

ENTIAT SCHOOL DISTRICT BOARD OF DIRECTORS

REGULAR MEETING

March 26, 2025

6:00 pm - Study Session

7:00 pm - Regular Meeting

- I. CALL TO ORDER
- II. FLAG SALUTE
- III. ROLL CALL
- IV. APPROVAL OF AGENDA (ACTION)
- V. CONSENT AGENDA (ACTION)
 - A. MINUTES
 - B. PERSONNEL
 - C. APPROVAL OF PAYROLL AND VOUCHERS (ACTION)
- VI. CORRESPONDENCE
- VII. PUBLIC COMMENT
- VIII. OLD BUSINESS
 - A. CTE UPDATE
 - B. LEAD TESTING ACTION PLAN UPDATE
 - C. GEAR UP UPDATE – Kirsten Burke
- IX. NEW BUSINESS
 - A. PURCHASE OF NEW BUS – Vickie Jacobs-Stanton
 - B. STUDENT CLASS SCHEDULE
 - C. POLICIES
 - POLICY 2022 – ELECTRONIC RESOURCES AND INTERNET SAFETY - 2ND READING (ACTION)
 - POLICY 2023 – DIGITAL CITIZENSHIP AND MEDIA LITERACY - 2ND READING (ACTION)
 - POLICY 2190 – HIGHLY CAPABLE PROGRAM - 2ND READING (ACTION)
 - POLICY 3241 – STUDENT DISCIPLINE - 1ST READING (ACTION)
 - POLICY 3432 – EMERGENCIES - 1ST READING (ACTION)
 - POLICY 4215 – USE OF TOBACCO, NICOTINE PRODUCTS AND DELIVERY DEVICES – 1ST READING (ACTION)
 - POLICY 4310 – RELATIONSHIPS WITH LAW ENFORCEMENT AND OTHER GOVERNMENT AGENCIES – 1ST READING (ACTION)
 - D. STUDENT REP/ASB REPORT
 - E. PRINCIPAL REPORT
 - F. SUPERINTENDENT REPORT
 - G. FISCAL REPORT
- X. DATE OF NEXT MEETING – April 23, 2025, at 8:30 am
- XI. EXECUTIVE SESSION - SUPERINTENDENT MID-YEAR EVALUATION – No action to follow
- XII. OTHER
- XIII. ADJOURNMENT

NEXT MONTH'S CALENDAR ITEMS:

- Negotiations: EEA, PSE
- Review schedule of co-curricular activities as presented by principal
- School Board Election Information

Entiat School Directors

- Monica Quezada - Chairperson
- Nicole Poyner - Vice Chair
- Virginia Quezada
- Jamie Cannon
- Rhianna Montgomery

Who are school directors?

Washington state's public-school districts are governed by publicly elected school boards. These board members—called “school directors”—are citizens just like you! They are parents and grandparents, young people and senior citizens, and diverse community members from all walks of life.

There is great value in diversity on a school board. Each member brings their varying experiences and backgrounds to inform good decision making with a spirit of teamwork.

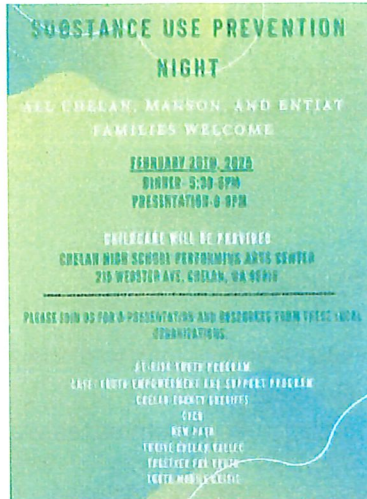
What does a school board do?

School directors work together to oversee the school district. As a board, their primary responsibilities are:

- Hire, supervise and evaluate the superintendent
- Set the vision, mission and strategic goals for the district
- Review, revise and adopt policies
- Establish and oversee the budget
- Serve as community representatives
- Monitor the district's progress towards its goals

WORK SESSION	6:30pm work session		
OPEN REGULAR SESSION AND ROLL CALL	Chairperson Monica Quezada opened the meeting at 7:00PM. Members present were Nicole Poyner, Jamie Cannon, Rhianna Montgomery, and Viky Quezada. Also, present were Superintendent Greg Whitmore, Principal Tracie Husted, Business Manager Robin Richter, Student ASB rep. Kendra Quezada and Abraham arrived after roll call. Members of the community, Clay Brandenburg, Tr		
CONSENT AGENDA	Ms. V. Quezada moves, Ms. Montgomery seconds and the motion carried to approve the following items with the addition to the agenda of graduation requirements Item C. January Minutes Personnel		
APPROVAL OF PAYROLL & VOUCHERS	General Fund	(Warrants: 127009614-127009656)	\$ 147,960.23
	ASB Fund	(Warrants: 127009658-127009660)	\$ 794.60
	Capital Projects	(Warrant: 127009657)	\$ 2193.14
	Transpt. Vehicle Fund	(Warrant)	\$ 0.00
	December Ms. Poyner moves, Ms. V. Quezada seconds, motion carries to approve.		
PUBLIC COMMENT	Is there access to digital curriculum at home? Do our curriculum adoptions have the option to access the lessons students are working on at home? Tracie stated: If the student has a registered account through clever, they can access some of these things depending on their grade level.		
CORRESPONDENCE	None		
OLD BUSINESS	<ul style="list-style-type: none">• CTE UPDATE• LEAD TESTING ACTION PLAN• FACILITY PLANNING• GEAR UP UPDATE		
CTE UPDATE	<p>Mrs. Husted States:</p> <p>Advisory Meeting - May 8th, 2025</p> <p>CTE Teacher Grants</p> <ul style="list-style-type: none">• \$25,000 - FP154 Dual Credit Grant AWARDED<ul style="list-style-type: none">▪ Expended \$16,000 so far<ul style="list-style-type: none">✓ Upgrades to Computers and Classroom Screens for Shawnee, TJ, and Tammi✓ Updated 3D Printers• \$15,000 - FP414 High Demand Grant - AWARDED (Building High Demand Programs - ie, Robotics and Computer Science)<ul style="list-style-type: none">▪ Expended \$ 9,900 so far<ul style="list-style-type: none">✓ Upgrades to Computers and Classroom Screens for Wendi, Kevin, and Laauren✓ Training (described below in CTE Teacher Support and Training) <p>CTE Support and Training</p> <ul style="list-style-type: none">• 3 Instructions Enrolled in Educator Academy<ul style="list-style-type: none">▪ Supports Teacher with Conditional Certification• 1 Enrolled in CTE Certification<ul style="list-style-type: none">▪ Has 18 months to complete - anticipates being done at end of summer <p>Computer Science Framework</p> <ul style="list-style-type: none">• K-12 Computer Science Framework/Planning (Crossover with CTE)		

	<ul style="list-style-type: none"> ▪ Representative: <ul style="list-style-type: none"> ✓ K-12 Tammi O'Brian ✓ 6-8 Kevin Jones ✓ 9-12 Shawnee Gibson
LEAD TESTING ACTION PLAN UPDATE	Mr. Whitmore States: THEY CAME BACK AND RETESTED BUT HAVE NOT RECEIVED THE RESULTS YET.
FACILITIES PLANNING COMMITTEE REPORT	Mr. Whitmore States: There is an upcoming meet with Mark for container placement.
GEAR UP UPDATE	Please see the board packet for details
ADOPT SCHOOL CALENDAR	WITH THE EDITS OF THE STARTS TIME BEING CORRECTED FROM 8:00 AM TO 8:15 AM, AND THE JUNE 2025 AND JULY 2025 BE UPDATED TO JUNE 2026 AND JULY 2026 Ms. Poyner moves, Ms. Montgomery seconds, motion carries to approve
STUDENT ATHLETES COMPETING IN CONCURRENT SPORTS	<ul style="list-style-type: none"> • YOU CAN'T BE IN TWO CONTACT SPORTS AT ONE TIME. • MAKE SURE COACHES ARE ON BOARD FOR BOTH SPORTS <i>(Basketball, Football, Soccer, and Wrestling are considered contact sports.)</i> Ms. Poyner moves, Ms. Montgomery seconds, motion carries to approve
BOARD POLICIES	<ul style="list-style-type: none"> • POLICY 3210 – NONDISCRIMINATION - 2nd READING Ms. Cannon moves, Ms. Montgomery seconds, motion carries to approve with edit of the adoption date and procedure reference for 3210 to be added under cross references. • POLICY 3415 – ACCOMMODATING STUDENTS WITH DIABETES – 2nd READING Ms. Poyner moves, Ms. V. Quezada seconds, motion carries to approve • POLICY 3421 – CHILD ABUSE AND NEGLECT – 2nd READING Ms. V. Quezada moves, Ms. Cannon seconds, motion carries to approve • POLICY 2022 – ELECTRONIC RESOURCES AND INTERNET SAFETY - 1st READING Ms. Poyner moves, Ms. Cannon seconds, motion carries to approve with edit of policy be listed as 3023 • POLICY 2023 – DIGITAL CITIZENSHIP AND MEDIA LITERACY - 1st READING Ms. Montgomery moves, Ms. V. Quezada seconds, motion carries to approve • POLICY 2190 – HIGHLY CAPABLE PROGRAM - 1st READING Ms. Poyner moves, Ms. Cannon seconds, motion carries to approve • POLICY 4300 – LIMITING IMMIGRATION ENFORCEMENT IN SCHOOLS - 1st & 2nd READING Ms. Poyner moves, Ms. Montgomery seconds, motion carries to approve • PROCEDURE 4300 – LIMITING IMMIGRATION ENFORCEMENT IN SCHOOLS
STUDENT REP/ASB REPORT	Kendra Quezada and Abe Ayala Presented:
PRINCIPAL REPORT	Youth Substance Use Prevention Night - Collaborative – February 27, 2025



- Bus available for parents & families:
 - 6 students, 4 adults
- Dinner provided:
 - Taco Bar by Red Apple
- Connected with several area agency
 - Discussed support for Entiat

Mobile Eye Clinic February 12th- Huge Success!

- 24 students qualified for eyeglasses

Chelan Douglas Health District

- Working closely with Garth Donald (Mental Health and Substance Use Counselor) and Lisa Pilkinton (Health Educator)
 - After Chelan School District Event 2/26/25, we intend to schedule Youth Cannabis Prevention and Vaping Education in Entiat for April

SchoolLinks - High School and Beyond Platform

- Parent onboarding starts soon
- Working on:
 - Traditional 4-year track
 - Technical College track
 - College Bound track

Upcoming Events:

February		
2/28	Running Start Meeting	Students to check-in with Mr. E during the day
March		
3/5	ASB	8 am - Library
3/10 - 3/14	Classified Employees Week	All Week - Lunch Hour (unless otherwise noted in weekly email)
3/13	6th - 8th GR. BAND & MS/HS Band/ Large Group Festival	Manson HS - All Day
3/19	ASB	8 am - Library
3/19	NCWMEA HS Band	Chelan HS - All Day
3/20	Performance - Spring Concert	MS/HS - 7 pm
3/21	PARSONS CLASSROOM PICTURE DAY	8:00-12:30
3/25	NCWMEA Choir Festival	Wenatchee HS - All Day

	3/25	OPEN BOOK	
	3/25-3/26	All PK - 12 Teachers	Conferences 3:30 - 7:00 pm
	3/27	All PK - 12 Teachers	Conferences 8:30 - 3:30 pm
	3/28	No School	
SUPERINTENDENT REPORT	<u>Superintendent Report</u>		
	February 27, 2025		
	<u>Update Since Last Board Mtg January 22nd Meeting</u>		
	<ul style="list-style-type: none"> • 1/23 - Met with Chelan, Manson and Orondo Supt's to discuss sharing resources • 1/24 – Snowshoeing with the 7th Graders • 2/2 – 2/4 Attended AI Summit in Seattle - Tech Committee working on district AI guidelines; • 2/12 – Met with Linda McKay NCESD to discuss Strategic Planning steps • 2/20 – Superintendent Advisory Council (SAC) Mtg at ESD • 2/25 – Using AI to boost Communications at ESD 		
	<u>Athletic Director</u>		
	HS		
	<ul style="list-style-type: none"> • Spring Sports start Monday, March 3rd <ul style="list-style-type: none"> ○ Tennis: Lee Southard, Mandy Sanford ○ Track: Erika Ward, Tony Powers ○ Soccer: Luis Perez • I've reached out to Kiwanis Park asking for some possible practice time. 		
	MS		
FISCAL REPORT	<ul style="list-style-type: none"> • MS VB – Laura Potts, Cheyenne Holaday, Nicole Poyner • Will be hiring Head MS Track Coach 		
	Business Manager Robin Richter presented:		
	January Month End:		
	General Fund balance is \$ 1, 663, 876.49 ASB Fund balance is \$ 63,526.00 Capital Projects Fund balance is \$ 297,076 Debt Service Fund balance is \$ 59,723 Transportation Vehicle Fund balance is \$ 142,564		

DATE OF NEXT MEETING	The next board meeting will be Wednesday, March 26 ,2025, at 7:00pm.
EXECUTIVE SESSION	The School Board entered Executive Session at 8:27 pm (RCW42.30.110 f) with no action to follow. The School Board came out of Executive Session at 8:50 pm.
OTHER	None
ADJOURNMENT	With there being no further business, the meeting was adjourned at 8:27pm and went into executive session.

ENTIAT SCHOOL DISTRICT 127		
CONTRACTS LIST FOR BOARD APPROVAL - MARCH 2025		
2024-2025 COACHING CONTRACTS		
Fredy Quezada	High School Assistant Soccer Coach	
2024-2025 SUPPLEMENTAL CONTRACTS		
2024-2025 RESIGNATIONS		
Tari Stonecipher	K-5 Intervention Specialist	6/30/2025
Wendi Crutcher	High School Assistant Volleyball Coach	2/18/2025
2024-2025 LOA		
Kari Williams	Head Cook	return 2/24/25
2024-2025 CLASSIFIED CONTRACTS		
2024-2025 EXEMPT CONTRACTS		
2024-2025 C-5 CERT CONTRACTS		

March 12, 2025

Superintendent Whitmore
Entiat School District
2650 Entiat Way
Entiat, WA 98822

Dear Superintendent Whitmore,

On behalf of the officers, directors and members of the WASBO Certification Governance Board, it is our pleasure to inform you that **Robin Richter, Business Manager**, has received the prestigious designation of a **Certified School Business Official, CSBO**. This certificate was awarded on March 12, 2025.

We congratulate you for empowering your staff as they commit to their career development. This improves their skills and enhances their ability to grow both personally and professionally. It is people such as Robin that help make your schools and district stronger. In partnership, WASBO is committed to supporting districts and staff with best practices and continued trainings.

Respectfully,



Brianne King, CSBO
WASBO Executive Director

Career & Technical Education Report

March 26, 2025



Advisory Meeting - May 8th, 2025

CTE Teacher Grants

- \$15,000 - FP414 High Demand Grant - Expended

CTE Support and Training

- 3 Instructors Enrolled in Educator Academy through May
 - Supports Teacher with Conditional Certification
- 1 Enrolled in CTE Certification

Has 18 months to complete - anticipates being done at end of summer

Computer Science Framework

- K-12 Computer Science Framework/Planning (Crossover with CTE)
 - Representative:
 - K-12 Tammi O'Brian
 - 6-8 Kevin Jones
 - 9-12 Shawnee Gibson
 - Working on 3-month goals
 - Researching curriculum
 - Where/what teachers are currently teaching

New Frameworks for next year: (Depends on Adopted Schedule)

- Submitting to Build our Band of Approved Classes
 - Exercise Physiology
 - Leadership (MS and HS) - Two separate classes
 - Worksite Learning



STATE OF WASHINGTON
DEPARTMENT OF HEALTH
DIVISION OF ENVIRONMENTAL PUBLIC HEALTH
PO Box 47820 • Olympia, Washington 98504-7820
(360) 236-3000 • 711 Washington Relay Service

March 4, 2025

Superintendent Whitmore,

In accordance with [RCW 28A.210.410](#), on February 19, 2025, the Washington State Department of Health post-remediation sampled for testing the drinking water at Rumburg Elementary, and Entiat Middle and High School for the potential of lead contamination. Sampling and testing were done in accordance with [RCW 28A.210.410](#).

NEXT STEPS

1. **Review** the test results (see email attachments). Depending on the lead parts per billion (ppb) results, you may need to remediate some of the fixtures in your schools. Fixture test results that are:
 - 5 ppb or less do not require any action;
 - greater than 5 ppb **require remediation**;
 - greater than 15 ppb, **must be turned off immediately** until all remediation and post-remediation steps are complete.
2. **Create** an action plan following the [WA DOH Action Plan Requirements](#) and [school action plan template](#). The action plan needs to include next steps to remediate if any remediation is required. [RCW 28A.210.410](#) requires schools to create an action plan that meets the technical guidance found in the [DOH Lead in Schools Technical Guidance](#) and is done in consultation with local or state health department. The plan must be shared with your school community.
3. **Communicate** with staff, students, parents, and the school community. Include the test results and the actions you are taking in response. [RCW 28A.210.410](#) requires schools to communicate the most recent test results and the action plan.

RESOURCES

Information about the health effects of lead can be found on the [WA State Department of Health | Lead](#) webpage.

- Additional trusted resources include: [EPA](#) and [CDC](#) websites.
- **Remediation funding** is available through the Office of Superintendent of Public Instruction (OSPI). For more information, please contact Morgan Powell, OSPI, at: morgan.powell@k12.wa.us.

ADDITIONAL INFORMATION

How samples were taken and analyzed

Cold water samples were collected from every fixture at the school used by students for drinking or used to prepare food for students. These were first draw sample collections. First draw sample collection is where the water is allowed to sit in the plumbing system for 8 to 18 hours prior to the sample being collected. Samples were analyzed by our DOH Public Health Laboratory using [EPA method 200.8](#).

Concerns about lead exposure in our children

Children are especially susceptible to lead exposure, particularly those younger than age six. Their growing bodies absorb more lead than adults and are more sensitive to its damaging effects. Even from very low levels of exposure to lead, children may experience lower IQ levels, reduced attention span, hyperactivity, or other harmful health effects that can impact learning, development, and behavior.

Children can be exposed to lead from a variety of sources in their environment, such as lead-based paint and its resulting dust from deterioration, drinking water, contaminated soil, and take-home exposure from parents who work in certain industries. Since each source contributes to children's overall lead exposure, it's important to reduce their exposure from every source as much as possible.

If parents are concerned about their child's health, they should ask their health care provider for a blood lead test. A blood lead test is the only way to know if a child has high blood lead levels. While drinking water is typically not a main cause of high lead levels in children, it is important to prevent exposure from all potential lead sources. DOH testing programs at schools and childcare facilities help to reduce lead exposure by identifying and repairing water fixtures that test high for lead.

You can learn more about lead exposure as well as how to prevent lead exposure [here](#) on DOH's website. For additional information, contact DOH at leadfreekids@doh.wa.gov.

Best,

Terri Veazey

She/Her Pronouns

Lead in School Drinking Water Program Coordinator
Office of Environmental Public Health Sciences
Washington State Department of Health

leadfreekids@doh.wa.gov

360.870.6982 | www.doh.wa.gov

Lead in School Drinking Water Report

Paul Rumburg Elementary School - Post-remediation



EXPLANATION OF TESTING AND RESULTS

Results in this report represent sampling conducted by Washington State Department of Health (DOH). Per [RCW 28A.210.410](#) sampling and testing protocols, samples were collected as first-draw. Depending on size of the school(s) and number of drinking water fixtures, multiple dates for collecting samples may have been necessary to meet sampling and testing protocols.

[RCW 28A.210.410](#) does not require remediation for fixtures testing at 5 ppb and under. DOH offers post-remediation testing only for outlets that initially tested above 5 ppb. After a school completes remediation, DOH will provide up to two post-remediation sampling visits. If after the second post-remediation sampling, outlets test above 5 ppb, the district will be responsible for finding a contractor to conduct additional sampling and testing. For questions regarding sampling, testing, and results, please email: leadfreekids@doh.wa.gov.

DEFINITIONS

Fixture Housing
Location

Room/space where
fixture is located
(i.e. room number,
gym, playground)

Fixture Housing Type

Structure that contains
the individual fixtures
where water samples
were collected from.
Fixture housing may
contain one or more
individual fixture for
sampling.

Fixture Location
Details

Location within a
room or space where
fixture housing is
located, starting to the
left of the entrance and
rotating clockwise, of
the total number of
fixture housings in a
room or space
(e.g. 1/5, 2/5)

Fixture Type

Tap, Sprayer, Water
Fountain, Water Bottle
Filler, Ice maker

Fixture Position

Left, Center, Right

Date(s) collected: 2025-02-19
Date(s) analyzed: 2025-02-25

	Sample ID	Building Name	Fixture Housing Type	Fixture Location	Fixture Location Details	Fixture Type	Fixture Position	Lead Test Result (ppb)
1	402822	Paul Rumburg Elementary	Sink - Multi-Compartment	151 Work Rm	1 of 1	Tap	center	3
2	402824	Paul Rumburg Elementary	Sink	Health Rm 152 C	1 of 1	Tap	center	1

Lead in School Drinking Water Report

Entiat Middle And High School - Post-remediation



EXPLANATION OF TESTING AND RESULTS

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Fixture Type

Tap, Sprayer, Water
Fountain, Water Bottle
Filler, Ice maker

Fixture Position

Left, Center, Right

Date(s) collected: 2025-02-19

Date(s) analyzed: 2025-02-25, 2025-02-26

	Sample ID	Building Name	Fixture Housing Type	Fixture Location	Fixture Location Details	Fixture Type	Fixture Position	Lead Test Result (ppb)
1	402844	Middle/High School	Sink	Rm 120	1 of 3 kitchen area	Tap	center	277
2	402838	Middle/High School	Sink - Multi-Compartment	Rm 109 Home And Family	5 of 5	Tap	center	50
3	402836	Middle/High School	Sink - Multi-Compartment	Rm 109 Home And Family	4 of 5	Tap	center	10
4	402842	Middle/High School	Sink	Rm 113	1 of 1	Tap	center	10
5	402830	Middle/High School	Sink	Rm 108	1 of 1	Tap	center	6
6	402828	Middle/High School	Sink	Rm 105	1 of 1	Tap	center	5
7	402834	Middle/High School	Sink - Multi-Compartment	Rm 109 Home And Family	3 of 5	Tap	center	5
8	402826	Middle/High School	Sink	Rm 103	1 of 1	Tap	center	4
9	402832	Middle/High School	Sink - Multi-Compartment	Rm 109 Home And Family	1 of 5	Tap	center	2
10	402840	Middle/High School	Sink	Rm 111	1 of 1	Tap	center	2

Current

Electronic Resources and Internet Safety

The Entiat School District board of directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that staff and students need to be proficient and safe users of information, media, and technology to succeed in a digital world.

Electronic Resources

The Entiat School District will develop and use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools, just as individuals in workplaces and other real-life settings use these tools. The district's technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work and to take ownership of their lives.

The superintendent or designee will 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to the use of district electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on district property and related to district activities.

Internet Safety

To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

To promote internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the internet, the superintendent or designee is authorized to develop or adopt internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. In evaluating such procedures and instructional materials, the superintendent or designee should take into account district electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of district internet safety measures, all district-owned electronic resources, including computers networks and Wi-Fi, in all district facilities capable of accessing the internet must use filtering software to prevent access to obscene, racist, hateful, violent, or otherwise inappropriate material. However, given the ever-changing nature of the internet, the district cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the internet from school facilities for educational purposes, district staff will make a reasonable effort to supervise student access and use of the internet. If material is accessed that violates district policies, procedures, or student guidelines for electronic resources or acceptable use, district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

Cross References: Board Policy 2020

Board Policy 2025
Board Policy 3207

Board Policy 3231
Board Policy 3241

Board Policy 4040
Board Policy 4400
Board Policy 5281

Legal Reference: 18 USC §§ 2510-2522

Pub. L. No. 110-385

Management Resources: *Policy & Legal News*
Policy New, October 2012
Policy News, February 2012

Policy News, June 2008
Policy News, June 2001

Policy News, August 1998

Course Design, Selection and
Adoption of Instructional
Materials
Copyright Compliance
Prohibition of Harrassment,
Intimidation and Bullying
Student Records
Classroom Management, Corrective
Actions, or Punishment
Public Access to District Records
Election Activities
Disciplinary Action and Discharge

Electronic Communication Privacy
Act
Protection Children in the 21st
Century Act

June 2015
Updates and Correptrions
Federal Guidance Requires Changes
to Electronic Resources Policy
Policy News
Congress Requires Internet Blocking
at School
Permission required to review e-mail

Adoption Date: February 19, 2009
Entiat School District 127

Revised: 3.12, 11.12, 8.15

Proposed

Electronic Resources and Internet Safety

The Entiat School District Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that staff and students need to be proficient and safe users of information, media, and technology, **including the use of artificial intelligence** to succeed in a digital world.

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The superintendent or designee will: 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to the use of district electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on district property and related to district activities.

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and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

Cross References: Board Policy 2020

Board Policy 2023

Board Policy 2025
Board Policy 3207

Board Policy 3231
Board Policy 3241

Board Policy 4040
Board Policy 4400
Board Policy 5281

Legal Reference: 18 USC §§ 2510-2522

Pub. L. No. 110-385

Management Resources: *Policy & Legal News*
Policy New, October 2012
Policy News, February 2012

Policy News, June 2008
Policy News, June 2001

Policy News, August 1998

Course Design, Selection and
Adoption of Instructional
Materials
**Digital Citizenship and Media
Literacy**
Copyright Compliance
Prohibition of Harrassment,
Intimidation and Bullying
Student Records
Classroom Management, Corrective
Actions, or Punishment
Public Access to District Records
Election Activities
Disciplinary Action and Discharge

Electronic Communication Privacy
Act
Protection Children in the 21st
Century Act

June 2015
Updates and Correptrions
Federal Guidance Requires Changes
to Electronic Resources Policy
Policy News
Congress Requires Internet Blocking
at School
Permission required to review e-mail

Adoption Date: February 19, 2009

Entiat School District 127

Classification: Encouraged

Revised: 3.12, 11.12, 8.15, 3.25

CURRENT

Personal Electronic Devices on the District Network

The Entiat Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that students need to be proficient and safe users of information, media, and technology to succeed in a digital world. Therefore, access to the District's wireless network, including the Internet, will be made available to students, employees and member of the Board of Directors primarily for instructional and administrative purposes and in accordance with this and other policies. Students, employees and members of the Board of Directors must always comply with the Acceptable Use Rules and Regulations detailed in Policy and Procedure 2022 and 2022P. Limited personal use of the District's wireless network will be permitted if the use:

- Imposes no tangible cost to the district;
- Does not unduly burden the District's computer or network resources
- Has no adverse effect on an employee's job performance or on a student's academic performance.

Access to the District's network is a privilege, not a right. All users will be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and to comply with such regulations and guidelines. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with District policies.

While students are free to bring their own devices to school, classroom teachers will define if and how these devices may be used in their classrooms. Electronic devices will not be used in any way that disrupts or detracts from the educational and work environment. The Board permits the use of electronic devices for educational and operational purposes. The Board further permits electronic devices for non-disruptive use during non-instructional and nonoperational times in locations designated by the administration. The use of electronic devices during school-related activities may be permitted in accordance with guidelines established by the district.

I. Employees

Classroom teachers have the authority to permit, limit, or prohibit the use of personal devices by students in their class. Staff members are responsible for providing guidelines for Internet use by students. Staff is responsible for supervising student access to the Internet and ensuring that access is being used for educational purposes and in accordance with the Acceptable Computer Use Procedures—Student Use Agreement detailed in Policy and Procedure 2022 and 2022P.

II. Students

With classroom teacher approval, students may use their own devices in the classroom to access and save information from the Internet, communicate with other learners, and use the productivity tools that may be currently loaded on the device.

A student will be allowed to utilize the District's wireless network for educational purposes unless the student's parent or guardian denies the student access by notifying the school/district via the Acceptable Computer Use Procedures—Student Use Agreement. If a student does not have parental permission to use the Internet or such access has been revoked by the school,

teachers will make a reasonable effort to provide an alternative assignment covering the same benchmarks contained in the Internet-based instruction.

In the event that equivalent instruction cannot be reasonably provided, an alternative assignment will be given to the student. However, if the parent revokes permission for the student to use the Internet, he or she will assume responsibility for the student's mastery of those benchmarks that cannot be addressed in the alternative assignment.

Entiat School District recognizes the value that mobile technology devices can bring to students. Therefore, the district is allowing students to use their own mobile devices from home only with the approval and supervision of Entiat staff. Devices include, but are not limited to the following:

- Laptops
- Netbooks
- iPods
- iPads
- Kindles
- Nooks
- Smartphones

III. Expectations

Students who bring their own devices to school must always be in compliance with Policy 2022, Electronic Resources, Policy 3200 Students Responsibilities, and Policy 3207, Prohibition of Harassment, Intimidation and Bullying. Students shall not send, share, view or possess pictures, text messages, e-mails, or other material of a sexually explicit nature in any electronic or other form while the student is on school grounds, at a school-sponsored event, or on a school bus or vehicle provided by the district. Students will use network technology only at teachers' discretion. Students are permitted to access only the school's network using personal devices. Students are not permitted to access private networks, including but not limited to personal cellular data plans. Further, possession or use of mobile learning devices may not, in any way:

1. Disrupt the educational process of the school district.
2. Endanger the health and safety of the student or anyone else.
3. Invade the rights and privacy of others at the school.
4. Involve illegal or prohibited conduct of any kind.

If personal electronic devices are used inappropriately, students are subject to disciplinary action, including suspension or expulsion, and loss of the privilege of bringing such devices onto school property. In addition, staff can confiscate, and with reasonable articulable suspicion, search the device. Content or images that violate criminal laws will be forwarded to law enforcement.

Students are responsible for devices they bring to school, on school buses, and to school-sponsored events. The District will not be liable for the loss, theft, damage or misuse of any electronic device brought to school, possessed/used during the school day, in/on district buildings, district property, district vehicles or contracted vehicles, during transport to/from school, while attending school-sponsored activities during the school day, and/or any/all school-sponsored activities generally. The District will provide no technical support, troubleshooting, or repair for electronic devices.

IV. Responsibilities

1. Entiat School District does not provide personal property insurance for personally owned devices.
2. Loss of access to personal mobile learning devices can occur if the school becomes concerned about their appropriate use. Concerns may include but are not limited to: safety, potential for disruption to the educational process, and security issues related to connecting a personal device to the district network.
3. The student requester and his/her parent(s)/guardian(s) should be aware that the Entiat School District does not have control of the information on the Internet, but takes all measures possible to protect students through Internet filtering and education of appropriate use.
4. Use of personal mobile devices is prohibited in locker rooms, bathrooms, nurses' offices, and other locations that are private in nature.
5. Phone calls and texting are not allowed in classrooms unless directed by a teacher.
6. Technical support will not be provided for personal devices. Students must take full responsibility for setting up and maintaining the device.
7. The District is not responsible for loss, damage or inappropriate use of a device that is loaned by one student to another.
8. When using the wireless device the student must access the Internet through the District's network and not a personal data plan.
9. Unauthorized streaming of audio or video is not allowed at any time.
10. Students are not permitted to use any electronic device to record audio or video media or to take pictures of any student or staff member without permission. The distribution of any unauthorized media may result in discipline including but not limited to suspension, criminal charges, and expulsion.

The District reserves the right to monitor, inspect, copy and review a personally owned device or file when administration has a reasonable suspicion that a violation has occurred.

Cross References:	Board Policy 2022	Electronic Resources
	3207	Prohibition of harassment, Intimidation and Bullying
	3241	Classroom Management, Corrective Actions or Punishment
	3241P	Classroom Management, Corrective Actions or Punishment
	4310	Relations with Law Enforcement Agencies, Child Protective Agencies and County Health
Legal Reference:	RCW 28A.600.010	Government of school, pupils, employees, rules and regulations for – Due process guarantees— Enforcement

RCW 28A.600.020	Government of schools, pupils, employees—optimum learning atmosphere
RCW 28A.600.040	Pupils to comply with rules & regulations
RCW 28A.300.285	Harrassment, intimidation, and bullying prevention Policies
RCW 28A.640.020	Sexual Harassment
WAC 392-400-225	School district rules defining misconduct—Distribution of rules
47 U.S.C. § 254 (h)	Children’s Internet Protection Act (CIPA) and Authentication Policies
18 U.S.C. §§ 2510	Electronic Communication Privacy Act
Pub. L. No. 110-385	Protecting Children in the 21 st Century Act
Pub. L. No. 106-554	Neighborhood Children’s Internet Protect Action
47 U.S.C. § 254 (h)	Children’s Internet Protection Act
Management Resources:	<i>Policy News, February 2004</i> Evolution of Cell Phone Use
	<i>Policy News, June 2010</i> Students and Sexting
	<i>Policy News, October 2010</i> Students and Telecommunication Devices Revisited

PROPOSED

Digital Citizenship and Media Literacy

PURPOSE

In recognition of the fact that students use technology to play, learn, and communicate while at home and at school, it is important that they learn how to use that technology responsibly. The District is committed to educating every student on how to use technology in ways that augment their learning experience, leading to analysis, evaluation, reflection, and enhanced skills of expression. As the District's educators guide exploration of the digital landscape, they will encourage students to be critical and creative thinkers. Students, in turn, are expected to actively engage with and express their voices in the digital landscape.

DEFINITIONS

The District is dedicated to promoting and instilling principles of digital citizenship and media literacy in each of its students.

Digital Citizenship

Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use, including artificial intelligence, digital and media literacy, ethics, etiquette, and security. Digital citizenship includes the ability to access, analyze, evaluate, develop, produce, and interpret media, as well as Internet safety and cyberbullying prevention and response.

Digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they engage in safe, legal, and ethical behaviors. Digital citizens cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world. They advocate for themselves and others in their behavior, action, and choices.

Media Literacy

Media literacy is the ability to access, analyze, evaluate, create, and act using a variety of forms of communication, including communications developed with artificial intelligence. Media literacy includes the ability to understand how and why media messages and images are constructed and for what purposes they are used.

Media literate citizens examine how individuals interpret messages differently based on their skills, beliefs, backgrounds, and experiences. They also consider how values and points of view are included or excluded in various media. Media literate citizens remain continually aware of the ways in which media can influence beliefs and behavior. In addition, media literate citizens are effective communicators, able to demonstrate critical and creative thinking as they utilize appropriate media creation tools. Further, they understand the conventions and characteristics of the tools they have selected.

Media literate citizens are able to adapt to changing technologies and develop the new skills required as they continue to engage in life-long learning. Media literacy empowers individuals to participate as informed and active citizens in a democracy.

ELEMENTS OF SUCCESSFUL IMPLEMENTATION

The District aspires to implement the following practices to promote digital citizenship and media literacy for all students.

Student instruction

All students will be educated regarding appropriate digital citizenship, including appropriate use of artificial intelligence, interacting with other individuals online. Students will receive digital citizenship training throughout the school year.

In recognition of the fact that students are consumers and creators of information and ideas, the District promotes cross-curricular integration of digital citizenship and media literacy and leadership instruction at all levels. The District recognizes the importance of students as active participants, role models, and peer mentors in addressing the following topics:

Online safety, responsibility, and security

Students will learn how to be safe and responsible digital citizens, and they will be encouraged to teach others about issues such as cyberbullying, social networking, online predators, and risky communications. Lessons on online safety issues, including cyberbullying awareness/response will be provided according to 2022/2022P – Electronic Resources and Internet Safety.

Media literacy

Students will learn how to produce their own media; how to examine the ways in which people experience or interact with media differently; how to identify embedded values and stereotypes; how to analyze words and images critically; and how to evaluate the various sources of information with which they are presented.

Law, fair use, copyright, and intellectual property

Students will learn about the importance of navigating the digital landscape in ways that are legal, including access to and use of copyrighted materials. Students will also learn how to access and create intellectual property legally.

Online identify and personal brand

Students will learn about their “digital footprint” and the persistence of their digital information, including on social media. Students will also learn about the creation and maintenance of their self-image, reputation, and online identity.

Ethics, digital communications, and collaboration

Students will learn about fairness and civil discourse in the digital environment, including the appropriate uses of artificial intelligence and the importance of collaborating and ethically interacting with others online.

Professional Development

The District endeavors to support teachers and instructional leaders in developing leadership skills and proficiency in the principles of digital citizenship and media literacy, both as an instructional imperative and as dynamic District policy and practice.

Policy and Practices

The District acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The District annually reviews its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy. The District authorizes the Superintendent to develop further procedures and guidelines if appropriate.

Communications and Engagement

The District acknowledges that parents and community stakeholders are partners in developing students as digital citizens and life-long learners. The District encourages parents' active engagement in the process of educating students to become media-literate digital citizens.

Cross References:

2020 - Course Design, Selection and Adoption of Instructional Materials
2022 - Electronic Resources and Internet Safety
2025 - Copyright Compliance
3207 - Prohibition of Harassment, Intimidation, and Bullying of Students
3231 - Student Records
3241 - Student Discipline
4040 - Public Access to District Records
4217 - Effective Communication
4400 - Election Activities
5281 - Disciplinary Action and Discharge

Legal References:

RCW 28A.650.045 Digital citizenship, internet safety, and media literacy
RCW 28A.650.010 Definitions

Management Resources:

2017 - December Policy Issue

Adoption Date: March 21, 2013

Entiat School District 127

Classification: Encouraged

Revised: 3.25

CURRENT

HIGHLY CAPABLE PROGRAMS

In order to develop the abilities of each Highly Capable Program student, the district will offer a highly capable program which provides kindergarten through twelfth grade students selected for the program access to a basic education program that accelerates learning and enhances instruction. The framework for such programs will 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 to 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; a fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for nomination, assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking.

Legal References: RCW 28A.185.030
 WAC 392-170

Programs — Authority of local school districts — Selection of students
Special services-program — Highly capable students

Management Resources:
 Policy and Legal News, September 2013
 Policy News, April 2008

Highly Capable Program WAC overhauled
Highly Capable Programs

Adoption Date: February 19, 2009
Entiat School District 127

Revised: 8.14

PROPOSED

HIGHLY CAPABLE PROGRAMS

In order to develop the **special** abilities of each ~~Highly Capable Program~~ student, the district will offer a highly capable program which provides kindergarten through twelfth grade students **who qualify** ~~selected~~ for the program **with** access to a basic education programs that accelerate learning and enhances instruction. The framework for such programs will 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 to district expects to serve by grade level; the district's plan to identify **and place** students, **including universal screening at two grade levels**; 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 nomination assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking.~~ **for implementing universal referral, screening, assessment, identification, and placement of highly capable students. The procedures will include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways universal screening for identification and placement decisions; use of local norms, unless more restrictive than national norms; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.**

Legal References: RCW 28A.185.030
 WAC 392-170

Programs — Authority of local school districts — Selection of students
Special services program — Highly capable students

Management Resources:

2023 – July Issue
2018 – August Policy Issue
Policy and Legal News, September 2013
Highly Capable Program
~~*Policy News*, April 2008 — Highly Capable Programs~~

Adoption Date: February 19, 2009

Entiat School District 127

Classification: Essential

Revised: 8.14; 3.25

CURRENT

Student Discipline

Introduction/Philosophy/Purpose

The Board of the Entiat School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;

- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption;
- Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees;

Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of study. Students and staff are expected to work together to develop a positive climate for learning.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:

Establish behavioral expectations with students and proactively teach expectations across various school settings.

1. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
2. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
3. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually presented to and approved by the School Board.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#) to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW [28A.300.042](#)(1) and [CEDARS](#) Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The District will follow the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against

students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school to:

- set at least one goal annually for improving equitable student outcomes;
- create an actions plan or plans;
- evaluate previous goals and action plans; and
- revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

Distribution of policies and procedures

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW [28A.415.410](#) to support implementation of this policy and procedure to all school staff as feasible.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:	2121 - Substance Abuse Program
	2161 - Special Education and Related Services for Eligible Students
	2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	3122 - Excused and Unexcused Absences
	3210 - Nondiscrimination
	3244 - Prohibition of Corporal Punishment
	3520 - Student Fees, Fines, or Charges
	4210 - Regulation of Dangerous Weapons on School Premises

4218 - Language Access

Legal References:

- 42 U.S.C. 2000d et seq. Civil Rights Act of 1964
- 34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
- Chapter 392-400, WAC Pupils
- WAC 392-190-048 Access to course offerings Student discipline
- Chapter 28A.320, RCW Provisions applicable to all districts
- Chapter 28A.600 RCW, Students
- RCW 28A.400.110 Principal to assure appropriate student discipline Building discipline standards Classes to improve classroom management skills
- RCW 28A.400.100 Principals and vice principals
- Employment of Qualifications Duties
- Chapter 28A.225, RCW Compulsory school attendance and admission
- RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching Scope Responsibilities Penalty
- RCW 9A.41.280 Possessing dangerous weapons on school facilities Penalty Exceptions

Management Resources:

- 2019 - April April Policy Alert
- 2010 - June Issue
- 2014 - August Issue
- 2014 - December Issue
- 2016 - July Policy Issue
- 2018 - August 2018 - August Policy Issue

Adoption Date: **04.19**
Classification: **Essential**
Revised Dates: **02/25/2021; 07.23; 04.24**

PROPOSED

Student Discipline

Introduction/Philosophy/Purpose

The Board of the Entiat School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. ~~“Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline.~~ The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption;
- Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees.

Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction.

The District will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

~~This Superintendent/District shall establish and make available rules of student conduct,~~ **This district's student discipline policy and procedure** is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112 – Social Emotional Climate

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and ~~other forms of discipline the district considered or attempted,~~ **behavioral violations** is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certified building employees at least annually to ~~develop and/or review building discipline standards and review~~ **the district's discipline standards and review** the fidelity of implementation of those standards. ~~At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:~~

- ~~1. Establish behavioral expectations with students and proactively teach expectations across various school settings.~~
- ~~2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.~~
- ~~3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.~~

4. ~~Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.~~

~~Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the building principal and district superintendent.~~

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to ~~complete district provided professional learning opportunities to improve classroom management, such as; PBIS, SEL, restorative justice practices, trauma-informed approaches, culturally responsive teaching, implicit bias, etc. and use of data to identify needed teacher training to support district policy implementation~~ **improve classroom management skills.**

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#) to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline.

Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW [28A.300.042](#)(1) and [CEDARS](#) Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency ~~expulsion-removal~~, and expulsion.

The District will follow the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the

District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

~~The District will support the PBIS, MTSS, Leadership Committees and as well as, building and grade-level teams to:~~

- ~~● set at least one goal annually for improving equitable student outcomes;~~
- ~~● create an actions plan or plans;~~
- ~~● evaluate previous goals and action plans; and~~
- ~~● revise goals and action plans, based on evaluations.~~

~~Schools will share identified goals and action plans with all staff, students, parents, families, and the community.~~

Distribution of policies and procedures

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. ~~At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW [28A.415.410](#) to support implementation of this policy and procedure to all school staff as feasible.~~

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:

2121 - Substance Abuse Program
2161 - Special Education and Related Services for Eligible Students
2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
3122 - Excused and Unexcused Absences
3210 - Nondiscrimination
3244 - Prohibition of Corporal Punishment
3520 - Student Fees, Fines, or Charges
4210 - Regulation of Dangerous Weapons on School Premises
4218 - Language Access

Legal References:

RCW 9A.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions
RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
Chapter 28A.225, RCW Compulsory school attendance and admission
Chapter 28A.320, RCW Provisions applicable to all districts
RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties
RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills

Chapter 28A.600 RCW, Students

WAC 392-190-048 Access to course offerings – Student discipline
Chapter 392-400 WAC, Student Discipline
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management Resources:

2021 – February Issue
2019 – April Policy Alert
2018 - August Issue
2016 - July Issue
2014 - December Issue
2014 - August Issue
2010 - June Issue

Adoption Date: April 16, 2009

Entiat School District 127

Revised Dates: 1.10; 6.10; 9.14; 1.15; 10.18; 3.22, 4.24

CURRENT

Emergencies

The Entiat School District is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The District and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Include provisions for the special needs of staff and students;
- Require the building principal to be certified on the incident command system;
- Consider community use of school facilities in emergencies;
- Be annually reviewed with emergency response agencies;
- Conduct inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system and the incident command system;
- Collaborate with community agencies to update emergency first aid procedures, including training, use, funding, and placement of public access automated external defibrillators (AEDs);
- Identify school transportation procedures for evacuation;
- Provide information to all staff on the use of emergency supplies and alert procedures;
- Annually record and report information and activities required in subsection 28A.320.125

Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

Basic Functional Drills

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold –on):

- **Shelter-in-Place**

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to remain inside and take the steps necessary to eliminate or minimize the health and safety hazard.

- **Lockdowns**

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures.

- **Evacuations**

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or district needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc., they will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site.

Schools in mapped tsunami or mapped lahar hazard zones, will plan and participate in one pedestrian evacuation drill annually.

- **Earthquakes: Drop-Cover-Hold on**

The board recognizes the importance of protecting staff, students, and facilities in the event of an earthquake. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

“Drop – cover – hold on” is the basic functional earthquake response. The superintendent will establish guidelines and the action for building principals to take should an earthquake occur while school is in session.

Additional Drills

In addition to the above four functional response drills, the District shall, at a minimum, also develop response plans for the following:

Pandemic/Epidemic

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Bomb Threats

The superintendent will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally, or by other means.

Emergency School Closure or Evacuation (Modified Shelter-in-Place)

When weather conditions or other circumstances make it unsafe to operate schools the superintendent is directed to determine whether schools should be started late, closed for the day, or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

The superintendent will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office.

Legal References	RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations — Fees RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, schools, and educational service districts — Reports — Drills — Rules
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Cross References	4310 - District Relationships with Law Enforcement and other Government Agencies
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Management Resources	2017 - July Issue 2013 - June Issue June 2008 OSPI School Safety Planning Manual Policy News, August 2008 School Safety Plans Policy News, October 2006 Pandemic Flu Planning for School Districts Policy News, February 1999 Fire drills Required Monthly
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Adoption Date: October 20, 2021

Entiat School District 127

Revised

MODEL

Emergencies

The Entiat School District is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The District and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Address emergency mitigation, preparedness, response, and recovery;
- Include provisions for the special needs of staff and students; including those with special needs or disabilities;
- Include a family-student reunification plan, including procedures for communicating the reunification plan to staff, students, families, and emergency responders
- Use the training guidance provided by the Washington emergency management division of the state military department in collaboration with the state school safety center in the office of the superintendent of public instruction, established under RCW 28A.300.630, and the school safety and student well-being advisory committee, established under RCW 28A.300.635
- Require the building principal to be certified on the incident command system;
- Consider how school facilities may be used as a community in the event of a community-wide emergency use of school facilities in emergencies;
- Set guidelines for requesting city or county law enforcement agencies, local fire departments, emergency service providers, and county emergency management agencies to meet with the district and participate in safety-related drills; and
- Include how substitute teachers and other temporary employees receive necessary information about safe school plans, including school safety policies and procedures and the basic functional drill responses described below

To the extent that funds are available, the district will to the following annually:

- Review and update the safe school plans in collaboration Be annually reviewed with emergency response agencies;
- Conduct inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system and the incident command system or are certified on the incident command system
- Collaborate with community agencies to update emergency first aid procedures, including training, use, funding, and placement of public access automated external defibrillators (AEDs);
- Identify school transportation procedures for evacuation to include bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements; and
- Provide information to all staff on the use of emergency supplies and alert procedures;
- Annually record and report information and activities required in subsection 28A.320.125

Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

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Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to remain inside and take the steps necessary to eliminate or minimize the health and safety hazard.

Lockdowns

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures.

Lockdown drills will not include live simulations of or reenactments of active shooter scenarios that are not trauma-informed and age and developmentally appropriate.

Evacuations

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or district needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc., they will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site.

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When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

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When weather conditions or other circumstances make it unsafe to operate schools the superintendent is directed to determine whether schools should be started late, closed for the day, or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

The superintendent will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. **The principal** Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office.

Cross References	4310 - District Relationships with Law Enforcement and other Government Agencies
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Legal References	RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations — Fees
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	RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, schools, and educational service districts — Reports — Drills — Rules
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Management Resources

2022 – June Issue

2017 - July Issue

2013 - June Issue

June 2008 OSPI School Safety Planning Manual

Policy News, August 2008 School Safety Plans

Policy News, October 2006 Pandemic Flu Planning for School
Districts

Policy News, February 1999 Fire drills Required Monthly

Adoption Date: October 20, 2021

Entiat School District 127

Classification: Essential

Revised: 4.25

CURRENT

Use of Tobacco and Nicotine Products and Delivery Devices

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices includes, but is are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, “vapor pens,” non-prescribed inhalers, nicotine delivery devices, or chemicals that are not FDA-approved to help people quit using tobacco, or devices that produce the same flavor or physical effect of nicotine substances; and any other smoking equipment, device, material or innovation.

Any use of such products or delivery devices by staff, students, visitors and community members shall be prohibited on school district property. Possession by, or distribution of tobacco products by minors is prohibited. This shall include all district buildings, grounds and district-owned vehicles.

The use of Federal Drug Administration (FDA) approved nicotine replacement therapy in the form of a nicotine patch, gum or lozenge is permitted. However, students and employees must follow applicable policies regarding use of medication at school.

Notices advising students, district employees and community members of this policy shall be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent and shall be included in the employee and student handbooks. Employees and students are subject to discipline for violations of this policy, and school district employees are responsible for the enforcement of the policy.

Cross References:	Policy 3200	Student Rights and Responsibilities
	Policy 3241	Classroom Management, Corrective Actions or Punishments
	Policy 3416	medication at School
	Policy 5201	Drug-Free Schools, Community and Workplace
	Policy 5280	Termination of Employment
Legal References:	RCW 28A.210.310	Prohibition on use of tobacco products on school property
	RCW 70.155.080	Purchasing, obtaining or possessing tobacco by Minors — Civil infraction
	RCW28A.210.260	Public and private schools – Administration of medication – Conditions.

RCW 28A.210.270

Public and private schools – Administration of
medication – Immunity from liability—
Discontinuance procedure

Management Resources:

Policy and Legal News, February 2014

Use of Tobacco and Nicotine
Substances policy updated to address
vapor devices

Policy News, December 2010

Addressing the Use of “Electronic”
Cigarettes

Policy News, October 2010

Electronic Cigarettes

Adoption Date: June 18, 2009

Entiat School District 127

Revised: 11.10, 1.11

MODEL

Use of Tobacco, Nicotine Products and Delivery Devices

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, **and vapor products**, “~~vapor pens~~,” non-prescribed inhalers, nicotine delivery devices, or chemicals that are not FDA-approved to help people quit using tobacco, ~~or~~ devices that produce the same flavor or physical effect of nicotine substances; and any other smoking equipment, device, material or innovation.

Any use of such products or delivery devices by staff, students, visitors and community members shall be prohibited on school district property, **including all district buildings, grounds and district-owned vehicles, and within five hundred feet of schools**. Possession by, or distribution of tobacco products to **any person under twenty-one years of age is prohibited**. ~~minors is prohibited. This shall include all district buildings, grounds and district-owned vehicles.~~

The use of Federal Drug Administration (FDA) approved nicotine replacement therapy in the form of a nicotine patch, gum or lozenge is permitted. However, students and employees must follow applicable policies regarding use of medication at school.

Notices advising students, district employees and community members of this policy shall be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent and **will** ~~shall~~ be included in the employee and student handbooks. Employees and students are subject to discipline for violations of this policy, and school district employees are responsible for the enforcement of the policy.

Cross References:	Policy 3200	Student Rights and Responsibilities
	Policy 3241	Classroom Management, Corrective Actions or Punishments
	Policy 3416	medication at School
	Policy 5201	Drug-Free Schools, Community and Workplace
	Policy 5280	Termination of Employment
Legal References:	RCW 28A.210.310	Prohibition on use of tobacco products on school property
	RCW 70.155.080	Purchasing, obtaining or possessing tobacco by Minors — Civil infraction
	RCW28A.210.260	Public and private schools — Administration of medication — Conditions.

RCW 28A.210.270

Public and private schools – Administration of
medication – Immunity from liability—
Discontinuance procedure

Chapter 70.155, RCW

Tobacco: Access to Minors

Management Resources:

2016 – July Issue

Policy and Legal News, February 2014

Use of Tobacco and Nicotine
Substances policy updated to address
vapor devices

Policy News, December 2010

Addressing the Use of “Electronic”
Cigarettes

Policy News, October 2010

Electronic Cigarettes

Adoption Date: June 18, 2009

Entiat School District 127

Classification: Essential

Revised: 11.10, 1.11. 4.25

CURRENT

Relationships with Law Enforcement, and Other Government Agencies

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.

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 threat of violence, 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 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 and other government agencies. The superintendent will meet with law enforcement, child protective authorities and health department officials to establish agreed upon procedures. Such procedures should address:

- the handling of child abuse and neglect allegations and cases
- the handling of bomb threats
- arrests by law enforcement officers on school premises
- the availability of law enforcement personnel for crowd control purposes
- the processes for investigating possible criminal activity involving students
- reporting of communicable disease cases and investigations
- other matters that affect school and law enforcement cooperation

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

Cross Reference:	Board Policy 3226	Interviews/Interrogations of Students on School Premises
	Board Policy 3231	Student Records
	Board Policy 3432	Emergencies
	Board Policy 3226	Infectious Diseases
Legal Reference:	RCW 28A.635.020	Wilfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty
	RCW 26.44.050	Taking child into custody without court order
	RCW 26.44.110	Written statement required
	RCW 26.44.115	Notice required

Management Resources:

Policy and Legal News, July 2013

Policy News, February 1998

Policy News, April 2001

New Interviews/interrogations of
students on school premises policy
FERPA limits student records access
Compliance Office Provides FERPA
Update

Adoption Date: June 18, 2009

Entiat School District 127

Revised 8.13, 12.13

MODEL

Relationships with Law Enforcement, and Other Government Agencies

~~District staff bear~~ The primary responsibility for maintaining proper order and conduct in the schools ~~resides with district staff~~. 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, 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 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 relationships 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. meet with law enforcement, child protective authorities and health department officials to establish agreed upon procedures.~~ Such procedures should address:

- the handling/~~reporting~~ of child abuse and neglect allegations and ~~investigations~~ ~~eases~~
- ~~criminal allegations/investigations, including the handling of bomb threats/other threat assessment and~~
- arrests by law enforcement officers on school premises
- the availability of law enforcement personnel for crowd control ~~purposes~~
- ~~the processes for investigating possible criminal activity involving students~~
- ~~reporting of communicable disease~~ ~~allegations~~ ~~eases~~ and investigations
- other matters that affect school and law enforcement cooperation

Such procedures ~~include 3432P – Emergencies and 3226P Interviews and Interrogations of Students on School Premises. will be made available to affected staff and periodically revised.~~ 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.

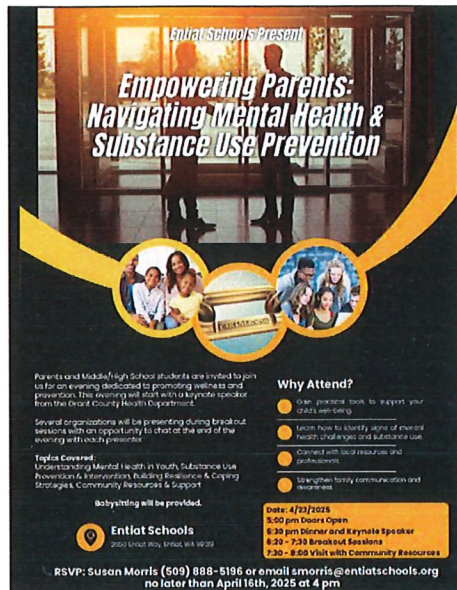
Cross Reference:	Board Policy 3432 Board Policy 3414 Board Policy 3226 Board Policy 3231	Emergencies Infectious Diseases Interviews/Interrogations of Students on School Premises Student Records
Legal Reference:	RCW 26.44.030 RCW 28A.635.020 RCW 26.44.050 RCW 26.44.110 RCW 26.44.115	Interviews of children Wilfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty Abuse or neglect of child — Duty of law enforcement agency or department of social and health services — Taking child into custody without court order Information about rights — Custody without court order - Written statement required - Contents Child taken into custody under court order — Information to parents Notice required
Management Resources:	<i>Policy and Legal News</i> <i>Policy and Legal News</i> , July 2013 <i>Policy News</i> , April 2001 <i>Policy News</i> , February 1998	<i>December Policy Issue</i> New Interviews/interrogations of students on school premises policy Compliance Office Provides FERPA Update FERPA limits student records access

Principal Report

March 26, 2025



Empowering Parents: Navigating Mental Health & Substance Use Prevention – April 23, 2025



- Dinner provided
- Babysitting Available
- Lots of community resources

SchoolLinks - High School and Beyond Platform

- Parent onboarding starts soon
- Working on:
 - Traditional 4 year track
 - Technical College track
 - College Bound track

Coordinating Master Schedules 25-26

- Working with DO on Staff and Enrollment
- Creating schedules for 10, 11, and 12 cohorts

Upcoming Events:

March

3/25-3/26	All PK - 12 Teachers	Conferences 3:30 - 7:00 pm
3/27	All PK - 12 Teachers	Conferences 8:30 - 3:30 pm
3/28	No School	

April

3/31 - 4/4	Spring Break - No School	
4/9	ASB	8 am - Library
4/9	School Board Visit to School Day Activities	All Day
4/9	Tiger PRIDE - Dependability (Bikes for Books?)	1:15 pm - Small Gym

4/15	Entiat ARC Team (Susan, Tracie, Irma)	ESD 830 - 3:00 pm
4/17	ES Spring Concert	6:30 pm
4/18	TBD TENNIS TEAM / NORDSTROM CENTER	8-10
4/19	PROM	BRIDGEPORT
4/23	ASB	8 am - Library
4/23	GEAR-Up to CWU	All Day - 10th and 11th Graders
4/23	Parent Education Night	5 pm - 8:30 pm
4/25	6th Grade - Columbia Breaks	9:15 - 2:15 pm



Entiat School District #127

2650 Entiat Way Entiat, WA 98822

Telephone - (509) 784-1800 Fax - (509) 784-2986

www.entiatchools.org



It is the mission of the Entiat School District to provide all students with the necessary knowledge, skills, and attitudes to be productive and responsible citizens.

Greg Whitmore, Superintendent

Robin Richter, Business Manager

Kami Fidler, HR/Payroll Officer

Britney Quezada, District Secretary

Superintendent Report

March 26, 2025

Update Since Last Board Mtg Feb 27th Meeting

- New Employments Page
- Weekly Meetings with Apptegy re: new website
- 3/13 - Safety Walkthrough by ESD
- 3/23 – Greenhouse installation
- 3/25 – Meeting with Robert Sandidge (WVC Endowment Scholarship)

Athletic Director

HS

- Soccer: Not enough turned out
- HS Track (~ 17) – School record in the Javelin (Isauro Avelar- Olmos 167' 8")
- HS Tennis (~19)

MS

- MS VB – Last match yesterday
- MS Track
 - Co-Head Coaches - Don Burke and Tyler Jones
 - Beginning after Spring break



Entiat
SCHOOL DISTRICT #127

Monthly Enrollment Report

For Month Ending **March 2025**

Prepared by: Robin Richter, Business Manager

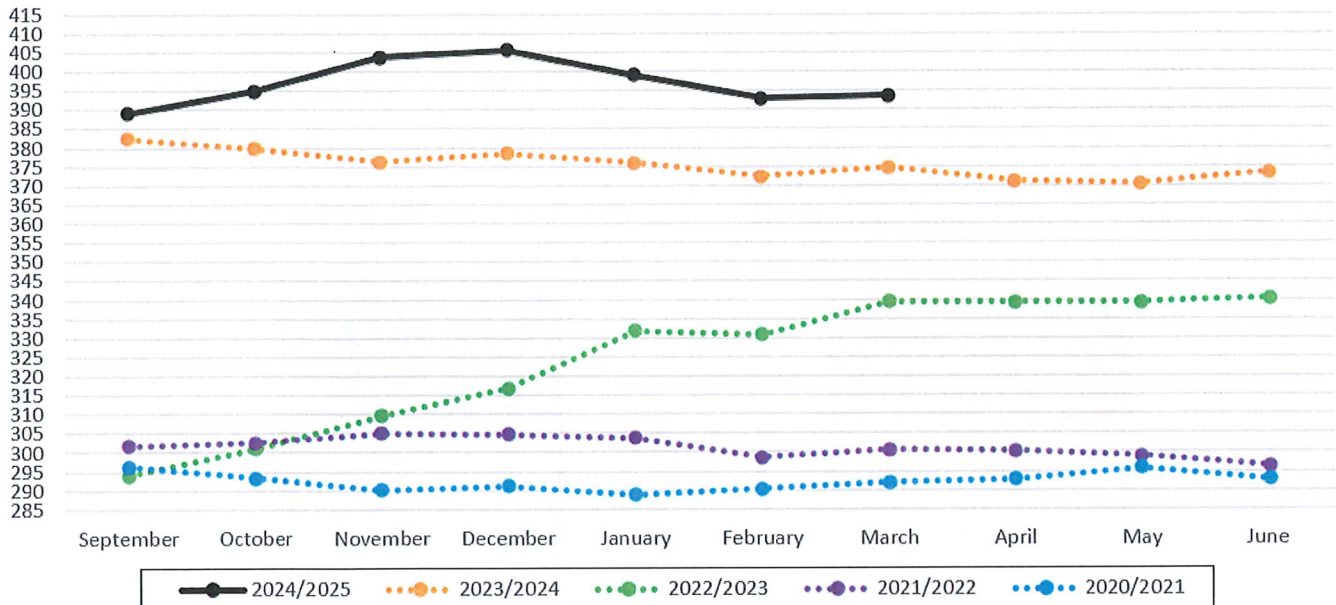
ENROLLMENT:

Apportionment is based on Budgeted FTE Enrollment for September through December and Actual Average FTE Enrollment for January through August

- Budgeted Enrollment: 365 FTE
- Actual March FTE: 393.55 FTE

2024/25		FTE Month Increase/Decrease	2023/24	
Head Count	FTE		Head Count	FTE
401	389.03	September	390	382.40
		6.63		
408	394.86	October	388	379.71
		15.15		
416	403.70	November	385	376.34
		27.36		
418	405.50	December	387	378.52
		26.98		
412	398.87	January	385	376.02
		22.85		
410	392.80	February	381	372.39
		20.41		
411	393.55	March	384	374.59
		18.96		
		April	379	370.93
		May	378	370.26
		June	381	373.26
Average:	396.90	21.46	Average:	375.44
Budgeted	365.00		Budgeted	334.00

5 Year Enrollment Trend



	Current Month	Last Month	Difference
Kindergarten	31	32	-1
First	38	34	4
Second	31.02	31.02	0
Third	42	41	1
Fourth	34.52	34.52	0
Fifth	28.02	28.02	0
Sixth	48	48	0
Seventh	30.32	31.16	-0.84
Eight	22.12	22.12	0
Ninth	28.66	28.66	0
Tenth	31.33	31.33	0
Eleventh	12.19	13.65	-1.46
Twelfth	16.37	17.32	-0.95
Total	393.55	392.8	0.75

TBIP ENROLLMENT:

TBIP is counted on a 9-month count and is not included in September counts. Students who have exited TBIP are monitored for the following two years after exiting. During these two years, we are allocated a portion of funding for these students, but not a full allocation.

- Budgeted TBIP Enrollment: 105 FTE
- Actual March FTE: 133 FTE
- Budgeted TBIP Exited Enrollment: 6 FTE
- Actual March Exited Enrollment: 4 FTE

2024/25	Month Increase/Decrease	2023/24
125	September	98
	27	
126	October	117
	9	
130	November	117
	13	
131	December	121
	10	
131	January	121
	10	
132	February	119
	13	
133	March	119
	14	
	April	115
	May	114
	June	116

TBIP Enrollment			
	Current Month	Last Month	Difference
K-6	95	92	3
7-12	38	40	-2
Total	133	132	1

CTE ENROLLMENT:

CTE FTE is calculated based upon the enrolled weekly minutes in a state-approved vocational course.

- Budgeted MS CTE Enrollment: 3 FTE
- Actual March MS FTE: 15.48 FTE
- Budgeted HS CTE Enrollment: 6 FTE
- Actual March HS FTE: 16.12 FTE

2024/25		FTE Month Increase/Decrease	2023/24	
MS	HS		MS	HS
10.08	16.56	September	0.00	0.00
		26.64		
13.12	15.88	October	0.00	0.00
		29.00		
13.44	15.55	November	0.00	0.00
		28.99		
16.00	15.73	December	0.00	0.00
		31.73		
15.99	14.72	January	0.00	0.00
		30.71		
15.82	16.63	February	0.00	0.00
		32.45		
15.48	16.12	March	0.00	0.00
		31.60		
		April	0.00	0.00
		May	0.00	0.00
		June	0.00	0.00

CTE Enrollment			
	Current Month	Last Month	Difference
Middle	15.48	15.82	-0.34
High	16.12	16.63	-0.51
Total	31.60	32.45	-0.85

SPED ENROLLMENT:

Our SPED count is completed by ESD 112 as part of the SPED Co-Op. Since we are a part of this Co-Op our funding for this enrollment is sent directly to ESD 112. Our SPED count is provided to us for information only.

- March FTE: 49 FTE

2024/25	Month Increase/Decrease	2023/24
36	September	33
	3	
39	October	36
	3	
45	November	35
	10	
46	December	34
	12	
44	January	34
	10	
47	February	35
	12	
49	March	38
	11	
	April	36
	May	38
	June	37



Entiat
SCHOOL DISTRICT #127

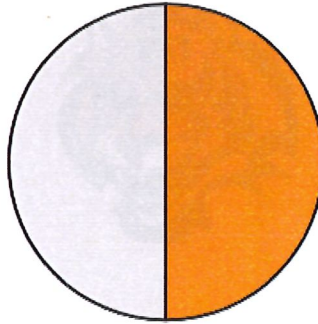
Monthly Financial Report

For Month Ending **February 2025**

Prepared by: Robin Richter, Business Manager

FINANCIALS:

50% of the Budget Year has Elapsed.

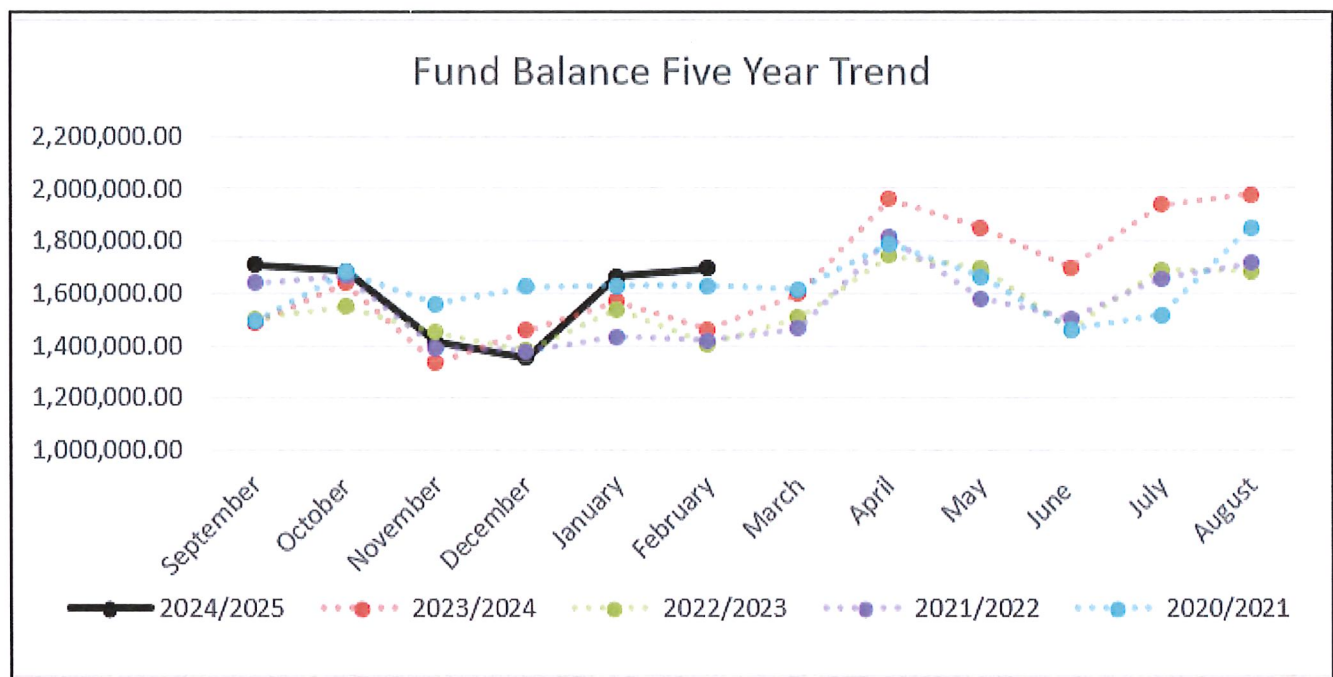


FUND UPDATES:

General Fund (10)

The February 2025 ending fund balance is \$1,694,563.49. This compares to \$1,460,610.45 for February 2024. However, out of that, the Unrestricted/Unreserved fund balance is **\$955,734.46**. The remaining fund balance is as follows:

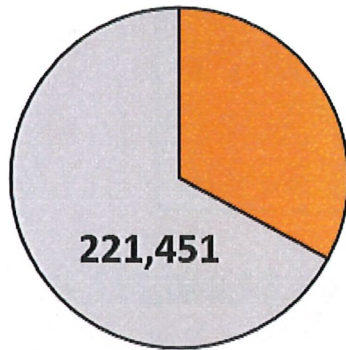
- Restricted for Carryover = \$7,677
- Reserved for Food Service = \$1,152
- Assigned to Capital Projects = \$650,000
- Assigned to Other Purposes = \$80,000



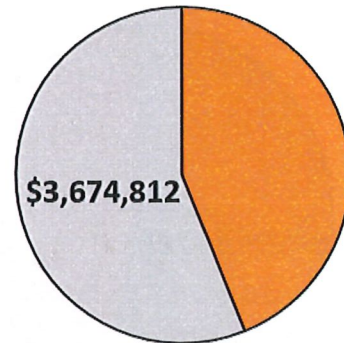
REVENUE

Revenues are \$3,674,812 YTD, compared to \$3,455,732 from last year.

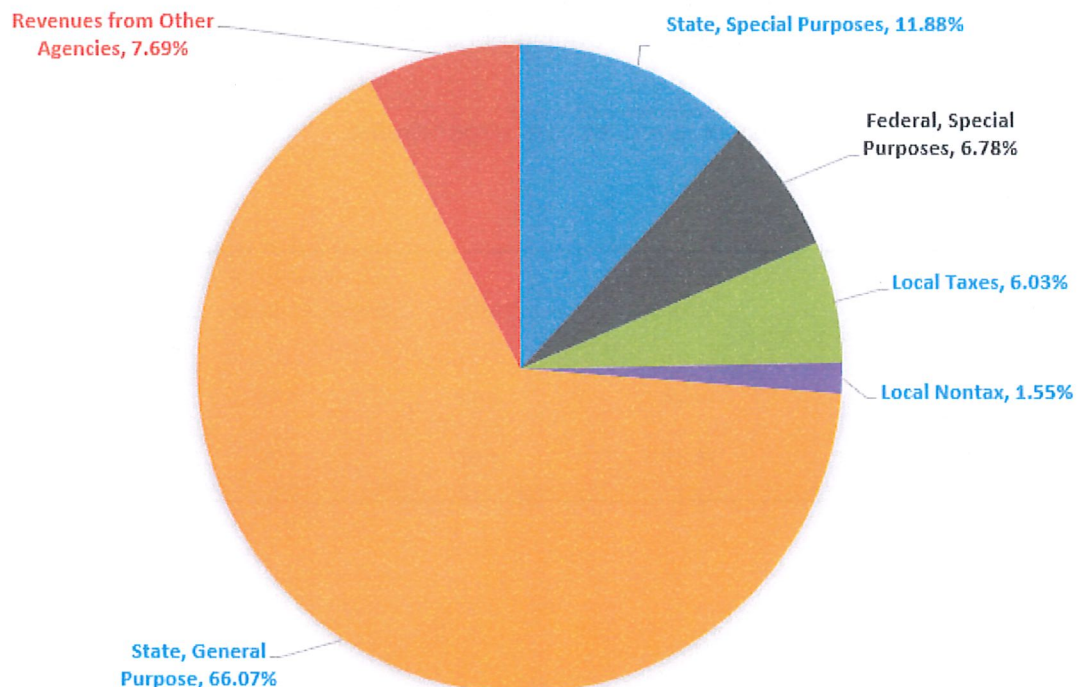
**32.86% of Budgeted Property Taxes
Have Been Received**



**YTD 43.90% of Budgeted Revenues
Have Been Received**



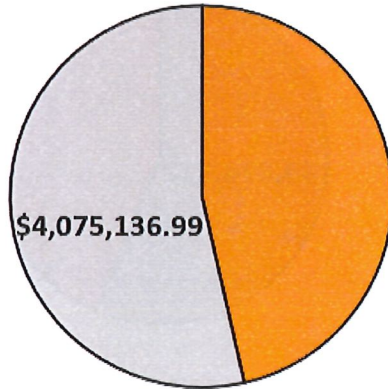
Revenue Type	Budgeted	Actual	Percentage
Local Taxes	\$673,860.00	\$221,450.77	32.86%
Local Nontax	\$639,340.00	\$57,083.38	8.93%
State, General Purpose	\$4,730,159.00	\$2,427,875.77	51.33%
State, Special Purpose	\$1,236,314.00	\$436,624.63	35.32%
Federal, General Purpose	\$15,000.00	\$0.00	0.00%
Federal, Special Purpose	\$446,788.00	\$249,075.44	55.75%
Revenues from Other School Districts	\$0.00	\$0.00	0.00%
Revenues from Other Agencies	\$629,070.00	\$282,702.05	44.94%
Other Financing Sources	\$0.00	\$0.00	0.00%



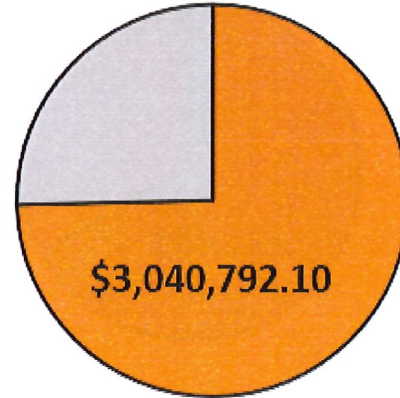
EXPENSE

Expenditures of \$4,075,137 YTD compared to \$3,670,858 in the previous year.

**46% of Budgeted Expenditures Have
Been Spent**



**Salaries/Benefits are 74.62% of YTD
Expenditures**



ASB Fund (40)

The ASB Fund Balance for February 2025 is **\$66,654** which is an increase from February 2024 where the ending Fund Balance was \$43,096.

January 2025	Ending Fund Balance	\$63,526
February 2025	Ending Fund Balance	\$66,654
	Increase	\$3,128

The increase is due to an excess of revenues over expenditures.

Elementary

Activity Classification	Beginning Balance	+ Revenues	+/- Transfers & Direct Activity	- Expenditures	Ending = Balance
1010 PAUL RUMBURG ELEMENTARY					
STUDENT COUNCIL	78.08CR	0.00	0.00	0.00	78.08CR
PAUL RUMBURG ELEMENTARY	78.08CR	0.00	0.00	0.00	78.08CR
	=====	=====	=====	=====	=====

Middle/High School

Activity	Beginning		+/- Transfers &		Ending
Classification	Balance	+ Revenues	Direct Activity	- Expenditures	= Balance
4030	ENTIAT MIDDLE/HIGH SCHOOL				
STUDENT COUNCIL	14,677.64CR	11,947.21	0.00	362.90	26,261.95CR
CONCESSIONS	1,520.56CR	5,496.21	0.00	5,561.24	1,455.53CR
ANNUAL	3,910.04CR	1,743.00	0.00	1,775.20	3,877.84CR
MS ACTIVITIES	819.19CR	0.00	0.00	0.00	819.19CR
FOOTBALL	4,368.47CR	0.00	0.00	2,320.09	2,048.38CR
ATHLETICS	0.00	8,852.07	0.00	7,654.06	1,198.01CR
GIRLS BASKETBALL	500.00CR	0.00	0.00	528.93	28.93
BOYS BASKETBALL	1,963.59CR	269.65	0.00	528.93	1,704.31CR
GIRLS BASKETBALL MS	250.00CR	0.00	0.00	29.93	220.07CR
BOYS BASKETBALL MS	250.00CR	3,619.50	0.00	3,649.41	220.09CR
VOLLEYBALL	500.00CR	216.55	0.00	799.00	82.45
TENNIS	500.00CR	2,177.05	0.00	0.00	2,677.05CR
TRACK	500.00CR	0.00	0.00	0.00	500.00CR
TACKLE FOOTBALL MS	250.00CR	0.00	0.00	183.30	66.70CR
VOLLEYBALL MS	250.00CR	0.00	0.00	0.00	250.00CR
TRACK MS	250.00CR	0.00	0.00	0.00	250.00CR
CLASS OF 2023	894.43CR	0.00	0.00	0.00	894.43CR
CLASS OF 2024	2,087.16CR	0.00	0.00	0.00	2,087.16CR
CLASS OF 2025	1,210.50CR	3,945.15	0.00	144.24	5,011.41CR
CLASS OF 2026	5,882.94CR	0.00	0.00	0.00	5,882.94CR
CLASS OF 2027	1,244.51CR	0.00	0.00	0.00	1,244.51CR
CLASS OF 2028	915.16CR	338.10	0.00	0.00	1,253.26CR
CLASS OF 2029	0.00	1,823.85	0.00	131.31	1,692.54CR
CLASS OF 2030	0.00	1,016.80	0.00	0.00	1,016.80CR
HONOR SOCIETY	410.75CR	0.00	0.00	0.00	410.75CR
BAND	868.44CR	1,979.22	0.00	0.00	2,847.66CR
CHEERLEADERS	332.31CR	0.00	0.00	0.00	332.31CR
LEADERSHIP	360.71CR	0.00	0.00	0.00	360.71CR
PRIVATE MONIES - MISC #1	2,104.16CR	0.00	0.00	0.00	2,104.16CR
ENTIAT MIDDLE/HIGH SCHOOL	46,820.56CR	43,424.36	0.00	23,668.54	66,576.38CR
=====					

Capital Projects Fund (20)

The Capital Projects Fund Balance for February 2025 is **\$297,526** which is a decrease from February 2024 where the ending Fund Balance was \$299,938.

January 2025	Ending Fund Balance	\$297,076
February 2025	Ending Fund Balance	\$297,526
	Increase	\$450

The Increased Fund Balance is due to investment earnings.

Debt Services Fund (30)

The Debt Services Fund Balance for February 2025 is **\$60,409** which is a decrease from February 2024 where the ending Fund Balance was \$78,562.

January 2025	Ending Fund Balance	\$59,723
February 2025	Ending Fund Balance	<u>\$60,409</u>
	Increase	\$686

The increased Fund Balance is due to investment earnings and the receipt of additional property taxes.

Transportation Vehicle Fund (90)

The Transportation Vehicle Fund Balance for February 2025 is **\$143,046** which is an increase from February 2024 where the ending Fund Balance was \$1,559.

January 2025	Ending Fund Balance	\$142,564
February 2025	Ending Fund Balance	<u>\$143,046</u>
	Increase	\$482

The Increased Fund Balance is due to the receipts of Investment Earnings.

Questions?

General Fund General Budget Status

ENTIAT SCHOOL DISTRICT Budget to Actual Comparison of Revenues and Expenditures For the Period Ending February 2025

	FY 2023-24		FY 2024-25			FY 2024-25 to FY 2023-24
	Actual thru Feb-24	Budget	Actual thru Feb-25	Budget Remaining	% of Budget	Comparison
GENERAL EXPENSE FUND						
Revenues						
1000 Local Taxes	207,998	673,860	221,451	452,409	32.9%	13,452
2000 Local Nontax	59,626	639,340	57,083	582,257	8.9%	(2,543)
3000 State, General Purpose	2,218,256	4,730,159	2,427,876	2,302,283	51.3%	209,620
4000 State, Special Purpose	563,814	1,236,314	436,625	799,689	35.3%	(127,190)
5000 Federal, General Purpose	0	15,000	0	15,000	0.0%	0
6000 Federal, Special Purpose	401,781	446,788	249,075	197,713	55.7%	(152,705)
7000 Revenues from Other School Districts	0	0	0	0	0.0%	0
8000 Revenues from Other Agencies	4,257	629,070	282,702	346,368	44.9%	278,445
9000 Other Financing Sources	0	0	0	0	0.0%	0
Total Revenues	3,455,732	8,370,531	3,674,812	4,695,719	43.9%	219,080
Expenditures						
00 Regular Instruction	1,834,463	4,611,119	2,427,651	2,183,468	52.6%	593,187
10 Federal Stimulus	141,687	0	0	0	0.0%	(141,687)
20 Special Ed Instruction	262,377	432,965	0	432,965	0.0%	(262,377)
30 Vocational Instruction	649	377,069	148,312	228,757	39.3%	147,663
50/60 Compensatory Instruction	288,587	730,321	344,987	385,334	47.2%	56,400
70 Other Instructional Program	1,188	549,832	19,358	530,474	3.5%	18,170
80 Community Support	0	0	0	0	0.0%	0
90 Support Services	1,141,906	2,071,774	1,134,830	936,944	54.8%	(7,076)
Total Expenditures	3,670,858	8,773,080	4,075,137	4,697,943	46.5%	404,279
Operating Transfers: Out to CPF & DSF & TVF	8,000	0	0	0		
Prior Year Adjustment	0	0	0	0		
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	(223,127)	(402,549)	(400,325)			
Fund Balance at September 1,	1,683,737	1,902,442	2,094,888			
Current Total Fund Balance	\$1,460,610	1,499,893	\$1,694,563	19%		

General Fund Budget Status, Cont'd.

	FY 2023-24		FY 2024-25			FY 2024-25 to FY 2023-24
	Actual thru Feb-24	Budget	Actual thru Feb-25	Budget Remaining	% of Budget	Comparison
GENERAL EXPENSE FUND						
Ending Fund Balance Accounts						
GL 810 Reserved For Skill Center/Voc/I728	0	0	0	0		
GL 821 Restricted For Carryover	29,866	32,115	7,677			
GL 828 Restricted for C/O Food Service	1,152		1,152			
GL 830 Reserved For Debt Service	0	0	0			
GL 831 Reserved For Emp Abs Buy Back	0	0	0			
GL 840 Reserved For Inventory	0	0	0			
GL 870 Unsrvd, Dsgntd-Other Items	0	0	0			
GL 872 Committed to Min Fund Bal Policy	0	0	0			
GL 875 Unsrvd, Dsgntd-Contingencies	0	0	0			
GL 884 Assigned to Other Capital Projects	650,000	583,163	650,000			
GL 888 Assigned to Other Purposes	80,000	80,000	80,000			
GL 890 Unassigned Fund Balance	33,299	15,039	236,734			
GL 891 Unassigned-Min Fund Bal Policy	666,294	789,576	719,000			
TOTAL Ending Fund Balance	\$1,460,611	\$1,499,893	\$1,694,563	10.89%		

Capital Projects Fund Budget Status

ENTIAT SCHOOL DISTRICT Budget to Actual Comparison of Revenues and Expenditures For the Period Ending February 2025

		FY 2023-24		FY 2024-25		FY 2024-25 to FY 2023-24	
		Actual thru Feb-24	Budget	Actual thru Feb-25	Budget Remaining	% of Budget	Comparison
CAPITAL PROJECTS FUND							
<u>Revenues</u>							
1000 Local Taxes		0	0	0	0	0.0%	0
2000 Local Nontax		9,350	15,000	6,855	8,145	45.7%	(2,496)
4000 State, Special Purpose		0	0	2,193	(2,193)	0.0%	2,193
6000 Federal, Special Purpose		0	0	0	0	0.0%	0
9000 Other Financing Sources		0	0	0	0	0.0%	0
Total Revenues		9,350	15,000	9,048	5,952	60.3%	2,193
<u>Expenditures</u>							
10 Sites		0	0	2,746	(2,746)	0.0%	2,746
20 Building		69,617	245,040	0	245,040	0.0%	(69,617)
30 Equipment		0	0	0	0	0.0%	0
40 Energy		0	0	0	0	0.0%	0
50 Sales & Lease Equipment		0	0	0	0	0.0%	0
60 Bond Issuance Expenditure		0	0	0	0	0.0%	0
90 Debt		0	0	0	0	0.0%	0
Total Expenditures		69,617	245,040	2,746	242,294	1.1%	(66,871)
Operating Transfers:							
Out to DSF		0	0	0			
Prior Year Adjustment		0	0	0			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES		(60,267)	(230,040)	6,301			
Fund Balance September 1,		359,938	333,105	291,225			
Current Fund Balance		\$299,671	\$103,065	\$297,526			

Debt Service Fund Budget Status

ENTIAT SCHOOL DISTRICT Budget to Actual Comparison of Revenues and Expenditures For the Period Ending February 2025

		FY 2023-24		FY 2024-25		FY 2024-25 to FY 2023-24	
		Actual thru Feb-24	Budget	Actual thru Feb-25	Budget Remaining	% of Budget	Comparison
DEBT SERVICE FUND							
<u>Revenues</u>							
1000 Local Taxes		352,332	873,171	345,160	528,011	39.5%	(7,172)
2000 Local Support Nontax		7,917	14,700	6,701	7,999	45.6%	(1,215)
3000 State, General Purpose		0	0	0	0	0.0%	0
5000 Federal, General Purpose		0	0	0	0	0.0%	0
9000 Other Financing Sources		0	0	0	0	0.0%	0
Total Revenues		360,248	887,871	351,861	536,010	39.6%	(8,387)
<u>Expenditures</u>							
Matured Bond Expenditures		545,000	575,000	575,000	0	100.0%	30,000
Interest On Bonds		152,200	276,450	143,050	133,400	51.7%	(9,150)
Interfund Loan Interest		0	0	0	0	0.0%	0
Bond Transfer Fees		700	1,000	0	1,000	0.0%	(700)
Arbitrage Rebate		0	0	0	0	0.0%	0
Underwriter's Fees		0	0	0	0	0.0%	0
Total Expenditures		697,900	852,450	718,050	134,400	84.2%	20,150
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES		(337,652)	35,421	(366,189)			
Fund Balance September 1,		416,214	403,097	426,597			
Current Fund Balance		\$78,562	\$438,518	\$60,409			

ASB Fund Budget Status

ENTIAT SCHOOL DISTRICT Budget to Actual Comparison of Revenues and Expenditures For the Period Ending February 2025

		FY 2023-24		FY 2024-25			FY 2024-25 to FY 2023-24
		Actual thru Feb-24	Budget	Actual thru Feb-25	Budget Remaining	% of Budget	Comparison
ASB FUND							
<u>Revenues</u>							
1000 General Student Body		21,328	4,500	19,186	(14,686)	426.4%	(2,142)
2000 Athletics		2,022	0	15,135	(15,135)	0.0%	13,113
3000 Classes		7,268	70,700	7,124	63,576	10.1%	(144)
4000 Clubs		227	0	1,979	(1,979)		
6000 Private Moneys		0	0	0	0	0.0%	0
Total Revenues		30,844	75,200	43,424	31,776	57.7%	(144)
<u>Expenditures</u>							
1000 General Student Body		3,889	2,000	7,699	(5,699)	385.0%	3,811
2000 Athletics		17,094	0	15,694	(15,694)	0.0%	(1,401)
3000 Classes		2,153	70,700	276	70,424	0.4%	(1,878)
4000 Clubs		230	0	0	0	0.0%	(230)
6000 Private Moneys		0	0	0	0	0.0%	0
Total Expenditures		23,366	72,700	23,669	49,031	32.6%	303
Operating Transfers:							
Out to DSF		0	0	0			
Prior Year Adjustment		0	0	0			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES		7,479	2,500	19,756			
Fund Balance September 1,		35,617	0	46,899			
Current Fund Balance		\$43,096	\$2,500	\$66,654			

Transportation Vehicle Fund Budget Status

ENTIAT SCHOOL DISTRICT Budget to Actual Comparison of Revenues and Expenditures For the Period Ending February 2025

		FY 2023-24		FY 2024-25			FY 2024-25 to FY 2023-24
		Actual thru Feb-24	Budget	Actual thru Feb-25	Budget Remaining	% of Budget	Comparison
TRANSPORTATION VEHICLE FUND							
<u>Revenues</u>							
1000 Local Taxes		0	0	0	0	0.0%	0
2000 Local Nontax		723	7,000	3,295	3,705	47.1%	2,572
3000 State, General Purpose		0	0	0	0	0.0%	0
4000 State, Special Purpose		0	138,000	0	138,000	0.0%	0
5000 Federal, General Purpose		0	0	0	0	0.0%	0
8000 Revenues fr Other Agencies		0	0	0	0	0.0%	0
9000 Other Financing Sources		0	0	0	0	0.0%	0
Total Revenues		723	145,000	3,295	141,705	2.3%	2,572
<u>Expenditures</u>							
Type 30 Equipment		174,606	145,000	0	0	0.0%	(174,606)
Type 60 Bond Levy Issuance		0	0	0	0	0.0%	0
Type 90 Debt		0	0	0	0	0.0%	0
Total Expenditures		174,606	145,000	0	0	0.0%	(174,606)
Operating Transfers:							
Transfers In		8,000	0	0			
Transfers Out		0	0	0			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES		(165,882)	0	3,295			
Fund Balance September 1,		167,441	139,698	139,751			
Current Fund Balance		\$1,559	\$139,698	\$143,046			

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ENTIAT SCHOOL DISTRICT 127 School District for the Month of February, 2025

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 LOCAL TAXES	673,860	301.55	221,450.77		452,409.23	32.86
2000 LOCAL SUPPORT NONTAX	639,340	8,711.21	57,083.38		582,256.62	8.93
3000 STATE, GENERAL PURPOSE	4,730,159	446,406.77	2,427,875.77		2,302,283.23	51.33
4000 STATE, SPECIAL PURPOSE	1,236,314	79,322.29	436,624.63		799,689.37	35.32
5000 FEDERAL, GENERAL PURPOSE	15,000	.00	.00		15,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	446,788	44,799.75	249,075.44		197,712.56	55.75
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	629,070	87,999.73	282,702.05		346,367.95	44.94
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>8,370,531</u>	<u>667,541.30</u>	<u>3,674,812.04</u>		<u>4,695,718.96</u>	<u>43.90</u>
<u>B. EXPENDITURES</u>						
00 REGULAR INSTRUCTION	4,611,119	351,875.62	2,427,650.69	2,046,025.16	137,443.15	97.02
10 FEDERAL STIMULUS	0	.00	.00	0.00	.00	0.00
20 SPECIAL ED INSTRUCTION	432,965	.00	.00	0.00	432,965.00	0.00
30 VOC ED INSTRUCTION	377,069	24,870.63	148,311.75	148,097.41	80,659.84	78.61
40 SKILLS CENTER INSTRUCTION	0	.00	.00	0.00	.00	0.00
50+60 COMPENSATORY ED INSTRUCTION	730,321	49,112.87	344,987.13	302,403.33	82,930.54	88.64
70 OTHER INSTRUCTIONAL PRGMS	549,832	6,411.38	19,357.56	35,163.17	495,311.27	9.92
80 COMMUNITY SERVICES	0	.00	.00	0.00	.00	0.00
90 SUPPORT SERVICES	2,071,774	204,583.80	1,134,829.86	733,414.93	203,529.21	90.18
<u>Total EXPENDITURES</u>	<u>8,773,080</u>	<u>636,854.30</u>	<u>4,075,136.99</u>	<u>3,265,104.00</u>	<u>1,432,839.01</u>	<u>83.67</u>
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>D. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	<u>402,549-</u>	<u>30,687.00</u>	<u>400,324.95-</u>		<u>2,224.05</u>	<u>0.55-</u>
<u>F. TOTAL BEGINNING FUND BALANCE</u>	<u>1,902,442</u>		<u>2,094,888.44</u>			
<u>G. GLS 896, 897, 898 ACCOUNTING</u>	<u>XXXXXXXX</u>		<u>.00</u>			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
<u>H. TOTAL ENDING FUND BALANCE</u>	<u>1,499,893</u>		<u>1,694,563.49</u>			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 RESTRICTED FOR OTHER ITEMS	0	.00
G/L 815 RESTRICTED UNEQUALZD DEDUCT REV	0	.00
G/L 821 RESTRICTED FOR CARRYOVER	32,115	7,676.93
G/L 823 Restricted for Carryover of Tra	0	.00
G/L 825 RESTRICTED FOR SKILLS CENTER	0	.00
G/L 828 RESTRICTED FOR C/O OF FS REV	0	1,152.10
G/L 830 RESTRICTED FOR DEBT SERVICE	0	.00
G/L 835 RESTRICTD FOR ARBITRAGE REBATE	0	.00
G/L 840 NONSPENDABLE-INVENT/PREPD ITMS	0	.00
G/L 845 RESTRICTED FOR SELF-INSURANCE	0	.00
G/L 850 RESTRICTED FOR UNINSURED RISKS	0	.00
G/L 870 COMMITTED TO OTHER PURPOSES	0	.00
G/L 872 COMMITTD TO ECONOMIC STABILIZA	0	.00
G/L 873 Committed to Depreciation Sub-F	0	.00
G/L 875 ASSIGNED CONTINGENCIES	0	.00
G/L 884 ASSIGNED TO OTHER CAPITAL PROJE	583,163	650,000.00
G/L 888 ASSIGNED TO OTHER PURPOSES	80,000	80,000.00
G/L 890 UNASSIGNED FUND BALANCE	15,039	236,734.46
G/L 891 UNASSIGND MIN FND BAL POLICY	789,576	719,000.00
<u>TOTAL</u>	1,499,893	1,694,563.49

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ENTIAT SCHOOL DISTRICT 127 School District for the Month of February, 2025

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	15,000	1,003.03	6,854.67		8,145.33	45.70
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	2,193.14		2,193.14-	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	15,000	1,003.03	9,047.81		5,952.19	60.32
<u>B. EXPENDITURES</u>						
10 Sites	0	553.26	2,746.40	131.08	2,877.48-	0.00
20 Buildings	245,040	.00	.00	0.00	245,040.00	0.00
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	245,040	553.26	2,746.40	131.08	242,162.52	1.17
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	230,040-	449.77	6,301.41		236,341.41	102.74-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	333,105		291,224.59			
<u>G. GLS 896, 897, 898 ACCOUNTING</u>	XXXXXXXXX		.00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
<u>H. TOTAL ENDING FUND BALANCE</u>	103,065		297,526.00			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	273,414.05
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	553.26-
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	103,065	24,665.21
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	103,065	297,526.00

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ENTMAT SCHOOL DISTRICT 127 School District for the Month of February, 2025

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	873,171	484.41	345,160.15		528,010.85	39.53
2000 Local Support Nontax	14,700	201.71	6,701.29		7,998.71	45.59
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	887,871	686.12	351,861.44		536,009.56	39.63
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	575,000	.00	575,000.00	0.00	.00	100.00
Interest On Bonds	276,450	.00	143,050.00	0.00	133,400.00	51.75
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	1,000	.00	.00	0.00	1,000.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	852,450	.00	718,050.00	0.00	134,400.00	84.23
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	35,421	686.12	366,188.56-		401,609.56-	< 1000-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	403,097		426,597.24			
<u>G. GLS 896, 897, 898 ACCOUNTING</u>	XXXXXXXXX		.00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
<u>H. TOTAL ENDING FUND BALANCE</u>	438,518		60,408.68			
<u>(E+F + OR - G)</u>						
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	438,518		60,408.68			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	438,518		60,408.68			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ENTIAT SCHOOL DISTRICT 127 School District for the Month of February, 2025

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES</u>						
1000 GENERAL STUDENT BODY	35,000	1,679.56	19,186.42		15,813.58	54.82
2000 ATHLETICS	19,200	1,166.80	15,134.82		4,065.18	78.83
3000 CLASSES	12,000	1,105.40	7,123.90		4,876.10	59.37
4000 CLUBS	4,500	.00	1,979.22		2,520.78	43.98
6000 PRIVATE MONEY	0	.00	.00		.00	0.00
<u>Total REVENUES</u>	70,700	3,951.76	43,424.36		27,275.64	61.42
<u>B. EXPENDITURES</u>						
1000 GENERAL STUDENT BODY	46,000	750.31	7,699.34	2,180.32	36,120.34	21.48
2000 ATHLETICS	13,200	14.13	15,693.65	3,200.68	5,694.33	143.14
3000 CLASSES	9,500	59.33	275.55	18.72	9,205.73	3.10
4000 CLUBS	2,000	.00	.00	0.00	2,000.00	0.00
6000 PRIVATE MONEY	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	70,700	823.77	23,668.54	5,399.72	41,631.74	41.11
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	0	3,127.99	19,755.82		19,755.82	0.00
<u>D. TOTAL BEGINNING FUND BALANCE</u>	44,559		46,898.64			
<u>E. GLS 896, 897, 898 ACCOUNTING</u>	XXXXXXXX		.00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
<u>F. TOTAL ENDING FUND BALANCE</u>	44,559		66,654.46			
<u>C+D + OR - E)</u>						
<u>G. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	44,559		66,654.46			
G/L 840 Nonspdn FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	44,559		66,654.46			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ENTIAT SCHOOL DISTRICT 127 School District for the Month of February, 2025

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	7,000	481.38	3,294.98		3,705.02	47.07
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	138,000	.00	.00		138,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	145,000	481.38	3,294.98		141,705.02	2.27
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	145,000	481.38	3,294.98		141,705.02	2.27
<u>D. EXPENDITURES</u>						
Type 30 Equipment	145,000	.00	.00	0.00	145,000.00	0.00
Type 40 Energy	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	145,000	.00	.00	0.00	145,000.00	0.00
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> <u>OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	0	481.38	3,294.98		3,294.98	0.00
H. <u>TOTAL BEGINNING FUND BALANCE</u>	139,698		139,750.67			
I. <u>GLS 896, 897, 898 ACCOUNTING</u> <u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	139,698		143,045.65			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 819 Restricted for Fund Purposes	139,698	143,045.65
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 889 Assigned to Fund Purposes	0	.00
G/L 890 Unassigned Fund Balance	0	.00
 <u>TOTAL</u>	 139,698	 143,045.65

T0--General Long-Term Debt Group-- FUND BALANCE -- AGENCY ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ENTIAT SCHOOL DISTRICT 127 School District for the Month of February, 2025