hr/Day Paraeducator position, leave replacement, at Grant Street Elementary, effective November 10, 2014
  - 08.025 Recommend Douglas Breithaupt for the Blue Heron Assistant Boys' Basketball Coach position, effective the 2014-15 school year
  - 08.026 Recommend Nick Snyder as High School Assistant Wrestling Coach, effective the 2014-15 school year

- 08.027 Approve medical leave of absence for Sara Halton, Speech/Language Pathologist, April 2015 (specific date to be determined) through the end of the 2014-15 school year
- 08.028 Approve extension of medical leave of absence for Susan Doyle for the remainder of the 2014-15 school year
- 08.029 Accept resignation of Scott Ricardo, .8 FTE High School PE Teacher, effective August 31, 2015
- 08.030 Accept resignation of Dustin Johnson, High School Head Track Coach, effective immediately

08.04 Approval of Financial Reports

08.040 Accounts Payable as of November 24, 2014

08.041 Payroll – October, 2014

08.05 Donations

08.050 Accept donation from Port Townsend Publishing Co. for Port Townsend High School Football

08.051 Accept donation of \$690 from Jeanie Glaspell for Kindergarten tuition

**09. Reports**

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09.01 School/City Library Collaboration – Ann Healy-Raymond and Kris Mayer

09.02 OCEAN Assessment Report – Mary Sepler

09.03 Superintendent

09.030 Calendar of Events

09.031 Review of Procedure 2161 – Special Education and Related Services for Eligible Students

09.032 Memo P. Kane

09.033 PT Current 2161P

09.034 Revised 2616P per WSSDA recommendations

09.04 Business Manager

09.040 Financial Summary

09.041 October Budget Status

**10. Action Items**

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10.01 Approval of Resolution 14-17, Levy

10.02 Approval of Resolution 14-18, Blue Heron Bike Shelter Project

10.03 Curriculum Adoption

10.030 Longitude, Dava Sobel, Walker Publishing, 1995

10.031 The Boys in the Boat, Daniel James Brown, Penguin Group, 2013

10.04 Policy 2161 – Special Education and Related Services for Eligible Students - APPROVAL

**11. Unfinished Business**

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11.01 Schedule Board Retreat

**12. New Business**

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12.01 Reorganization of Board Committee Representatives

12.010 Current Committee Assignments

**13. Policy Review**

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**14. Board Member Announcements/Suggestions for Future Meetings**

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14.01 WSSDA Conference Report

**15. Executive Session (if necessary)**

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**16 Next Meeting**

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16.01 December 8, 2014, Work/Study Meeting, 1610 Blaine St., Room S-11, 6:00 p.m.

**17. Adjournment**

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Board Chair Holley Carlson called the meeting to order at 2:00 p.m. Present: Holley Carlson, Pam Daly, Nathanael O'Hara, and Anne Burkart. Absent: Jennifer James-Wilson. Also present were Superintendent Engle, staff, and community members.

Agenda Approval

It was noted the time under Location/Time should read 2:00 p.m., not 4:00 p.m. Pam Daly moved to approve the agenda as amended. Anne Burkart seconded and the motion carried 4-0.

Interviews

The board conducted a phone interview with Keith White at 2:05 p.m.

Board Chair Holley Carlson called a recess at 2:33 p.m. The meeting was reconvened at 2:38 p.m.

The board interviewed Jeannie Ramsey at 2:38 p.m.

The special meeting was adjourned at 3:09 to an executive session.

Executive Session

The executive session was convened at 3:09 p.m. to discuss personnel qualifications for approximately 20 minutes.

The executive session was adjourned at 3:34 p.m.

The special meeting was reconvened at 3:35 p.m.

Action Items

Anne Burkart nominated Keith White to fill the Director District 5 vacancy. Pam Daly seconded. Discussion followed. The vote was by roll call:

Anne Burkart: aye

Pam Daly: aye

Nathanael O'Hara: aye

Holley Carlson: aye

The motion carried 4-0.

Adjournment

The special meeting was adjourned by consensus at 3:40 p.m.

Respectfully submitted,

\_\_\_\_\_  
David Engle, Secretary

ATTEST: \_\_\_\_\_  
Holley Carlson, Board Chair

Board Chair Holley Carlson called the meeting to order at 6:00 p.m. Present: Pam Daly, Holley Carlson, Jennifer James-Wilson, Anne Burkart. Excused: Nathanael O'Hara. Also present were Superintendent Engle, staff, and community members.

Anne Burkart led the Pledge of Allegiance

Administration of the Oath of Office for Keith White

Superintendent Engle issued the oath of office to Keith White, newly appointed director for District 5.

Recognitions

Superintendent Engle presented a Shining Star Award to Chris Crubaugh for her help reorganizing and upgrading the high school's library this summer, and recognized Anne Burkart for her years of service on the Port Townsend school board.

Board Chair Carlson called a recess at 6:07 p.m. for a small reception in honor of Ms. Burkart. The meeting was reconvened at 6:20 p.m. Mr. White took his place on the board.

Agenda Approval

Jennifer James-Wilson moved to approve the consent agenda. Pam Daly seconded and the motion carried 4-0.

Public Comments - None

Correspondence - None

Approval of Minutes

The following minutes were brought for approval:

- September 22, 2014, Regular Board Meeting. Ms. James-Wilson moved to approve the minutes. Ms. Daly seconded and the motion carried 3-0. Mr. White did not vote as he was not in attendance at that meeting.
- October 13, 2014, Special Board Meeting. Approval of these minutes was tabled until November 24, 2014.
- October 13, 2014, Work/Study Meeting. Ms. James-Wilson moved to approve the minutes. Ms. Daly seconded and the motion carried 3-0. Mr. White did not vote as he was not in attendance at that meeting.

Consent Agenda

Ms. Daly moved to approve the consent agenda. Ms. James-Wilson seconded. The generous donations from the Jamestown S'Kllalam Tribe and the Kiwanis were recognized. The motion carried 4-0.

Included on the Consent Agenda were: 1) Approval of Accounts Payable as of October 27, 2014; 2) Payroll for September, 2014; 3)

Hires:

Melinda Pongrey for the 1.0 FTE 7<sup>th</sup>/8<sup>th</sup> Grade Math Teacher position at Blue Heron School, effective October 6, 2014  
Amy Wilson for the 1.0 FTE 4<sup>th</sup> Grade Teacher position, one year only, at Blue Heron School, effective October 6, 2014  
Dana Nelson for the 1.0 FTE Leave Replacement Art position at Blue Heron School, first semester, effective October 13, 2014

Margaret Hubbell for the 6 hr./day Paraeducator position at Grant Street Elementary, effective September 29, 2014

Melissa Love, 6 hr./day Grant Street Elementary Paraeducator, to 6.17 hr./day Paraeducator, Blue Heron School, effective October 13, 2014

Madeleine Saenz for the position of 6.5 hr./day Title 1/LAP Paraeducator at Blue Heron School, effective October 20, 2014

Hope Borsato for the position of Director of Kitchen Operations with the Port Townsend School District, effective October 20, 2014

Brian Tracer as Blue Heron Head Boys' Basketball Coach, effective the 2014-15 season

#### Resignations/Retirements

Accept resignation of Cameron Jones, Blue Heron School Head Track Coach, effective immediately

Accept resignation of Matthew Krynski, High School Assistant Wrestling Coach, effective immediately

#### Donations

Accept donation from the Jamestown S'Killalam Tribe of \$25,000 to assist with mascot changes at Port Townsend High School

Accept donation from the Kiwanis Club of Port Townsend of \$600 for Kindergarten tuition at Grant Street Elementary

#### Surplus

Approve surplus of Bus 12875

#### Reports

##### Jefferson County Health Department

Karen Obermeyer and Susan O'Brien from the Jefferson County Health Department presented the history of school-based health centers which were implemented in the 2008-09 school year, and are funded by a partnership of Jefferson County Public Health, Jefferson Healthcare, Port Townsend, Chimacum, and Quilcene school districts. Ms. Obermeyer reported on clinic usage by students in the school year 2013-14, for both physical and mental health concerns. At Port Townsend, the clinic had 288 total visits, from 130 clients. Services are available regardless of insurance or the ability to pay. Discussion followed.

##### Grant Street Assessment Report – Principal Sepler

Principal Sepler presented Grade 3 math and reading MSP (Measure of Student Progress) assessment scores from the spring of 2014. Ms. Sepler noted that the number of students who met standard in math was 20% lower than those meeting standard in reading. Lisa Cartwright, Math Coach at Grant Street, explained some of the strategies and programs Grant Street is using to help students succeed in math. Cheryl Garnett and Bonnie Stenjhem, teachers at Grant Street, described programs used to help increase student writing skills, and Dawn Braeden, Kindergarten teacher, gave details about how the Maritime Discovery School framework and school garden are being integrated into curriculum at Grant Street. Discussion followed.

##### Superintendent

Superintendent Engle reported on the following:

- His attendance at the WSRMP (Washington Schools Risk Management Program) conference on October 20 and 21, 2014
- Meeting at OESD (Olympic Educational Services District) on October 27, 2014 regarding the principal evaluation process

Business Manager

Business Manager Sara Bonneville reported on the following:

- Fiscal year-end for 13-14. Ending fund balance will decrease by about \$28,000, partially due to increased staffing.
- ASB fund balance
- Enrollment numbers for September and October, 2014
- Resolution 14-16 regarding levy amount reduction for calendar year 2015
- Budget status and financial summary for September 2014

Action Items

Approval of Resolution 14-16, Levy Rollback

Board Chair Carlson read Resolution 14-16. Ms. James-Wilson moved to approve Resolution 14-16. Keith White seconded, and the motion carried 4-0.

Recommend Walker Wilson for the 6.17 hr./day Paraeducator position, one year only, Blue Heron School, effective October 23, 2014

Ms. Daly moved to approve the recommendation of Walker Wilson for the 6.17 hr./day Paraeducator position at Blue Heron. Mr. White seconded and the motion carried 3-0. Ms. James-Wilson recused herself from the vote.

Recommend Walker Wilson as High School Assistant Boys' Basketball Coach, effective the 2014-15 season

Ms. Daly moved to approve the recommendation of Walker Wilson as High School Assistant Boys' Basketball Coach, effective the 2014-15 season. Mr. White seconded and the motion carried 3-0. Ms. James-Wilson recused herself from the vote.

Unfinished Business

Superintendent Engle said the Friday News document he sends to the board weekly will now be posted to the website.

Dr. Engle reported that the District has received a \$25,000 grant sponsored by Boeing to be used in the Maritime Studies class at the high school.

Ms. Carlson spoke of the shooting at Marysville-Pilchuck High School in Marysville October 24, with thoughts of condolence to school staff, students, and families in that area.

Board Member Announcements/Suggestions for Future Meetings

The WSSDA (Washington State School Directors' Association) conference on November 19-22 was discussed.

Next Meeting: November 10, 2014, Work/Study Meeting, 1610 Blaine St., Room S-11, 6:00 p.m.

Adjournment: The meeting was adjourned by consensus at 8:55 p.m.

Respectfully submitted,

\_\_\_\_\_  
David Engle, Secretary

ATTEST: \_\_\_\_\_  
Holley Carlson, Board Chair

Board Chair Holley Carlson called the meeting to order at 6:00 p.m. Present: Holley Carlson, Pam Daly, Nathanael O'Hara, and Jennifer James-Wilson. Excused: Keith White Also present were Superintendent Engle, staff, and community members.

Jennifer James-Wilson led the Pledge of Allegiance

#### Agenda Approval

Pam Daly moved to approve the agenda. Jennifer James-Wilson seconded and the motion carried 4-0.

#### Public Comments

Bruce Cowan spoke in support of music and art education in the District, and requested information on the upcoming levy.

#### Reports

##### ReCyclery – Kees Kolff

Mr. Kolff showed some pictures of the bikes and the trailer purchased with the grant received last year through Oregon State University and administered by the local WSU (Washington State University) extension. This year the District is asked to partner with the ReCyclery, Jefferson County Public Health, the Non-motorized Transportation Advisory Board of Port Townsend, and the WSU Extension to construct a covered bicycle shelter over the existing bike racks at Blue Heron School. The Board directed Dr. Engle to submit a letter of support to meet the grant deadline; the Board will have a resolution to approve at the November 24, 2014 regular meeting.

##### Superintendent

Dr. Engle showed a video clip from the KCTS program "In Close" regarding the mascot change at Port Townsend High School.

The school board's annual planning calendar for 2014-15 was discussed and revised.

Board Chair Carlson called a recess at 8:05. The meeting was reconvened at 8:12 p.m.

##### Curriculum Review

Superintendent Engle presented the books Longitude, by Dava Sobel, and The Boys in the Boat, by Daniel James Brown for review. The Instructional Materials Committee has evaluated these books and recommends they be included in the English 11 and 12 curriculum. The books are available for public review at the District Office, and will be on the November 24, 2014 meeting agenda for board approval.

##### Levy Discussion

Business Manager Sara Bonneville presented information about the replace M & O (Maintenance and Operations) levy the District plans for voter approval next year. A total levy amount of \$14,645, collected from 2016-2019 to be put on the February 10, 2015 ballot was proposed. A copy of Ms. Bonneville's presentation is attached to these minutes. Discussion followed.

##### New Business

WSSDA (Washington State School Directors' Association) Conference

Port Townsend School District will be making a presentation about the Maritime Discovery Schools initiative on Friday of this conference, which runs from Wednesday, November 19 to Saturday, November 22, 2014 in Spokane, Washington.

Schedule Board Retreat: This item was tabled until Keith White returns on November 24, 2014.

Executive Session

Board Chair Carlson adjourned the work/study meeting at 9:02 p.m. to an executive session for approximately five minutes to discuss a personnel issue. The executive session was adjourned at 9:10 p.m. and the work/study meeting was reconvened at 9:10 p.m.

Next Meeting: November 24, 2014, Regular Meeting, 6:00 p.m., 1610 Blaine Street, Room S-11.

Adjournment: The meeting was adjourned by consensus at 9:10 p.m.

Respectfully submitted,

\_\_\_\_\_  
David Engle, Secretary

ATTEST: \_\_\_\_\_  
Holley Carlson, Board Chair



PROPOSED MAINTENANCE, OPERATIONS & EDUCATIONAL PROGRAMS LEVY 2016-2019

	As Approved by Voters	Change per Year	Limited by Levy Authority	
<u>Prior Levy 2008-2011</u>				
2008	2,680,000		n/a	
2009	2,768,440	3.3%	n/a	
2010	2,859,799	3.3%	n/a	
2011	2,954,172	3.3%	n/a	
	<b>11,262,411</b>			
<u>Prior Levy 2012-2015</u>				
2012	3,100,000	4.9%	n/a	
2013	3,224,000	4%	n/a	
2014	3,352,960	4%	3,206,421	(146,539) Roll-back to maximum levy authority
2015	3,487,078	4%	3,349,525	(137,553) Roll-back to maximum levy authority
	<b>13,164,038</b>			
<u>Proposed for 2016-2019</u>				
2016	3,450,000	3%		<i>increase over prior year Levy Authority</i>
2017	3,585,000	4%		<i>increase over prior year Proposed Levy</i>
2018	3,730,000	4%		<i>increase over prior year Proposed Levy</i>
2019	3,880,000	4%		<i>increase over prior year Proposed Levy</i>
	<b>14,645,000</b>			

Notes regarding proposed Levy amounts for 2016-2019:

- (1) Levy Authority - Actual Levy amount subject to limitations on Levy Authority by state;  
 Levy Authority is 24-28% of annual Levy Base calculations;  
 Levy Base is calculated annually from prior year(s) state and federal revenues.
- (2) Levy Percentage Changing in 2018:  
 The State Levy percentage is currently 28%;  
 The percent returns to 24% beginning 2018, per legislative action.

Levy Base History

	Levy Base	Change per Year	Levy %	Max Levy Authority	As Approved by Voters	Levy Roll-back
<u>Prior Levy 2008-2011</u>						
2008	11,163,974		24%	2,679,118	2,680,000	
2009	11,820,903	5.9%	24%	2,838,620	2,768,440	
2010	12,711,029	7.5%	24%	3,055,100	2,859,799	
2011	12,019,378	-5.4%	28%	3,371,503	2,954,172	
					11,262,411	
<u>Prior Levy 2012-2015</u>						
2012	11,675,224	-2.9%	28%	3,279,426	3,100,000	
2013	11,577,589	-0.8%	28%	3,248,689	3,224,000	
2014	11,440,927	-1.2%	28%	3,206,421	3,352,960	(146,539)
2015	11,922,385	4.2%	28%	3,349,525	3,487,078	(137,553)
					13,164,038	

<u>Proposed for 2016-2019</u>	Levy Base would need to be	--> to allow for -->	Proposed Levy Amount
2016	12,321,429	28%	3,450,000
2017	12,803,571	28%	3,585,000
2018	15,541,667	24%	3,730,000
2019	16,166,667	24%	3,880,000
			14,645,000

Notes regarding proposed Levy amounts for 2016-2019:

- (1) Levy Authority - Actual Levy amount subject to limitations on Levy Authority by state; Levy Authority is 24-28% of annual Levy Base calculations; Levy Base is calculated annually from prior year(s) state and federal revenues.
- (2) Levy Percentage Changing in 2018:  
The State Levy percentage is currently 28%;  
The percent returns to 24% beginning 2018, per legislative action.

November 13, 2014

Dr. David Engle  
Superintendent, Port Townsend School District  
Port Townsend, WA 98368

Dear Dr. Engle,

I am writing to respectfully request an extension of my medical leave for the remainder of the school year. I had hopes of returning in January, however, this is not possible at this time.

I informed Laurie McGinnis of the news today.

I appreciate all that is happening in the district, miss teaching and being a part of the innovative professional development work!

Best regards,

Susan Doyle

Cc: Dr. Diane Lashinsky  
Laurie McGinnis



1500 Van Ness, Port Townsend, WA 98368  
Phone: 360.379.4520 Fax: 360.379.4505

Carrie Ehrhardt, Principal Scott R. Wilson, Assistant Principal

To: District Office

From: Carrie Ehrhardt

Date: 10/21/14

Re: Attendance Secretary at PTHS

A handwritten signature in blue ink that reads "CEhrhardt".

I am pleased to recommend the hiring of Lisa Anderson for the position of Attendance Secretary at PTHS. This job has been posted due to the retirement of our current secretary, Karlana Black. Lisa applied as the sole internal applicant. I am confident that she will be an excellent addition to our secretarial team.

Thank you.

To: Laurie McGinnes, Director of Personnel  
From: Patrick Kane, Director of Special Services  
RE: Lisa Minnihan  
Date: 10-31-14

Lisa Minnihan was interviewed for the pare-educator position at Grant St on Thursday, Oct 30. The team agreed that Lisa was the best candidate for the position. This is a one year only position. Lisa will start on Monday, November 3, 2014.

To: Laurie McGinnes, Director of Personnel  
From: Patrick Kane, Director of Special Services  
RE: Tara Clanton  
Date: 10-31-14

Tara Clanton was interviewed for the para-educator position at Grant St on Thursday, Oct 30. The team agreed that Tara was the best candidate for the position. This is a one year only position. Tara will start on Monday, November 3, 2014.

# PORT TOWNSEND SCHOOL DISTRICT

*"Discover the Power of Learning"*

## Superintendent

Dr. David Engle

360 / 379-4501

FAX: 360 / 385-3617

www.ptschools.org

1610 Blaine Street  
Port Townsend, Washington 98368

## Board of Directors

Anne Burkart

Holley Carlson

Jennifer James-Wilson

Pam Daly

Nathanael O'Hara

October 31, 2014

Laurie McGinnis, Director

Human Resources

Port Townsend School District

Dear Laurie,

I am recommending Henry Fly for the .2 FTE technology assistant position with the district. Henry has the background, experience and knowledge necessary to be effective in this role. I would like to see Henry begin his work with the district as soon as his enrollment process is completed.

We are fortunate to have someone with Henry's experience join our technology team!

Best regards,



David Engle, Supt.





# GRANT STREET ELEMENTARY

PORT TOWNSEND SCHOOL DISTRICT NO. 50

1637 Grant Street, Port Townsend, WA 98368

Main Office 360.379.4535, Fax 801.845.0317 Mary S. Sepler, Principal

November 7, 2014

Dear Dr. Engle,

It is with pleasure I recommend Nicholas Favicchio for the 6.0 hour per day leave replacement paraeducator position at Grant Street School. This position is funded through Special Education and provides 1:1 support to a specific student as well as small group support to our "Home-Base" learning program.

Nick is known to us through his substitute work here and has quickly developed a reputation of being an expert problem solver and extremely supportive to our students. He has three years of experience in special education and we look forward to having him join our team for the remainder of this school year.

Nick's first day of employment will be Monday, November 10<sup>th</sup>. Kathy Hund, Special Education Teacher, joined me in conducting the interview and we are delighted that Nick has accepted our offer.

Sincerely,

Mary Sepler,  
Principal



October 13th, 2014

Mr. Scott Wilson,

I regret to inform you and your staff that I will no longer be available to coach track and field for the the Port Townsend School District. My new living situation would require me to commute far too much from Bainbridge Island and Port Townsend. Therefore, I must resign.

I have greatly enjoyed my three years of service for Port Townsend and I hope all the best for the students, staff, and parents of the past, present, and future. If life brings me back to Port Townsend then I hope work with you all again.

Best wishes,

Dustin G. Johnson

# BLUE HERON SCHOOL

3939 San Juan Avenue  
Port Townsend, WA 98368  
Phone: (360) 379-4540  
Fax: (360) 379-4548

Dr. Diane Lashinsky, Principal  
Grades 4 - 8  
[www.ptschools.org/blueheron](http://www.ptschools.org/blueheron)

To:

Port Townsend District 50  
1500 Van Ness  
Port Townsend, WA 98368

From:

Scott Wilson  
Athletic Director  
Port Townsend School District 50  
1500 Van Ness  
Port Townsend, WA 98368

RE: Douglas Breithaupt, Blue Heron Assistant Boys' Basketball Coach

October 21<sup>st</sup>, 2014

Dr. Engle and Members of the School Board,

After reviewing his file and the subsequent interview, I am formally recommending Douglas Breithaupt for the position of Assistant boys' Basketball Coach at Blue Heron School for the 2014-15 school year. Douglas has the demeanor and attitude necessary for coaching middle-school aged athletes. I look forward to his involvement in our athletic program and to his contribution to enhance athletics and Blue Heron School.

Sincerely,



Scott Wilson  
Athletic Director  
Port Townsend School District

CC Lysa Falge



1500 Van Ness, Port Townsend, WA 98368

Phone: 360.379.4520 Fax: 360.379.4505

Carrie Ehrhardt, Principal

Scott Wilson, Assistant Principal

Athletic Director

To:

Port Townsend District 50  
1500 Van Ness  
Port Townsend, WA 98368

From:

Scott Wilson  
Athletic Director  
Port Townsend School District 50  
1500 Van Ness  
Port Townsend, WA 98368

RE: Nick Snyder: Assistant Wrestling Coach

Date: November 14, 2014

Dr. Engle and Members of the School Board,

After reviewing his coaching file and discussing the position the head coach, I, Scott Wilson, recommend Nick Snyder for the Assistant Wrestling Coach position at Port Townsend High School.

Nick's strengths are his commitment to excellence, connections with students, a strong work ethic, and holding student athletes accountable. I look forward to seeing our wrestling program grow with his help. He will be a great addition to our already successful wrestling program.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Wilson", with a long horizontal flourish extending to the right.

Scott Wilson



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

As of November 24, 2014, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$13,553.42. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASSOCIATED STUDENT BODY:  
Warrant Numbers 9917 through 9927, totaling \$13,553.42

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

Check Nbr	Vendor Name	Check Date	Check Amount
9917	ASB IMPREST FUND	10/31/2014	1,464.52
9918	BANK OF AMERICA VISA	10/31/2014	4,725.65
9919	DAIRY FRESH FARMS INC	10/31/2014	88.36
9920	DL LOGOS	10/31/2014	70.85
9921	Fraser, Alice K	10/31/2014	152.75
9922	PORT TOWNSEND SWIM TEAM	10/31/2014	1,850.00
9923	Russell, Julie Ann	10/31/2014	108.59
9924	SAFEWAY	10/31/2014	350.80
9925	SOS PRINTING	10/31/2014	43.60
9926	VAN ENGELEN INC	10/31/2014	758.00
9927	WALSWORTH PUBLISHING CO	10/31/2014	3,940.30
11 Computer Check(s) For a Total of			13,553.42

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

As of November 24, 2014, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$9,951.24. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASSOCIATED STUDENT BODY:  
Warrant Numbers 9928 through 9943, totaling \$9,951.24

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
9928	CENTRAL KITSAP SCHOOL DISTRICT	11/14/2014	275.00
9929	DAIRY FRESH FARMS INC	11/14/2014	9.24
9930	FORKS MIDDLE SCHOOL	11/14/2014	125.00
9931	FRANKLIN PIERCE HIGH SCHOOL	11/14/2014	185.00
9932	HENERY HARDWARE	11/14/2014	300.93
9933	HOLLY'S FLOWERS	11/14/2014	70.85
9934	JEFFERSON CO REC DEPT	11/14/2014	5,200.00
9935	LYNDEN HIGH SCHOOL	11/14/2014	225.00
9936	MONTESANO HIGH SCHOOL	11/14/2014	185.00
9937	Nielsen, Jennifer Marie	11/14/2014	505.79
9938	SAFEWAY	11/14/2014	168.99
9939	SOS PRINTING	11/14/2014	2,092.34
9940	SOUND PUBLISHING INC	11/14/2014	71.50
9941	STEVENS MIDDLE SCHOOL ASB	11/14/2014	36.60
9942	VALENZUELA, RICHARD	11/14/2014	200.00
9943	WIAA	11/14/2014	300.00
16	Computer	Check(s) For a Total of	9,951.24

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

As of November 24, 2014, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$17,566.84. The payments are further identified in this document.

Total by Payment Type for Cash Account, CAPITAL PROJECTS:  
Warrant Numbers 3209 through 3211, totaling \$17,566.84

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

Check Nbr	Vendor Name	Check Date	Check Amount
3209	GIFFORD INDUSTRIES	10/31/2014	11,955.83
3210	HANSON SIGN COMPANY	10/31/2014	3,120.00
3211	KING COUNTY DIRECTORS	10/31/2014	2,491.01
3	Computer	Check(s) For a Total of	17,566.84

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

As of November 24, 2014, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$14,626.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, CAPITAL PROJECTS:  
Warrant Numbers 3212 through 3213, totaling \$14,626.25

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

Check Nbr	Vendor Name	Check Date	Check Amount
3212	Hanson Electric	11/14/2014	1,226.25
3213	JIVE COMMUNICATIONS, INC.	11/14/2014	13,400.00
2	Computer	Check(s) For a Total of	14,626.25

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

As of November 24, 2014, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$145,239.10. The payments are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:  
Warrant Numbers 58011 through 58083, totaling \$145,239.10

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
58011	Baldwin, Ruth Ellen	11/14/2014	54.88
58012	BrainPOP LLC	11/14/2014	220.00
58013	BUTLER, ROBERTA L	11/14/2014	4,170.00
58014	CENEX FLEETCARD	11/14/2014	4,256.81
58015	CHIMACUM SCHOOL DISTRICT #49	11/14/2014	360.00
58016	CHIMCAUM SCH DIST#49-CO-OP TRA	11/14/2014	2,498.86
58017	CITY OF PT TOWNSEND	11/14/2014	4,759.74
58018	COOPER FUEL & AUTO REPAIR	11/14/2014	257.26
58019	DAIRY FRESH FARMS INC	11/14/2014	1,351.78
58020	DATABASE SECURE RECORDS DESTRC	11/14/2014	41.63
58021	DESIGN SOUND NW	11/14/2014	35.59
58022	DIDAX EDUCATIONAL RESOURCES	11/14/2014	438.35
58023	DIGITAL INSURANCE INC	11/14/2014	500.00
58024	DM DISPOSAL CO INC	11/14/2014	5,464.26
58025	Ehrhardt, Carrie L	11/14/2014	76.16
58026	Engle, David S	11/14/2014	261.17
58027	ESD 114	11/14/2014	9,066.21
58028	FOOD CO-OP	11/14/2014	90.84
58029	FOOD SERVICES OF AMERICA	11/14/2014	19,629.81
58030	Gambill, Tom George	11/14/2014	85.44
58031	GRAINGER	11/14/2014	300.96
58032	GREENTREE COMMUNICATIONS	11/14/2014	94.57
58033	HADLOCK BUILDING SUPPLY	11/14/2014	1,022.40
58034	Hart, Elizabeth A	11/14/2014	495.00
58035	HEALTH CARE AUTHORITY	11/14/2014	166.41
58036	HENERY HARDWARE	11/14/2014	1,505.99
58037	Hund, Kathryn Michele	11/14/2014	48.00
58038	JAMESTOWN NETWORKS	11/14/2014	900.00
58039	JIVE COMMUNICATIONS, INC.	11/14/2014	4,971.58
58040	JT EDUCATIONAL CONSULTANTS	11/14/2014	700.00
58041	JW PEPPER & SON INC	11/14/2014	448.38
58042	KARSCHNEY CONSULTING	11/14/2014	3,900.00
58043	KROGER - QFC CUSTOMER CHARGES	11/14/2014	92.67



Check Nbr	Vendor Name	Check Date	Check Amount
58044	Kruse, Jennifer Kathleen	11/14/2014	320.04
58045	LANCE, PHILIPPA	11/14/2014	7,590.00
58046	LEADER	11/14/2014	153.50
58047	MAKERBOT	11/14/2014	3,290.61
58048	MASCO PETROLEUM	11/14/2014	4,456.91
58049	McGinnis, Laurie Kathleen	11/14/2014	56.00
58050	MILLER, KATE	11/14/2014	738.82
58051	NASCO	11/14/2014	760.25
58052	OLYMPIC SPRINGS	11/14/2014	72.02
58053	OSPI	11/14/2014	7,440.00
58054	PACIFIC OFFICE EQUIPMENT	11/14/2014	2,137.58
58055	PLATT	11/14/2014	89.91
58056	PRO-ED	11/14/2014	255.20
58057	PROJECT LEAD THE WAY INC	11/14/2014	8,202.25
58058	PROTECT COMPUTER PRODUCTS	11/14/2014	396.65
58059	PT MARINE SCIENCE CTR	11/14/2014	145.00
58060	Range, Patricia Bridget	11/14/2014	115.36
58061	RIDDER, ANDY	11/14/2014	577.16
58062	Rublaitus, Tanya K	11/14/2014	610.47
58063	SAFEWAY	11/14/2014	40.07
58064	SDR, STAFF DEVELOP RESOURCES	11/14/2014	239.00
58065	SEATTLE MARINE & FISHING SUPPL	11/14/2014	3,588.17
58066	SECURITY BENEFIT	11/14/2014	90.00
58067	SHAUGHNESSY MARINA DBA	11/14/2014	380.00
58068	SOS PRINTING	11/14/2014	142.31
58069	Stankus, Jennifer K	11/14/2014	294.56
58070	Taylor, Brad James	11/14/2014	64.40
58071	THACKER MASONRY	11/14/2014	1,504.20
58072	Tidball, Amy K	11/14/2014	395.00
58073	Tiger Direct (dot) Com	11/14/2014	23,214.43
58074	UNIVERSITY OF TORONTO PRESS	11/14/2014	5,324.86
58075	VANBEUZEKOM, ERIC MILES	11/14/2014	740.00
58076	WANNER, GORDON	11/14/2014	12.32
58077	WASH STATE FERRIES	11/14/2014	214.35
58078	Watson, Kelley	11/14/2014	581.91
58079	Welch, Mark Alan	11/14/2014	178.18
58080	WESTBAY AUTO PARTS	11/14/2014	32.43
58081	WESTERN EQUIPMENT DISTRIBUTORS	11/14/2014	45.99
58082	Wilson, Scott Randall	11/14/2014	153.44
58083	WIRELESS VENTURES LLC	11/14/2014	2,331.00

73 Computer Check(s) For a Total of 145,239.10

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

As of November 24, 2014, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$155,010.73. The payments are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:  
Warrant Numbers 57955 through 58010, totaling \$155,010.73

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

Check Nbr	Vendor Name	Check Date	Check Amount
57955	AMSAN OLYMPIC SUPPLY	10/31/2014	1,351.95
57956	BANK OF AMERICA VISA	10/31/2014	22,134.38
57957	Bartl, Michele	10/31/2014	27.81
57958	BAY CITY SUPPLY	10/31/2014	87.96
57959	Behrenfeld, Kirsten Mary	10/31/2014	61.04
57960	BLICK ART MATERIALS	10/31/2014	302.57
57961	BUTLER, ROBERTA L	10/31/2014	4,260.00
57962	CANON FINANCIAL SERVICES INC	10/31/2014	207.07
57963	CAROLINA BIOLOGICAL SPLY	10/31/2014	163.87
57964	COSTCO MEMBERSHIP	10/31/2014	165.00
57965	DEMCO	10/31/2014	26.03
57966	DESIGN SOUND NW	10/31/2014	21.41
57967	DIGITAL INSURANCE INC	10/31/2014	500.00
57968	Dow, Julianne Michelle	10/31/2014	127.68
57969	Ehrhardt, Carrie L	10/31/2014	54.88
57970	EPD	10/31/2014	4,882.11
57971	ESD 114	10/31/2014	7,083.50
57972	FOLLETT LIBRARY RESOURCES	10/31/2014	808.49
57973	FOOD CO-OP	10/31/2014	50.47
57974	GIFFORD INDUSTRIES	10/31/2014	180.00
57975	HARCOURT OUTLINES INC	10/31/2014	157.60
57976	Janssen, Teresa R	10/31/2014	49.00
57977	JIVE COMMUNICATIONS, INC.	10/31/2014	8,653.70
57978	Kane, Patrick J	10/31/2014	103.04
57979	KARSCHNEY CONSULTING	10/31/2014	3,900.00
57980	KING COUNTY DIRECTORS	10/31/2014	2,326.25
57981	KROGER - QFC CUSTOMER CHARGES	10/31/2014	114.43
57982	McGinnis, Laurie Kathleen	10/31/2014	117.50
57983	MILLER, KATE	10/31/2014	571.88
57984	NCS PEARSON INC	10/31/2014	1,415.75
57985	Nielsen, Jennifer Marie	10/31/2014	203.76
57986	OLYMPIC PHARMACY & HEALTHCARE	10/31/2014	455.62
57987	PENINSULA COLLEGE	10/31/2014	540.00

Check Nbr	Vendor Name	Check Date	Check Amount
57988	Performance Systems Integratio	10/31/2014	4,170.43
57989	PITNEY BOWES	10/31/2014	453.00
57990	POSTAGE BY PHONE RESERVE ACCOU	10/31/2014	1,025.00
57991	PRO-ED	10/31/2014	473.00
57992	PUBLIC UTILITY DISTRICT	10/31/2014	13,803.30
57993	REVOLVING FUND	10/31/2014	1,111.12
57994	RIDDER, ANDY	10/31/2014	451.36
57995	Rublaitus, Tanya K	10/31/2014	56.68
57996	SAFEWAY	10/31/2014	38.86
57997	SCHOLASTIC INC	10/31/2014	440.23
57998	SOS PRINTING	10/31/2014	1,026.56
57999	Stankus, Jennifer K	10/31/2014	325.00
58000	SUMMIT PROFESSIONAL EDUCATION	10/31/2014	596.00
58001	SUPER DUPER PUBLICATIONS	10/31/2014	184.84
58002	TACOMA COMM COLLEGE	10/31/2014	606.54
58003	Taylor, Brad James	10/31/2014	96.90
58004	Tidball, Amy K	10/31/2014	90.27
58005	Tiger Direct (dot) Com	10/31/2014	13,803.66
58006	VISIONS ESPRESSO SERVICES INC	10/31/2014	5,356.74
58007	WA-ACTE	10/31/2014	1,200.00
58008	WASH SCHOOLS RISK MGMT POOL	10/31/2014	48,493.00
58009	Wentzel, Joy Gribko	10/31/2014	16.94
58010	ZEE MEDICAL	10/31/2014	86.55
56	Computer	Check(s) For a Total of	155,010.73

*GFA*

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

As of November 24, 2014, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$9,817.58, and voids/cancellations, totaling \$9,817.58. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:  
Warrant Numbers 58084 through 58084, totaling \$9,817.58  
Voids/Cancellations, totaling \$9,817.58

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
58084	CHIMCAUM SCH DIST#49-CO-OP TRA	11/14/2014	9,817.58
1	Computer	Check(s) For a Total of	9,817.58

*This is a void + re-issue*

Check Nbr	Vendor Name	Check Date	Check Amount
57710	CHIMCAUM SCH DIST#49-CO-OP TRA	11/14/2014	9,817.58
1	Void	Check(s) For a Total of	9,817.58

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

As of November 24, 2014, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$117,948.69. The payments are further identified in this document.

Total by Payment Type for Cash Account, TRANSPORTATION VEHICLE:  
Warrant Numbers 200711 through 200711, totaling \$117,948.69

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

Check Nbr	Vendor Name	Check Date	Check Amount
200711	BRYSON SALES & SERVICE OF WA	10/31/2014	117,948.69
1	Computer	Check(s) For a Total of	117,948.69

PORT TOWNSEND SCHOOL DISTRICT NO. 50

Payroll for the month of October, 2014

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

\_\_\_\_\_  
Clerk of District

Approved gross in the sum of	\$ <u>660,900.39</u>	Employee Gross
	<u>245,218.44</u>	Employer Contribution
	_____	Payroll Adjustment*
	<u>906,118.83</u>	Total Distribution

DIRECTORS:

_____	_____
_____	_____
_____	_____

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

# Donation of Gift(s) Report

To the Board of the Port Townsend School District:

Date of donation: 11-12-2014

Name of donor: Port Townsend Publishing Co.

Mailing address of donor: 226 Adams St  
Port Townsend, WA 98368

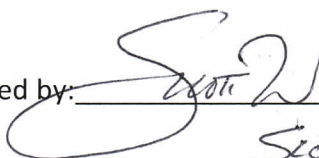
Item(s) donated:

Approximate Value:

Cash  
to PTHS Football

\$1,667.00

Received by:

  
SCOTT WILSON



Administrator (Building Principal and/or Superintendent)

8/25/14



# REPORT OF MONETARY DONATIONS

To the Board of the Port Townsend School District:

Date of donation 11/18/14

Name of donor Jeanne Glasbell (Fundraiser for (K) scholarships)  
Selling wreaths.

Address of donor \_\_\_\_\_  
\_\_\_\_\_

Purpose of donation:

Amount:

Kindergarten Scholarships

690<sup>00</sup>

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

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

Received by Ruth Williams

Mary Spyle

Bldg. Administrator

# Library Collaboration

Update Autumn 2014

Ann Healy Raymond

Kris Meyer

# What Has this Grant Seeded?

- Impetus for Change
- Gather people around Vision
- Learning and student focused technology
- Early Adopters
- Contemporary Collections
- Professional Development

# High School

Collection Weeding

Order of Print and Non print materials

Order of additional technology for teaching and learning in the HS

**Significant Improvement**

Volunteer Hours

Library Redesign

Student and teacher requests

Inspired additional gifts

Library as Center of Learning at PTHS

# Blue Heron

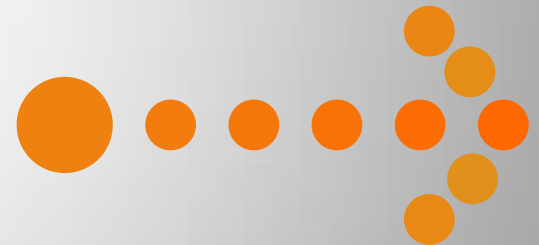
Print and E-book Collection



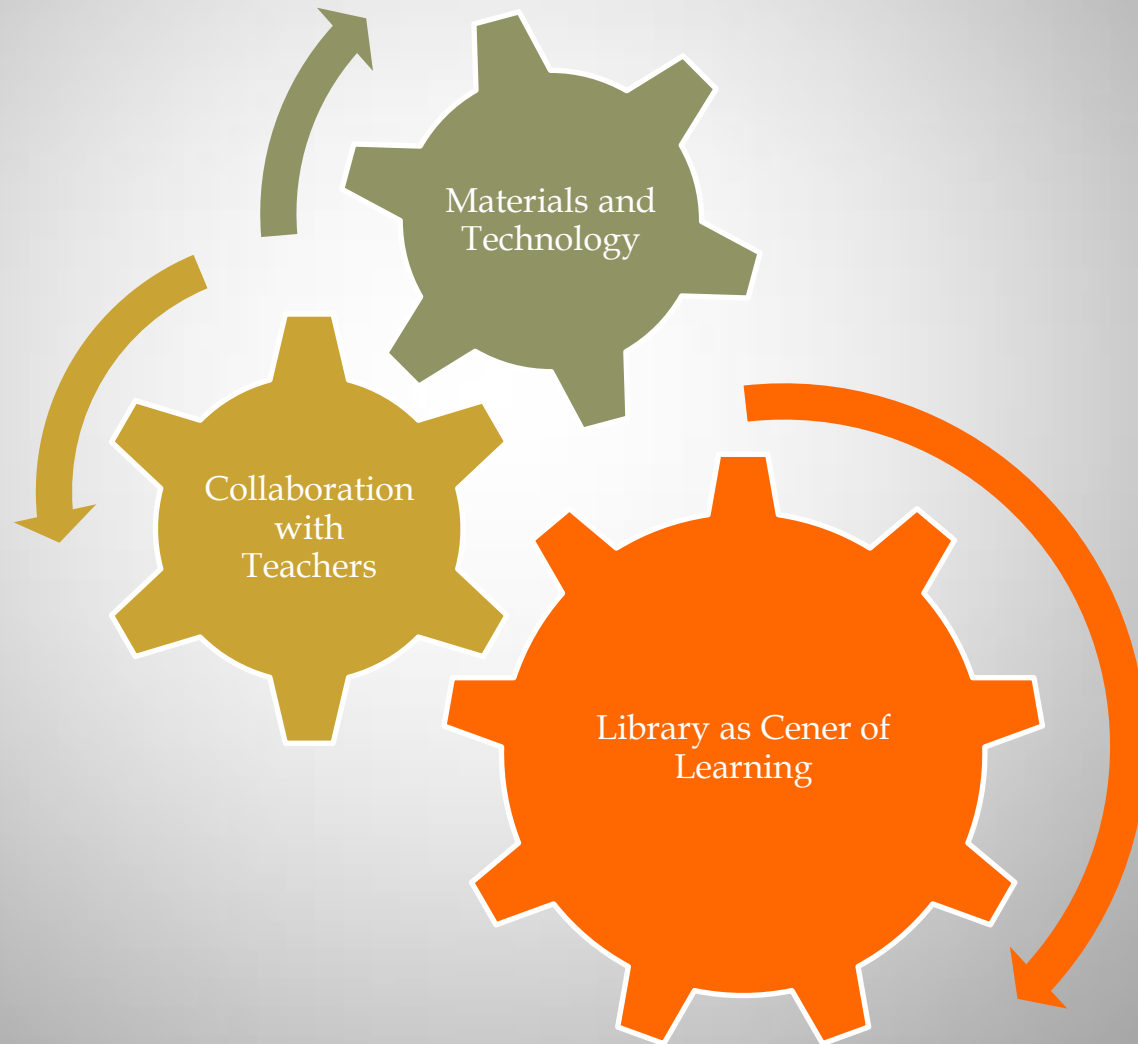
Technology and Research



Maker Space/STEAM



# Grant Street



# And Continuing to Grow...

- Training and Professional Development
- Library Conference
- Growing Vision of Library's Place in the District
- Enhanced Library Programming
- Focus on continuous improvement

# K-12 OCEAN Program

A classroom-supported, parent-supported,  
community-involved  
Alternative Learning Experience Program\*  
in the Port Townsend School District

Port Townsend School Board Report  
November 24, 2014

\* WAC 392-121-182



# Our Vision

Port Townsend School District's OCEAN (Opportunity, Community, Experience, Academics, and Navigation) Program works in partnership with families and community to provide an alternative learning environment where each student develops the knowledge, skills and self-confidence to become creative, successful and engaged citizens.

The OCEAN Program recognizes the rich cultural heritage of our Port Townsend community which includes music, arts and maritime trades. We seek to tap into this tremendous wealth of knowledge and experience within our population to create mentorships and experiential learning opportunities for our students.

The OCEAN program believes that multi-age learning environments and family involvement in students' education help create high student learning outcomes and inspire lifelong learning. We strive to help students make continuous academic improvement and build deep community connections. At OCEAN we embrace educational excellence.

# Meeting our Vision

## Academic Focus:

State, District and School Academic Goals, Multi-Age Classes, Family Involvement, Project-based Learning

## Local Skills Focus:

Sailing, Arts Programs, Music, Bicycles, Computers, Marine Sciences, Annual Play performance

## The Greater Community:

Specialists visit to share their expertise  
Field Experiences

# Where do our students come from?

## Application process

- Home-based: Parents want more access to district instruction and curriculum
- On-Campus: Students need a smaller, more personalized learning environment
- Other alternative programs

→ We currently have 30 students on our waiting list.

# The Family's Commitment

- Student attendance
- Attending conferences
- Volunteering in events and activities
- Dedicated time to support the student's independent study, including documentation

→ What if they don't follow through?

Intervention Plans, revised Written Student Learning Plan, Letter of Non-Compliance, Care Team, transfer out

# Communication with Families

## Parent-Teacher-Student Conferences

- 1-4 times per month, including monthly progress review

## Online Resources

- Website: [www.ptschools.org/schools/ocean](http://www.ptschools.org/schools/ocean)
- Chrome Accounts
- Group Emails from Teachers

## Family Nights

- Display/demonstration of student work

# School Improvement Goals

- Writing goal 2013-2014: To become an effective writer in all content areas (K-8)
  - Provide rich writing experiences in gr K-8
  - Focus instruction on the writing steps, grammar, punctuation, and spelling
  - Integrate writing in all core subjects
- Results:
  - 100% of all 7th and 10th graders met standard on the Writing MSP and HSPE Exams.

# School Improvement Goal

## 2014-2015

- Math: To improve mastery of grade level skills (focus on 7th-10th grades, applied generally to K-6th)
  - Coordinate math skills with independent studies gr K-6 through cross-curricular lessons and curriculum materials
  - Increase math contact and instructional time for all students in grades 7-10
  - Focus on Math Common Core goals for all grades:
    - MP1: *Make sense of problems and persevere in solving them*
    - MP7: *Look for and make use of structure*

# Looking at Data: High School

Subject	Met Standard	Did Not Meet Standard
10th Reading (of 8)	87.5%	12.5% + 1 absent
10th Writing (of 7)	<b>100%</b>	0% + 1 absent
*Algebra (of 6)	16.7%	83.3%
*Geometry (of 8)	50%	50%
*Biology (of 8)	57.1% <b>(90% of those who studied Marine Biology at OCEAN met standard)</b>	42.9% (incl. 1 absent)

(\*combined 9th-12th scores)



# Looking at Data: Middle School

<b>Subject</b>	<b>Met Standard</b>	<b>Did Not Meet Standard</b>
<b>Reading</b>	6th 83.3% (of 6) 7th 85.7% (of 7) 8th 60% (of 5)	6th 16.7% + 1 absent 7th 14.3% 8th 40% + 1 absent
<b>Writing - 7th only</b>	100% (of 7)	0%
<b>Math</b>	6th 83.3% (of 6) 7th 33.3% (of 7) 8th 0% (of 5)	6th 16.7% + 1 absent 7th 66.7% 8th 100% + 1 absent
<b>Science - 8th only</b>	60% (of 5)	40% + 1 absent

# Looking at Data: Elementary

<b>Subject</b>	<b>Met Standard</b>	<b>Did Not Meet Standard</b>
<b>Reading</b>	3rd 71.4% (of 7) 4th 100% (of 2) 5th 50% (of 4)	3rd 29.6% 4th 0% 5th 50% + 1 absent
<b>Writing - 4th only</b>	0% (of 2)	100%
<b>Math</b>	3rd 57.1% (of 7) 4th 50% (of 2) 5th 50% (of 4)	3rd 43.9% 4th 50% 5th 50% + 1 absent
<b>Science - 5th only</b>	50% (of 4)	50% + 1 absent

# Our Current Enrollment

November 2014

	<b>Count</b>	<b>FTE</b>
<b>K-2</b>	13	10.50
<b>3-5</b>	17	16.94
<b>6-8</b>	18	17.10
<b>9-12</b>	33	28.00
<b>TOTALS</b>	<b>81</b>	<b>72.54</b>

# Our Current Enrollment

Growth: 2013 to 2014

<b>Grades</b>	<b>Oct 2013 HC</b>	<b>Oct 2013 FTE</b>	<b>Oct 2014 HC</b>	<b>Oct 2014 FTE</b>
<b>K-2</b>	8	7.00	14	11.50
<b>3-5</b>	17	17.0	18	17.94
<b>6-8</b>	17	16.85	18	17.40
<b>9-12</b>	31	27.80	34	28.00
<b>Totals</b>	<b>73</b>	<b>68.65</b>	<b>84</b>	<b>74.84</b>

# How are we addressing the math goal?

## Increased Instructional Time

- 7th / 8th grade math meets twice per week
- Algebra & Geometry meet three times per week

## Math Teams

- Working with fellow math teachers in Port Townsend Schools.

## Cross-Curricular

- Students use math data in Social Studies and Science, and use history, science, reading, and writing strategies in Math.

# How are we addressing the math goal?

## Classroom Instruction

- Identifying and solidifying missing basic skills through classroom-based formative assessment and instruction.
- Maintaining the course timeline used by PTHS for students to facilitate the transition for transfer students.

## Independent and Online Text Materials

- Research-based text materials
- Online homework links (text resource + Khan Academy)
- Website assignment listings

# Contact Us:

on Grant Street Campus

Liz Quayle (1.0 FTE)

Daniel Molotsky (1.0 FTE)

Jeanne Chao (0.4 FTE)

Administrator: Mary Sepler

(360) 379-4251

[dquayle@ptschools.org](mailto:dquayle@ptschools.org)

[www.ptschools.org/schools/ocean](http://www.ptschools.org/schools/ocean)

PORT TOWNSEND SCHOOL DISTRICT NO 50  
CALENDAR OF EVENTS  
November 25, 2014 – December 19, 2014

November 25	Policy Review Committee, 3:30 p.m. Room S-11 (Jennifer)
November 26	2 Hr. Early Release, staff and students
December 3	2 Hr. Early Release, all schools
December 4	Finance Committee, 3:30 p.m. Room S-11 (Nathanael)
December 6	HS and BH Orchestra Concert, 7:00 p.m., HS Gym
December 8	Wellness Committee, 3:30 p.m., Room S-11 (Jennifer and Pam)
December 9	7/8 Grade Band/Choir Concert, BH, 7:00 p.m. Grant Street PTA Meeting, 6:30 p.m.
December 10	Facilities Committee, 3:30 p.m., Room S-11 (Nathanael and Jennifer) HS Band Concert, 7:00 p.m. 2 Hr. Early Release, all schools
December 11	Tech Committee, 3:30 p.m., CoLab (vacancy) Blue Heron Parent Forum, 6 – 7:30 p.m. Parent Financial Aid Night, HS Library, 5:30 p.m.
December 12	Grant Street PTA Craft Night, 6 p.m.
December 16	Policy Review Committee, 3:30 p.m., Room S-11 (Jennifer) 5/6 Grade Band Concert, BH, 6:30 p.m.
December 17	2 Hr. Early Release, all schools
December 18	IMC Meeting, 3:30 p.m. Room S-11 (Holley and Pam)
Dec 22 thru Jan 2	Winter Break



# PORT TOWNSEND SCHOOL DISTRICT

*"Discover the Power of Learning"*

**Superintendent**  
David Engle

360 / 379-4501  
FAX: 360 / 385-3617  
www.ptschools.org

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## M E M O R A N D U M

DATE: November 14, 2014

TO: School Board

FROM: Patrick Kane, Director of Learning Support Services



SUBJECT: Policy and Procedure 2161

This year WSSDA (Washington State School Directors' Association) has made recommendations to school districts in the State to make changes to Policy and Procedure 2161, which pertain to students receiving specialized instruction. The recommendations made by WSSDA are being done so that districts will have language in their policy and procedures that reflect the same language as the federal and state governments. All public schools are required to follow the federal law that all students receive a Free Appropriate Public Education (FAPE).

When you compare the document suggested by WSSDA and the current policy and procedures of the Port Townsend School District, you will see words that may have implied are now replaced by words that are direct or giving direction. Some phrasing has been reduced to focus specifically on student needs or parents' rights. Some phrasing has been eliminated because it was redundant or led to confusion on interpretation.

The recommended changes are not taking away any rights whether it belongs to the student, parent, or district. The changes are helping those involved in this policy or procedures understand their role and what is expected to protect rights.



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## **INSTRUCTION**

### **Special Education and Related Services for Eligible Students**

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

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

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

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

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

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

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

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

### **Early Intervention**

The district participates in the provision of early intervention services to eligible children with a disability, birth to three, consistent with the state lead educational agency's policies and procedures and the regulations implementing Part C of the IDEA.

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

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

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

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

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

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

### **Parent Participation in Meetings**

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

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

When a meeting is scheduled parents will be:

- Notified of the meeting early enough that they will have an opportunity to attend; and
- Notified of the purpose, time, and location of the meeting and who will be in attendance.

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

- Notified that the district or the parent may invite others who have knowledge or special expertise of the student; and
- Meetings shall be scheduled at a mutually agreeable time and place.

The district shall take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

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

This documentation will be kept in the student's special education file. The Special Education Office Coordinator is responsible for maintaining records of parent contacts. If the parent cannot attend the IEP or placement meeting but wishes to participate, the district will arrange for other means to participate. This can include individual or conference phone calls or other means of conferencing.

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

The district will ensure parents have access to their child's classroom and school-sponsored activities for the purposes of observing class procedure, teaching material and class conduct. Such access must not disrupt the classroom procedure or learning activities.

### **Identification and Referral (Child Find)**

#### **Identification**

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

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

The district will consult with parents and representatives of private school students to ensure its child find activities are comparable in private schools located within district boundaries. These consultations will occur annually by letters, meetings or phone calls.

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

- Notification to parents of child find activities in its annual informational packet;
- Notification to parents district-wide through local papers or other media;
- Information regarding child find on the district's Web site;
- Notification to private schools located in the district's boundaries;
- District informational mailings;
- Posting notices regarding screening and referral in school buildings and public locations including DSHS community service offices, grocery stores, ~~laundromats~~, day cares, community preschool sites and physicians' offices;
- Notifying and coordinating with the designated Part C lead agencies;
- Early childhood screenings conducted by the district;
- Coordination with other public and private agencies and practitioners;
- Written information provided to district staff on referral procedures;
- Training teachers and administrators on referral/evaluation/identification procedures;
- Review of student behavior, discipline and absentee information and information gathered from district-wide assessment activities.

When district staff have concerns that a student may have a suspected disability which could result in eligibility for special education services, they will notify the building school counselor for consideration by the student study team.

The district's special education department conducts early childhood screenings for ages birth to five. These occur as needed at the early childhood education classrooms. When parents or others inquire about screenings, the caller will be referred to the birth to kindergarten special education staff.

The screening process involves the following:

- Parents are asked to provide information to assist in assessing their child; and
- Children are screened to assess cognitive, communication, physical, social-emotional and adaptive development.

Parents will be notified at the screening of the results and the parents will also be provided written notice of the results within ten days of the screening. If the screening supports evaluation, obtain written consent for evaluation at the exit interview if possible, or include consent forms with the written notice notifying the parents of the results. If the screening results indicate that the child does not need an evaluation, written notice shall be sent to the parents within 10 days of the screening explaining the basis for the district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

## **Referral**

A student whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff or other persons knowledgeable about the student. Each building principal will be responsible for ensuring that district staff understands the referral process. Referrals are required to be in writing unless the person referring is unable to write. A person who makes a referral orally should be asked to either make the referral in writing or go to the main office of the building for assistance in making the referral.

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

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

During the referral period the special education personnel will collect and review existing information from all sources, including parents. Examples may include:

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

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

Recommendations regarding evaluation are forwarded to the special education department.

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

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

The special education evaluation team leader will seek parental consent to conduct the evaluation. The school district is not required to obtain consent from the biological parent if:

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

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

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

If a parent does not provide consent, notify the district director of special education. District staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student is homeschooled or is unilaterally placed in a private school.

### **Eligibility – Part C students**

Students turning three, who were previously determined eligible for early intervention services under Part C of IDEA, must be evaluated for initial eligibility for special education services. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

### **Evaluation Requirements**

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

The evaluation must be an individual assessment designed to determine:

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

The district's special education evaluation team leader shall select the members of the evaluation group. Members selected must be knowledgeable about the student and the areas of suspected disabilities. Qualifications of a group member include having the appropriate professional license or certification and may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of

the group. If the student requires a medical evaluation in order to determine eligibility, the district will coordinate with the parents to arrange for the evaluation at district expense or through the use of public or private insurance if the parent consents to the use of the insurance.

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

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

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

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

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

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in



accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP Team determines that no additional data is needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The district will follow the evaluation procedures outlined in WAC 392-172A.

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

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

The district continues to use the severe discrepancy approach for identifying students with an SLD.

### **Evaluation of Transfer Students**

If a student transfers into the school district while an evaluation process is pending from the other district, the special education evaluation team leader is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35 school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, the parents will be provided prior written notice of the timeline needed to complete the evaluation and the reasons for the additional time needed.

### **Eligibility**

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

- A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency.
- Eligibility may be determined by documented professional judgment when:
  - Properly validated tests are unavailable; or
  - Corroborating evidence indicates that results were influenced due to measuring a disability.

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

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

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

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

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

### **Evaluation Report**

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

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

- Identify the disability which requires special education and related services, if a disability exists;
- Discuss assessments and review data supporting conclusions regarding eligibility;
- Include the additional information required for the specific learning disability eligibility category;
- Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;
- Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days and location of services;
- Include other information, as determined through the evaluation process and parent input;
- Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
- Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions shall prepare a statement presenting the conclusion.

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

### **Reevaluations**

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

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

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

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

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

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

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

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

- If additional testing is needed, the district will request written parental consent for reevaluation;

- If the parents do not return the signed consent form, the district shall send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice;
- If the parents do not respond to the request for consent, the district can proceed with the reevaluation;
- If the parents refuse to consent to the reevaluation, the evaluation group will notify the special education director so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parents refusal to consent.

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

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

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

### **Reevaluation and Graduation**

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

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

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

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

When a parent requests an IEE, the district must provide parents a list of district criteria and evaluators. If the school district initiates a hearing and a decision is made that the district's

evaluation is appropriate, the parent still has the right to an IEE but not a public expense. A parent is only entitled to one IEE at public expense each time the district conducts an evaluation with which the parent disagrees.

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

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

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

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

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

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

#### **Transitions of Birth-to-Three Students to Preschool**

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

- The birth to three special education teacher is responsible for coordinating with the Regional Family Resource coordinator for timely execution of transition planning conferences, that are arranged at least 90 days before the student's third birthday;
- Participants will review the child's program options for the period from the child's third birthday through the remainder of the school year;
- If a student is determined eligible for special education services, an IEP will be developed and implemented by the student's third birthday. If the third birthday is not during the school year and when appropriate, the IEP may set a start date of the beginning of the school year.

### **IEP Development**

The IEP is the written statement reflecting the implementation of instructional programs and other services for special education students based on the evaluation and student needs.

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

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the special education teacher will notify that parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

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

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

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

The IEP team includes:

- The parents of the student;
- Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment;
- Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
- A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources;
- An individual who can interpret the instructional implications of the evaluation results;
- Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
- The student, when appropriate, or when required;

- Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
- If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative can not attend the meeting, district personnel shall keep the representative informed of the meeting and obtain agency information that will assist in the service provision;
- Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parents and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting. Every effort will be made before the meeting to notify the parents if a team member cannot attend.

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

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

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

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

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making changes. The parent and the district must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. The IEP case manager is responsible for IEP amendments. If the parent requests that the district revise the IEP to include the amendments, the IEP case manager will revise the IEP.

**IEP Preparation and Content:**

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

- The strengths of the student including the academic, developmental and functional needs of the student and the concerns of the parents for enhancing the education of their child;
- Whether a behavior plan, including positive supports and possible aversive interventions should be considered;
- Whether the student with limited English proficiency has language needs;
- Whether Braille instruction is appropriate for a student who is blind or visually impaired;
- Whether a student has other language and communication needs; and
- Whether assistive technology devices or services are needed.



IEP content includes:

- The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;
- Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;
- A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum and be educated and participate with other special education students and non-disabled students and participate in extracurricular and other nonacademic activities;
- A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular and non-academic activities;
- A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s) and why the particular alternative assessment is appropriate for the child;
- The date for the beginning of services and the anticipated frequency, location and duration of services and modifications;
- A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on data. Information to the parents can be provided through the use of progress reports or report cards or other agreed means, but the information must be provided at least as often as information is provided to students without disabilities;
- The projected beginning date for the special education and related services;
- With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. Transition services description must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment, independent living skills where appropriate; and transition services (including course of study) needed to assist the child in reaching those goals;
- Aversive interventions, if required. Any interventions considered must be provided by trained staff and only considered after the determination has been made that positive interventions alone are not effective. Any questions about the need for or use of aversive

interventions should be referred to the special education director. When aversive interventions are considered the IEP team will include a certificated employee who understands the appropriate use of interventions and concurs with the need and shall include a person who works directly with the student. The district will establish a process for evaluating the effects of the use of aversive interventions, at least every three months during the school year;

- A statement regarding transfer of rights at the age of majority. The IEP case manager will provide prior written notice to the student one year prior to student turning 18 years of age;
- Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by April 15 to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress and emerging skills.

### **Transfer Students**

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

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

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

### **Placement**

No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes a special education placement. When a student has been evaluated and the evaluation team and parent have

determined student eligibility and the need for special education and related services, programming decisions must occur. These decisions are made on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of least restrictive environment (LRE) and the continuum of placement alternatives (reviewed below). When determining initial eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before the student receives special education services. If the parents do not consent to the provision of special education and related services, the district will not provide special education services to the student. The district will notify the parents that the student is eligible for services and that the district is willing to provide the services when the parent provides written consent. The notification will also inform parents that the district has no FAPE obligation to the student when parents refuse to provide consent.

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

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

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

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

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

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

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

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

Within the district, a continuum of alternative placement options exists spanning within a class, resource room, self-contained, home-bound and out-of-district provisions. These options are intended to address the individual needs of students and they are considered according to the following process:

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

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

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

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

#### **Students Unilaterally Enrolled in Private Schools by Parents**

On November 30 each year, the district shall conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries and who do not wish to enroll in a public school to receive special education and related services. The district's special education director shall have timely and meaningful consultation with appropriate representatives and parents of private school students and make determinations about who will receive services and what services will be provided. The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

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

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

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

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

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

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

### **Procedural Safeguards**

#### **Consent**

The district will obtain informed, written parental consent before:

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

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

Informed consent means that the parent or adult student:

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

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

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

#### Revocation of Consent

If a parent revokes consent after the district has provided special education and related services, the district will not amend the student's education records to remove any references to the student's receipt of special education and related services.

Upon receipt of the parent's written notice of revocation, the district:

- A. Will provide prior written notice before ceasing services;
- B. Stop providing SE and related services after the effective date contained in the district's prior written notice;
- C. Will not use mediation or the due process procedure to obtain agreement.

Discontinuation of special education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the district's requirements to convene an IEP meeting or develop an IEP.

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

The school district shall provide a copy of the procedural safeguards notice to the parents of eligible special education students and students referred for special education and adult students one time a year and:

- Upon initial referral or parent request for evaluation;

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

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees. Copies of the district's special education procedural safeguards are available at the school building offices or the special education department office, 1610 Blaine Street, Port Townsend, WA 98368.

### **Prior Written Notice**

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

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

The prior written notice will include:

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

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

written language, the district will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

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

The district will document in writing how this information was provided and that the parent understands the content of the notice. The special education department team leader is responsible for sending prior written notices after evaluation and eligibility decisions. The IEP case manager is responsible for sending prior written notices after IEP team and placement decisions.

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

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

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

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

The district may determine that a student over the age of eighteen and not legally incapacitated is unable to provide informed consent or to make educational decisions and appoint an educational representative. This determination will only be made if two separate professionals state that they conducted an examination and interviewed the student, and conclude the student is incapable of providing informed consent. The district will inform the student of the decision and appoint either the spouse, the student's parents, another adult or a surrogate educational representative to represent the student. The appointment of the education representative will continue for one year.

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

### **Confidentiality and Records Management**

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

The district will provide instruction annually to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable



information. The training will address the protections outlined in WAC 392-172A, state law and federal regulations implementing the Family Educational Rights and Privacy Act, FERPA, (34 CFR Part 99).

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

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

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

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

### **Surrogate Parents**

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

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

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

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

In cases where the student is in out of home care the district must determine the legal custodial status of the child.

- Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation the student is not a ward of the state.
- Parents whose children are placed in group care, pending a determination of “dependency” may still retain rights to make educational decisions unless otherwise ordered by the court.
- When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency.
- Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf their child.

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

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

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

The person selected as a surrogate:

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

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

### **Mediation**

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

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

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

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

### **Due Process Hearing**

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

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

When a parent files a due process hearing, the student remains in the placement at the time of the request for hearing unless the parents and district agree to a different placement. See the discipline section below for placements when a disciplinary action is challenged.

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

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

## **Discipline**

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

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

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

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

Once a student has been removed from placement for a total of ten school days in the same school year, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The IEP case manager, in consultation with one or more of the student's teachers, shall make the determination of such necessary services.

If the IEP team members described in the manifestation determination section determine that the behavior is not a manifestation of the student's disability and the removal is a change of placement, the district may apply the same disciplinary measures that apply to students without disabilities. However, the student must continue to receive services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The relevant IEP team members, selected by the parent and the district, shall determine appropriate services.

## **Change in Placement**

A change of placement occurs when a special education student is:

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

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

### **Manifestation Determination**

Within ten school days after the date on which the decision to change the placement is made the district shall conduct a “manifestation determination” of the relationship between the student’s disability and the behavior subject to the disciplinary action.

The review of the relationship between a student’s disability and the behavior subject to the disciplinary action shall be done in a meeting by the parent and relevant members of the IEP team who are selected by the parent and the district. The IEP case manager is responsible for contacting the parent in order to determine relevant IEP team members and providing notice of the meeting. The team shall review all relevant information in the student’s file, including the IEP, teacher observations and information provided by the parent to determine:

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

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student’s disability and the contemplated disciplinary action shall not proceed.

If the team determines, specifically, that the conduct was the direct result of the district’s failure to implement the IEP, the district must take immediate action to remedy the deficiencies.

If the IEP team determines that the conduct was a manifestation of the student’s disability, the team must:

- 1) Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan; or
- 2) Review the existing behavioral intervention plan and modify it to address the behavior; and
- 3) Return the child to the placement removed from unless the parents and the district agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons or bodily harm.

### **Special Circumstances**

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

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

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

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

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

- The district can demonstrate beyond a preponderance of the evidence that maintaining said student's current placement is substantially likely to result in injury to the student or others;
- The district has made reasonable efforts to minimize the risk of harm in the current placement, including the use of supplementary aids and services; and
- The proposed interim alternative educational setting has been proposed by school personnel in consultation with the student's special education teacher and meets the requirements of WAC 392-172A.

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

### **Basis of Knowledge**

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

The district is deemed to have knowledge if:

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

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

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

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

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

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

### **Staff Qualifications**

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

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

All special education teachers providing, designing, supervising, evaluating or monitoring the provision of special education shall possess "substantial professional training." This shall be shown by the issuance of an appropriate special education endorsement on an individual teaching certificate issued by the superintendent of public instruction.

In the event a special education teacher does not have a certificate endorsed in special education, a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet SBE criteria.

If the district must temporarily assign a classroom teacher without a special education endorsement to a special education position, the district special education director will document in writing that:

- The district is unable to recruit a teacher with the proper endorsement who was qualified for the position; and/or
- The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; and/or

- The reassignment of another teacher within the district would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed six-semester hours or nine-quarter hours of course work which are applicable to the special education endorsement, the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

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

### **Personnel Development**

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

- Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents and volunteers;
- Training must be provided annually to all personnel who may be providing aversive interventions under a student's IEP;
- In-service training schedules will be developed based upon the results of the district assessment and in support of needs identified;
- Training activities will be conducted for regular general and special education staff, staff of other agencies and organizations and private school staff providing services for special education students; and
- Training for classified staff in the state recommended core competencies will occur through district trainings as well as those offered at in- and out-of-state conferences and the local ESD.

### **Public Participation**

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

**Date: 10.00; 10.02; 12.07; 5/5/08; 1/11/10; 7/14/14.**



## **INSTRUCTION**

### **Special Education and Related Services for Eligible Students**

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

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

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

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

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

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

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

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

### **Early Intervention**

~~The District participates in the provision of early intervention services to eligible children with a disability, birth to three, consistent with the state lead educational agency's policies and procedures and the regulations implementing Part C of the IDEA~~

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

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

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

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

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

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

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

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

1. **The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;**
2. **The purpose of disclosure;**

3. **The agency to which the disclosure will be made; and**
4. **That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to apply for services under the act.**

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

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

### **Parent Participation in Meetings**

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

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

When a meeting is scheduled parents will be:

- A. Notified of the meeting early enough that they will have an opportunity to attend; and
- B. Notified of the purpose, time, and location of the meeting and who will be in attendance.

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

- A. **The parent will be notified** that the district or the parent may invite others who have knowledge or special expertise of the student; and
- B. **The meetings** shall be scheduled at a mutually agreeable time and place.

The district **will** take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

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

This documentation will be kept in the student's special education file. The Special Education Office Coordinator is responsible for maintaining records of parent contacts.

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

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

~~The district will ensure parents have access to their child's classroom and school-sponsored~~

~~activities for purposes of observing class procedure, teaching material and class conduct. Such access must not disrupt the classroom procedure or learning activities.~~

## **Identification and Referral (Child Find)**

### **Identification**

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

1. Children residing in the school district boundaries including preschool-aged children;
2. Children attending **approved, nonprofit** private elementary and secondary schools located within the district boundaries. ~~Elementary or secondary schools located includes public schools, nonprofit institutional day or residential schools and private schools~~
3. Highly mobile children (such as homeless, foster care and migrant children);
4. Children who have a disability and may need special education services even though they are advancing from grade to grade; and
5. Children at home or home-schooled.

The district will consult with parents and representatives of private school students to ensure its child find activities are comparable in **approved, nonprofit** private schools located within district boundaries. These consultations will occur annually by ~~letters~~, meetings or phone calls.

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

1. Notification to parents of child find activities in its annual informational packet;
2. Notification to parents district-wide through local papers or other media;
3. Information regarding child find on the district's Web site;
4. Notification to private schools located in the district's boundaries;
5. District informational mailings;
6. Posting notices regarding screening and referral in school buildings and public locations including DSHS community service offices, Employment Security offices, grocery stores, day cares, community preschool sites and physicians' offices;
7. Notifying and coordinating with the designated Part C lead agencies;
8. Early childhood screenings conducted by the district;
9. Coordination with other public and private agencies and practitioners;
10. Written information provided to district staff on referral procedures;
11. Training teachers and administrators on referral/evaluation/identification procedures;
12. Review of student behavior, discipline and absentee information and information gathered from district-wide assessment activities.

When district staff ~~members~~ *has* have concerns that a student may have a suspected disability which could result in eligibility for special education services, they will notify the building school counselor for consideration by the student study team.

The district's special education department conducts early childhood screenings for ages birth to five. These occur as needed (monthly) at the early childhood education classrooms. When parents or others inquire about screenings, the caller will be referred to the birth to kindergarten special education staff.

The screening process involves the following:

1. Parents are asked to provide information to assist in assessing their child; and
2. Children are screened to assess cognitive, communication, physical, social-emotional and adaptive development.

Parents will be notified at the screening of the results and the parents will also be provided written notice of the results within ten days of the screening. If the screening supports evaluation, obtain written consent for evaluation at the exit interview if possible, or include consent forms with the written notice notifying the parents of the results. If the screening results indicate that the child does not need an evaluation, written notice shall be sent to the parents within 10 days of the screening explaining the basis for the district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

## **Referral**

A student, whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff or other persons knowledgeable about the student. Each building principal ~~will be responsible~~ *will designate a person responsible* for ensuring that district staff understands the referral process. Referrals are required to be in writing unless the person referring is unable to write. A person who makes a referral orally should be asked to either make the referral in writing or go to the main office of the building for assistance in making the referral.

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

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

During the referral period ~~the special education personnel~~ *will* collect and review existing information from all sources, including parents. Examples may include:

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

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

Recommendations regarding evaluation are forwarded to the special education department.

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

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

The special education evaluation team leader will seek parental consent to conduct the evaluation. The school district is not required to obtain consent from the biological parent if:

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

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

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

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

Eligibility—Part C Students

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

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

1. **The special education director will serve as the point of contact with the family resource coordinator for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;**
2. **The district will follow the procedures for obtaining consent and conducting an initial evaluation, if it determines that the student will be evaluated to determine eligibility for Part B services;**

**The district will follow the procedures for timelines and evaluation requirements for students moving from Part C to Part B except;**

1. Students turning three, who were previously determined eligible for early intervention services under Part C of IDEA, **will** be evaluated for initial eligibility for special education services **under part B of IDEA**. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

### **Evaluation Requirements**

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

The evaluation must be an individual assessment designed to determine:

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

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

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



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

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

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

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

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP Team determines that no additional data is needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The district ~~will follow the evaluation procedures outlined in WAC 392-172A~~ **will complete the evaluation using existing data.**

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

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

The district continues to use the severe discrepancy approach for identifying students with an SLD.

### **Evaluation of Transfer Students**

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

### **Eligibility**

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

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency.
2. Eligibility may be determined by documented professional judgment when:
  - a. Properly validated tests are unavailable; or
  - b. Corroborating evidence indicates that results were influenced due to measuring a disability.

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

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

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

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

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

### **Evaluation Report**

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

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

1. Identify the disability which requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category;
4. Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;
5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Include the additional information required for the specific learning disability eligibility category;
8. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
9. Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions shall prepare a statement presenting the conclusion.

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

### **Reevaluations**

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

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

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

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

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

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

1. Whether the student continues to be eligible for special education and any necessary related services;
2. The present levels of performance and educational needs; and
3. ~~Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.~~ **Whether any additions or modifications to the student's program are needed. This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing:**

- A. If additional testing is needed, the school's psychologist will request written parental consent for reevaluation **and provide prior written notice identifying the areas of assessment;**

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

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

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

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

### **Reevaluation and Graduation**

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

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

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

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

When a parent requests an IEE, the district must provide parents a list of district criteria and evaluators. If the school district initiates a hearing and a decision is made that the district's

evaluation is appropriate, the parent still has the right to an IEE but not a public expense. A parent is only entitled to one IEE at public expense each time the district conducts an evaluation with which the parent disagrees.

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

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

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

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

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

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

### **A. Transitions of Birth to Three Students to Preschool**

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

- ~~1. The birth to three special education teacher is responsible for coordinating with the Regional Family Resource coordinator for timely execution of transition planning conferences, that are arranged at least 90 days before the student's third birthday.~~
- ~~2. Participants will review the child's program options for the period from the child's third birthday through the remainder of the school year; and~~
- ~~3. If a student is determined eligible for special education services, an IEP will be developed and implemented by the student's third birthday. If the third birthday is not during the school year and when appropriate, the IEP may set a start date of the beginning of the school year.~~

### **B A. IEP Development**

The IEP is the written statement reflecting the implementation of instructional programs and other services for special education students based on the evaluation and student needs.

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

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the special education teacher will notify **the** parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

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

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

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

**The district will provide parents/guardians with a copy of the district's Required Notification of Isolation or Restraint of Students with IEP's or Section 504 Plans policy (Policy 3247) when the student's IEP is created.**

The IEP team includes:

1. The parents of the student;
2. Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment;
3. Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
4. A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources;
5. An individual who can interpret the instructional implications of the evaluation results;
6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
7. The student, when appropriate, or when required;
8. Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
9. If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative cannot attend the meeting, district personnel shall keep the representative informed of the meeting and obtain agency information that will assist in the service provision;
10. Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parents and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting. Every effort will be made before the meeting to notify the parents if a team member cannot attend.

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

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

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



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

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

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making changes. The parent and the district must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. The IEP case manager is responsible for IEP amendments. If the parent requests that the district revise the IEP to include the amendments, the IEP case manager will revise the IEP

### **IEP Preparation and Content:**

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

1. The strengths of the student including the academic, developmental and functional needs of the student and the concerns of the parents for enhancing the education of their child;
2. Whether a behavior plan, including positive supports and possible aversive interventions should be considered;
3. Whether the student with limited English proficiency has language needs;
4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;
5. Whether a student has other language and communication needs; and
6. Whether assistive technology devices or services are needed.

IEP content includes:

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

- the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s) and why the particular alternative assessment is appropriate for the child;
6. The date for the beginning of services and the anticipated frequency, location and duration of services and modifications;
  7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided ~~through the~~ at the same time the district issues use of progress reports or report cards, or other agreed means times as identified in the IEP. ~~But the information must be provided at least as often as information is provided to students without disabilities;~~
  8. The projected beginning date for the special education and related services;
  9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. ~~Transition services description~~ The transition component must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment and independent living skills where appropriate; and the transition services (including courses of study) needed to assist the child in reaching those goals;
  10. Aversive interventions, if required. ~~Must be provided by trained staff and only considered after the determination has been made that positive interventions alone are not effective.~~ Any use of aversive interventions are only considered after the determination has been made that positive interventions alone are not effective, and there is a need for an aversive intervention plan. The plan will address which staff with required training and certification may use the interventions. Any questions about the need for or use of aversive interventions should be referred to the special education director. When aversive interventions are considered the IEP team will include a certificated employee who understands the appropriate use of interventions and concurs with the need and shall include a person who works directly with the student. The district will establish a process for evaluating the effects of the use of aversive interventions, at least every three months ~~during the school year~~ when school is in session.
  11. The procedures by which parents/guardians will be notified of the use of isolation or restraint or a restraint device on their student (see Procedure 3247)
  12. A statement regarding transfer of rights at the age of majority. The IEP case manager will provide prior written notice to the student one year prior to student turning 18 years of age;
  13. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by April 15 to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress and emerging skills.

## **Transfer Students**

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

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

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

## **Placement**

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

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

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

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

be satisfactorily achieved.

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

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

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

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

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

Within the district, a continuum of alternative placement options exists spanning within a class, resource room, self-contained, home-bound and out-of-district provisions. These options are intended to address the individual needs of students and they are considered according to the following process:

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

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

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

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

### **Students Unilaterally Enrolled in Private Schools by Parents**

On November 30 each year, the district ~~shall~~ **will** conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries. The district's special education director shall have timely and meaningful consultation with appropriate **representatives of private schools** and **representatives of** parents of private school students and make determinations about who will receive services and what services will be provided. The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

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

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

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

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

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

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

### **Procedural Safeguards**

#### **Consent**

The district will obtain informed, written parental consent before:

1. Conducting an initial evaluation;

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

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

Informed consent means that the parent or adult student:

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

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

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

### **Revocation of Consent**

~~If a parent revokes consent after the district has provided special education and related services, the district will not amend the student's education records to remove any references to the student's receipt of special education and related services.~~

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

Upon receipt of the parent's written notice of revocation, ~~the district~~ **the office of the Special Education Director:**

1. Will provide prior written notice **for a reasonable time** before ceasing services **the district stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the district will stop providing special education and related services.**
2. Stop providing SE and related services after the effective date contained in the district's prior written notice; and
3. Will not use mediation or the due process procedure to obtain agreement.

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

**evaluation for eligibility for special education services after they have revoked consent for continued services.**

**Notice of Procedural Safeguards**

**In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation or placement is at issue.** The school district ~~shall~~**will** provide a copy of the procedural safeguards notice to the parents of ~~eligible special education students and students referred for special education~~ and adult students one time a year and:

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

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees. Copies of the district's special education procedural safeguards are available at the school building offices or the special education department office, 1610 Blaine St, Port Townsend, WA 98368.

**Prior Written Notice**

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

The district will provide prior written notice to the parent ~~of an eligible student or of a student referred for a special education evaluation~~ whenever the district proposes or refuses to initiate or change the identification, evaluation, educational placement or provision of a FAPE to the student.

The prior written notice will include:

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

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

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

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

The district will document in writing how this information was provided and that the parent understands the content of the notice. The special education department team leader is responsible for sending prior written notices after evaluation and eligibility decisions. The IEP case manager is responsible for sending prior written notices after IEP team and placement decisions.

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

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

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

### Appointment of an Educational Representative

**A student over the age of eighteen is presumed to be capable of making educational decisions and able to provide informed consent unless he or she is determined to be “incapacitated” through a legal guardian ship proceeding. If a parent, another interested part, or the district believes that** ~~the district may determine that~~ a student over the age of eighteen is unable to provide informed consent or to make educational decisions **,and the student does not have a legal guardian, the parent or other interested party may ask the district to** ~~and~~ appoint an educational representative. This determination will only be made if two separate professionals state that they conducted an examination and interviewed the student, and concluded the student is incapable of providing informed consent. The district will inform the student of the decision and appoint e i t h e r the spouse, the student’s parents, another adult or a surrogate educational representative to represent the student. The appointment of the education representative will continue for one year.

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

### **Confidentiality and Records Management**

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

The district will provide instruction annually to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable



information. The training will address the protections outlined in WAC 392-172A, state law and federal regulations implementing the Family Educational Rights and Privacy Act, FERPA, (34 CFR Part 99).

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

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

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

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

### **Surrogate Parents**

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

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

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

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

In cases where the student is in out of home care the district must determine the legal custodial status of the child.

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

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

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

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

The person selected as a surrogate:

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

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

### **Mediation**

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

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

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

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

### **Due Process Hearing**

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

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

When a parent files a due process hearing, the student remains in the placement at the time of the request for hearing unless the parents and district agree to a different placement. See the discipline section below for placements when a disciplinary action is challenged.

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

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

## **Discipline**

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

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

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

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

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

~~If the IEP team members described in the manifestation determination section determine that the behavior is not a manifestation of the student's disability and the removal is a change of placement, the district may apply the same disciplinary measures that apply to students without disabilities. However, the student must continue to receive services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The relevant IEP team members, selected by the parent and the district, will determine appropriate services.~~

## **Change in Placement**

A change of placement occurs when **an eligible** ~~special education~~ student is:

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

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

### **Manifestation Determination**

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

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

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

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability. ~~And the contemplated disciplinary action shall not proceed.~~

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

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

### **Special Circumstances**

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

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

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

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

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

1. The district ~~can demonstrate beyond a preponderance of the evidence~~ **believes** that maintaining ~~said~~ **the** student's current placement is substantially likely to result in injury to the student or others. **If the student's IEP team believes that the team should work with the district's director of special education.**
2. ~~The district has made reasonable efforts to minimize the risk of harm in the current placement, including the use of supplementary aids and services; and~~
3. ~~The proposed interim alternative educational setting has been proposed by school personnel in consultation with the student's special education teacher and meets the requirements of WAC 392-172A.~~

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

### **Basis of Knowledge**

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

The district is deemed to have knowledge if:

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

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

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

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

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

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

### **Staff Qualifications**

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

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

All special education teachers providing, designing, supervising, evaluating or monitoring the provision of special education shall possess "substantial professional training." This ~~shall~~ *will* be shown by the issuance of an appropriate special education endorsement on an individual teaching certificate issued by the superintendent of public instruction.

In the event a special education teacher does not have a certificate endorsed in special education, a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet SBE criteria.

If the district must temporarily assign a classroom teacher without a special education endorsement to a special education position, the district special education director will document in writing that:

- A. The district is unable to recruit a teacher with the proper endorsement who was qualified for the position; and/or
- B. The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; and/or

- C. The reassignment of another teacher within the district would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed six- semester hours or nine-quarter hours of course work which are applicable to the special education endorsement, the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

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

### **Personnel Development**

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

- D. Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents and volunteers;
- E. Training must be provided annually to all personnel who may be providing aversive interventions under a student's IEP;
- F. In-service training schedules will be developed based upon the results of the district assessment and in support of needs identified;
- G. Training activities will be conducted for regular general and special education staff, staff of other agencies and organizations and private school staff providing services for special education students; and
- H. Training for classified staff in the state recommended core competencies will occur through district trainings as well as those offered at in- and out-of-state conferences and the local ESD.

### **Public Participation**

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

**Date: 10.00; 10.02; 12.07; 5/5/08; 1/11/10; 06.14**





# Port Townsend School District

## Monthly Financial Report to Board

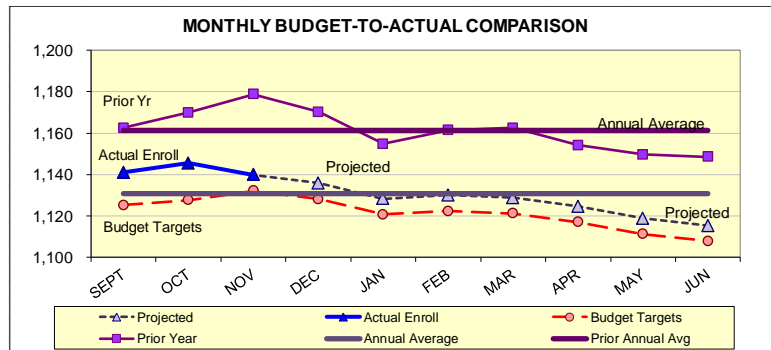
November 24, 2014

- 2014-15 Enrollment
- October 2014 Financial Reports
  - Financial Summary - Net Assets
  - Revenue, Expenditure & Fund Balance
  - General Fund Comparison to Prior Year

# Enrollment

**2014-2015**

AAFTE w/out Running Start		
Prior Year	14-15 Budget	14-15 Projected
1,161	1,121	1,131



# Enrollment

**November 2014**

2014-2015 November	Current Month Actual		Budget Month Target	FTE Variance
	Head Ct	FTE*	FTE*	from Target
Grades K-3	330	290.0	287.0	3.0
Grades 4-8	440	438.8	439.0	(0.2)
Grades 9-12	430	411.0	406.1	4.9
	1,200	1,139.8	1,132.2	7.7
Running Start	14	24.8	n/a	n/a
November Totals	1,214	<b>1,164.6</b>	<b>1,132.2</b>	<b>7.7</b>

Projected Y.E. Annual Average	Projected thru YE		2014-2015 Budget		AAFTE Variance
	Head Ct	AAFTE*	Head Ct	AAFTE*	from Budget
K-12	n/a	1,130.8	1,182	<b>1,121.0</b>	9.8
Running Start	n/a	<b>26.9</b>	9	<b>30.0</b>	(3.1)

Current Month FTE is (5.69) - (Decrease) from prior month  
100.8% of projected Annual Average

\* FTE - Full Time Enrollment

\*\* AAFTE, Annual Average Full Time Enrollment (FTE)

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# Financial Summary

**2014-2015**

as of: **October 31, 2014**

<b>NET ASSETS</b>	General Fund	Capital Proj Fund	Debt Svc Fund	ASB Fund	Vehicle Fund
<b>Total Assets</b>	\$ 1,352,199	\$ 1,107,219	\$ 122,309	\$ 378,750	\$ 90,590
- less: Taxes Receivable	(286,214)	(100,200)	(2,413)	-	-
<b>Assets Net of Taxes Due</b>	<b>\$ 1,065,985</b>	<b>\$ 1,007,020</b>	<b>\$ 119,896</b>	<b>\$ 378,750</b>	<b>\$ 90,590</b>
<b>Total Liabilities/Def Rev</b>	\$ 320,200	\$ 100,200	\$ 2,413	\$ 702	\$ -
- less: Deferred Tax Revenue	(286,214)	(100,200)	(2,413)	-	-
<b>Liabilities Net of Taxes Due</b>	<b>\$ 33,986</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 702</b>	<b>\$ -</b>
<b>Net Assets (Fund Balance)</b>	<b>\$ 1,031,999</b>	<b>\$ 1,007,020</b>	<b>\$ 119,896</b>	<b>\$ 378,048</b>	<b>\$ 90,590</b>

<b>Net Cash &amp; Investments</b>	GF	CPF	DSV	ASB Fund	TVF
October 31, 2014	\$ 962,958	\$ 1,007,020	\$ 119,896	\$ 378,750	\$ 90,590
Prior Month End	\$ 22,755	\$ 695,114	\$ 119,867	\$ 354,437	\$ 208,526

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# Financial Operations

**2014-2015**

as of: **October 31, 2014**

## REVENUES, EXPENDITURES &

### CHANGES IN FUND BAL

	General Fund	Capital Proj Fund	Debt Svc Fund	ASB Fund	Vehicle Fund
Revenues YTD	\$ 2,740,819	\$ 448,475	\$ 71	\$ 59,000	\$ 22
Expenditures YTD	(2,126,560)	(29,684)	-	(32,856)	(117,949)
Transfers-in/<out> YTD	-	-	-	-	-
YTD Change in Fund Bal	\$ 614,259	\$ 418,791	\$ 71	\$ 26,144	\$ (117,927)
+ Beginning Fund Balance	417,739	588,229	119,825	351,904	208,517
<b>Current Fund Balance</b>	<b>\$ 1,031,999</b>	<b>\$ 1,007,020</b>	<b>\$ 119,896</b>	<b>\$ 378,048</b>	<b>\$ 90,590</b>

### Budgeted Expenditure Capacity:

(revised budget)

Total Expenditure Budget	\$ 13,955,720	\$ 1,398,500	\$ 60,723	\$ 389,968	\$ 173,500
less YTD Expend/Transf	(2,126,560)	(29,684)	-	(32,856)	(117,949)
less YTD Encumbrances	(9,839,536)	(126,396)	-	(54,882)	(1,090)
<b>Un-Encumbered Budget *</b>	<b>\$ 1,989,624</b>	<b>\$ 1,242,420</b>	<b>\$ 60,723</b>	<b>\$ 302,230</b>	<b>\$ 54,461</b>

\* General Fund began year with \$300,000 capacity budget for additional expenditures; current unused capacity is \$309,000

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# General Fund

**2014-2015**

## Year-to-Year Comparison

YEAR-to-YEAR	October		Variance		
	2014-2015	% of Bud		2013-2014	% of Bud
Beginning Fund Balance	\$ 417,739		\$446,099		\$ (28,360)
+ Revenues	2,740,819	20.1%	2,684,792	19.7%	56,027
+ Transfer-In from other funds	-	0.0%	-	0.0%	-
<b>Total Funds Available</b>	<b>\$ 3,158,559</b>		<b>\$ 3,130,891</b>		<b>\$ 27,668</b>
Expenditures:					
Salaries & Benefits (Payroll)	\$ 1,759,016		\$ 1,769,337		(10,321)
Accounts Payable	367,544		272,440		95,104
<b>Total Expenditures &amp; Transf-out</b>	<b>\$ 2,126,560</b>	15.2%	<b>\$ 2,041,777</b>	14.8%	<b>\$ 84,783</b>
<b>Fund Balance at EOM</b>	<b>\$ 1,031,999</b>		<b>\$ 1,089,114</b>		<b>\$ (57,115)</b>

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# General Fund

2014-2015

## Revenue Detail

10--General Fund -- for the Month of October , 2014

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>
1000 LOCAL TAXES	3,250,537	1,099,132.65	1,173,980.64
2000 LOCAL SUPPORT NONTAX	515,455	16,584.85	63,638.07
3000 STATE, GENERAL PURPOSE	6,563,664	590,722.81	1,181,446.12
4000 STATE, SPECIAL PURPOSE	2,032,549	176,772.50	321,754.42
5000 FEDERAL, GENERAL PURPOSE	0	.00	.00
6000 FEDERAL, SPECIAL PURPOSE	1,278,499	.00	.00
7000 REVENUES FR OTH SCH DIST	0	.00	.00
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	.00
9000 OTHER FINANCING SOURCES	279,016	.00	.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>13,919,720</u>	<u>1,885,212.81</u>	<u>2,740,819.25</u>

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# General Fund

2014-2015

## Expenditure Detail

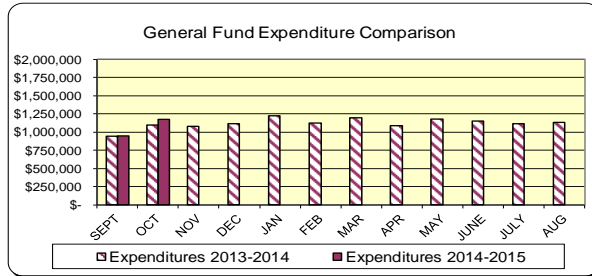
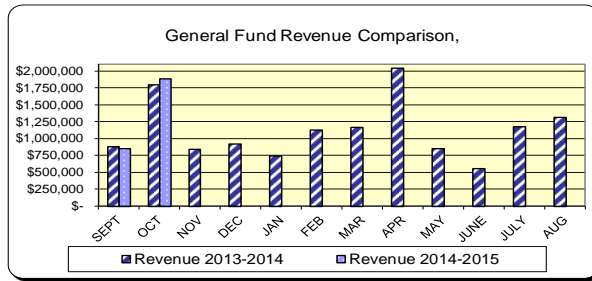
<u>B. EXPENDITURES</u>			
00 Regular Instruction	6,572,901	548,093.43	1,052,628.38
10 Federal Stimulus	0	.00	.00
20 Special Ed Instruction	2,238,651	180,271.29	334,175.65
30 Voc. Ed Instruction	466,357	49,719.11	87,926.54
40 Skills Center Instruction	0	.00	.00
50+60 Compensatory Ed Instruct.	799,337	56,318.48	105,918.34
70 Other Instructional Pgms	682,931	23,884.32	34,251.43
80 Community Services	6,174	662.61	1,028.99
90 Support Services	3,189,369	318,123.91	510,630.62
<u>Total EXPENDITURES</u>	<u>13,955,720</u>	<u>1,177,073.15</u>	<u>2,126,559.95</u>

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# 2014-2015

## General Fund

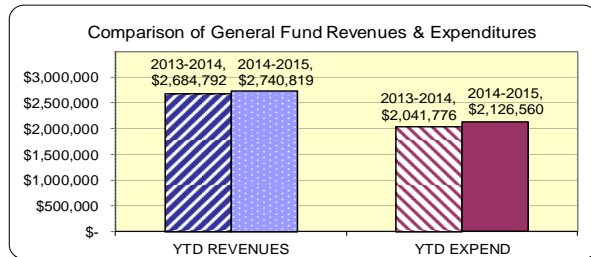
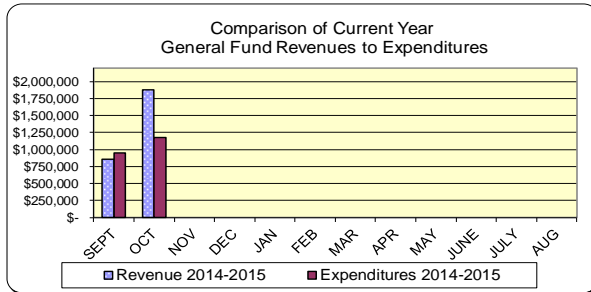
October 2014



# 2014-2015

## General Fund

October 2014



# Conclusion

*Are there any questions?*



**10--General Fund -- for the Month of October , 2014**

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES/OTHER FIN. SOURCES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 LOCAL TAXES	3,250,537	1,099,132.65	1,173,980.64		2,076,556.36	36.12
2000 LOCAL SUPPORT NONTAX	515,455	18,584.85	63,638.07		451,816.93	12.35
3000 STATE, GENERAL PURPOSE	6,563,664	590,722.81	1,181,446.12		5,382,217.88	18.00
4000 STATE, SPECIAL PURPOSE	2,032,549	176,772.50	321,754.42		1,710,794.58	15.83
5000 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	1,278,499	.00	.00		1,278,499.00	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	279,016	.00	.00		279,016.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	13,919,720	1,885,212.81	2,740,819.25		11,178,900.75	19.69
<b>B. EXPENDITURES</b>						
00 Regular Instruction	6,572,901	548,093.43	1,052,628.38	4,695,989.68	824,282.94	87.46
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	2,238,651	180,271.29	334,175.65	1,635,484.27	268,991.08	87.98
30 Voc. Ed Instruction	466,357	49,719.11	87,926.54	328,105.18	50,325.28	89.21
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	799,337	56,318.48	105,918.34	486,867.83	206,550.83	74.16
70 Other Instructional Pgms	682,931	23,884.32	34,251.43	151,805.98	496,873.59	27.24
80 Community Services	6,174	662.61	1,028.99	3,359.71	1,785.30	71.08
90 Support Services	3,189,369	318,123.91	510,630.62	2,537,923.32	140,815.06	95.58
<u>Total EXPENDITURES</u>	13,955,720	1,177,073.15	2,126,559.95	9,839,535.97	1,989,624.08	85.74
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER)EXP/OTH FIN USES (A-B-C-D)</u>	36,000-	708,139.66	614,259.30		650,259.30	< 1000-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	444,000		417,739.44			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u>	408,000		1,031,998.74			
<u>(E + F +OR- G)</u>						
<b>I. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted For Other Items	0		.00			
G/L 821 Restrictd for Carryover	0		7,029.00			
G/L 828 Restricted for C/O of FS Rev	0		1,930.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		2,973.00			
G/L 870 Committed to Other Purposes	340,000		.00			
G/L 872 Committd to Min Fnd Bal Policy	0		297,367.44			
G/L 875 Assigned Contingencies	50,000		50,000.00			
G/L 888 Assigned to Other Purposes	0		58,440.00			
G/L 890 Unassigned Fund Balance	18,000		614,259.30			
<u>TOTAL</u>	408,000		1,031,998.74			

**20--Capital Projects -- for the Month of October , 2014**

<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	1,168,739	403,483.42	430,897.46		737,841.54	36.87
2000 Local Support Nontax	365,376	5,740.33	17,577.55		347,798.45	4.81
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>	1,534,115	409,223.75	448,475.01		1,085,639.99	29.23
<u>B. EXPENDITURES</u>						
10 Sites	200,000	.00	.00	0.00	200,000.00	0.00
20 Buildings	1,198,500	25,303.26	25,303.26	104,036.55	1,069,160.19	10.79
30 Equipment	0	.00	4,380.95	22,359.71	26,740.66-	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	1,398,500	25,303.26	29,684.21	126,396.26	1,242,419.53	11.16
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	338,739	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXP/OTH FIN USES (A-B-C-D)</u>	203,124-	383,920.49	418,790.80		621,914.80	306.17-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	304,060		588,228.84			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E + F +OR- G)</u>	100,936		1,007,019.64			
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 862 Committed from Levy Proceeds	30,333		783,968.17			
G/L 870 Committed to Other Purposes	0		37,826.00			
G/L 889 Assigned to Fund Purposes	70,603		185,225.47			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	100,936		1,007,019.64			



**30--Debt Service Fund -- for the Month of October , 2014**

<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	19.32	52.44		52.44-	0.00
2000 Local Support Nontax	100	9.17	18.23		81.77	18.23
3000 State, General 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
9000 Other Financing Sources	59,723	.00	.00		59,723.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	59,823	28.49	70.67		59,752.33	0.12
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	46,800	.00	.00	0.00	46,800.00	0.00
Interest On Bonds	12,923	.00	.00	0.00	12,923.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	1,000	.00	.00	0.00	1,000.00	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>	60,723	.00	.00	0.00	60,723.00	0.00
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXPENDITURES (A-B-C-D)</u>	900-	28.49	70.67		970.67	107.85-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	118,000		119,825.30			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E + F +OR- G)</u>	117,100		119,895.97			
<hr/>						
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	117,100		119,895.97			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	117,100		119,895.97			

**40--Associated Student Body Fund -- for the Month of October , 2014**

<u>A. REVENUES</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 General Student Body	166,250	5,606.34	14,491.63		151,758.37	8.72
2000 Athletics	45,500	265.00	6,029.87		39,470.13	13.25
3000 Classes	14,800	1,824.00	6,746.00		8,054.00	45.58
4000 Clubs	132,950	12,687.35	28,188.08		104,761.92	21.20
6000 Private Moneys	12,200	2,928.50	3,544.50		8,655.50	29.05
<u>Total REVENUES</u>	371,700	23,311.19	59,000.08		312,699.92	15.87
<u>B. EXPENDITURES</u>						
1000 General Student Body	128,480	3,763.70	4,083.16	6,649.13	117,747.71	8.35
2000 Athletics	65,900	2,932.95	10,636.62	15,064.64	40,198.74	39.00
3000 Classes	32,460	129.88	129.88	2,611.30	29,718.82	8.44
4000 Clubs	144,163	10,935.89	17,466.21	30,016.92	96,679.87	32.94
6000 Private Moneys	18,965	540.00	540.00	540.00	17,885.00	5.69
<u>Total EXPENDITURES</u>	389,968	18,302.42	32,855.87	54,881.99	302,230.14	22.50
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES</u>	<u>(A-B)</u>	18,268-	5,008.77	26,144.21	44,412.21	243.11-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	212,713		351,904.05			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	194,445		378,048.26			
<u>C + D +OR- E)</u>						
<u>G. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	194,445		378,048.26			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	194,445		378,048.26			

**90--Transportation Vehicle Fund -- for the Month of October , 2014**

<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	.00		.00	0.00
2000 Local Nontax	100	12.56	21.68		78.32	21.68
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	85,255	.00	.00		85,255.00	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	.00		.00	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	85,355	12.56	21.68		85,333.32	0.03
<u>B. 9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
<u>C. Total REV./OTHER FIN. SOURCES</u>	85,355	12.56	21.68		85,333.32	0.03
<u>D. EXPENDITURES</u>						
Type 30 Equipment	173,500	117,948.69	117,948.69	1,090.00	54,461.31	68.61
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>	173,500	117,948.69	117,948.69	1,090.00	54,461.31	68.61
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<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>	88,145-	117,936.13-	117,927.01-		29,782.01-	33.79
<u>H. TOTAL BEGINNING FUND BALANCE</u>	90,200		208,516.56			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXX		.00			
<u>J. TOTAL ENDING FUND BALANCE</u>	2,055		90,589.55			
<u>(G + H +OR- I)</u>						
<hr/>						
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	2,055		27,675.45-			
G/L 889 Assigned to Fund Purposes	0		118,265.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	2,055		90,589.55			

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

**PORT TOWNSEND SCHOOL DISTRICT NO. 50**  
**Jefferson County**  
**1610 Blaine Street**  
**Port Townsend, WA 98368**

**RESOLUTION 14-17**

A RESOLUTION of the Board of Directors of Port Townsend School District No. 50, Jefferson County, Washington, providing for the submission to the voters of the District at a special election to be held therein on February 10, 2015, of a proposition authorizing a replacement tax levy to be made annually for four years commencing in 2015 for collection in 2016 on all of the taxable property within the District of \$3,450,000, in 2016 for collection in 2017 of \$3,585,000, in 2017 for collection in 2018 of \$3,730,000, and in 2018 for collection in 2019 of \$3,880,000, all in excess of the maximum tax levy specified by law for school districts without voter approval, for the District's General Fund, the proceeds of such levies to be used for support of the District's educational programs and operations costs.

WHEREAS, calendar year 2015 is the last year of collection of the current four-year General Fund maintenance and operation tax levy for the Port Townsend School District No. 50 of Jefferson County, Washington (the "District"), which was authorized pursuant to Resolution No. 10-19, adopted by the Board of Directors of the Port Townsend School District No. 50 of Jefferson County, Washington (the "Board") on November 29, 2010, and on which a special election was held and conducted within the District on February 8, 2011; and

WHEREAS, with the expiration of the District's current four-year General Fund Educational Programs and Operation Levy (commonly called a maintenance and operation tax levy), the money that will be available for the General Fund for the school years 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20 will be insufficient to permit the District to meet the educational needs of its students and support the District's educational programs and operation by paying general expenses thereof during such school years; and

WHEREAS, in order to support the cost of the District's educational programs and operation expenses, it is deemed advisable that the District levy a tax upon all of the taxable property within the District in excess of the annual tax rate the District is permitted by law to levy without a vote of the people, such levy to be made for four years commencing in 2015 for collection in 2016 through 2019; and

WHEREAS, the District is authorized pursuant to Article VII, Section 2(a) of the Washington Constitution and Revised Code of Washington ("RCW") 84.52.053 to submit to the District's voters at a special election, for their approval or rejection, the proposition of whether the District shall levy excess property taxes for support of the District's educational programs and operation expenses.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF PORT TOWNSEND SCHOOL DISTRICT NO. 50, JEFFERSON COUNTY, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board hereby finds and declares that the welfare of the students and other residents of the District requires the District to place before the voters of the District, for their approval or rejection, the issue of whether excess property taxes should be levied within the District to pay for a portion of the District's maintenance and operations expenses as hereinafter provided.

Section 2. Levy. To permit the District to meet the educational needs of its students and support the District's educational programs and operation expenses, the following taxes for the District's General Fund should be levied upon all taxable property within the District in excess of the maximum annual tax levy permitted by law without a vote of the electors:

Levy Year	Collection Year	Levy Rate*	Total Amount
2015	2016	\$1.58	\$3,450,000
2016	2017	\$1.60	\$3,585,000
2017	2018	\$1.63	\$3,730,000
2018	2019	\$1.66	\$3,880,000

\*The estimated levy rate per \$1,000 of assessed valuation depends upon the final dollar amount of assessed value of the property within the District. The exact levy rate will be adjusted based upon the actual assessed value within the District at the time of the levy.

Section 3. Calling of Election. The Auditor of Jefferson County, Washington, as *ex officio* Supervisor of Elections (the "Auditor"), is requested to call and conduct a special election in the District in the manner provided by law to be held therein on February 10, 2015, for the purpose of submitting to the District's voters, for their approval or rejection, the proposition of whether a replacement General Fund educational programs and operation tax levy shall be made annually for four years commencing in 2015 for collection in 2016 on all of the taxable property within the District of \$3,450,000, in 2016 for collection in 2017 of \$3,585,000, in 2017 for collection in 2018 of \$3,730,000, and in 2018 for collection in 2019 of \$3,880,000, all in excess of the maximum tax levy specified by law for school districts without voter approval.

The estimated levy rate depends on the final dollar amount of assessed value of the property within the District. At this time, based upon the information provided by the County Assessor's office, the estimated rate for the 2015 levy is \$1.58 per thousand dollars of assessed valuation, the estimated levy rate for the 2016 levy is \$1.60 per thousand dollars of assessed valuation, the estimated rate for the 2017 levy is \$1.63 per thousand dollars of assessed valuation, and the estimated rate for the 2018 levy is \$1.66 per thousand dollars of assessed valuation. The exact levy rate shall be adjusted based upon the actual assessed value of the property within the District at the time of the levy.

Section 4. Use of Levy Proceeds. If such proposition is approved by the requisite numbers of voters, the District will be authorized to levy excess property taxes and use the proceeds of such levies to meet the educational needs of its students and support the District's educational programs and operation by paying general expenses thereof, including, but not limited to, expenses of library, curriculum development, text books, long range facility planning, technology support and other educational programs and operations, during the school years 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20, all as may be authorized by law and deemed

necessary by the Board. Pending the receipt of those taxes, the District may issue short-term obligations pursuant to chapter 39.50 RCW or contract indebtedness pursuant to RCW 28A.530.080. Upon receipt, the District may use those taxes to repay such short-term obligations or indebtedness, all as may be authorized by law and deemed necessary and advisable by the Board.

Section 5. Form of Ballot Title. Pursuant to RCW 29A.36.071, the Jefferson County Prosecuting Attorney is requested to prepare the concise description of the aforesaid proposition for the ballot title in substantially the following form:

PROPOSITION 1

PORT TOWNSEND SCHOOL DISTRICT NO. 50

REPLACEMENT EDUCATIONAL PROGRAMS AND OPERATIONS LEVY

The Board of Directors of Port Townsend School District No. 50 adopted Resolution No. 14-17 concerning this proposition to finance educational programs and operations expenses. This proposition would authorize the District to levy the following excess taxes, in place of an expiring levy, on all taxable property within the District, for support of the District’s educational programs and operations expenses, including library, curriculum development, text books, long range facility planning and technology support:

<u>Collection</u> <u>Year</u>	<u>Estimated</u> <u>Levy Rate/\$1,000</u> <u>of Assessed Value</u>	<u>Levy</u> <u>Amount</u>
2016	\$1.58	\$3,450,000
2017	\$1.60	\$3,585,000
2018	\$1.63	\$3,730,000
2019	\$1.66	\$3,880,000

all as provided in Resolution No. 14-17. Should this proposition be approved?

LEVY . . . YES

LEVY . . . NO

Section 6. Authorization to Deliver Resolution to Auditor and Perform Other Necessary Duties.

The Secretary to the Board (the “Secretary”) or his designee is directed to: (a) present a certified copy of this resolution to the Auditor at least 46 days prior to the date of such special election; and (b) perform such other duties as are necessary or required by law to submit to the District’s voters at the aforesaid special election, for their approval or rejection, the proposition of whether the District shall levy excess property taxes for support of the District’s educational programs and operation expenses. All actions of the District or its staff or officers taken prior to the effective date of this resolution and consistent with the objectives and terms of this resolution are ratified and confirmed.

Section 7. Notices Relating to Ballot Title. For purposes of receiving notice of the exact language of the ballot title required by RCW 29A.36.080, the Board hereby designates the (a) Secretary to the Board (Dr. David Engle), telephone: (360) 379-4501; email: [dengle@ptschools.org](mailto:dengle@ptschools.org); and (b) special counsel, Porter Foster Rorick (Michael Rorick), telephone: (206) 622-0203; fax (206) 223-2003; email: [mike@pfrwa.com](mailto:mike@pfrwa.com), as the individuals to whom the Auditor shall provide such notice. The Secretary to the Board is authorized to approve changes to the ballot title, if any, deemed necessary by the Auditor or the Jefferson County Prosecuting Attorney.

Section 8. Severability. If any provision of this resolution shall be declared by any court of competent jurisdiction to be invalid, then such provision shall be null and void and shall be separable from the remaining provisions of this resolution and shall in no way affect the validity of the other provisions of this resolution, or of the levy or collection of excess property taxes authorized herein.

Section 9. Effective Date. This resolution shall become effective immediately upon its adoption.

ADOPTED by the Board of Directors of Port Townsend School District No. 50, Jefferson County, Washington, at a regular open public meeting thereof, held this 24th day of November, 2014, the following Directors being present and voting in favor of the resolution.

PORT TOWNSEND SCHOOL DISTRICT NO. 50  
BOARD OF DIRECTORS  
JEFFERSON COUNTY, WASHINGTON

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Holley Carlson, Chair and Director

---

Jennifer James-Wilson, Director

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Pam Daly, Director

---

Nathanael O'Hara, Director

---

Keith White, Director

ATTEST:

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Dr. David Engle, Secretary to the Board of Directors



CERTIFICATION

I, DAVID ENGLE, Secretary to the Board of Directors of Port Townsend School District No. 50, Jefferson County, Washington (the "District"), do hereby certify as follows:

1. The foregoing Resolution No. 14-17 (the "Resolution") is a full, true and correct copy of the Resolution duly adopted at a regular meeting of the Board of Directors of the District (the "Board") held at the regular meeting place thereof on November 24, 2014, as that Resolution appears on the minute book of the District, and the Resolution is now in full force and effect; and
2. A quorum of the members of the Board was present throughout the meeting and a sufficient number of members of the Board present voted in the proper manner for the adoption of the Resolution.

IN WITNESS WHEREOF, I have hereunto set my hand this 24th day of November, 2014.

PORT TOWNSEND SCHOOL DISTRICT NO. 50,  
JEFFERSON COUNTY, WASHINGTON

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DAVID ENGLE  
Secretary to the Board of Directors

**PORT TOWNSEND SCHOOL DISTRICT NO. 50  
1610 BLAINE STREET, PORT TOWNSEND, WA 98368**

**RESOLUTION 14-18**

A RESOLUTION of the Board of Directors of Port Townsend School District No. 50, supporting the construction of a bicycle shelter in front of Blue Heron Middle School to cover the existing bicycle racks.

WHEREAS, Port Townsend School District realizes the importance of physical health to a student's educational success; and

WHEREAS, the District agrees to partner with the Jefferson County ReCyclery, Jefferson County Public Health, the Non-motorized Transportation Advisory Board of Port Townsend (NMTAB), and the WSU Extension (collectively call the "Partners") in order to realize this shelter project; and

WHEREAS, the shelter project will be funded in part through a grant awarded through GROW HKC (Generating Rural Options for Weight Healthy Kids and Communities), which is part of a Community Participatory Assessment Project funded by Oregon State University; and

WHEREAS, the District also agrees to develop and implement a plan to promote and celebrate May, 2015 as National Bike Month with programs and activities to promote biking and walking, including special events for Bike/Walk to School Day on May 6, 2015 and Bike to Work Day on May 15, 2015; and

WHEREAS, the shelter project and promotion of National Bike Month are consistent with the goals of Port Townsend School District Policy 6700, Nutrition and Physical Fitness;

THEREFORE, BE IT RESOLVED that the Port Townsend School Board of Directors joins with aforementioned "Partners" in supporting construction of a bike shelter at Blue Heron School, and in promoting May, 2015 as National Bike Month.

**APPROVED AND ADOPTED by the Port Townsend School District Board of Directors on November 24, 2014**

\_\_\_\_\_  
Holley Carlson, Board Chair

\_\_\_\_\_  
Jennifer James-Wilson, Director

\_\_\_\_\_  
Pam Daly, Director

\_\_\_\_\_  
Nathanael O'Hara, Director

\_\_\_\_\_  
Keith White, Director

ATTEST: \_\_\_\_\_  
David Engle, Secretary to the Board

## INSTRUCTION

### Special Education and Related Services for Eligible Students

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

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

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

### Mediation or Resolution Agreements

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

### Commencement Exercises/Certificate of Attendance

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

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

Cross References:	Board Policy 2162	Education of Students with Disabilities (Section 504)
	<i>Board Policy 2410</i>	High School Graduation Requirements
	Board Policy 3200	Student Rights and Responsibilities
	Board Policy 3231	Student Records
	Board Policy 3427	Required Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans

Legal References:	RCW 28A.155	Special Education
	RCW 28A.600.485	Restraint of students with individualized education programs or plans developed under Section 504 of the Rehabilitation Act of 1973 – Procedures – Definitions

RCW 28A. 600.486	District policy on use of isolation or restraint – Notice to parents and guardians of children who have individualized education programs or plans developed under Section 504 of the Rehabilitation Act of 1973
RCW 28A.605.020	Parents’ Access to Classroom or School Sponsored Activities
<i>Chapter 49.60 RCW</i>	Discrimination – Human rights commission
WAC 392-172A	Special Education Programs
20 USC 1400-1491	IDEA (1997 Individuals with Disabilities Education Act)
28 CFR Part 35	Nondiscrimination on the Basis of Disability in State and Local Government Services
29 USC 794	Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 USC 794
34 CFR 99.1-99.67	Family Education Rights and Privacy
34 CFR 104.1-104.61	Nondiscrimination on the basis of handicap in programs or activities receiving or benefiting from Federal financial assistance.
34 CFR 300.1-300.754	Title I Assistance to Education of Children with Disabilities Program, Part B
34 CFR 303.1-303.67	Early intervention for infants and toddlers with disabilities, Part C
42 USC 12131-12133	Americans with Disabilities Act of 1990

Management Resources:

<i>Policy News</i> , Dec 1999	Rule adoption leads to special education policy
<i>Policy News</i> , June 2007	Graduation Ceremonies for Special Education Students
<i>Policy News</i> , Dec 2007	Updated Special Education Policy and Procedure
June 2014 Policy Alert	

**Date: 1/5/89; 5/7/93; 1/22/96; 5/8/00; 2/12/01; 11/22/04; 5/5/08; 1/11/10; 11/24/2014**

## CURRENT COMMITTEE ASSIGNMENTS – 2014-15

IMC	Holley Carlson Pam Daly
WELLNESS	Jennifer James-Wilson Pam Daly
FINANCE	Nathanael O’Hara Previously Anne Burkart
TECH	Previously Anne Burkart
FACILITIES	Nathanael O’Hara Jennifer James-Wilson
POLICY REVIEW	Jennifer James-Wilson
LEGISLATIVE REP	Previously Anne Burkart
ACCOUNTS PAYABLE	Nathanael O’Hara