**THORP SCHOOL DISTRICT #400**  
**BOARD OF DIRECTORS**  
July 25, 2022  

Special Meeting - Budget Hearing  5:30 pm  
Regular School Board Meeting  6:00 pm

**Board Members Present:** Dave Muratore, Carol Johnson, Brook Shull, Kim Rivera, Lois Bell  
**Board Members Absent:**  

**Community members present:** Andrew Perkins, Nikki Pollock, Brenda McKee, Carlee Stueckle, Jessica Howard

### SPECIAL MEETING - BUDGET HEARING

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<tr>
<td>1. <strong>CALL TO ORDER/FLAG SALUTE</strong></td>
<td>Dave Muratore called the meeting to order at 5:31 pm. Kim Rivera led the flag salute.</td>
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| 2. **BUDGET HEARING** | **A. Brenda McKee - Distributed Budget**  
   a. Kim Rivera - Any surprises? Brenda McKee - I was happy to find I had 20K to allocate back into the budget.  
   b. Andrew Perkins - She’s very conservative in managing our budget.  
   c. Andrew Perkins - We will be good. We have to do everything the same and not do anything unexpected.  
   d. Dave Muratore - What are we doing differently than these schools who are going into the negative. Andrew Perkins - I think we were diligent in what we did during COVID, kept the school going, and still offered activities and experiences for kids. We didn’t close up and make school unattractive to attend. We spent money on keeping people at work, but we spent that with the ESSER money. We didn’t try to use it in other ways.  
   e. Brenda McKee - We also used FEMA money to recoup the costs of COVID purchases, which a lot of schools did not choose to do. It’s laborious, but getting that money back was important.  
   f. Andrew Perkins - We tried to keep enrollment up. I think what we are doing outdoors is attracting parents. We didn’t stockpile the COVID money, we spent it on kids.  
   g. Andrew Perkins - I think people are going to be excited about all of these things getting done over the summer. We have air conditioning in the primary. The storage for music, food service, and ASB is going in right now.  
   h. Andrew Perkins - We are also bringing in $100K with our CTE classes. We’ve probably brought in about $400K since I started in CTE money. |
i. Kim Rivera - As we add CTE does that funding increase?

j. Andrew Perkins - Yes. And with LAP, we are moving that out of being a first period class and are doing targeted interventions during Advisory. Gives kids more opportunities to participate in the electives and CTE. These kids want those classes. It’s what makes it exciting to come to school.

k. Dave Muratore - How would that work in a 4 day? Andrew Perkins - We have 30 minutes at the end of the day that we use for clubs, high school and beyond, SEL, and interventions. Adding classes, adding FFA, elementary ASB. We would still have that time available.

l. Andrew Perkins - We will be doing a regionalization study starting in October. For us, the region will be Kittitas County. We don’t compete against anyone outside the county. We will have all of the contracts for classified and certified. We want to make sure there isn’t anyone in our organization who is falling behind, who is underappreciated salary wise. Our certified is about at the top.

m. Dave Muratore - For a district that is $2 million in the hole, what is the most they can go in the hole? Andrew Perkins - That’s Seattle. They will have to increase class size. There is no real other way to do it. You can’t cut special ed, general ed, and K-3 has a class size cap. A lot of these districts will have big class sizes. Music, art, and foreign languages are taking a hit. CTE brings in more money but does have a size cap, so loading them with kids doesn’t help bring in money. The nurse and counselor money doubles next year but we have to document their time and activities. It has to be spent on that program or given back. Same with TK. Our TK program as rated by ESD as ahead of the pack. It’s identified as a model program. Kim Rivera - No concerns about that not continuing? Andrew Perkins - Not after today’s zoom. OSPI wants that to continue. The final permanent rules for TK are coming out on Monday and then a model policy to pass in August. Our eligibility process is solid. We have a certified teacher, no competition in the district for spaces as there are no other slots.

3. ADJOURNMENT

   Lois Bell moved to adjourn the budget hearing at 6:00 pm, Kim Rivera seconded. The vote was unanimous.

REGULAR BOARD MEETING

1. CALL TO ORDER

   Dave Muratore called the meeting to order at 6:00 pm
2. APPROVAL OF MINUTES

   A. June 22, 2023 - Regular Meeting
      a. Kim Rivera moved to approve; Lois Bell seconded. The vote was unanimous.

3. APPROVAL OF AGENDA

   Kim Rivera moved to approve the agenda, Brook Shull seconded. The vote was unanimous.

4. CONSENT AGENDA

   A. Consideration to approve the Coach Contract for Amber Anderson, HS Coed Cross Country Track Coach effective August 21, 2023.

   B. Consideration to approve the Supplemental Employment Contract for Joel Solem, Baseball Field Irrigation Project, effective July 16, 2023 - August 15, 2023.

   C. Consideration to approve the Warrant table.

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   Kim Rivera moved to approve the consent agenda; Brook Shull seconded. The vote was unanimous.

5. PUBLIC COMMENTS

   Dave Muratore opened public comments at 6:05 pm.

   Dave Muratore closed public comments at 6:06 pm.

6. REPORTS TO BOARD

   A. Superintendent’s Report (Information)
      a. Strategic Plan Update
         i. District Target #4 - Parent and Community Involvement
         ii. Curriculum Adoption
            1. Carlee Stuekle - K-2 Social Studies Curriculum
               a. TCI or McGraw Hill
b. Examples on table for review.

c. TCI offered more digital resources, supported our state standards, interactive with hands on components, made to support writing and cross curricular imbedding, had differentiation, games

d. Preschool and TK for the most part is learning more about yourself, your family, and your local community. So they would focus on finding things that fill those needs with an eye on what the Kindergarten standards are.

e. 3-5 and Secondary are also using TCI which will help with alignment of our standards.

f. Kim Rivera - Is it realistic to share a teacher’s guide? Carlee Stueckle - We went back and forth on it. We felt like it was doable. If the board thought that it would be best to get the additional guides we would. We have been able to do it with science so that’s why we think we could do it this way. Dave Muratore - Teachers prefer the TCI, right? Carlee Stueckle - Correct, that is our recommendation. Dave Muratore - Also, McGraw Hill offered a 6 year, which may be too long. Carlee Stueckle - Yes, this is a three year. Which I think is better. I think it’s risky. We do have some great supplemental materials for Washington State history.

iii. District Target #5 - Infrastructure and Fiscal Health of District

iv. 150th Anniversary - Home Grown & Custom Made

1. 1873 the Thorp residents petitioned for a school district. The kids will all get t-shirts. Looking at ways for kids to make something custom.

B. Business/HR Director Report (Information)

   a. Investment & Fund Balance
   b. Budget Status
   c. Top 15 Vendors

7. OLD BUSINESS

A. Resolution 22-09, Adoption of 2023-2024 Budget (Action)
i. Kim Rivera moved to approve, Brook Shull seconded. The vote was unanimous.

B. K-2 Social Studies Curriculum Adoption (Action)
   i. Lois Bell moved to approve TCI curriculum, Carol Johnson seconded. The vote was unanimous.

C. Policy 4020 – Confidential Communications (2nd Reading - Action)
   i. Classification: Encouraged
   ii. Summary: Moderate edits, and guidelines added based on FERPA.
      1. Carol Johnson moved to approve, Kim Rivera seconded. The vote was unanimous.

D. Policy 4040/4040P/4040R – Public Access to District Records (2nd Reading - Action)
   i. Classification: Encouraged
   ii. Summary: No edits to this policy. Moderate edits to the procedure, WSSDA has revised its public records request procedure to clarify the internal appeal process. This refers to the district’s response to a public records requestor’s petition for review of a denial of a public records request or partial denial of such a request. Specifically, the revisions clarify that if the requestor petitions for review of a denial, the district staff member who considers that petition is the supervisor of the district’s public records officer, not the public records officer who made the initial determination to deny the request or part of the request.
      1. Will not submit a resolution.
      2. Kim Rivera moved to approve 4040/4040P, seconded. The vote was unanimous.

E. Policy 4050/4050P - Data Sharing with Local Tribes (2nd Reading - Action)
   i. Classification: Encouraged
   ii. Summary: New Policy
   iii. Add in School names
      1. Kim Rivera moved to approve 4050, Lois Bell seconded. The vote was unanimous.

F. Policy 4060/4060P – Distribution of Materials (2nd Reading - Action)
   i. Classification: Discretionary
   ii. Summary: No edits to this policy. On Procedure, addition of “religious”.
      1. Kim Rivera moved to approve 4060/4060P, Lois Bell, seconded. The vote was unanimous.

G. Policy 4215 – Use of Tobacco and Nicotine Products and Delivery Devices (2nd Reading - Action)
i. Classification: Essential
ii. Summary: Moderate edits, WSSDA has revised this policy to reflect that the minimum age for purchasing tobacco products will rise from 18 years of age to 21, effective January 1, 2020.

1. Brook Shull moved to approve Policy 4215, Kim Rivera seconded. The vote was unanimous.

H. Policy 4217/4217P/4217F– Effective Communication (2nd Reading - Action)
   i. Classification: Encouraged
   ii. Summary: No edits to this policy. Moderate edits to procedure
   1. Kim Rivera moved to approve 4217/4217P/4217F, Brook Shull seconded. The vote was unanimous.

I. Policy 4220 – Complaints Concerning Staff or Programs (2nd Reading - Action)
   i. Classification: Discretionary
   ii. Summary: Minor edits, stylistic language revisions. Moderate edits to procedure, clarification of OPMA rules on complaints against a staff member.
   1. Kim Rivera moved to table to August meeting, missing from packet. Brook Shull seconded. The vote was unanimous.

J. Policy 4310 – District Relationships with Law Enforcement and Other Government Agencies (2nd Reading - Action)
   i. Classification: Encouraged
   ii. Summary: Moderate edits, continues to address community relations, clarifying the district’s differing relationships with agencies, based on the respective roles and responsibilities.
   1. Kim Rivera moved to table to August meeting, missing from packet. Brook Shull seconded. The vote was unanimous.

K. Policy 4320 - Cooperative Program with Other Districts and Public Agencies (2nd Reading - Action)
   i. Classification: Discretionary
   ii. Summary: Moderate edits, and revisions reflect the combining of policy 4330 – Private Schools and Daycare Facilities, which has since been retired.
   1. Kim Rivera moved to approve, Lois Bell seconded. The vote was unanimous.

L. Policy 4330 - Cooperation with Private and Parochial Schools and Day Care Agencies (2nd Reading - Action)
   i. Retire
ii. Summary: Policy was added to 4320 - Cooperative Programs with Other Districts, Public Agencies, Private Schools, and Daycare Agencies.

1. Lois Bell moved to retire Policy 4330, Brook Shull seconded. The vote was unanimous.

M. Policy 4470/4470P - Provision of Refreshments and Meals at District Meetings (2nd Reading - Action)
   i. Classification: District Only, not a recommended policy
   ii. Review: Keep as is, make edits, or retire

1. Kim Rivera moved to approve Policy 4470/4470P, Lois Bell seconded. The vote was unanimous.

N. Policy 4500- Unmanned Aircraft System and Model Aircraft (2nd Reading - Action)
   i. Classification: Discretionary
   ii. New Policy

1. Kim Rivera - Do we need to look at a procedure in case this happens, what do we do? Andrew Perkins - We will look at what WSSDA may have.

2. Kim Rivera moved to approve Policy 4500, Lois Bell seconded. The vote was unanimous.

8. NEW BUSINESS

A. Resolution 22-10, Transportation Vehicle Fund Increase (Action)
   a. This is an extension. We purchased a bus after creating the budget so this is an extension increasing our fund to cover that expense.
   b. Looking at building the Transportation levy up and using part of it to buy a bus summer 2025.
   c. Lois Bell moved to approve Resolution 22-10, Brook Shull seconded. The vote was unanimous.

B. Board Retreat (Information)
   a. Special Meeting, Superintendent and Board Goals
   b. August 8, 2023 at 5:00 pm
   c. Invites Jessica Howard. Will send out an Agenda.

C. Springwood Ranch (Information)
   a. Some grants have been given out for this property. Emailed County Commissioners asking for information. There wasn’t a public review, its important that the community knows what is going on. One of the County Commissioners is going to come and speak to us at the August board
At the beginning of the state, the county’s primary responsibility was to set up schools, to safeguard the schools.

b. Kim Rivera - I’ve heard a lot of rumors, like low income housing, which would effect our enrollment, bussing, etc.

c. Andrew Perkins - Lots of rumors, we need to know what may impact us.

d. Dave Muratore - We had briefly discussed impact fees. Is that something we can ask the County for?

e. Andrew Perkins - The county has to direct those, but I think it would be good to bring that to them. The organization that is working on this has some amazing things that they do.

f. Lois Bell - One of the things Springwood was going to do was to do an entrance off of Goodwin/Stuart View.

g. Kim Rivera - Or talk of a concert venue.

h. Andrew Perkins - Yeah, all of it is inside our district so we should have some input into what is going on. If traffic is going to be an issue, if enrollment will increase, etc.

i. Carol Johnson - With what is going on in Cle Elum, I wondered what would happen if something like that happened at Thorp. Where would we teach all of these new children. We’d need more buildings, we have to prepare for that. We need to get on to this and open it up. People need to be able to ask questions.

9. CORRESPONDENCE

A. Kittitas County Health District
   a. Professional Services Agreement for mental health services.

B. Nurse Corps
   a. They used to pay us $1500 for a nurse. This year we should be almost fully funded.

10. BOARD MEMBER COMMENTS

A. Kim Rivera, Director District #5, Legislative Representative
   a. Reminder to sign up for classes at the conference. Some classes are full and waitlisted.

B. Lois Bell, Director District #1
   a. Really glad that we are keeping our ear to the rail about Springwood. Really, really pleased with the budget.
| C. Brook Shull, Director District #4, WIAA Representative | a. I think the design for the anniversary is awesome! I love it. The kids have been working so hard here. We have been doing so much here. |
| D. Carol Johnson, Director District #2, Vice Chair | a. There are a lot of special things going on in our district. One thing I didn’t do last year and I think I will try this year. That is ride a bus. They are so important and always an issue. One kid could change the whole ride for the worse. Its a huge problem with behaviour. I’d like to ride and see what happens. The more I think about buses, I wonder what we can come up with, some kind of program. It has to do with the safety of our kids. |
| E. Dave Muratore, Director District #3, Chair | a. We have some good stuff coming up. Board retreat and the next board meeting. Get some good questions together, let people know to come to the meeting. It needs to make sense and it needs to be transparent. There is potential for issues so learning about the plan and hearing from the community is important. Kim Rivera - Should we send in Questions? Carol Johnson - It would be good if they could bring visuals. Dave Muratore - Since this is a school board meeting, should it be school related. Andrew Perkins - I’ll talk to him about it and see what this will look like. Lois Bell - The School Board is local, grass roots politics. Andrew Perkins - The school district and the fire district are the community. They shouldnt be holding public meetings in Ellensburg for this, they should be in Thorp. |

| 10. EXECUTIVE SESSION | A. RCW 42.30.110.f - 10 minutes |
| 11. ADJOURNMENT | Carol Johnson moved to adjourn the meeting at 7:58 pm. Kim Rivera seconded. The vote was unanimous. Meeting was adjourned at 7:58 pm. |
Upcoming Meetings
August 8, 2023 at 5:00 pm - Special Meeting, Superintendent and Board Goals 2023-2024
August 22, 2023 at 6:00 pm - Regular School Board Meeting

* The Thorp School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator, Civil Rights Coordinator, and Section 504 Compliance Coordinator, Mel Blair, (509) 964-7139, PO Box 150, 10831 N Thorp Hwy, Thorp, WA, 98946, blairm@thorpschools.org.
Thorps School Board Retreat
Tuesday, August 8, 2023
5-8 p.m.
Agenda

Attendance: **Board of Directors:** Lois Bell, District #1 by Zoom; Carol Johnson, District #2; Dave Muratore, District #3; Brook Shull, District #4, at-large, Kim Rivera #5.

**Superintendent:** Andrew M. Perkins

**School board:**

**Learning Improvement Plan** – Superintendent review plan

Superintendent went over the district's changing from a learning improvement plan to a Thorp School District Improvement plan. Mel Blair and the ILT will present the revised plan at the August board meeting. New elements like CTE are added.

**Board Survey** – Board will complete the WSSDA survey and then look at board goals at September special board meeting.

The superintendent will get ahold of WSSDA to start the survey and prepare it for the September board meeting.

The superintendent will contact WSSDA to send board members the link to begin the survey process.

**Board Calendar** – Board calendar for 2023-24

Board set the calendar for the 2023-24 school year. One adjustment for next year is to have the August board meeting a week early so members can prepare for the county fair.

**Strategic Plan/Facilities Review** – Board Review goals

Board was taken on a tour of the new changes in facilities, including the band room, ASB room, outdoor physical fitness court, and TK playground. Board looked over the plan and discussed what had been done. Parent communication still needs to be worked on.
September 5-6 – Training dates – food by board and district

Board volunteered to serve breakfast on both days and will have a hearty meal on the first day and a continental breakfast on the second day.

Superintendent:

Evaluation process – The board chair will receive input from board members to write a final evaluation. The board chair will conduct an evaluation meeting in late August based on last year's three goals. The board chair will receive input from the board to write a final evaluation.

Superintendent went over the three goals for the year and highlighted evidence for each goal. The chair will solicit input from the board members and write a final review and evaluation of the superintendent's goals. The review and evaluation will be voted on at the September board meeting.

2-3 goals – Superintendent two new goals for 2023-24. The board will work with the superintendent on the final goal. Goals will be approved at the August school board meeting.

The superintendent outlined the two new goals for the year and discussed with the board the new goal. The goals will be voted on at the August board meeting.
Kathleen Scribner
702 S. Tamarack St.
Ellensburg, WA 98926

July 5, 2023

Dear Mr. Perkins,

It is with a heavy heart that pending board approval from the Cheney School District of the hiring of my first-grade position at Sunset Elementary School, I tender my resignation from the Thorp School District. I will follow up with a confirmation email when this occurs.

It is with great fondness I am leaving my position at Thorp School. After 23 years, I have many, many fond memories of staff, students, parents, community, and board members. I have appreciated my experiences impacting student learning and being part of the Thorp School Family. I have learned and grown as a professional alongside staff that genuinely cares for students and families.

I can’t thank everyone enough for all the support and kindness throughout the years that has made teaching at Thorp the highlight of my career. I leave a better person and teacher from my time spent at Thorp School.

I wish everyone the best in the upcoming year! (And yes, I have cried several tears as I leave.)

Sincerely,

Kathleen A. Scribner
THORP SCHOOL DISTRICT NO. 400  
10831 N. Thorp Hwy, Thorp WA 98946  

Certified Employee’s Contract  

August 10, 2023 (revised)  

It is hereby agreed by and between the Board of Directors of Thorp School District No. 400 of Kittitas County, State of Washington, hereinafter called the District, and Kassandra Kaufman, hereinafter called the Employee, that in accordance with action of the Board of Directors of Thorp School District No.400 the Employee shall teach and perform other assigned professional services in the public schools of the District and perform such duties as are prescribed by the laws of the State of Washington and by rules and regulations made hereunder pertaining to the District, for one year, which shall include 180 days of service exclusive of holidays and vacations. The position of the Employee shall be that of Teacher with it being understood that the Employee shall be subject to assignment, reassignment or transfer by the Board of Directors of the District or its delegated administrative authority, PROVIDED, that the Employee shall be subject to assignment, reassignment and/or transfer only to duties which the Employee is qualified to perform by virtue of his/her major and/or minor fields of college or university specialization, other professional preparation, experience or any combination of the foregoing.  

Duties under this contract are to begin on the first day of the agreed upon calendar. The Employee is to receive an annual salary commensurate with the Thorp Education Association agreement and stipulated below. The Employee’s salary is to be paid in twelve installments with the first installment being paid on or before the first day of October, 2023; the following installments on or before the first day of each succeeding calendar month, unless mutually agreed otherwise by the Employee and the Board of Directors of the Thorp School District No. 400.  

This contract replaces the prior individual contract dated April 17, 2023 for the 2023-24 school year.  

This contract includes a regionalization amount of 5% of your yearly salary. Regionalization pay will be reviewed annually and may be discontinued after review.  

This contract will be subject to the terms and conditions of any collective bargaining agreement between the District and the organization certified or recognized as the negotiating representative for the certificated staff employed by the board. In the event that any of the provisions of this individual staff member contract shall be inconsistent with the provisions of any such collective bargaining agreement, then the terms of the collective bargaining agreement will prevail. Salary amounts may vary dependent on verification of education and years of experience.  

If this contract is not signed by the Employee and returned to the Thorp School District No. 400 Business Office on or before August 20, 2023, ten days after issuance, it shall be considered that the Employee has rejected this offer and the offer shall be immediately withdrawn. The Employee further affirms that he or she is not bound by any other contract which might interfere with the performance of duties.  

If the District is conducting a background record check, this contract will not become effective until such check is satisfactorily completed. Should any information be obtained from such background check which is inconsistent with information provided by the Employee in his/her application or should information be disclosed on such background check which in the opinion of the District would have an adverse affect on the District’s decision to hire the Employee, then this contract shall be deemed a nullity and of no force and effect without further action by the District.  

By signing this contract, the employee named herein and the Board of Directors of the Thorp School District No. 400 herein agrees to its terms.  

\[Signature\]  
Kassandra Kaufman  
Date \[8/14/23\]  

Board Chair, Thorp School District No. 400  
Date  

Attest:  

\[Signature\]  
Andrew M. Perkins, Superintendent/Principal  
Date  

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August 10, 2023

Certified Employee’s Contract

It is hereby agreed by and between the Board of Directors of Thorp School District No. 400 of Kittitas County, State of Washington, hereinafter called the District, and Jamie Tonseth, hereinafter called the Employee, that in accordance with action of the Board of Directors of Thorp School District No.490 the Employee shall teach and perform other assigned professional services in the public schools of the District and perform such duties as are prescribed by the laws of the State of Washington and by rules and regulations made hereunder pertaining to the District, for one year, which shall include 180 days of service exclusive of holidays and vacations. The position of the Employee shall be that of Preschool Teacher with it being understood that the Employee shall be subject to assignment, reassignment or transfer by the Board of Directors of the District or its delegated administrative authority, PROVIDED, that the Employee shall be subject to assignment, reassignment and/or transfer only to duties which the Employee is qualified to perform by virtue of his/her major and/or minor fields of college or university specialization, other professional preparation, experience or any combination of the foregoing.

Duties under this contract are to begin on the first day of the agreed upon calendar. The Employee is to receive an annual salary commensurate with the Thorp Education Association agreement and stipulated below. The Employee’s salary is to be paid in twelve installments with the first installment being paid on or before the first day of October, 2023; the following installments on or before the first day of each succeeding calendar month, unless mutually agreed otherwise by the Employee and the Board of Directors of the Thorp School District No. 400.

This contract includes a regionalization amount of 5% of your yearly salary. Regionalization pay will be reviewed annually and may be discontinued after review.

This contract will be subject to the terms and conditions of any collective bargaining agreement between the District and the organization certified or recognized as the negotiating representative for the certificated staff employed by the board. In the event that any of the provisions of this individual staff member contract shall be inconsistent with the provisions of any such collective bargaining agreement, then the terms of the collective bargaining agreement will prevail. Salary amounts may vary dependent on verification of education and years of experience.

If this contract is not signed by the Employee and returned to the Thorp School District No. 400 Business Office on or before August 20, 2023, ten days after issuance, it shall be considered that the Employee has rejected this offer and the offer shall be immediately withdrawn. The Employee further affirms that he or she is not bound by any other contract which might interfere with the performance of duties.

If the District is conducting a background record check, this contract will not become effective until such check is satisfactorily completed. Should any information be obtained from such background check which is inconsistent with information provided by the Employee in his/her application or should information be disclosed on such background check which in the opinion of the District would have an adverse affect on the District’s decision to hire the Employee, then this contract shall be deemed a nullity and of no force and effect without further action by the District.

By signing this contract, the employee named herein and the Board of Directors of the Thorp School District No. 400 herein agrees to its terms.

Jamie Tonseth

Date: 8/11/23

Board Chair, Thorp School District No. 400

Date

Attest:

Andrew M. Perkins, Superintendent/Principal

Date

<table>
<thead>
<tr>
<th>Base Salary (23-24 School Yr)</th>
<th>$52,577</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regionalization pay 5%</td>
<td>$ 1,577</td>
</tr>
<tr>
<td>Teaching Certificate Number</td>
<td>ZF24044</td>
</tr>
<tr>
<td>Expiration Date</td>
<td>6/30/2024</td>
</tr>
<tr>
<td>Degree &amp; Year of Degree</td>
<td>BA 2009</td>
</tr>
<tr>
<td>Credit Placement on Salary Schedule</td>
<td>BA +0</td>
</tr>
<tr>
<td>Step Placement</td>
<td>0</td>
</tr>
<tr>
<td>FTE</td>
<td>.60</td>
</tr>
</tbody>
</table>
THORP SCHOOL DISTRICT #400  
Kittitas County, Washington

COACH CONTRACT

IT IS HEREBY AGREED by and between the directors of Thorp School District No. 400, Kittitas County, Washington and Josh Ziegler, hereinafter called the employee, that the employee shall perform the following services:

High School Football Coach Assistant

and that said employee shall be paid the amount indicated below for the services rendered during the time indicated below.

Salary: $2,736 (0-1 years Extra Curricular Assistant Coach  
Salary prorated for 2 of 3 months)

School Year: 2023 - 2024

Effective Date of Service: August 16 – October 27, 2023

This is a supplemental contract and under the provisions of RCW 28A.67.074, is not subject to the continuing contract provisions of Title 28A of the Revised Code of Washington.

BY ORDER OF THE BOARD OF DIRECTORS

[Signature]

Employee’s Signature
Date: 8/17/23

[Signature]

Superintendent’s Signature
Date
Our Process

- Regional Workshop (July 18)
- Proposal Writing Team Formation: July 18-21
- Proposal Writing: July 21-August 4
- Letters of Support: July 18-August 14
- Proposal Review/Feedback: August 4-10
- Proposal Finalization/Submission: August 15
Area of Focus:
Disaster Communication

- A host of barriers preventing information from getting to people and communities prior to, during, and after an emergency

- Critical Functions:
  - The testing and application of key disaster communication technologies;
  - Preparing the next generation of disaster communication and response professionals; and
  - Supporting aspiring tech entrepreneurs in the application of business concepts into the disaster communication industry.
Area of Focus: Advanced Materials

- Advanced manufacturing industry facing strong headwinds: globalization; workforce transition; raw material supply; and SME hesitancy to adopt I4.0 Tech

- Critical Functions:
  - Technological and Commercial Readiness Level Enhancement and Adoption;
  - Preparing Today’s and Tomorrow’s Workforce; and
  - Individualized Business Planning and Entrepreneurship Development Support.
A Proposed Approach

- Six County Region Encompassing Kittitas, Grant, Chelan, Douglas, Okanogan, and Yakima Counties
- Strong Industry, Defense, Emergency Response, and Regional Engagement
- Two Initial Areas of Focus: Advanced Manufacturing and Disaster Communication
- Three Critical Functions:
  - Research, Development, and Tech Commercialization;
  - Education and Training; and
  - Entrepreneurship Development and Business Assistance.
- Network Managed by Hub Staff and Governed by a Board of Directors with key Advisory Boards
The Opportunity
Central Washington Regional Tech and Innovation Hub

Concept and Areas of Focus

Andrew Morse, Ph.D.
Chief of Staff and Vice President for University Relations
Thorps School District #400
Board Meeting
Monthly Financial Report

School Year 2022-23

July 2023

Special Points of Interest

* Investments & Fund Balance  * GF, CPF, ASB, DSF, TVF, PPT  (Budget Status Report)

The Thorps School District is monitored for financial accountability through the State Auditor's Office.

Each of the school district's 5 funds; general, capital project, associated student body, private purpose trust, and transportation vehicle, have been established to track, record, and monitor all revenue and expenditure activity for maximum detail and accuracy.

The largest of the 5 funds is the general fund, the operating fund of the district. The general fund budgeted activity for 2022-23 school year totals $5,619,375. The majority of all school district expenditures are for employee salaries and benefits.

Investment & Fund Balance

<table>
<thead>
<tr>
<th>Funds</th>
<th>Investment Balance End of Month July 2023</th>
<th>Fund Balance End of Month July 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>989,314.95</td>
<td>1,063,257.70</td>
</tr>
<tr>
<td>Capital Project Fund</td>
<td>144,035.60</td>
<td>145,302.58</td>
</tr>
<tr>
<td>Associated Student Body Fund</td>
<td>44,993.30</td>
<td>45,072.30</td>
</tr>
<tr>
<td>Transportation</td>
<td>47,496.70</td>
<td>47,498.86</td>
</tr>
<tr>
<td>Private Purpose Fund</td>
<td>8,528.47</td>
<td>9,534.71</td>
</tr>
</tbody>
</table>
**THORP SCHOOL DISTRICT 400**

**BUDGET STATUS**

*July 2023*

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fund Balance</td>
<td>683,835.72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Year to Date</th>
<th>% of Budget</th>
<th>% Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>(plus) Revenue</td>
<td>5,002,380.00</td>
<td>5,555,560.56</td>
<td>111.06%</td>
<td>91.67%</td>
</tr>
<tr>
<td>(less) Expenditure</td>
<td>5,619,375.00</td>
<td>5,177,179.89</td>
<td>92.13%</td>
<td>91.67%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Cash &amp; Investments</td>
<td>1,062,216.39</td>
</tr>
<tr>
<td>Adjustment</td>
<td>1,041.31</td>
</tr>
<tr>
<td>Net Cash &amp; Investments &amp; Adj (Fund Balance)</td>
<td><strong>1,063,257.70</strong></td>
</tr>
</tbody>
</table>

- **884 - *Assigned to Other Capital Projects**
  - 0.00%

- **870 - Committed to Other Purposes**
  - 0.00%

- **872 - Committed Min Fund Balance (Goal 12%)**
  - 674,325.00
  - 12.00%

- **890 - Unreserved Fund Balance**
  - 388,932.70
  - 6.92%
## GENERAL FUND

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUGET SOUND ENERGY</td>
<td>$6,129.73</td>
<td>Utilities</td>
</tr>
<tr>
<td>VISA XXXX-XXXX-XXXX-4476</td>
<td>$3,832.92</td>
<td>Classroom supplies, travel</td>
</tr>
<tr>
<td>AMAZON CAPITAL SERVICES</td>
<td>$3,817.05</td>
<td>Classroom, office supplies</td>
</tr>
<tr>
<td>PROSTAR COLLISION</td>
<td>$3,625.11</td>
<td>Bus repair</td>
</tr>
<tr>
<td>EDUCATIONAL SERVICE DIST 105</td>
<td>$1,787.86</td>
<td>Monthly Data processing, SSOC</td>
</tr>
<tr>
<td>HEINRICH AUTO PARTS</td>
<td>$1,690.17</td>
<td>Transportation auto supplies/parts</td>
</tr>
<tr>
<td>KNUDSON LUMBER COMPANY</td>
<td>$1,663.85</td>
<td>Building maintenance supplies</td>
</tr>
<tr>
<td>WASTE MANAGEMENT</td>
<td>$1,597.48</td>
<td>Utilities</td>
</tr>
<tr>
<td>VISA XXXX-XXXX-XXXX-6779</td>
<td>$1,407.95</td>
<td>Travel, meals, subscriptions</td>
</tr>
<tr>
<td>DAILY RECORD</td>
<td>$1,258.32</td>
<td>Position advertising</td>
</tr>
<tr>
<td>KING COUNTY DIRECTORS ASSOCIAT</td>
<td>$1,086.58</td>
<td>Classroom supplies</td>
</tr>
<tr>
<td>CAROLINA BIOLOGICAL SUPPLY CO</td>
<td>$855.94</td>
<td>Classroom supplies</td>
</tr>
<tr>
<td>COPY SHOP</td>
<td>$818.42</td>
<td>Envelopes, receipt books</td>
</tr>
<tr>
<td>CONSOLIDATED COMMUNICATIONS</td>
<td>$770.39</td>
<td>Utilities</td>
</tr>
<tr>
<td>KITTITAS CO WATER DIST #4</td>
<td>$640.00</td>
<td>Utilities</td>
</tr>
</tbody>
</table>

## CAPITAL PROJECTS FUND

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELSAAS &amp; SMITH CONSTRUCTION I</td>
<td>$34,808.74</td>
<td>Excavation around new primary swing set</td>
</tr>
<tr>
<td>GIBSON &amp; SON ROAD BUILDERS</td>
<td>$21,620.00</td>
<td>Nature Trail</td>
</tr>
<tr>
<td>WENGER CORPORATION</td>
<td>$8,893.50</td>
<td>Band room remodel</td>
</tr>
<tr>
<td>E3 SOLUTIONS INC</td>
<td>$8,643.22</td>
<td>Safety cameras</td>
</tr>
<tr>
<td>CERIUM NETWORKS</td>
<td>$7,528.59</td>
<td>WiFi Antenna</td>
</tr>
<tr>
<td>BLACKBIRD WINDOW TINT LLC</td>
<td>$6,900.03</td>
<td>Window tinting</td>
</tr>
<tr>
<td>CANON USA/CANON FINANCIAL SERVICE</td>
<td>$1,843.53</td>
<td>Copier usage and rental</td>
</tr>
<tr>
<td>AMAZON CAPITAL SERVICES</td>
<td>$1,754.93</td>
<td>Tech, Garden, Library materials</td>
</tr>
<tr>
<td>BITTERROOT STRUCTURAL PLLC</td>
<td>$1,200.00</td>
<td>Band room remodel</td>
</tr>
<tr>
<td>MIDSTATE COOP</td>
<td>$877.82</td>
<td>Irrigation materials</td>
</tr>
<tr>
<td>VISA XXXX-XXXX-XXXX-6779</td>
<td>$406.47</td>
<td>Tech, safety materials</td>
</tr>
<tr>
<td>ELLENSBURG CEMENT PRODUCTS</td>
<td>$287.61</td>
<td>Pea gravel/rock for playground</td>
</tr>
<tr>
<td>LUFT TRAILER SALES INC</td>
<td>$205.45</td>
<td>Hitch adapter</td>
</tr>
<tr>
<td>KNUDSON LUMBER COMPANY</td>
<td>$20.54</td>
<td>Paint supplies</td>
</tr>
</tbody>
</table>
Professional Goals for Superintendent ANDREW PERKINS
The school Year 2022-23

1. **Performance Objective (Budget/Infrastructure):** Conduct a fall workshop with the community, admin team, and school board to put together the Capital Projects Levy and Transportation Levy and have it ready for the November school board meeting.

<table>
<thead>
<tr>
<th>Goals</th>
<th>TimeLine</th>
<th>Responsibility</th>
<th>Resources Needed</th>
<th>Evaluation/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pass the Capital Project Levy in February of 2023</td>
<td>Fall of 2022</td>
<td>Superintendent/Board</td>
<td>Staff and community input</td>
<td>Levy passed</td>
</tr>
<tr>
<td>2. Explore a Transportation Levy</td>
<td>Fall of 2022</td>
<td>Superintendent/Board</td>
<td>Staff and community input</td>
<td>Levy passed</td>
</tr>
</tbody>
</table>

Board Comments:

2. **Performance Objective (Academic):** Explore all options during the Balanced Calendar Grant cycle. Calendars will explore the impacts on learning, budgets, staffing, and other anticipated outcomes.

<table>
<thead>
<tr>
<th>Goals</th>
<th>TimeLine</th>
<th>Responsibility</th>
<th>Resources Needed</th>
<th>Evaluation/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Put together a committee of community members, staff, and</td>
<td>September - February</td>
<td>Superintendent HR Assistant Principal Executive Assistant Committees</td>
<td>Example school districts Site visits Budgets Calendars Staffing</td>
<td>Present calendar options to school board at the February 2023 board meeting Committees met, discussed options, presented those options to the board and the board decided to table the modified calendar</td>
</tr>
</tbody>
</table>

Thorp School is an Equal Opportunity Employer
3 - **Performance Objective – (Academic/Community/SEL)** Oversee the Reimagine grant and report to school board periodically on their progress in reducing student and staff stress and lowering referrals to office. Staff will use Social Emotional Learning targets to guide efforts in reducing referral rates. Grant will also work with staff in utilizing the garden as a learning space using secondary students including running start students to work with elementary students. Work with grant employees in reaching out to the community to build a collaborative team in the garden and nature/recreational trail for community use. Collobroate with General Advisory Committee (GAC) on goals for district.

<table>
<thead>
<tr>
<th>Goals</th>
<th>TimeLine</th>
<th>Responsibility</th>
<th>Resources Needed</th>
<th>Evaluation/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lower referall rates to office</td>
<td>September 2022 to August 2023</td>
<td>ReImagine Grant Superintendent ILT GAC</td>
<td>Grant CPL ILT leadership GAC Community ASB</td>
<td>Lower referral rates – see charts Trail complete – trail will be done by September 1 – other projects include multi-court, finish the brick building and primary building HVAC, AC, electrical and roof, library remodel, TK playground, Band room remodel, and WWII war memorial Community input – we are working on a facility use agreement and have not completed it yet</td>
</tr>
<tr>
<td>2. Complete nature/recreational trail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Collaborate with community on mixed use space</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Board comments:

I acknowledge receipt of this evaluation.

Thorp School is an Equal Opportunity Employer
Thorp School is an Equal Opportunity Employer
Professional Goals for Superintendent ANDREW PERKINS
The school Year 2023-24

I. Performance Objective (Budget/Infrastructure): Conduct a fall and spring budget workshop with the community, admin team, and school board to put together a road map for employee salaries that are competitive and, at the same time, put students first and not threaten any existing or planned activities for students. Complete TEA and TESPA negotiations in a transparent fashion on our website. Future financial stability of the district.

<table>
<thead>
<tr>
<th>Goals</th>
<th>TimeLine</th>
<th>Responsibility</th>
<th>Resources Needed</th>
<th>Evaluation/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Regionalization study of all jobs</td>
<td>Fall of 2023</td>
<td>Superintendent/Admin team</td>
<td>Kittitas County Regional data</td>
<td>Regionalization study completed by March 1, 2024</td>
</tr>
</tbody>
</table>
| B. Transparent negotiation of TEA and TESPA contracts | Spring/Summer of 2024 | Superintendent  
Superintendent  
School Attorney  
Admin team | Staff  
Website  
Attorney | Negotiations completed without imperiling the financial future of the district and threatening existing or planned expansion of student programs, classes, or extra-curricular activities |

Board Comments:

Thorp School is an Equal Opportunity Employer
2. **Performance Objective (Academic):** Students were impacted by Covid-19 even with interventions and Social Emotional Learning (SEL) strategies. Our Instructional Leadership Team (ILT), under the leadership of the Assistant Principal, has put together a Thorp School District Improvement Plan (TSDIP). Key elements of the plan are a data-driven PLC calendar, CTE expansion of activities, a Growth Mindset book study, and professional development from Solution Tree. Social Emotional Learning (SEL) ongoing training to help students and staff cope with pandemic trauma. Expand outdoor educational opportunities for students to engage them to own their learning and feel at home at Thorp.

<table>
<thead>
<tr>
<th>Goals</th>
<th>TimeLine</th>
<th>Responsibility</th>
<th>Resources Needed</th>
<th>Evaluation/Evidence</th>
</tr>
</thead>
</table>
| A. The Superintendent will monitor the implementation of the Thorp School District Improvement Plan (TSDIP) | September - June | • Superintendent  
• Assistant Principal  
• ILT | • PLC Calendar  
• Training from Solution Tree  
• ILT book study  
• (Growth Mindset, Crucial Conversations)  
• DATA | • PLC meetings run with fidelity  
• Training completed  
• Book completed  
• DATA analyzed  
• SEL training of staff and students completed |

Board comments:

3. **Performance Objective – (Security/Parent Communication/Parent rights):** Parents are concerned about the safety of their student(s) and would like the district to work on safety protocols and parent communication. Parents' rights will be enhanced by revising our policies and procedures. The Superintendent will host a "Parent Night" and introduce the new Student Resource Officer (SRO) from the Kittitas County Sheriff's Office. Increased communication about security and safety at Thorp will be a priority.

<table>
<thead>
<tr>
<th>Goals</th>
<th>TimeLine</th>
<th>Responsibility</th>
<th>Resources Needed</th>
<th>Evaluation/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. SRO officer implementation</td>
<td>Fall of 2023</td>
<td>• Superintendent</td>
<td>• Kittitas County grant</td>
<td>• Officer online by October 1, 2023</td>
</tr>
<tr>
<td>B. Increased parent communication</td>
<td>Fall of 2023</td>
<td>• Admin Staff</td>
<td>• Tech department</td>
<td>• Web page updated for parent resources</td>
</tr>
<tr>
<td>C. Review of policies and procedures</td>
<td>2023-24</td>
<td>• School Board</td>
<td>• WSSDA</td>
<td>• Updated policies and procedures for parent rights</td>
</tr>
</tbody>
</table>

Board comments:

Thorp School is an Equal Opportunity Employer
I acknowledge receipt of this evaluation.

Signatures:  

Superintendent  Date  

Board Representative  Date

Thorp School is an Equal Opportunity Employer
**Board of Directors:** Lois Bell, District #1; Carol Johnson, District #2; Dave Muratore, District #3; Brook Shull, District #4, at-large; Kim Rivera #5. Superintendent – Andrew M. Perkins

### Board Meeting Agenda

<table>
<thead>
<tr>
<th>Board Meeting 6 p.m.</th>
<th>Board Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 8, 5 p.m</td>
<td>Retreat - Superintendent Goals 2023-24</td>
</tr>
<tr>
<td>August 18 1,2</td>
<td>Regular</td>
</tr>
<tr>
<td>September 21 3,4</td>
<td>Regular</td>
</tr>
<tr>
<td>October 5</td>
<td>Board Goals</td>
</tr>
<tr>
<td>October 19 5,1</td>
<td>Regular Ex. Session: Supt. Goals</td>
</tr>
<tr>
<td>November 26 2,3</td>
<td>Special Meeting – Budget Regionalization – Capital Projects Levy</td>
</tr>
<tr>
<td>December 14 4,5</td>
<td>Regular</td>
</tr>
<tr>
<td>January 18 1,3</td>
<td>Regular Ex. Session: Supt. Mid-Year Evaluation</td>
</tr>
<tr>
<td>February 22 2,4</td>
<td>Regular</td>
</tr>
<tr>
<td>March 21 5,2</td>
<td>Regular</td>
</tr>
<tr>
<td>April 18 1,4</td>
<td>Regular</td>
</tr>
<tr>
<td>May 8</td>
<td>Budget Workshop</td>
</tr>
<tr>
<td>May 23 1,2</td>
<td>Regular</td>
</tr>
<tr>
<td>June 20 3,4</td>
<td>Regular Ex. Session: Supt. Evaluation</td>
</tr>
<tr>
<td>July 18</td>
<td>Budget Hearing - 5:30 p.m. Regular - 6 p.m.</td>
</tr>
<tr>
<td>August 6</td>
<td>Superintendent Evaluation/Goals 2024-25</td>
</tr>
<tr>
<td>August 15 5,1</td>
<td>August 20</td>
</tr>
<tr>
<td></td>
<td>Regular</td>
</tr>
</tbody>
</table>

**THORP SCHOOL DISTRICT #400**  
**2023-2024 Instructional Calendar**

- **September 2023**
  - 4: Labor Day - No School
  - 5-6: District Staff Mandatory Days
  - 7: First Day, Grades 1-12
  - 11: First Day, Preschool, PK, and Kindergarten

- **October 2023**
  - 8: End of 1st Quarter
  - 10: Veterans Day Observed - No School
  - 15: Conference - Noon Release
  - 16: Conference - Noon Release
  - 23-24: Thanksgiving - No School

- **December 2023**
  - 15: Noon Release, Staff & Students
  - 16-29: Winter Break - No School

- **January 2024**
  - 1: New Year's Day - No School
  - 5-6: MLK Day - No School
  - 31: End of 2nd Quarter

- **February 2024**
  - 19: Presidents Day - No School

- **March 2024**
  - 13: Conference - Noon Release
  - 14: Conference - Noon Release
  - 15: Conference - Noon Release
  - 18-22: Spring Break - No School

- **April 2024**
  - 11: End of 3rd Quarter

- **May 2024**
  - 27: Memorial Day - No School

- **June 2024**
  - 7: Graduation
  - 14: Last Day of School - 10am Release
  - 19: Jonesteenth

**HOURS**

- Monday – Thursday: 8:30 am – 3:00 pm
- Friday: 8:30 am – 1:30 pm

- **Secondary Quarters**
  - 1st Quarter Ends: 45 Days
  - 2nd Quarter Ends: 45 Days
  - 3rd Quarter Ends: 45 Days
  - 4th Quarter Ends: 45 Days

**Updated 7/18/2018**
4200 COMMUNITY RELATIONS

4220 Complaints Concerning Staff or Programs

Constructive criticism can be helpful to the district. At the same time, the board has confidence in its staff and programs and shall act to protect them from unwarranted criticism or disruptive interference. Complaints received by the board or a board member shall be referred to the superintendent for investigation.

The superintendent shall develop procedures to handle complaints concerning staff or programs. Complaints regarding instructional materials should be pursued in the manner provided for in Policy 2020 (Curriculum-Development-Course Design, Selection and Adoption of Instructional Materials).

Legal References:
RCW 28A.405.300 Adverse change in contract status of certificated employee — Determination of probable cause — Notice — Opportunity for hearing
Chapter 42.30 RCW Open Public Meetings Act

Cross References
2020 - Course Design, Selection and Adoption of Instructional Materials

Adoption Date: 9-22-09
Revised:
Classification: Optional Discretionary
Most complaints can be resolved by informal discussions between the citizen/community member and the staff member. Should the matter not be resolved, the principal shall attempt to resolve the issue through a conference with the citizen/community member and the staff member.

The following procedures apply to the processing of a complaint which cannot be resolved in the manner described above:

A. If the problem is not satisfactorily resolved at the building level, the citizen/community member should file a written complaint with the superintendent which describes the problem, and a suggested solution. The superintendent should send copies to the principal and staff member.

B. The principal and staff member shall respond to the superintendent in writing or in person.

C. The superintendent shall then attempt to resolve the matter through a conference with the citizen/community member, staff member, and principal.

If the matter is still not resolved, the superintendent shall present the issue to the board. If the complaint is against a staff member, the board may discuss the complaint. The staff member may request that the board discuss the issue in an open meeting. Complaint shall be handled in executive session in the presence of the staff member.

The board shall attempt to make a final resolution of the matter. Any formal actions by the board must take place at an open meeting. If such action may adversely affect the contract status of the staff member, the board shall give written notice to the staff member of his/her rights to a hearing.

Date: 9-22-09
District staff bear the primary responsibility for maintaining proper order and conduct in the schools. Staff will be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities.

However, there are times when district staff will call upon law enforcement, child protective agencies, and the county health department to ensure the safety and protection of students or staff. When there is substantial threat to the health and safety of students or others, such as in the case of bomb threats, mass demonstrations with threats of violence, or individual threats of substantial bodily harm, trafficking in prohibited drugs or controlled substances (including marijuana/cannabis) or the scheduling of events where large crowds may be difficult to handle, law enforcement or other government agencies will be called upon for assistance. Information regarding major violations of the law will be communicated to the appropriate law enforcement agency.

The district will strive to develop and maintain cooperative working relationship with law enforcement, child protective authorities, and health department officials and other government agencies. The superintendent will confer with representatives of these agencies to establish agreed upon procedures. Such procedures should address the handling of child abuse and neglect allegations, communicable disease allegations, criminal allegations, including the handling of bomb threats, and arrests by law enforcement officers on school premises, the availability of law enforcement personnel for crowd control purposes, and other matters where the work and duties of the district overlap with these agencies. Such procedures include 3432P – Emergencies and 3226P Interviews and Interrogations of Students on School Premises. The district will revise the procedures as necessary and make them available to affected staff members.

If the district engages with a school resource officer (SRO), the district will clarify its relationship with the SRO, including the SRO’s purpose, role, supervisory structure, and limitations on access to student information in a
written memorandum of understanding (MOU).

- In contrast to the working relationships noted above, the work of immigration agents does not overlap with the work or duties of the district. This is because the district’s obligation to educate the children residing within its borders is not diminished by the children or parents’ immigration status. Further, the district supports the federal immigration enforcement policy that directs immigration agents to avoid questioning and arrests at sensitive locations, including schools. Therefore, staff shall not grant information or access to immigration agents unless/until the district Superintendent and/or General Counsel determine the request complies with Plyler v. Doe and other applicable laws according to the criteria in 3226P Interviews and Interrogations of Students on School Premises.

- Child Protective Services or agencies and law enforcement are defined as stated in RCW 26.44.020. County health department means a local entity defined in RCW 70.05.010. “Immigration agent” shall mean an agent of U.S. Immigration and Customs Enforcement, U.S. Customs and Border Protection, any individuals authorized to conduct enforcement of civil immigration laws under 8 U.S.C. §1357(g) or any other federal law, other federal agents charged with enforcement of civil immigration laws, and any successors. The processes for investigating possible criminal activity involving students, reporting of communicable disease cases and investigations, and other matters that affect school, law enforcement and other agency cooperation.

Such procedures will be made available to affected staff and periodically revised.

Cross Reference:
Board Policy 3226 Interviews and Interrogations of Students on School Premises
Board Policy 3231 Student Records
Board Policy 3432 Emergencies
Board Policy 3414 Infectious Diseases

Legal Reference:
RCW 26.44.030 Interviews of children
RCW 26.44.050 Abuse or neglect of child – Duty of law enforcement agency or department of social and health services – Taking child into custody without court order
RCW 26.44.110 Written statement required
RCW 26.44.115 Notice Required
RCW 28A.635.020 Willfully disobeying school administrative personnel or
refusing to leave public property, violations, when — Penalty

20 U.S.C. § 1232g Family Education Rights and Privacy Act

Management Resources:

2018 - December 2018 - December Policy Issue
2013 - July Issue
Policy News, April 2013 Clarification that controlled substances include marijuana and cannabis
Policy News, February 1998 FERPA limits student records access
Policy News, April 2001 Compliance Office Provides FERPA Update

Adoption Date: 9-22-09
Revised: 7-25-13, 9-10-13
Classification: Priority Encouraged
THORP SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE TO BOARD POLICY
No. 4310P

4000 COMMUNITY RELATIONS

4310 District Relationships with Law Enforcement and Other Government Agencies

A. A law enforcement officer shall contact the principal upon entering a school building.

B. An officer may request and be granted such student information as address, telephone number, parents' names, date of birth and other directory information, if the parent or student over 18 years of age has not filed a written objection to the release of directory information. Student records protected by the federal Family Rights and Privacy Act may only be examined or released following written permission of a minor student’s parent or an adult student, pursuant to a court order or subpoena, in response to a health or safety emergency, or in order to better serve the student in the juvenile justice system prior to adjudication.

C. The district encourages interrogations of students to take place off school premises, in order to minimize interruption to the instructional program.

1. When an onsite interview/interrogation is warranted by the circumstances of the case and the student is over twelve (12) years of age, the principal or designee shall make a reasonable effort to first contact the parent(s)/legal guardian(s) or if they can’t be contacted a designated adult noted on the student’s emergency contact card, for their consent. Parent contact will not be required where the law enforcement indicates that allegations of child abuse or neglect are alleged. Law enforcement personnel must recognize the potential time delay for the parent to be contacted and a reasonable time for the parent to arrive if the parent chooses to be present. If unable to contact parents/guardians or a designated adult after a reasonable time, the officer may nevertheless proceed with the interview/interrogation when, in the judgment of the officer an emergency exists and further delay would impair the handling of that emergency. The officer shall advise and afford a student all legal rights required by law.

2. If a student is under twelve (12) years of age, parents/guardians or designated adult notification and permission is required before any interview interrogation will take place unless the single exception for child abuse or neglect is alleged.

D. An officer is not required to have a warrant in order for the school to release the student into law enforcement custody. In the event a student is taken into custody by a law enforcement officer, the school will
immediately notify the parent or guardian unless prohibited by law enforcement because of a case of child abuse or neglect is involved, or some other similar, specified reason exists for prohibiting notification. School authorities shall request that this denial and the reasons for it be put in writing.

E. If a court has released a student on conditions related to school, including attendance, behavior or progress, the administration shall encourage the court to include as a condition of release the written permission of the adult student or parent of a minor student to release the student’s records to the court or its designee.

Relations with Child Protective Agencies

A. A child protective services worker shall contact the principal upon entering a school building.

B. A child protective worker may request and be granted such information as address, telephone number, parents’ names, date of birth and other directory information if the parent or student over 18 years of age has not filed a written objection to the release of directory information. Information contained in the student's cumulative folder and any supplementary records shall be available for inspection on evidence that a student is a ward of the state.

Student records protected by the federal Family Rights and Privacy Act may only be examined or released following written permission of a minor student’s parent or an adult student, pursuant to a court order or subpoena, in response to a health or safety emergency, or in order to better serve the student in the juvenile justice system prior to adjudication.

C. While the district encourages interviews of a student to take place off school premises, the principal shall permit a child protective worker to conduct any questioning when child abuse or neglect is involved outside of the presence of parents. Parental notification of the interview shall occur at the earliest possible point in the investigation that will not jeopardize the safety or protection of the child or the course of the investigation. Prior to commencing the interview, the child protective services or law enforcement agency shall determine whether the child wishes a third party to be present for the interview and, if so, shall make reasonable efforts to accommodate the child’s wishes. Unless the child objects, the child protective services or law enforcement agency shall make reasonable efforts to include a third party in any interview so long as the presence of the third party will not jeopardize the course of the investigation.

D. A child protective worker is required to have a warrant in order for the school to release custody of the student. However, if the child protective worker is accompanied by a law enforcement officer, no warrant shall be required. In the event a student is taken into custody, the school shall duly notify the parent or guardian unless directed not to by the law enforcement officer.
**Relations with Health Department Officials**

A. A health department official shall contact the principal on entering a school building.

B. A health department official may request and be granted such information as address and date of birth if the parent or student over 18 years of age has not filed a written objection to the release of directory information. Information contained in a student's cumulative folder and any supplementary records shall be available only with prior written consent of the parent or adult student pursuant to a court order or subpoena, in response to a health or safety emergency or in order to better serve the student in the juvenile justice system prior to adjudication.

C. While the district encourages interviews of students to take place off school premises, the principal shall permit a health official to conduct a confidential interview with a student suspected of being a contact with an individual infected with a communicable disease when the interview is to be held during school hours, and the principal chooses not to release the student to travel to the health department.

**Date: 9-22-09**
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**Board of Directors:** Lois Bell, District #1; Carol Johnson, District #2; Dave Muratore, District #3; Brook Shull, District #4, at-large, Kim Rivera #5.

**Superintendent/Principal**

*Andrew M. Perkins*
- Educational leadership with Board, Staff, and Community
- CEO of the school district
- Administration of district schools and buildings in accordance with laws and district policies
- CTE Director and Technology Director

**Assistant Principal**

*Mel Blair*
- Special Ed Director
- Title I/Lap/Categorical grants
- Dean of Students/Truancy Board

**Office Coordinator:**

*Katelyn Pendley*

**Student Services Coordinator:**

*Laura Jones*

**School Psychologist:**

*Olivia Holter*

**Athletic Director:**

*Todd Gibson*

**Technology Assistant:**

*Garrett Rhodes*

**SRO:** Kittitas Co. Sheriff Deputy

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**Food Service Manager**

*Terri McPherson*
- School Nutrition
- USDA Director
- Menu and Meal Coordinator

**Transportation Manager**

*Karma Seubert*
- Vehicle Maintenance
- Routes
- State/Federal Reports

---

**Business Manager**

*Brenda McKee*
- Finance Director
- Human Resources
- Payroll and benefits

**Facilities Manager**

*Joel Solem*
- HVAC Systems
- Building Safety
- Grounds
- Work Orders
Professional Development Meeting

September 5, 2023

Location: Nursery (All Staff Mandatory)  Breakfast from School Board

8:00 a.m.  Welcome back! - Andrew
- Introductions of new staff-Andrew
- Nikki-informational

- Team Theme –"Home Grown and Custom Made"-Andrew

- 8:30-10 am-Erica/Amity

10:00-10:15-Break
10:15-12:00 - Mindset video-workbook
Growing a Positive School Culture - Bree and Carlee, para
Positive Parent Connection -Bree and Carlee
Establishing Norms and Expectations in the classroom - Alex and Lynn
SEL Standards, Thorp 3 Tiers, Attendance Plan, Character Strong-Mel and Laura
Discipline Matrix -discipline aggregated data- define aggressive, gender stereotypes-what’s missing? Mel and Andrew
- Sped Staff Roles/Sped Process/SAT Process/referrals/flowchart –Mel, Olivia

12:00-12:45 a.m.:  Lunch will be provided
12:45-1:30-Conflict Resolution Process/scenarios-Crucial Conversations Workbook

1:30 p.m.-2:30 p.m.: Mel with Paras

1:30 p.m.-2:30 p.m.: PLC Team Leaders- Plans: Data, dibels/MAP testing date --Interventions

2:30-Classified/Certificated-Union Meeting
Transition to Kindergarten Program

If the Thorp school district operates a transition to kindergarten program, it will ensure that the program serves eligible students of all abilities who need additional preparation to be successful in kindergarten and who lack access to other early learning group settings.

The district will consider the best practices pertaining to a transition to kindergarten program as developed in collaboration between the Office of Superintendent of Public Instruction and the Department of Children, Youth, and Families. The district may blend or co-locate a transition to kindergarten program with other early learning programs.

Eligibility, Recruitment, and Enrollment
The term “screening process and tools” means using one or more instruments or methods of assessing and measuring the ability and need of an individual student.

Children will be eligible to participate in the district’s transition to kindergarten program as follows:

1. Based on a screening process and tool as defined above, the district has determined that the child would benefit from additional preparation for kindergarten; and
2. The child’s age is at least 4 years old by August 31 of the school year in which they enroll in a transition to kindergarten program.
   a. The district has discretion to establish individualized exceptions for a student who turned 5 years old between June 1 and August 31 of the year they would be eligible by age to enter kindergarten under WAC 392-335-010 but who demonstrates need for additional preparation for kindergarten through a screening process and tool.

In determining eligibility and admitting students to a transition to kindergarten program, the district will:

1. Give priority to children most in need of additional preparation to be successful in kindergarten, as demonstrated through a screening process and tool.
2. Give priority to children with the lowest family income, not otherwise participating in another local program.
3. Not exclude or establish a policy to prohibit participation of an eligible child due only to the presence of a disability.
4. Not charge tuition or other fees from state-funded eligible students for enrollment in a transition to kindergarten program.

Cross References: 3110 - Qualification of Attendance and Placement

Legal References: Chapter 28A.300 RCW
WAC 392-425-010

Adoption Date: 08.23
Classification: Essential
Revised Dates: ;

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THORP SCHOOL DISTRICT
BOARD POLICY

No. 2190

2000 INSTRUCTION

2190 Highly Capable Programs

In order to develop the special abilities of each student, the district shall will offer a highly capable program that provides kindergarten through twelfth grade students who are selected for the program with access to basic education programs that accelerate learning and enhance instruction. The framework for such programs shall encompass, but not be limited to, the following objectives:

A. Expansion of academic attainments and intellectual skills;
B. Stimulation of intellectual curiosity, independence and responsibility;
C. Development of a positive attitude toward self and others; and
D. Development of originality and creativity.

The board will annually approve the district's highly capable plan including: the number of students the district expects to serve by grade level; the district's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for referral, assessment, and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking. These include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways for identification; use of local norms, unless more restrictive than national norms; use of subjective measures only to support identification; and use of screening and assessment in the student’s native language (if available) or nonverbal assessment.

Classification: Essential

Legal References:  
RCW 28A.185.030 Programs — Authority of local school districts — Selection of students
WAC 392-170 Special service program — Highly capable students
Management Resources:
2018 – August Issue
2013 - September Issue
Policy News, April 2008 Highly Capable Programs

Adoption Date: 9-22-09
Revised: 05-27-14, 2-26-2019
Classification: Essential
THORP SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE TO BOARD POLICY

No. 2190P

2000 INSTRUCTION

2190P Highly Capable Program

Definition
Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within student's general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes.

Students who are highly capable may possess, but are not limited to, these learning characteristics:

1. Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than other peers;
3. Creative ability to make unusual connections among ideas and concepts;
4. Ability to learn quickly in their area(s) of intellectual strength; and
5. Capacity for intense concentration and/or focus.

The following procedures will be employed to nominate, assess and select students to participate in the program:

Nomination
Referrals are permitted and accepted based on data or evidence from teachers, other staff, parents, students, and members of the community. Nominators will use the district’s nomination form to refer a student to be considered for admission in the program.

Assessment
The district will obtain written parental permission prior to conducting assessments to determine eligibility for participation in its Highly Capable Program (HCP).

Nominees identified for further testing through the screening process (keep language if district employs a screening process; otherwise omit) will be assessed using multiple objective criteria. The assessment process shall be based upon a review of each nominee's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each nominee's unique needs and capabilities. The assessment criterion consists of both qualitative and quantitative (district may select one or both) instruments and may include (list assessments used):

Test results will be recorded in the student's cumulative file.
Selection

A multi-disciplinary selection team composed of a district administrator, psychologist or other individual who can interpret cognitive and achievement test results and a teacher will review data that has been collected for each of the nominated students. The multi-disciplinary selection committee is composed of: A special teacher (provided that if a special teacher is not available, a classroom teacher shall be appointed); a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results; a certified coordinator or administrator with the responsibility for the supervision of the district's highly capable program; and additional professionals if any, that the district deems desirable.

The multi-disciplinary selection committee will evaluate individual student assessment profile data and make the selection decision based on:

1. A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
2. Evidence of clear need for highly capable services; and
3. Determination of which students would benefit the most from inclusion in the district's program.

A single assessment score or indicator will not prevent a student's selection for the HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from these services. If properly validated test are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive and/or academic achievement.

The district will:

A. Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, an explanation of the process to exit a student from the program, the information on the district's program and the options that are available to identified students.
B. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.
C. Schedule a meeting of all such parents; and
D. Conduct an annual parent meeting to review each student's educational plan.

Process for Appeal

Parents/legal guardians have the right to appeal the Multi-Disciplinary Selection Committee's decision. Individuals appealing the selection committee's decision must submit a completed appeals form or letter requesting review of selection/placement decision. The written request must include reasons for the appeal and, to support reconsideration, provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities.

The appeal request and supporting evidence must be submitted to the district/principal ten school days of the Multi-Disciplinary Selection Committee's decision notification.

The district's Multi-Disciplinary Selection Committee will review the student's file, assessment profile data, and additional evidence provided in the request for appeal.
A decision will be made by the Multi-Disciplinary Selection Committee within ten school days after receipt of written request for reconsideration. The parent/legal guardian will be notified of the decision in writing. The decision of the Multi-Disciplinary Selection Committee is final.

Revised 5-27-14
Date: 9-22-09
Assessment
The district will conduct universal screening for TWO elementary grades. Students not included in those two elementary grades will be assessed with the screening process used for the two identified grades to ensure equitability of the test results. Using the data from the universal screener combined with local norms will determine eligibility for participation in the school’s Highly Capable Program (HCP).

If any additional assessments beyond the universal screener are needed to determine eligibility, the district will obtain written parental permission prior to conducting assessments.

Nominees not included in the elementary grades receiving universal screening identified for further testing through the screening process (keep language if district employs a screening process; otherwise omit) will be assessed using multiple objective criteria. The assessment process shall be based upon a review of each nominee’s capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each nominee’s unique needs and capabilities. The assessment criterion consists of both qualitative and quantitative (district may select one or both) instruments and may include (list assessments used):
DIBELS
MAP
CogAT

Test results will be recorded in the student’s cumulative file.

Selection
A multi-disciplinary selection team composed of a district administrator, psychologist or other individual who can interpret cognitive and achievement test results and a teacher will review data that has been collected for each of the nominated students. The multi-disciplinary selection committee is composed of: A special teacher (provided that if a special teacher is not available, a classroom teacher shall be appointed); a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results; a certified coordinator or administrator with the responsibility for the supervision of the district’s highly capable program; and additional professionals if any, that the district deems desirable.

The multi-disciplinary selection committee will evaluate individual student assessment profile data and make the selection decision based on:

1. A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
2. Evidence of clear need for highly capable services; and
3. Determination of which students would benefit the most from inclusion in the district’s
program.

A single assessment score or indicator will not prevent a student's selection for the HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from these services. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive and/or academic achievement. In such cases, proper assessments conducted by district personnel will be administered to collect necessary data.

The district will:
A. Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, an explanation of the process to exit a student from the program, the information on the district's program and the options that are available to identified students.
B. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.
C. Schedule a meeting of all such parents; and
D. Conduct an annual parent meeting to review each student's educational plan.
Community Relations – 4000 Series

Definitions for policy categorizations:

Essential
• Policy is required by state or federal law, or
• A specific program requires a policy in order to receive special funding

Encouraged:
• Policy is developed to respond to state or federal law at the discretion of a school district, or
• Policy will impact the health, safety and/or welfare of students, employees or directors, or
• Sets forth the action of the board or district in response to a legal mandate and the board believes attention to the mandate is necessary.

Discretionary:
• Policy expresses an action or calls attention to a required action deemed necessary by the board, district or community, or
• Policy is deemed necessary due to special circumstances of a board, district and community, or
• Policy communicates district philosophy that the board wants to promote to employees and/or the community.

Policy 4200/4200P – Safe and Orderly Learning Environment (1st Reading)
• Classification: Essential
• Summary: Significant edits, WSSDA has revised, re-named, and re-categorized this policy and procedure. The revisions incorporate specific language from RCW 28A.605.020 that assures parents access to their child’s classroom and school-sponsored activities for purposes of observing class procedure, teaching material, and class conduct. However, the revisions also stipulate that such observation must not disrupt the classroom or learning activity. We wanted to include this express statutory language in the model policy, both to assure parents and comply with statute.
Policy 4220 – Complaints Concerning Staff or Programs (2nd Reading - Action)
Classification: Discretionary
Summary: Minor edits, stylistic language revisions. Moderate edits to procedure, clarification of OPMA rules on complaints against a staff member.

Policy 4310 – District Relationships with Law Enforcement and Other Government Agencies (2nd Reading - Action)
Classification: Encouraged
Summary: Moderate edits, continues to address community relations, clarifying the district’s differing relationships with agencies, based on the respective roles and responsibilities.

Policy 4200/4200P – Safe and Orderly Learning Environment (1st Reading)
Classification: Essential
Summary: Significant edits, WSSDA has revised, re-named, and re-categorized this policy and procedure. The revisions incorporate specific language from RCW 28A.605.020 that assures parents access to their child’s classroom and school-sponsored activities for purposes of observing class procedure, teaching material, and class conduct. However, the revisions also stipulate that such observation must not disrupt the classroom or learning activity. We wanted to include this express statutory language in the model policy, both to assure parents and comply with statute.

Policy 4210 – Regulation of Dangerous Weapons on School Premises (1st Reading)
Classification: Essential
Summary: Significant edits, this policy was revised to comply with HB 1630 – Possession of Weapons – Certain Locations.

Policy 4218 – Language Access Plan (1st Reading)
Classification: Essential

Policy 4265 – Community Schools’ Program (1st Reading)
Classification: Discretionary
Summary: Significant edits, language added pursuant to RCW 28A.620.010.

Policy 4314 – Notification of Threats of Violence or Harm (1st Reading)
District Only
Consider revising or retiring

Policy 4315 – Release of Information Concerning Sexual and Kidnapping Offenders (1st Reading)
District Only
Consider revising or retiring
Contacts With Staff
The learning environment and the staff's time for students shall be free from interruption. Except in emergencies, staff shall not be unreasonably interrupted in their work. Brief messages shall be recorded so as to permit the staff member to return the call when free.

Certificated staff shall be available for consultation with students and patrons (between 8:00 am and 3:40 pm.). Students and community members are urged to make appointments with staff to assure an uninterrupted conference.

No one shall solicit funds or conduct private business with staff on school time and premises.

Visitors
The board welcomes and encourages visits to school by parents/guardians, other adult residents of the community, and interested educators. Parents are assured access to their child’s classroom as well as school sponsored activities for purposes of observing class procedure, teaching material, and class conduct. However, such observation must not disrupt the classroom or learning activity. The superintendent or designee shall establish guidelines governing school visits to insure orderly operation of the educational process and the safety of students and staff.

Disruption Of School Operations
The superintendent or staff member in charge will direct a person to leave immediately if any person is:

A. Under the influence of controlled substances, including marijuana (cannabis) or alcohol; or

B. Disrupting or obstructing any school program, activity, or meeting; or

C. Threatens to do so or is committing, threatening to imminently commit; or

D. Inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure (of any student, official, classified or certificated staff member or invitee) of the school district.
If any person is under the influence of drugs or alcohol or is disrupting or obstructing any school program, activity, or meeting, or threatens to do so or is committing, threatening to imminently commit or inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure of any student, official, classified or certificated staff member or invitee of the school district, the superintendent or staff member in charge shall direct the person to leave immediately.

If such a person refuses to leave, the superintendent or staff member shall immediately call for the assistance of a law enforcement officer.

Legal Reference:
RCW 28A.635.020 Willfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty
RCW 28A.635.030 Disturbing school, school activities, or meetings RCW 28A.635.090 Interfering by force or violence — Penalty
RCW 28A.635.100 Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful — Penalty
RCW 28A.605.020 Parents' access to classroom or school sponsored activities
20 U.S.C. § 7908 - Armed Forces recruiter access to students and student recruiting information
20 U.S.C. § 9528 No Child Left Behind Act, Military Recruiter Provision

Cross References
3510 - Associated Student Bodies
3124 - Removal-Release of Student During School Hours
4129 - Family Involvement

Management Resources
2013 - February Issue
2018 - February Policy Issue

Adoption Date: 08-15-98
Reviewed: 9-22-09
Classification: Optional

Essential
THORP SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE TO BOARD POLICY

No. 4200P

4000 COMMUNITY RELATIONS
4200P Safe and Orderly Learning Environment

Visitors
The following guidelines are established to permit visitors to observe the educational program with minimal disruption:

A. All visitors must register at the office upon their arrival at school.
B. Visitors whose purpose is to influence or solicit students shall not be permitted on the school grounds unless the visit furthers the educational program of the district. Military recruiters will be provided the same opportunities to meet with students as higher education and employer representatives.
C. If the visitor wishes to observe a classroom, the time shall be arranged after the principal has conferred with the teacher.
D. If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before or after the observation to enhance understanding of the activities.
E. The principal may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the principal may withdraw approval. In either case, the principal shall give reasons for the action.
F. If a dispute arises regarding limitations upon or withholding of approval for visits:
   1. The visitor shall first discuss the matter with the principal;
   2. If it is not satisfactorily resolved, the visitor may request a meeting with the superintendent.

Disruption At School Activities
The following guidelines are suggested as basic security measures to prevent/reduce disruptive activities in the school:

A. All visitors are required to check into the office upon entering a school building. All entrances must be posted;
B. Staff members are responsible for monitoring hallways and playgrounds and unfamiliar persons are to be directed to the office;
C. A visitor's badge with the current date should be worn conspicuously;
A. Written guidelines pertaining to rights of noncustodial parents should be readily accessible to direct staff about what to do if a noncustodial parent shows up demanding to:

1. Meet with the teacher of his/her child;
2. Visit with his/her child; or
3. Remove his/her child from the school premises.

B. If a visitor is under the influence of alcohol or drugs, is committing a disruptive act or invites another person to do so, the staff member shall exercise the right to order the visitor off school premises. If the visitor fails to comply, the staff member shall contact the school office which may, in turn, report the disturbance to a law enforcement officer.

Date: 08-15-98
Reviewed: 9-22-09
THORP SCHOOL DISTRICT
BOARD POLICY

No. 4210

4000 COMMUNITY RELATIONS

4210 Regulation of Dangerous Weapons on School Premises

Unless authorized by this policy, it is a violation of district policy and state law for any person to knowingly carry a firearm or dangerous weapon on school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities, or areas of facilities being used for official meetings of the school board unless specifically authorized by state law. The term “school premises, includes property, or portions(s) of property, owned, rented or leased by the District when the property, or portions(s) of property, is being used exclusively for school district activities. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is a criminal offense.

The district superintendent is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the Office of Superintendent of Public Instruction. The District superintendent will post signs providing notice of the restrictions on possessing dangerous weapons at each facility being used for official meetings of the board.

Note: The Board is not required to adopt the next paragraph with two enumerated provisions but has the option to add this stricter requirement.

It is the policy of this District that the presence of firearms and other dangerous weapons in the workplace or educational environment is to be minimized as much as possible. As such, the following activities are prohibited by this policy regardless of whether such possession would violate state law, and regardless of whether the weapon is secured in a vehicle or possessed by a person with a concealed weapons permit:

1. No District employee may bring any firearm or dangerous weapon onto any District property without prior authorization of the superintendent.

2. No person or entity renting, leasing, or otherwise being granted the right to temporary use of District property may possess, or allow its guests to possess, firearms or dangerous weapons on District premises. This provision does not extend to a property rented or leased as a personal domicile.

Dangerous Weapons

The term “dangerous weapons” under state law includes:
• Any firearm;
• Any device commonly known as “nun-chu-ka sticks,” consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
• Any device, commonly known as “throwing stars,” which are multi-pointed, metal objects designed to embed upon impact from any aspect;
• Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
• Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
• Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
• The following instruments:
  o Any dirk or dagger;
  o Any knife with a blade longer than three inches;
  o Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
  o Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
  o Any razor with an unguarded blade;
• Any slung shot, sandbag, or sandclub;
• Metal knuckles;
• A sling shot;
• Any metal pipe or bar used or intended to be used as a club;
• Any explosive;
• Any weapon containing poisonous or injurious gas;
• Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

In addition, the District considers the following weapons in violation of this policy:

• Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
• Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

**Reporting Dangerous Weapons**
**Students**

If District staff believe that a student has violated this policy, an appropriate school authority will promptly notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy.

Students who have possessed a firearm on any school premises, school-provided transportation, school-sponsored activities at any facility or in areas of facilities while being used for official school board meetings shall be expelled for not less than one year pursuant to RCW 28A.600.420. The superintendent may modify the one-year expulsion for a firearm on a case-by-case basis. Further, the district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm.

All expulsion and/or suspension and all other discipline of students who violate this policy will be subject to District Policy 3241 – Student Discipline adjust number of policy as accurate.

**Staff**

If a District employee believes that another District employee has violated this policy, the employee will report his or her concerns to an appropriate school or District authority for further inquiry. Any disciplinary action of an employee who willfully violates this policy will be subject to District Policy 5281 – Disciplinary Action and Discharge adjust number of policy as accurate.

**Exceptions to State Law and this Policy**

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

A. Persons engaged in military, law enforcement, or school district security activities;

B. Persons involved in an school-authorized convention, showing, demonstration, lecture or fire-arm safety course authorized by the Superintendent;

C. Persons competing in school-authorized firearm or air gun competitions authorized by the Superintendent; and

D. Any federal, state, or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

A. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and

B. Persons attending official meetings of the school board held off district-
Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle. Under RCW 9.41.050, no one may lawfully possess a loaded handgun in a vehicle unless the person has a valid concealed pistol permit.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized martial arts class.

**Personal Protection Spray**
Persons over eighteen years of age and persons between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices, nor may anyone eighteen years or older deliver a spray device to anyone under fourteen or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of district policy.

**Cross References:**
- Board Policy 3240 Student Conduct Expectations and Reasonable Sanctions
- Board Policy 3241 Student DisciplineClassroom Management, Discipline and Corrective Action
- Board Policy 4260 Use of School Facilities
- 6112 - Rental or Lease of District Real Property
- 5281 - Disciplinary Action and Discharge

**Legal References:**
- RCW 9A.16.020 Use of force - when lawful
- RCW 9.41.250 Dangerous weapons—Penalty
- RCW 9.41.280 Dangerous weapons on facilities—Penalty — Exceptions
- RCW 9.91.160 Personal protection spray devices
- RCW 9.94A.825 Deadly weapon special verdict--definition
- RCW 28A.600.420 Firearms on school premises, transportation, or facilities — Penalty — Exemptions

**Management Resources:**
- 2022 - June June
- 2016 - July Issue
- Policy News, August 2006 Weapons on School Premises
- Policy News, August 1998 State Encourages Modification of
Weapons Policy
Policy News, October 1997  Legislature also addresses "look-alike" firearms

Adoption Date: 08-15-98
Reviewed: 9-22-09
Revised: 9-13-16
Classification: Essential  No. 4210
THORP SCHOOL DISTRICT
BOARD POLICY

No. 4218

4000 COMMUNITY RELATIONS

4218 Language Access Plan

The Board of Directors is committed to improving meaningful, two-way
communication and promoting access to District programs, services,
and activities for students and their parents and families with limited English
proficiency (LEP) free of charge. The Board recognizes that students whose
family members have limited English proficiency might also speak or be
learning multiple languages and are assets to the community. It is crucial
that the District seek to address language barriers and do so free of charge.
To that end, and as required by law, the District will develop and adopt a
plan for implementing and maintaining a language access program that is
culturally responsive, provides for systematic family engagement developed
through meaningful stakeholder engagement, and is tailored to the District’s
current population of students and families who have limited English
proficiency. The Board of Directors requires the District to implement and
maintain a language access plan tailored to the District’s current LEP parent
population.

At a minimum, the District’s language access plan for a language access
program will adhere to the principles of an effective language access
program for culturally responsive, systematic family engagement, which
are incorporated in the procedures that accompany this policy and address:

- Accessible and equity. This means that schools provide access to all;
two-way communication is a priority and is woven into the design of all
programs and services.

- Accountability and transparency. This means that the language access
program and decision-making processes at all levels are: Open, accessible, and usable to families; readily available; continuously
improved based on ongoing feedback from families and staff; and
regulated by a clear and just complaint process.

- Responsive culture. This means that schools are safe, compassionate
places where each family’s opinions are heard, needs are met, and
contributions are valued. School staff are humble and empathetic
towards families.

- Focus on relationships. This means that schools seek to understand
families without judgment on an individual level, building trust through
respectful relationships that recognize the unique strengths that each
family and student possesses.
The District will implement its Language Access Program by the 2023-2024 school year.

**Parent Identification of Families Needing Language Access Services**
The District will accurately and in a timely manner identify LEP parents/family members of students with limited English proficiency and provide them information in a language they can understand regarding the language service resources available within the District.

**Oral Interpretation**
The District will take reasonable steps to provide LEP-parents/family members with limited English proficiency with competent oral interpretation of materials or information about any program, service, and activity provided to non-LEP-parents who do not have limited English proficiency and to facilitate any interaction with district staff significant to the student’s education. The District will provide such services upon request of the LEP parent(s) and/or when it may be reasonably anticipated by District staff that such services will be necessary.

**Written Translation**
The District will provide a written translation of vital documents for each limited English proficient group that constitutes at least 5 percent of the District’s total parent population or 1000 persons, whichever is less. For purposes of this policy, “vital documents” include, but are not limited to, those related to:

- registration, application, and selection;
- academic standards and student performance;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;
- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the District’s Language Access Plan and related services or resources available;
- school closure information; and
- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

If the District is unable to translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the District will still provide the information to parents in a language they can understand through competent oral interpretation.
**Staff Guidance**
The Superintendent will designate a staff member to serve as the Language Access Liaison / Coordinator, who will monitor and facilitate compliance with state and federal laws related to language access and family engagement. The Language Access Coordinator’s name and contact information will be widely shared so parents, school staff, and community members may contact them to inquire about language access services.

All school administrators, particularly those who have the most interaction with the public such as registrars and enrollment staff, certificated staff and other appropriate staff as determined by the Language Access Coordinator/Liaison/superintendent, will receive guidance on meaningful communication with LEP parents/family members with limited English proficiency, best practices for working with an interpreter, how to access an interpreter or translation services in a timely manner, language services available within the District and other information deemed necessary by the Language Access Coordinator/Liaison/superintendent to effectuate the language access plan and program.

Appropriate district staff, as determined by the Language Access Coordinator/Liaison/superintendent, will also receive guidance on the interaction between this policy and the District’s policy on effective communication with students, families, and community members with disabilities.

**Review and Update**
The Board will periodically review, evaluate, and further update this policy and its associated procedure based on pertinent data, including the data collected according to the accompanying procedure. This review will also include community feedback collected according to this policy and procedure and with opportunity for participation from the school community, including school personnel, students, parents, families, and the community members.

The Board will annually review the District’s spending on language access services and consider whether budget adjustments are needed to effectively engage with families who would benefit from Language Access services.

The District will provide effective communication for students’ families who are deaf, deaf and blind, blind, hard of hearing, or need other communication assistance according to 4217 – Effective Communication. superintendents is authorized to establish procedures and practices for implementing this policy.

Cross references:
2110 - Transitional Bilingual Instruction Program
3210 - Nondiscrimination
4129 - Family Involvement
4217 - Effective Communication
6000 - Program Planning, Budget Preparation, Adoption and Implementation

Legal references:
Chapter 28A.155 RCW Special Education
Chapter 28A.642 RCW Discrimination prohibition
Chapter 49.60 RCW Discrimination – Human Rights Commission Chapter
392-400 WAC Discipline
WAC 392-400-215 Student rights
Title VI of the Civil Rights Act of 1964

Management resources:
2022 - June
2019 - July Policy Issue
2016 – July Issue
OSPI website: Interpretation and Translation Services

Adoption Date: 9-13-16
Classification: Priority-Essential
Revised Dates:
Language Access

The following procedures are intended to implement Policy 4218, establish meaningful, two-way communication between the District and parents/family members with limited English proficiency, and promote access for such parents and families to the programs, services, and activities of the District.

A. Definitions

1. Persons with "limited English proficiency" are individuals who are unable to communicate effectively in English either verbally or in writing, or both, because their primary language is not English, and they have not developed fluency in the English language. A person with limited English proficiency may have difficulty in one or more of four domains of language: speaking, listening, reading, and writing. Staff are urged to remember that limited English proficiency may be context-specific—e.g., a parent may have sufficient English language skills to understand, communicate and/or exchange basic information with a teacher, but they may not have sufficient skills to communicate detailed, specific information needed in a particular context, like an IEP meeting, a 504 meeting, or a student discipline hearing.

2. "Primary language" means the primary language spoken by a student’s parent or guardian, or the predominant language spoken in the student’s home. Parents may have more than one primary language and/or dialect.

3. "Language services" refers to a broad spectrum of services used or required to facilitate communication and understanding between speakers of different languages, and typically includes interpretation and translation services.

4. "Interpretation" means the process of first fully understanding, analyzing, and processing a spoken or signed message and then faithfully rendering it into another spoken or signed language.

5. "Interpreter" means a spoken language or sign language interpreter working in a public school, as defined in RCW 28A.150.010, to interpret for students’ families, students, and communities in educational settings outside the classroom.

6. "Translation" means the process of communicating the meaning of a written source-language text into an equivalent target language text in such a way that the content of both texts can be considered the same.

7. Qualified Interpreter means an interpreter who is able to interpret effectively, accurately, and impartially, both receptively and expressively using necessary specialized vocabulary.

B. Language Access Program

The District’s language access program will include completion of the following activities:

- Adopting or developing a language access plan that outlines how the District will identify language access needs, allocate resources, establish standards for providing language access services, and monitor the effectiveness of the language access program (additional information about how to develop the language access plan is provided in a subsequent section of this procedure);

- Administering the self-assessment developed by the Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for evaluating the provision of language access services (additional information about the self-assessment is provided in a subsequent section of this procedure);

- Using the guide developed by the Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for developing, implementing, and evaluating the District’s language access policy,
procedures, and plan. The processes for developing and evaluating the language access policy, procedures, and plan must engage staff, students' families, and other community members in ways likely to result in timely and meaningful feedback, for example partnering with community-based organizations and providing translation and interpretation in languages that are understood by students' families;

- Reviewing, periodically, the District’s language access policy and procedures to incorporate necessary updates;
- Collaborating with community-based organizations on how to work effectively with interpreters and families; and
- Reviewing, updating, and publishing, at least annually, information about the school district's language access plan, policy and procedures, and language access services, including the need for, and spending on, language access services. The information must include notice to families about their right to free language access services and the contact information for any school district language access coordinator and any building points of contact for language access services. The information must be translated into common languages understood by students' families.

**Developing a Language Access Plan**

The District will develop a language access plan for ensuring the district complies with the language access policy adopted by the board and all other language access requirements. The language access plan will establish the following:

- Who is responsible for implementing the plan, including district-level administrators, workgroups, committees, or other district and school staff who will be responsible for overseeing the language access work in the district and schools, developing and modifying the language access plan, establishing and implementing operational procedures (i.e., how staff may access interpretation and translation services), and monitoring and evaluating the effectiveness of the District’s language access plan and services.
- Staff training on the district’s language access policy, procedure, and plan, including the frequency, curriculum, and target personnel who will participate in the training.
- Identification of the language access needs in the district and the services that will be provided. The plan will include a list of the languages that students, parents, and families communicate in and the prevalence of those languages. The plan will also identify the languages in the district that vital publications most commonly must be regularly translated into, in alignment with this procedure.
- How the District will conduct outreach to parents and communities with language assistance needs and the actions needed to implement an effective system for gathering feedback.
- What resources will be allocated for the provision of language access services.
- A description of the timeframe, objectives, and benchmarks for work to be undertaken.
- The District’s approach to monitoring and evaluating the effectiveness of the District’s language access plan and services, and the district’s process for modifying the language access plan and operating procedures in response to feedback and changing language needs.
- In developing and modifying the language access plan, the District will use self-assessment data and other collected feedback and data required in this procedure and/or the policy adopted by the board.
- In developing the language access plan, the District will adhere to the standards for providing language access services as outlined in this procedure and the policy adopted by the board.

**Self-Assessment**

- In developing the language access plan, the language access coordinator/liaison will administer a self-assessment to understand whether the District is effectively communicating with people with language assistance needs and to inform the District’s language access planning, including evaluating the following areas:
o How individuals with language access needs interact with the District
o How well the District is providing language assistance services
o How well the District is identifying individuals with language access needs
o Whether school staff receive appropriate training on the District’s language access and policy and plan
o How the District provides notice of language assistance services to its community
o Whether the District has an effective process for monitoring and updating its language access policy and plan.

• In implementing the self-assessment, the language access coordinator/liaison will engage with community members, leaders, and organizations that have the inherent knowledge about cultural and language access needs.
• The coordinator/liaison may administer the self-assessment tool developed by the OSPI Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for evaluating the provision of language access services.
• The coordinator/liaison will re-administer the self-assessment on a periodic basis as part of the District’s monitoring of the effectiveness of its language access program.

C. Identification of Families Needing Language Access Services

1. Upon student enrollment and periodically through a student’s education, schools will utilize a survey to identify parents who need language access services and the languages in which they may need assistance. The survey will be translated into the most commonly known languages spoken in the district and will be included in the standard enrollment packet provided to all District parents.

2. Schools must determine within thirty (30) days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language services to communicate effectively with the school or District.

3. Schools will maintain an appropriate and current record of students’ families’ primary language, and use that information to inform its language access plan and program.

D. Interpretation and Translation Services

1. The District will collaborate with community-based organizations on how to work effectively with interpreters and families.

2. As materials become available, the District will make reasonable efforts to implement the toolkit developed by the Language Access Technical Assistance Program of the Center for the Improvement of Student Learning, established in RCW 28A.300.130, including the self-assessment, guide, and best practices.

3. Each school and District office will, consistent with this policy and procedure, provide free oral interpretation services to those parents/family members who require language services to communicate effectively during any interaction with the District that is significant to the student’s education. Additionally, each school and District office will provide free translation of vital documents as required below.

4. All interpretation and translation will be provided by competent professionals as demonstrated by certification or similar means. The District will take reasonable steps to ensure that interpreters and translators have the knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and that they have been trained in the role of an interpreter or translator, the ethics of interpreting and translating, and the need to maintain confidentiality.

The District will take reasonable steps to ensure that the interpreter utilized is trained regarding the role of an interpreter, the ethics of interpreting and translating, and the need to maintain confidentiality.

5. The Parent is welcome to invite additional persons for support and that person may participate in discussions. Although a parent may decline the District’s offer to
provide an interpreter, the district or school should consider whether having a qualified interpreter present as the communication lead is still required.

Students and other minor children under the age of 18 may not serve as interpreters for school staff and parents during any formal or informal meeting or process.

6. The District will facilitate staff access to appropriate interpretation and translation services in order to communicate with parents and families with limited English proficiency consistent with federal and/or state law and this policy and procedure. The District will strive to be aware of and plan for the language access needs within the district. For a planned program, activity, meeting, or event, staff should initiate the request for language aid or services at least three days ahead of time. The District or school will take steps to respond to such a request as soon as possible after it is received. For unplanned and urgent communication, staff should request language assistance and try to arrange for such as soon as it is known that language assistance is needed. If an interpreter cannot be found that day, the school or District should maintain open communication with the requester to schedule an interpreted meeting as soon as possible. If no interpreter can be present, District staff should utilize remote interpreting services to communicate with parents and families.

7. The following interpretation and translation services are currently available in the District: Note: Include here a list of interpretation and translation services available within the District, with instructions for accessing them.

District staff will be informed of when and how to access interpretation and translation services available within the District and the administrator responsible for ensuring the availability of such services. Note: Insert here: "District staff may contact, ___________________, by phone at (xxx) xxx-xxxx or at XXXX@XXXXXX with questions or concerns, or to obtain information or assistance regarding interpretation and translation services."

8. District administrators, including those involved with registration and enrollment, certificated staff, and other appropriate staff as determined by the superintendent, will receive guidance and information regarding:
   a. the rights of parents and families with limited English proficiency under state and federal law to language access services provided by the District;
   b. the importance of meaningfully and effectively communicating with parents and families with limited English proficiency;
   c. the most effective ways to communicate with parents and families with limited English proficiency regarding the District’s available language services;
   d. the importance of utilizing competent translation and interpretation services when communicating with parents and families with limited English proficiency;
   e. the availability of translation and interpretation services within the District, whether through in-person interpretation, telephonic services, online services, or video-conferencing;
   f. the mechanisms and processes for accessing translation and interpretation services when working with parents and families with limited English proficiency, including ensuring the correct language service is being accessed, checking for parent/family understanding once interpretation has commenced, and proper vetting of translations for audience-appropriate content; and
   g. the process for reporting concerns or complaints.

9. **Interpretation Services**: Whenever requested by a parent or families or whenever school staff or District officials can reasonably anticipate that interpretation services are necessary to meaningfully communicate with parents or
families regarding important information about the student’s education or school activities, the District will provide interpretation services in accordance with this procedure.

Such interpretation services may be provided either at the location where the parent or family member is seeking to communicate or by electronic means, such as telephone or video conferencing.

Upon three days’ notice that such services are required, the District will provide interpretation services at public meetings organized or sponsored by the District (e.g., board meetings).

1. **Translation of Vital District Documents**: The District will identify vital documents that are distributed or electronically communicated to all or substantially all parents containing important information regarding a student’s education, including but not limited to:
   a. registration, application, and selection;
   b. academic standards and student performance;
   c. safety, discipline, and conduct expectations;
   d. special education and related services, Section 504 information, and McKinney-Vento services;
   e. policies and procedures related to school attendance;
   f. requests for parent permission in activities or programs;
   g. opportunities for parents to access school activities, programs, and services;
   h. student/parent handbook;
   i. the District’s Language Access Plan and related services or resources available;
   j. school closure information; and
   k. any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

The District will provide a written translation of vital documents for each language group that constitutes at least 5 percent of the District’s total parent population or 1000 persons, whichever is less. If the District is unable to translate a document due to resource limitations or if a small number of parents require the information in a language other than English such that document translation is unreasonable, the District will still provide the information to parents in a language they can understand, such as through oral interpretation of the document.

Written translations of vital documents by machine/computer translation programs will not be used or issued to parents and families with limited English Proficiency without prior review and editing by a certified translator for those languages where testing for certification exists. For all languages where testing for certification does not exist, the District will use a qualified translator as determined by the District.

All documents and information posted or issued by the District for parents and families should contain a notice in appropriate language(s) that free translation and/or interpretation services are available and how to request a free translation or interpretation of the document.

9. **Translation of Student-Specific Documents**: The District will take all reasonable steps to provide parents and families, in a language they can understand, a translation of any document that contains individual, student-specific information regarding, but not limited to, a student’s:
   a. health;
b. safety;
c. legal or disciplinary matters; and
d. entitlement to public education, eligibility for special education services, placement in the English Language Learner Program, the Highly Capable Program, accelerated courses such as Advanced Placement, or any other non-standard academic program.

10. **Alternatives to Translation**: When translation for a document otherwise required to be translated is unavailable or cannot be done, such as in an emergency situation, a school or District office will provide an attached notice to parents and families in appropriate language(s) that free translation and/or interpretation services are available and how to request a free translation or interpretation of the document.

D. **Providing Information to Parents and Families**

1. The District will review, update, and publish, at least annually, information about the school district’s language access plan, policy and procedures, and language access services. The information must include notice to families about their right to free language access services and the contact information for any school district language access liaison/coordinator and any building points of contact for language access services. The information must be translated into common languages understood by students’ families.

2. The District will notify staff, at least annually of this policy. Staff will be regularly provided written guidance regarding how and when interpretation and translation services should be accessed and such guidance will be updated as needed to reflect available services.

3. Parents and families will also be annually notified regarding the process for filing complaints through the District’s nondiscrimination policy and procedure if they believe that such services have not been appropriately provided.

4. The District will take steps to ensure that, at the time of enrollment, information regarding available interpretation and translation services and the District’s complaint process is provided to any parent (s) or family members when there is reason to believe that the student’s parent(s) or family members may have limited English proficiency (e.g., results of home language survey, a parent or family member’s request for an interpreter). The District will take reasonable steps to provide information required by this section in the primary language spoken predominantly in the home.

5. Schools and District offices will post in a conspicuous location at or near the primary entrance to the school or office a sign in primary languages spoken in the District concerning the rights of parents to translation and interpretation services and how to access such services.

6. To the extent practicable, the District website will provide information in designated languages concerning the rights of parents to translation and interpretation services under federal and state law and how to access such services.

E. **The Collection and Analysis of Data**

The District will annually collect and periodically analyze the following language access and language access service information:

- The language in which each student and student’s family prefers to communicate;
- Whether a qualified interpreter for the student’s family was requested for and provided at meetings reported in OSPI's Comprehensive Education Data and Research (CEDARS) student data system.
- Other data on provision of language access services, as required by OSPI.

The District will submit the information collected as required by OSPI.

The District will provide an opportunity for participants in each interpreted meeting to provide feedback on the effectiveness of the interpretation and the provision of language access services.
Discrimination Complaints

Discrimination based on national origin, which includes language and limited-English proficiency, is prohibited. The language access liaison/coordinator will communicate with the district’s Civil Rights Compliance Coordinator. Anyone may file a complaint alleging discrimination based on language or the district’s failure to provide language access services using the complaint process outlined in the district’s Nondiscrimination Procedure 3210P.

Adoption Date: 07.19
Classification: Essential
Revised Dates: ; 06.22
As a method of extending educational opportunities to the entire community through a fuller utilization of school facilities, a community schools' program may be established. The district is encouraged to include programs for prospective parents, foster parents, and adoptive parents on parenting skills, violence prevention, and the problems of child abuse and prevention of child abuse. The program shall-will be financed primarily by federal or state funds, participation fees, contributions, or some combination these sources.

The superintendent shall-will establish and periodically present to the board for review, an organizational plan and tentative program that shall-will assure that the program is responsive to the varying needs of citizens living in different sections of the community.

Legal Reference
RCW 28A.620.020 Community education programs — Restrictions
RCW 28A.620.010 Purposes

Cross References
3421 - Child Abuse, Neglect and Exploitation Prevention

Adoption Date: 8-15-98
Reviewed: 9-22-09
Classification: Optional Discretionary
THORP SCHOOL DISTRICT
BOARD POLICY

No. 4314

4000 COMMUNITY RELATIONS

4314 Notification of Threats of Violence or Harm

Students and school employees who are subjects of threats of violence or harm shall be notified of the threats in a timely manner. Parents shall be included in notifications to students who are subjects of threats of violence or harm. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

Individual-directed threats of violence or harm are communications that create fear of physical harm to a specific individual or individuals, communicated directly or indirectly by any means.

Building-directed threats of violence or harm are direct or indirect communications by any means of the intent to cause damage to a school building or school property (e.g., bomb threats), or to harm students, employees, volunteers, patrons or visitors.

The district will address threats of violence or harm in a manner consistent with the district’s safety policies and comprehensive safe school plans.

Persons found to have made threats of violence or harm against district property, students, employees or others will be subject to relevant district discipline policies and will be referred to appropriate community agencies including law enforcement and mental health services. District staff shall work with in-district and community-based professionals and services in all relevant disciplines to address threats of violence or harm, those threatened and those making the threats. Necessary information about the person making the threat shall be communicated by the principal to teachers and staff, including security personnel.

State law provides the district, school district directors and district staff with immunity from liability for providing notice of threats in good faith. Persons who make a knowingly false notification of a threat are subject to appropriate district discipline policies and may be referred for prosecution.

The superintendent is directed to develop and implement procedures consistent with this policy.

Cross References: Board Policy 3207 Prohibition of Harassment, Intimidation and Bullying
Board Policy 3240 Student Conduct
Board Policy 3241 Classroom Management, Corrective Actions or Punishment

Commented [WK(1)]: The key components of this policy were absorbed into Model Policy 3143: Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm. This policy was then retired.
Board Policy 5281 Disciplinary Action or Discharge
Board Policy 6513 Workplace Violence Prevention

Legal References: RCW 28A.320.128 Notice and disclosure policies — Threats of violence — student conduct — Immunity for good faith notice — Penalty
WAC 392-400 Pupils


Adoption Date: 9-22-09 Revised:
Classification: Essential
THORP SCHOOL DISTRICT
BOARD POLICY

No. 4315

4000 COMMUNITY RELATIONS

4315 Release of Information Concerning Sexual and Kidnapping Offenders

Public agencies are authorized to release relevant and necessary information regarding sex and kidnapping offenders to the public when the release of the information is necessary for public protection. Law enforcement agencies receive relevant information about the release of sexual and kidnapping offenders into communities, and decide when such information needs to be released to the public. The school district has a public safety role to play in the dissemination of such information to staff, parents, students and the community and will disseminate such information under the following conditions:

A. Receipt of a specific request from a law enforcement agency that information be disseminated to staff and/or students and parents. In every case where students are notified, parents will be notified as soon as possible.

B. Receipt of the actual documents to be distributed. The district may duplicate the documents, but they will be distributed in form received from the law enforcement agency.

Cross Reference: Board Policy 3143 District Notification of Juvenile Offenders

Legal Reference: RCW 4.24.550 Sex offenders — and kidnapping offenders — Release of information to public — When authorized — Immunity

Management Resources:
Policy News, August 1998 State encourages modification of weapons policy

Adoption Date: 9-22-09
Revised:
Classification: Priority

Commented [WK(1): The key components of this policy were absorbed into Model Policy 3143 - Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm. This policy was then retired.]
August 3, 2023

Mr. Eric Smith
Director, Office of Innovation and Entrepreneurship
Economic Development Administration
U.S. Department of Commerce
1401 Constitution Ave NW, Suite 71014
Washington, DC 20230

Re: Letter of Commitment as Consortia Lead for Tech Strategy Development Grant and Designation

Dear Director Smith,

Thorp School District is writing to support Central Washington University (CWU) as the lead institution pursuing a Regional Tech and Innovation Hub under the United States Department of Commerce, Economic Development Administration as authorized and appropriated under the U.S. CHIPS & Science Act.

We are located 10 miles from CWU and consider this institution our educational leader in the county. Our motto is “Learning today, leading tomorrow.” The application documents support this motto.

Our regional high school and college students would benefit from expanded opportunities in robotics, automation, and advanced manufacturing identified by this grant. High school students in our area have limited access to grow their potential as future leaders in technology and manufacturing. As a local high school, we look forward to partnering with CWU to expand opportunities for our students in high paid jobs.

We are fortunate to have a forward-thinking president at CWU who is looking out for all high school students and creating doorways for their future success. We commit our facilities for use by the Hub, staff to Professional Development in areas outlined in the documents, and future classes at our high school that align with the Regional Tech and Innovation Hub.

Sincerely,

Andrew M. Perkins
Thorp School Superintendent/Principal

The Thorp School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator, Civil Rights Coordinator, Andrew M. Perkins, Superintendent, (509) 964-7103, PO Box 150, 10831 N Thorp Hwy, Thorp, WA, 98946, perkinsa@thorpschools.org. Section 504 Compliance Coordinator, Mel Blair; (509) 964-7139, PO Box 150, 10831 N Thorp Hwy, Thorp, WA, 98946, blairm@thorpschools.org.
LEAs will be awarded up to $75,000 for continued study on the balanced/modified calendar approach. To be eligible, the LEA must have received a FP 173 grant.

Please review the Assurances section of this Form Package to determine if the LEA should apply for this grant. Applications are due by 4 p.m., Thursday, August 24, 2023.

ASSURANCES

Guiding Team: A balanced/modified calendar guiding team comprised of internal and external partners will be in place during the grant cycle.

Informing Board of Directors: There will be a process to engage and inform the Board of Directors.

Participating in convenings: The core planning team will attend scheduled convenings.

Engagement with ESD partner and Hubs: On going two-way communication with the ESD partner and hub leads.

Data Collection: Will participate in any data collection activities.

☐ Check to indicate organization officials have read, understand, and agree to these assurances.

<table>
<thead>
<tr>
<th>Authorized Representative Name:</th>
<th>Andrew M. Perkins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorized Representative Title:</td>
<td>Superintendent/Principal</td>
</tr>
<tr>
<td>Date: (MM/DD/YR)</td>
<td>07/24/2023</td>
</tr>
</tbody>
</table>
Application Questions

1. How does the LEA anticipate the balanced calendar schedule will benefit the students and staff? Please make sure to address the unique needs of the student population (e.g., low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth).

- Improved student achievement and retention rates
- Increased opportunities for remediation and enrichment
- Enhanced teacher professional development and well-being
- Other (please specify): Teacher retention and recruitment

During our study this last year, we visited multiple schools to study different balanced calendar schools that have already implemented a new calendar. During a public school board presentation of other modified calendars, the board tabled the initiative until the legislature allowed more small schools to adopt a 4-day calendar. During our study, we found a 4-day best suited to look at student achievement, interventions, and teacher PD and retention.

2. How will the LEA share research/information, as well as build capacity for interest in a balanced calendar?

We will continue our outreach to the parents and community as we dive deeper into the 4-day calendar and its benefits and drawbacks. We looked at all of the alternative calendars, and this year we can focus on the 4-day and fine-tune what that would look like.

3. What strategies or resources does the LEA plan to implement to support a successful transition to the balanced calendar schedule?

- Comprehensive communication plan to engage stakeholders
- Professional development for teachers and staff
- Collaborative planning with other schools or districts
- Other (please specify):

We will continue our process but concentrate on schools that have implemented a 4-day. We will continue our outreach to all stakeholders through our web page, newsletters: open houses, and forums at the school board meetings.
We will choose two small schools that best fit our profile and collaborate with them.

4. In what way will the 2023–2024 plan go beyond past study efforts?

We studied all modified calendars to present to our school board with the plan to pick one and prepare during the 2023-24 school year to implement in the 2024-25 school year possibly. We have chosen the 4-day, so now we can partner with small schools with a 4-day calendar and build a model for all stakeholders to study by next spring.

5. What potential challenges does the LEA foresee during the transition to a balanced calendar schedule?

- Resistance from parents, students, or staff
- Adjusting to new scheduling and logistical requirements
- Impact on extracurricular activities and community partnerships
- Other (please specify):
We identified barriers to all of the modified calendars, so we know the need to further study small schools' struggles when transitioning to 4-day. We have identified a percentage of parents who many not enroll their students, scheduling problems with bus service, and will need to look at our sports schedules that may conflict with our present combine with another school.
Estimated Budget

Please provide an estimated budget up to $75,000.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Narrative</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Benefits</td>
<td>Administration of grant, research for grant, site visits, and Professional Development.</td>
<td>$10,000</td>
</tr>
<tr>
<td>Staff Development</td>
<td>All staff will receive professional development, site visits, and books on a modified calendar focusing on a 4-day calendar.</td>
<td>$10,000</td>
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<tr>
<td>Facilities</td>
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<td>$0</td>
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<tr>
<td>Supplies &amp; Instructional Resources</td>
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<tr>
<td>Purchased Services</td>
<td>Three newsletters to all stakeholders</td>
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<td>Travel</td>
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<tr>
<td>Indirect Expenditures</td>
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<td>$0</td>
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<tr>
<td>Other (identify)</td>
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<tr>
<td><strong>TOTAL BUDGET</strong></td>
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Type A All-Electric School Bus
SAFE MEETS SMART

Collins Bus continually pioneers advancements that propel the transportation industry forward. We've transformed the school bus segment with our innovative, zero-emission Type A Electric School Bus. Engineered with smart, commercially proven battery packs that have been tested over millions of real-world miles, this all-electric bus is equipped to reduce operating and maintenance costs by up to 85%. It is where safe meets smart.

All-Electric Features

- Independent battery control improves reliability and performance
- Lithium-ion batteries with 120 kWh total capacity
- Range: 130 miles
- Level 2, 13.2 kW AC charging
- Level 3, 80 kW DC fast charging
- Engineered and built in the USA

OUR VEHICLES CONNECT AND PROTECT PEOPLE AROUND THE WORLD EVERY DAY.

www.collinsbus.com
Innovation that Amplifies

The Collins Type A Electric School Bus combines one of the safest school buses on the market with the efficiency of an all-electric, zero-emission vehicle. The result of Collins' continued drive to revolutionize student transportation, this latest innovation delivers greater efficiency and flexible floor plan options for every school district.

- Innovative structural design provides unparalleled safety
- Industry's largest view-out window reduces blind spots and enhances visibility
- Three-year analytics package for preventative maintenance, range analysis and driver behavior included
- Over-the-air software updates for new features and functionality

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<tr>
<th>SPECIFICATIONS</th>
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<tr>
<td>Max GVWR</td>
<td>Up to 85% operating and maintenance savings</td>
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<td>14,200 lbs.</td>
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<td>Battery Technology</td>
<td>millions of real-world miles</td>
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<td>Lithium-ion</td>
<td>Independent battery control improves</td>
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<td>Battery Capacity</td>
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<td>120 kWh</td>
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<td>130 miles</td>
<td>Real-time analytics and time-summarized data</td>
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<td>180 kW / 241 hp</td>
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<td>Peak Motor Torque Rating</td>
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<td>Level 3 DC Fast Charging</td>
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<td>80 kW / J1772 CCS1 Combo</td>
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</tbody>
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Popular Floor Plans

**DE516WR**
Up to 18 passengers + 1 wheelchair

**DE516**
Up to 24 passengers
by the National Center for Education Statistics (NCES). 4

3. Tribal – Bureau of Indian Affairs funded school districts and school districts that receive basic support payments under section 7703(b)(1) of title 20 for children who reside on Indian land. 5

School districts that qualify under one or more prioritizations above, with the exception of 1.b., are identified in EPA’s prioritized funding list located here.

Private Fleet Participation:

Private school bus fleets cannot apply directly to EPA for funding under the 2022 CSB Rebates. However, any of the eligible applicants listed above can enter into a contractual arrangement with a private fleet that owns and operates buses to replace buses that serve a public school district.

For example, a bus dealer, Big Yellow Bus Sales, could apply to replace buses owned and operated by a private fleet, Safety-First Bus Company. These buses serve Washington County School District under a contract. When applying for funds, Big Yellow Bus Sales will need to list the private fleet that owns the buses and the school district served by the buses in the application. If selected for funding, Big Yellow Bus Sales must pass rebate funds on to the private fleet via a point-of-sale discount on the new buses or other financial arrangement. The new buses must continue serving Washington County School District for at least five years from the date of delivery.

Section 3: Eligible School Buses

For the 2022 CSB Rebates, “school bus” is defined as a passenger motor vehicle designed to carry a driver and more than 10 passengers, that the Secretary of Transportation decides is likely to be used significantly to transport preprimary, primary, and secondary school students to or from school or an event related to school. 6
HERE IT IS: Outdoor School Subsidy Information
1 message

Greg Barker <Greg@awsp.org> Tue, Aug 8, 2023 at 1:26 PM
To: "perkinsa@thorpschools.org" <perkinsa@thorpschools.org>, "babikm@thorpschools.org" <babikm@thorpschools.org>, "mckeeb@thorpschools.org" <mckeeb@thorpschools.org>

Dear Thorp Elem_Jr Sr High team,

This email will serve as your notification that Outdoor Schools Washington, part of the Washington School Principals Education Foundation, will place a guaranteed hold of fund for a maximum reimbursement of $8,625.00 for your school to attend outdoor school in the 2023-24 school year. These funds are considered a state allocation. Funds guaranteed are the maximum amount to be paid via reimbursement after the outdoor school experience is complete and required documentation is submitted. We did review your submissions and may have changed those based on projected numbers shared from your district and/or OSPI counts of the upcoming grades. Please let us know if you see any major issues with your 2023-24 projected counts.

We based the subsidy support on the following elements:

<table>
<thead>
<tr>
<th>Number of 2023-24 students</th>
<th>Grades</th>
<th>High School students</th>
<th>Number of days attending</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>5th</td>
<td>No</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Subsidy hold for

Thorp Elem & Jr Sr High (Thorp School District) | 101766:

$8,625.00

Financial support is given based off our model that gives priority of funding to schools that have been identified for improvement through the Washington School Improvement Framework. The funding model also prioritizes funding to schools in our state by considering factors such as free and reduced lunch percentages as well as other historically underserved student populations.

We continue to support 5th and 6th grade students in public schools and will provide support to reduce the financial barriers to attend outdoor school. From House Bill 2078, the outdoor school experiences should be three to five days in duration and up to four nights; are overnight or day programs when overnight programs are impractical due to health or cultural considerations.

Here are a few important ideas to keep in mind when planning for outdoor school:

- Should you make reservations with a site and then cancel those reservations, your district will still need to pay all promised fees to the site. Then, submit a reimbursement request at www.outdoorschoolswa.org and OSWA will reimburse your district for those contracted fees. This is an issue of fairness to sites that hired staff, reserved your dates, ordered supplies, and purchased food in anticipation of your visit. If you have questions about this, contact

https://mail.google.com/mail/u/0/?ik=64ba5c2069&view=pt&search=all&permthid=thread-f:1773694120781521970&simp=sgf:1773694120781521970
If you reduced your numbers at the last minute (due to absence of students), you will also need to pay the site for those guaranteed numbers and submit for reimbursement.

- Please note that reimbursement amounts are based on actual student outdoor school attendance numbers, not projected numbers. If your allocation was written for 100 students to attend outdoor school, and 75 actually attended, you’ll be reimbursed for the 75 students who attended. If you include high school students as counselors/mentors, you should include those students in your counts. If you increase the number of students participating, please let us know as soon as you can so we can work to increase the subsidy.

- Allowable costs include programming costs at an outdoor school site, room and board at site, transportation, supplies needed for lessons (including essential supplies for students to attend overnight outdoor school), as well as substitute and chaperone costs. Indirect costs/fees are not allowable. Indirect costs are expenses that are not directly related to the learning experience and cannot be covered by reimbursement funds. These items include (and are not limited to) t-shirts or sweatshirts as gifts for students and gift cards as thank-you gifts for volunteer chaperones.

- Allocated funds are only for your overnight outdoor learning experience, staff costs, and the materials/supplies needed for that event. Should you have funds unused, they cannot be used for additional field trips, supplies intended for future outdoor schools, or indirect expenses (see above). Those funds will be placed back into the pool to share with schools that are on the waiting list and/or need additional funding supports.

If you have any questions or need assistance, please don’t hesitate to contact us! We hope to be holding some office hours for any questions and will get those dates/times out to you as soon as we set the calendar. Reimbursement will change slightly. It will be divided into two parts: instructional/experience (completed by lead staff/administrator) and financial (to be completed with district finance office staff). We hope that this will make sure to capture all parts of the financial process as well as the experience by those with the timeliest information.

Please also note that we are here to support your effort in creating the best possible experience for your students. We are here as a resource to help your school!

The Team at Outdoor Schools WA: Cortney, Shelley, Roberta, and Greg

www.outdoorschoolsWA.org

support@outdoorschoolsWA.org

3 attachments

WASHINGTON SCHOOL PRINCIPALS
EDUCATION FOUNDATION  image03.png 11K

image04.jpg 185K

header.htm 136K
The Ellensburg School District will provide the Thorp School District the following services under the following terms and at the following rates.

Services:

The Ellensburg School District will provide preventative maintenance, repair, and emergency service for Thorp School District vehicles.

Emergency Services:

The Ellensburg School District will have staff on-call during regular business hours to provide assistance in the case of a breakdown or transportation emergency. On-call support may be arranged in advance for a specific event by mutual agreement with the Ellensburg School District Transportation Director.

Terms:

Non-emergency work will be scheduled with the Ellensburg School District Head Mechanic during regular business hours.

If the use of overtime is necessary, the Ellensburg School District Transportation Director will pre-approve the overtime. If overtime work is performed over the course of a week, and work for the Thorp School District is also performed in that week, the fraction of hours invoiced Thorp School District at the overtime rate will be the fraction of total shop hours operated at the overtime rate.

Payment by the Thorp School District will be due 45 days after the receipt of an invoice.

Either party may cancel this agreement with 30 days prior written notice.

This agreement is effective retroactive to September 1, 2023 and will remain in effect through August 31, 2024.
School Vehicle Maintenance and Repair Agreement
For the 2023-2024 School Year

Rates:

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanic (including Indirect Costs)</td>
<td>Weekday, not overtime</td>
<td>$44.10/hour</td>
</tr>
<tr>
<td></td>
<td>Weekday, overtime</td>
<td>$66.15/hour</td>
</tr>
<tr>
<td></td>
<td>Saturdays</td>
<td>$66.15/hour</td>
</tr>
<tr>
<td></td>
<td>Sundays and holidays</td>
<td>$88.20/hour</td>
</tr>
<tr>
<td>Incidentals</td>
<td>Charged with each job/bus</td>
<td>$11.00/job</td>
</tr>
<tr>
<td>Parts/Supplies</td>
<td>Parts cost + indirect costs</td>
<td>Parts cost + 16.1%</td>
</tr>
<tr>
<td>Ellensburg sales tax</td>
<td>As included on parts costs</td>
<td>8.4%</td>
</tr>
<tr>
<td>Shipping</td>
<td>As included on parts costs</td>
<td>varies</td>
</tr>
<tr>
<td>Vehicle use</td>
<td>Service/motorpool vehicle</td>
<td>$0.75/mile</td>
</tr>
</tbody>
</table>

Signatures:

Troy Tornow, Superintendent
Ellensburg School District

Andrew Perkins, Superintendent
Thorp School District
Thorps School Athletics

IMPORTANT DATES

Fall 2023

2023-24

August

Fall Sport Parent/Player Meeting  8/14  7pm  Thorp Main Gym
High School Football Begins  8/15  Kittitas Secondary School
Middle School Football Player Meeting  8/16  6pm  KHS Commons
Middle School Football Practice Begins  8/23  Kittitas Secondary School
High School Volleyball Practice Begins  8/21  Thorp School
HS Cross Country Practice Begins  8/21  Thorp School

September

Middle School Girls Basketball Meeting  9/7 or 8 (TBA)  Thorp School
MS Cross Country Practice Begins  9/7  Thorp School
Cheer Tryout Meeting  Week of 9/11 (TBA)  Thorp School

INDIVIDUAL SPORT CONTEST SCHEDULES
COMING SOON TO THORPTIGERS.COM
PRACTICE SCHEDULES WILL BE DISTRIBUTED AT FALL PARENT MEETINGS.

Follow us on Facebook!
Thorps Tigers HS/MS Athletics
Kittitas Coyotes Athletics
Thorp School District