

# Chewelah School District #36 – *Where Dreams Begin*

Board of Director's Regular Meeting September 15, 2021 at 6:30 PM at District Office

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Approval of the minutes
  - August 25, 2021 board meeting
  - September 2, 2021 work session
  
6. Public Comments: Individuals interested in speaking are asked to sign the public comment sign-in form. Speaking time for public comments is limited to three minutes. Please recognize the Board has the option to decline verbal public comments and only allow written public comments to be submitted.  
*Please know that concerns related to personnel are not heard in a regular open meeting but may be heard in an executive session with the Superintendent and Board of Directors. Disagreements with staff decisions need to be submitted through the district's grievance policy #4312 or other pertinent grievance procedures.*
  
7. School Community Presentations
  - A. Student ASB Director Kailee Parrott
  - B. High school cheerleaders
  - C. Student learning educator presentation
  - D. Maintenance and facilities update – Jason Tapia
  - E. Principal reports (lavender)
    - ✓First weeks of school
  - F. Business Manager – Mara Schneider
    - ✓Financial report
  
8. Consent agenda:
  - A. Approve financial reports
  - B. Approve general fund voucher numbers 120188-120220 for a total of \$34,579.76; and vouchers 120225-120235 for a total of \$127,486.88
  - C. Approve capital projects fund voucher numbers 120221-120222 for a total of \$11,541.27
  - D. Approve ASB voucher numbers 120223-120224 for a total of \$1,634.55
  - E. Approve payroll in the amount of \$706,027.73
  - F. Personnel:
    1. Approval to hire Finn Furth as a high school football assistant coach
    2. Approval to hire Hannah Rollins as a paraeducator
    3. Approve resignation of Cameron Gump as a physical education teacher
    4. Approval to post for a physical education teacher
    5. Approval to post for bus drivers
    6. Approval to hire secondary/elementary assistant principal
    7. Approve resignation of LaVonne Smith as high school girls basketball junior varsity coach
    8. Approval to post for high school girls basketball junior varsity coach
    9. Approve resignation of LaVonne Smith as junior high girls softball assistant coach
    10. Approval to post for junior high girls softball assistant coach
    11. Approve maintenance supervisor salary schedule (cherry)
    12. Approve technology director salary schedule (pink)
    13. Approve transportation supervisor salary schedule (pumpkin)
    14. Approve business manager salary schedule (turquoise)
    15. Approve IPD increase for payroll manager (buff)
    16. Approve IPD increase for administrative secretary (salmon)

9. Superintendent Report
  - A. Student enrollment
  - B. Policy renewal and adoption process
  - C. Roadmap to goals
  
10. Old Business:
  - A. Approve Jenkins Jr/Sr High staff handbook for 2021-22 (blue)
  
11. New Business:
  - A. Approve Safe Walking Zone 2021 (canary)
  - B. Approve Interlocal Agreement between Chewelah School District and Newport School District regarding cooperative food service purchases (lavender)
  - C. Approve potential extra-curricular overnight trips (green)
  - D. Approve Quartzite Learning instructional materials list for 2021-22 (gray)
  - E. Approve programs and special program grant assurances (cherry)
    - Federal and State Programs
    - Special Education IDEA Part B
    - Perkins V
    - Highly Capable Program
    - Learning Assistance Program
    - Title II, Part A
    - Title I, Part A
    - Title IV, Part A
    - Esser Application (general assurance)
    - TPEP
    - Minimum Basic Education Compliance
  - F. First reading of Policy 2245 Alternative and Extended Learning Opportunities/Alternative Learning Experience Courses (gray)
  - G. First reading of Policy 2005 School Improvement Plans (pumpkin)
  
12. Board Reports
  - A. Director Kyra Rolstad
  - B. Director Bryan Tidwell
  - C. Director Dan Krouse
  - D. Director Theolene Bakken
  - E. Chairperson Judy Bean
  
13. Future Meeting Agenda Topics
  
14. Executive Session
  
15. Adjourn

Face coverings required for all in-person attendees

In accordance with Governor's Proclamation 20.25.15, which prohibits the Board of Directors from allowing individuals without face coverings to enter or remain in any indoor space, all in-person attendees must wear a face covering at all times during the meeting. Individuals who choose not to comply with the requirement may access the meeting virtually via Zoom at <https://us02web.zoom.us/j/82754952099>

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office, at 685-6800, ext. 1002, no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

**CHEWELAH SCHOOL DISTRICT #36**  
**BOARD MEETING**  
**August 25, 2021**

Chairperson Judy Bean called the meeting to order at 6:30 PM, August 25, 2021, at the District Office at 210 N. Park St. Directors present were Kyra Rolstad, Theolene Bakken, Bryan Tidwell, and Dan Krouse. Superintendent Jason Perrins and Business Manager Mara Schneider were present. There were eight audience members present at the meeting and ten people via internet connection. Following the flag-salute, the first item of business was:

**MODIFICATION TO THE AGENDA:** Chairperson Judy Bean requested that consent agenda personnel item number 9 be deleted, and that personnel item 13 be modified. Director Bakken moved to modify the consent agenda by deleting item 9 under personnel and revising item 13 to approve Paige Campbell as the head coach. MC

**APPROVAL OF THE AGENDA:** Director Bakken moved to approve the agenda as amended. MC

**APPROVAL OF THE MINUTES**

- Director Tidwell moved to approve the July 21, 2021 board meeting minutes as written. MC
- Director Bakken moved to approve the August 5, 2021 board work session meeting minutes as written. MC

**PUBLIC COMMENTS:** No public comments were presented.

**SCHOOL COMMUNITY PRESENTATIONS**

- A. Student ASB Director Kailee Parrot reported on the first ASB meeting held earlier in August, planned student and staff activities supporting the community theme for this school year, new CCREW club composed of students and community members, and her interviews with several elementary students about the upcoming school year. She is excited for the school year and hoping for a more normal year.
- B. Mick Miller, Assistant Superintendent of ESD 101, presented the Jenkins Senior High School accreditation to Erin Dell.
- C. Jason Tapia presented the maintenance and facilities update.
- D. Erin Dell presented the Quartzite Learning summer school report.
- E. Business Manager Mara Schneider presented the current financial report and a list of contracted services.
- F. Julie Price presented the Bridges math training report.

**CONSENT AGENDA:** Chairperson Bean submitted for approval of those expense reimbursement claims certified as required by RCW 42.24.090 that have been made available to the Board. After a brief discussion of the consent agenda items, Director Rolstad moved to approve the consent agenda as modified. MC

- A. Approve financial reports
- B. Approve general fund voucher numbers 120100—120129 for a total of \$27,557.40; and vouchers 120133—120168 for a total of \$39,413.96
- C. Approve ASB voucher numbers 120130—120131 for a total of \$473.99
- D. Approve payroll in the amount of \$782,335.75
- E. Approve donation in the amount of \$5,000.00 from University of KS Center for Research Inc. for MTSS training
- F. Personnel:
  1. Approve resignation of Mike McMillin as junior high boys basketball coach
  2. Approval to post for Jr. High boys basketball coach
  3. Approve one day per week family leave for Toni Lundquist
  4. Approve resignation of Cameron Gump as an assistant high school football coach
  5. Approval to post for an assistant high school football coach
  6. Approval to post for two summer maintenance laborers
  7. Approve resignation of Dennis Reilly as high school CTE teacher
  8. Approval to post for high school CTE teacher
  9. Approval to hire Andrea Trudeau as high school volleyball assistant coach
  10. Approval to hire Scott Hoberg as a high school football assistant coach
  11. Approval to hire Don Teeguarden as high school girls basketball head coach
  12. Approval to hire Paige Campbell as junior high volleyball head coach
  13. Approval to hire Paige Campbell as junior high girls basketball assistant coach
  14. Approval to hire Tom Skok as junior high girls basketball head coach
  15. Approve resignation of paraeducator Cassandra Trampush
  16. Approval to post for a paraeducator
  17. Approval to post for an elementary/secondary assistant principal
  18. Approve 2021-22 out of endorsement assignment for Kirstin French for dance

19. Approve 2021-22 out of endorsement assignment for Kurt Hanson for math, science, history, economics, psychology, sociology, PE/health, digital media/computers, social studies, business, vocational, music, art, foreign language, and electives
20. Approve 2021-22 out of endorsement assignment for Laura Watson for science, history, economics, psychology, sociology, PE/health, digital media/computers, social studies, business, vocational, music, art, foreign language, and electives
21. Approve 2021-22 out of endorsement assignment for Lonnie Hoxie for math, science, and language arts
22. Approve 2021-22 out of endorsement assignment for Ross Greenfield for health
23. Approve 2021-22 out of endorsement assignment for Tom Skok for photojournalism/yearbook
24. Approval to hire James Adlesperger as a custodian

#### **SUPERINTENDENT REPORT:**

- Superintendent Perrins requested feedback on the in-progress vision statement and NSBA goals. The Board will discuss these items further during future meetings.
- Superintendent Perrins also presented a letter of recognition from OSPI commending the transportation department on the outstanding results of school bus inspections the last two years. He thanked the transportation department and Supervisor Wade Hanley for their work.

#### **OLD BUSINESS:**

- Second reading of Policy 2410 High School Graduation Requirements. Director Bakken moved to adopt Policy 2410 High School Graduation Requirements. MC
- Second reading of Policy 3210 Nondiscrimination. Director Tidwell moved to accept Policy 3210 as updated. MC
- Second reading of Policy 5010 Nondiscrimination and Affirmative Action. Director Bakken moved to approve Policy 5010 as revised. MC

#### **NEW BUSINESS:**

- Director Krouse moved to approve payment of United Schools Insurance premium of \$111,589.29. MC
- Director Rolstad moved to approve collective bargaining agreement with Chewelah Education Association with the wording changes in the school psychologist evaluation section. Director Krouse abstained. MC
- Director Bakken moved to approve Quartzite Learning staff to student ratio of 1 to 35 students with no more than 1 to 32 FTE. MC
- Director Bakken moved to approve Jenkins Jr/Sr High student handbook for 2021-2022. MC
- Director Bakken moved to approve Gess Elementary student handbook for 2021-2022. MC
- The Jenkins Jr/Sr High staff handbook for 2021-2022 will be presented for approval during the September 15, 2021 regular meeting.
- Director Bakken moved to approve Gess Elementary staff handbook for 2021-2022. MC
- The Board selected October 7 as the preferred date for risk management training provided by Clear Risk Solutions and selected 5:30 p.m. as the meeting start time.
- The Board decided against attending the WSSDA Annual Conference in November.
- Director Bakken moved to approve collective bargaining agreement with Classified Public Employees Association of Chewelah. MC

#### **BOARD REPORTS**

- Director Kyra Rolstad requested that student and staff groups who attend training continue to be invited to present at board meetings. She attended the recent car wash sponsored by the cheerleaders. She is excited to attend school events now that restrictions on attendance at school are lifted. She also congratulated the participants in the contract negotiations for their positive spirit, and she thanked Superintendent Perrins for his leadership.
- Director Bryan Tidwell spoke to the community saying that he is grateful for positive conversations and appreciates those who have brought concerns to the Board. He encouraged the community to offer public comments during board meetings and said that can lead to respectful discussions of district issues.
- Director Dan Krouse commended the staff and administration for the time and energy spent on creating the handbooks. He acknowledged the positivity of the handbooks and said he appreciates the hard work put into them.
- Director Theolene Bakken attended the open house earlier this evening. She said it was a positive event and students and staff were happy to be back. She is excited about the enrollment numbers and thankful for the spirit of cooperation exhibited during the bargaining agreement process.
- Chairperson Judy Bean expressed appreciation for the leadership everywhere in the district, saying that she sees it in teachers, parents, kids, the superintendent, and the Board. She feels the district is on a good track and ready to keep working to do great things for kids.

#### **FUTURE MEETING AGENDA TOPICS**

- Superintendent Perrins requested board member participation in upcoming committees and processes. Directors Bakken and Krouse will join the budget advisory committee. Chairperson Bean and Director Rolstad will participate in the strategic plan



creation process. Chairperson Bean and Director Bakken will also join in the curriculum review process.

- Superintendent Perrins presented an OSPI letter addressed to superintendents and school board directors that explained the OSPI process for districts who willfully fail to comply with Governor Inslee’s masking and vaccination mandates. He stated that the district will comply with the mandates.

With there being no other business, the meeting was adjourned at 8:23 PM. The next regular board meeting will be Wednesday, September 15, 2021, at 6:30 PM at the district office.

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Clerk

**CHEWELAH SCHOOL DISTRICT #36**  
**WORK SESSION MEETING**  
**210 North Park Street and Virtually via Zoom**  
**September 2, 2021**

Chairperson Judy Bean called the work session to order at 6:31 PM, September 2, 2021. Directors present were Kyra Rolstad, Bryan Tidwell, and Theolene Bakken. Dan Krouse was excused. Superintendent Perrins attended virtually via Zoom. Two audience members attended the meeting in person and one member attended virtually. Following the flag salute, the first item of business was:

Chairperson Bean requested that approval to hire Leslie Edwards as school nurse one year leave replacement and approval to purchase 80 laptops from GovConnections, Inc. for a total of \$31,160.96 be added to the agenda. Director Tidwell moved to modify the agenda to consider the approval to hire the school nurse and approve the purchase of the laptops from GovConnections. MC.

Director Bakken moved to approve the agenda as modified. MC.

Director Bakken moved to approve the hire of Leslie Edwards as a school nurse on a one year leave replacement. MC.

Director Tidwell moved to approve the purchase of the new laptops. MC.

The Board continued their discussion of a district vision statement. Director Rolstad moved to have the vision statement read, "The Chewelah School District envisions our youth elevating the lives and institutions in their communities for the sustainable growth and prosperity of their families and future generations." MC.

The Board discussed the actions and timelines associated with their goals for vision, accountability, policy, community leadership, and governance and team leadership.

Superintendent Perrins provided an update of the methods being implemented to improve two-way communication between the District and the community.

At Director Rolstad's request, Julie Price and Jennifer Watts reported on the school year start, including the contact tracing process.

At Chairperson Bean's request, Superintendent Perrins provided preliminary enrollment numbers.

With there being no other business, the meeting was adjourned at 7:18 PM. The next regular board meeting will be Wednesday, September 15, 2021 at 6:30 PM at the District Office.

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Chairperson

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Clerk



# Quartzite Learning

*Options, Opportunities, and Endless Possibilities*

## September 2021 Board Report

We are excited to welcome Keri Ecklund and Chenea Foster to our Quartzite Learning team. Keri will be serving our elementary students with Candy Kristovich. She has hit the ground running and is catching on quickly. Chenea is spending her mornings at Gess and afternoons at Quartzite. She has been joining student learning plan meetings and is working on setting up small groups to target skills based on IEP goals. We are looking forward to the growth we will see in our students with the addition of both of these valuable staff members.

As teachers have been meeting with students and families to set up student learning plans, we have also been completing our beginning of the year assessments with Star or AimsWeb Plus. These assessments are used to help make sure that we are selecting instructional materials at the appropriate levels for students as well as provide a beginning of the year benchmark so that we can watch the students scores grow over time.

Teachers are attending professional development this week and next on the Edgenuity MyPath Intervention program. This program will link to the students' Star assessment and create an individual learning pathway targeting the areas their assessment shows gaps in knowledge.

As we are getting to know our students and their needs, teachers are working on scheduling on-site classes for students across the grade levels. We have space available again this year for our junior high and high school students to come in and work on their classes. This provides an opportunity for them to be able to focus in a quiet space on their academics and

receive the teacher support and instruction that they need.

We have continued to enroll students this week and are working hard to make sure all students and families have the materials they need to be successful.

With the postponement of state testing last spring, October will be a busy month. We are working on developing our assessment schedule to ensure that all students have appropriate time to complete their fall smarter balanced assessments and comprehensive science assessment.

It has been a busy start to the year and we are excited to work with all of our new and returning students and families this year.

Gess Elementary Board Report  
September 9, 2021

Professional Development

Gess certificated staff participated in a *Getting Started Workshop* that included 12 hours of learning: 5 hours with a facilitator and 7 hours of independent study. To get the most out of the workshop, teachers completed some of the self-study components before both your Day 1 and Day 2 Zoom sessions. Teachers completed the remaining self-study components after Day 2.

To begin self-study work, teachers registered on the Bridges Educator Site (BES) with an individual username and password. Julie Sautter is our district contact and provided all the registration information to staff. All classroom teachers thought it was a valuable experience and this training would support lesson planning for their students.

Prior to the Science adoption in 2017, Chewelah School District sent a K-12 team to Washington State LASER STEM Education Leadership Institute. This training was co-led by Pacific Science Center and Pacific Northwest National Laboratory. As a team, we learned how to unpack science standards and create a K-12 scope and sequence which incorporated a project-based learning experiences for youth. Our team completed a district/school STEM Implementation Self-Assessment. This event built the foundation for our Science Adoptions K-12.

Two of our goals from this training; establish awareness of Field-STEM experiences and how they increase STEM literacy for all students, including those who do not pursue STEM-related careers and increase the participation of groups that are underrepresented in the sciences. Staff participated in multiple Field-STEM trainings and a team of K-12 teachers developed a Field Investigation scope and sequence of FieldSTEM experiences.

Mike Napean from Pacific Science Education Institute came back to Gess Elementary on August 26, 2021, to support a FieldSTEM & Alignment Workshop. Staff



engaged in an investigation into tree benefits and revisited the Pacific Education Institute Investigations Guide. Teachers spent time outdoors collecting data to record and analyze tree benefits. Staff dove deep into correlative questions they had and what might their students would have as well. Following the investigation and data analysis, staff moved quickly through alignment and leveraging diversity for innovation. After the 3.5 hour in-person training, teams were asked to complete two asynchronous investigation plan outlines (one descriptive investigation and one comparative outline by the end of September) on the digital version or on the paper versions passed out at the workshop. The outcome of the asynchronous work is two-fold:

1. Provide opportunity to explore two of the three types of investigative questions (descriptive & comparative) in the PEI Field Investigations Guide with the intent to innovate engagement and learning in the classroom.
2. Begin to develop a grade level FieldSTEM investigation based a current science unit implemented during the school year.

I see this as an opportunity to leverage engagement for each student at Gess Elementary. Staff are excited about this most important work.

### **Start of School**

Gess Elementary starts the school year, and continues throughout the year, with lessons specifically geared to being responsible, respectful, safe, and always doing your best. Specific lessons are taught in a small group setting using paraeducators, teaching staff and specialists. The beginning of the year addresses walking and being in the hallway; what to do if you are in the office; restroom procedures; and playground expectations.

An example of the playground lesson is as follows:

- Students were reminded to be responsible on the playgrounds by following directions, returning play equipment, and lining up quickly and quietly.

- Students always do their best by using words to solve problems, using the equipment appropriately and informing the adult in an orange vest if the student or anyone else gets hurt.
- Students are respectful by following the playground rules, sharing, and taking turns and including others at play.
- Students are reminded to be safe by playing safely, keeping hands and feet to self, and keeping objects to self.

What a great start to our school year.

**Jenkins JR./SR. High School**  
September 10, 2021  
Board Report

**I. Social/Emotional Focus**

Jenkins started the school year with an assembly and motivational guest speaker chosen by the student body leadership. Stu Cabe, from Ovation Company, challenged our students about four years ago to “Break Down the Walls”. He was such an inspiration to our students and staff that we had him return and present his message on improved school climate and student achievement strategies. The main message was on being a “Big Elephant” and making good choices.

Advisory this year for junior high is Wednesday – Thursday during the regularly scheduled homeroom time between first and second periods. The high school Advisory periods are also the same days; however, we are using first period as our homeroom. During homeroom, students can work on assignment completion, organization for their week, individual meetings with staff, assessment make up and other project-based learning opportunities.

Just a reminder, that during Advisory, on Tuesdays, students will be learning about graduation requirements, course offerings, and career exploration and will be working on their High School and Beyond planning. This is an effort to assist students in making informed decisions with parents and custodians about graduating on time and setting post-secondary goals.

Jenkins uses the My School Data online resource for our students to organize their High School and Beyond Plans. As per a board member request in 2019, I will be asking our ASB Board Representative to share her High School and Beyond Plans with the Board at a later meeting in the year. This will help inform the board members as to the requirements of the High School and Beyond Plan.

**II. Week #1 Student Quarantine Procedures**

In the first week of school two students tested positive for COVID-19 and office staff went through the process of quarantining students who were close contacts. The process was challenging, but our staff did an amazing job at contacting parents, respectfully removing students from classes and working with parents to coordinate access to instructional materials. Some of the close contact students have now tested negative and are returning to in-person school this week safely.

Canvas has assisted students and parents with digital access to instructional lessons and materials in a timely manner. Those families who do not have wireless access have had some challenges with the process, but we have been using our librarian and a paraprofessional to assist in bridging the gaps.

### **III. New Students at Jenkins**

We welcomed about 65 new students this year to Jenkins Jr/Sr High School, which is just super exciting to see. Having students start school in person was nice for the students and staff after the last two years. The school year, with all its requirements, still seems close to normal and students are beginning to feel more comfortable with going to school again.

We had our first parent night on Wednesday, September 8<sup>th</sup> for our junior high school. The agenda was long and varied. See attached agenda.



## Junior High Parent Night

### Agenda

Introductions and Welcome ----MR. Anderson

COVID Protocols

Absences – Call Renee

Food service- fill out the free and reduced lunch forms- free lunch this year

Counseling Department Update: Sue Fisk

- Schedule and how it works

- Best place to check grades

- Our mission

- High School and Beyond Plan

- Handouts

Athletics--- Mrs. Baker/ Mr. Anderson

- Family ID

- Sports seasons

Junior High Staff--- Program Highlights and Special Programs and Canvas

Science

- WSU Heath Career Exploration

English

Math

History

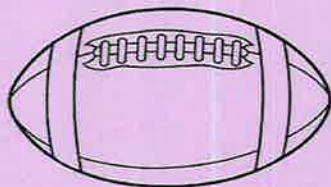
Electives

Other questions?

# JENKINS JR./SR. HIGH SCHOOL



HOME of the *COUGARS & RAIDERS*



## SEPTEMBER/OCTOBER EVENTS 2021 CALENDAR

September 8	Guest Speaker, Stu Cabe, Visits Jenkins
September 8	Parent Night for Junior High Parents
September 13	Parent Night for Freshman and Seniors
September 14	Leo's Photography Photos; Individual and Sports
September 20	Parent Night for Sophomores and Juniors
October 13	PSAT
October TBD	ASVAB Testing 1st week of October

**CHEWELAH SCHOOL DISTRICT NO. 36  
FINANCIAL REPORT  
2020/2021**

<b>Beginning Cash and Investment Balance:</b>	
240 Treasurer's Balance - September 1, 2020	\$556,662.67
450 Investment Balance - September 1, 2020	\$1,286,854.78
241 Warrants Outstanding - September 1, 2020	<u>(\$538,284.01)</u>
<b>TOTAL CASH AND INVESTMENT BALANCE - September 1, 2020</b>	<u><u>\$1,305,233.44</u></u>

**August 31, 2021**

**CASH RECEIPTS FOR THE MONTH:**

State Apportionment	\$927,016.28
District Deposits	\$9,630.99
Investments Earnings	\$97.52
Timber Excise Tax	\$13,645.67
Federal Forests	\$0.00
Federal In-Lieu-Of Taxes	\$0.00
Local Property Tax	\$8,241.92
Other:	<u>\$0.00</u>
<b>TOTAL RECEIPTS</b>	<b>\$958,632.38</b>

**EXPENDITURES FOR MONTH:**

Accounts Payable	\$203,405.60
Payroll	\$706,027.73
Transfer to Debt Service	\$0.00
Other: Canceled Warrants	(\$1,925.00)
Other: ACH Return	<u>\$0.00</u>
<b>TOTAL EXPENDITURES</b>	<b><u>\$907,508.33</u></b>
<b>MONTHLY INCREASE/(DECREASE)</b>	<b><u><u>\$51,124.05</u></u></b>

<b>Ending Cash and Investment Balance</b>	
240 Treasurer's Balance	\$444,355.61
450 Investment Balance	\$1,582,311.05
241 Warrants Outstanding	<u>(\$426,455.01)</u>
<b>CASH AND INVESTMENT BALANCE AS PER STEVENS COUNTY TREASURER'S</b>	<u><u>\$1,600,211.65</u></u>

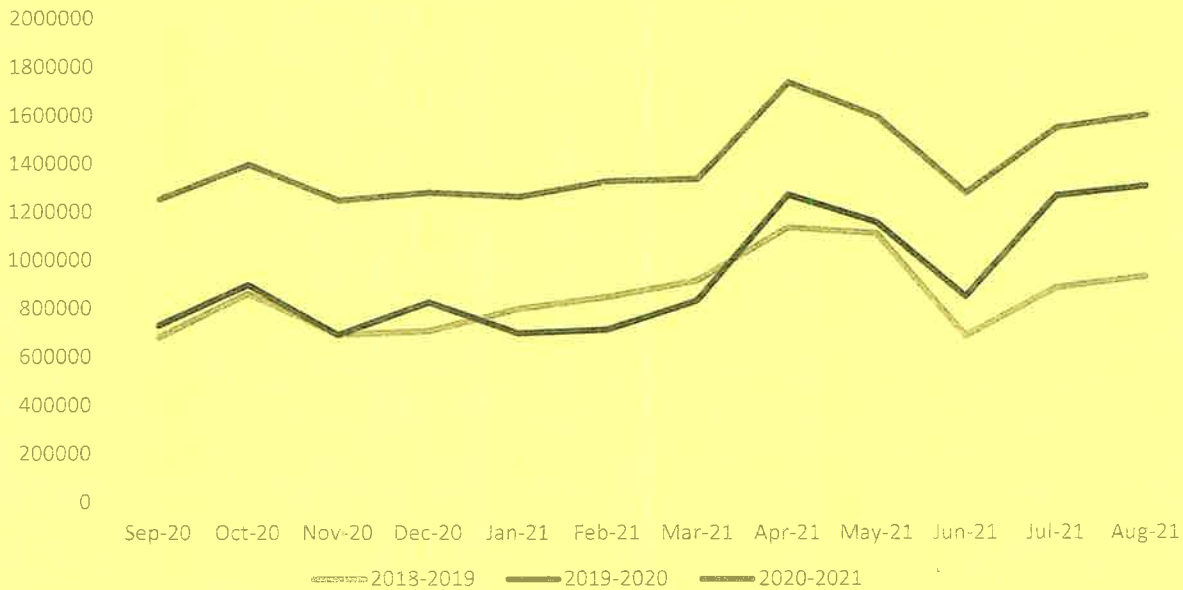
<b>CAPITAL PROJECTS FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$388,104.74</u>
<b>DEBT SERVICE FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$22,799.50</u>
<b>A.S.B. FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$65,640.84</u>
<b>TRANSPORTATION VEHICLE FUND CASH &amp; INVESTMENT BALANCE:</b>	<u><u>\$171,421.01</u></u>

**2020-2021 Financial Report**

**STEVENS COUNTY TREASURER'S ENDING BALANCE**

Sep-18	\$680,414.19	Sep-19	\$729,621.47	Sep-20	\$1,253,770.69
Oct-18	\$860,825.08	Oct-19	\$897,701.70	Oct-20	\$1,397,150.63
Nov-18	\$691,678.42	Nov-19	\$690,564.88	Nov-20	\$1,247,908.17
Dec-18	\$705,965.84	Dec-19	\$825,477.61	Dec-20	\$1,280,897.48
Jan-19	\$796,837.46	Jan-20	\$696,923.14	Jan-21	\$1,262,436.43
Feb-19	\$846,010.08	Feb-20	\$711,933.16	Feb-21	\$1,327,993.02
Mar-19	\$913,671.08	Mar-20	\$830,200.17	Mar-21	\$1,335,511.99
Apr-19	\$1,134,166.21	Apr-20	\$1,271,000.43	Apr-21	\$1,737,993.21
May-19	\$1,110,470.36	May-20	\$1,156,011.59	May-21	\$1,596,745.55
Jun-19	\$683,435.77	Jun-20	\$847,502.15	Jun-21	\$1,277,412.71
Jul-19	\$883,439.17	Jul-20	\$1,265,319.49	Jul-21	\$1,549,087.60
Aug-19	\$930,540.70	Aug-20	\$1,305,233.44	Aug-21	\$1,600,211.65

Treasurer's Ending Balance





**CHEWELAH SCHOOL DISTRICT #36  
FINANCIAL REPORT**

**MONTHLY REVENUES OVER OR (UNDER) EXPENDITURES FOR LAST THREE YEARS**

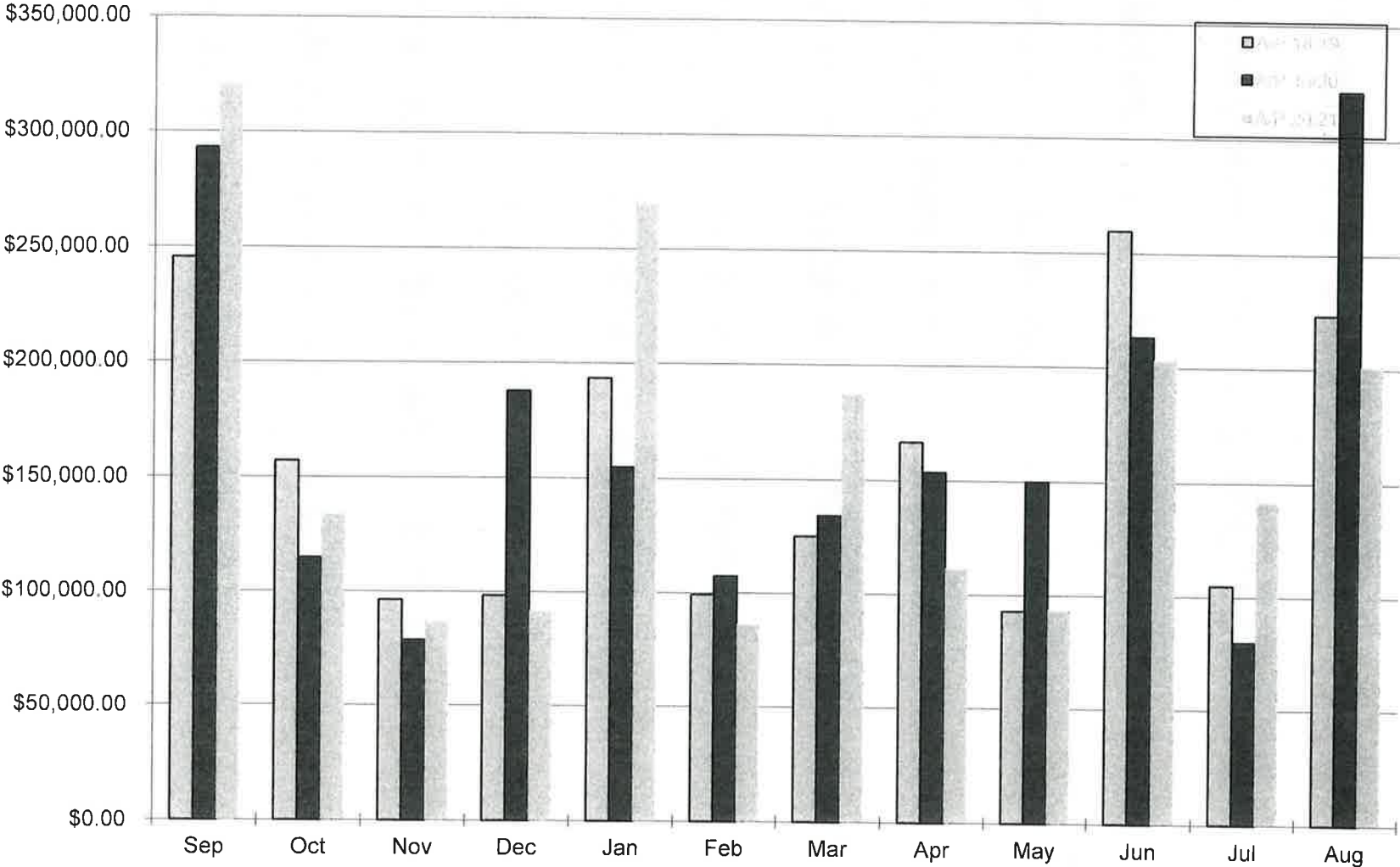
MONTH	2018-2019	2019-2020	2020-2021		
	MONTHLY +/-	MONTHLY +/-	REVENUES	EXPENDITURES	MONTHLY +/-
SEPTEMBER	\$ (192,335)	\$ (200,919)	\$863,901	\$915,364	(\$51,463)
OCTOBER	\$ 180,411	\$ 168,080	\$1,021,172	\$877,792	\$143,380
NOVEMBER	\$ (169,147)	\$ (207,137)	\$626,489	\$775,731	(\$149,242)
DECEMBER	\$ 14,287	\$ 134,913	\$824,581	\$791,592	\$32,989
JANUARY	\$ 90,872	\$ (128,554)	\$957,842	\$976,303	(\$18,461)
FEBRUARY	\$ 49,173	\$ 15,010	\$866,431	\$800,875	\$65,557
MARCH	\$ 67,661	\$ 118,267	\$915,291	\$907,772	\$7,519
APRIL	\$ 220,495	\$ 440,800	\$1,262,270	\$859,789	\$402,481
MAY	\$ (23,695)	\$ (114,989)	\$714,991	\$856,238	(\$141,248)
JUNE	\$ (427,034)	\$ (308,509)	\$678,485	\$997,818	(\$319,333)
JULY	\$ 200,003	\$ 417,817	\$1,196,184	\$924,509	\$271,675
AUGUST	\$ 47,102	\$ 39,914	\$958,632	\$907,508	\$51,124

**CHEWELAH SCHOOL DISTRICT #36  
FINANCIAL REPORT**

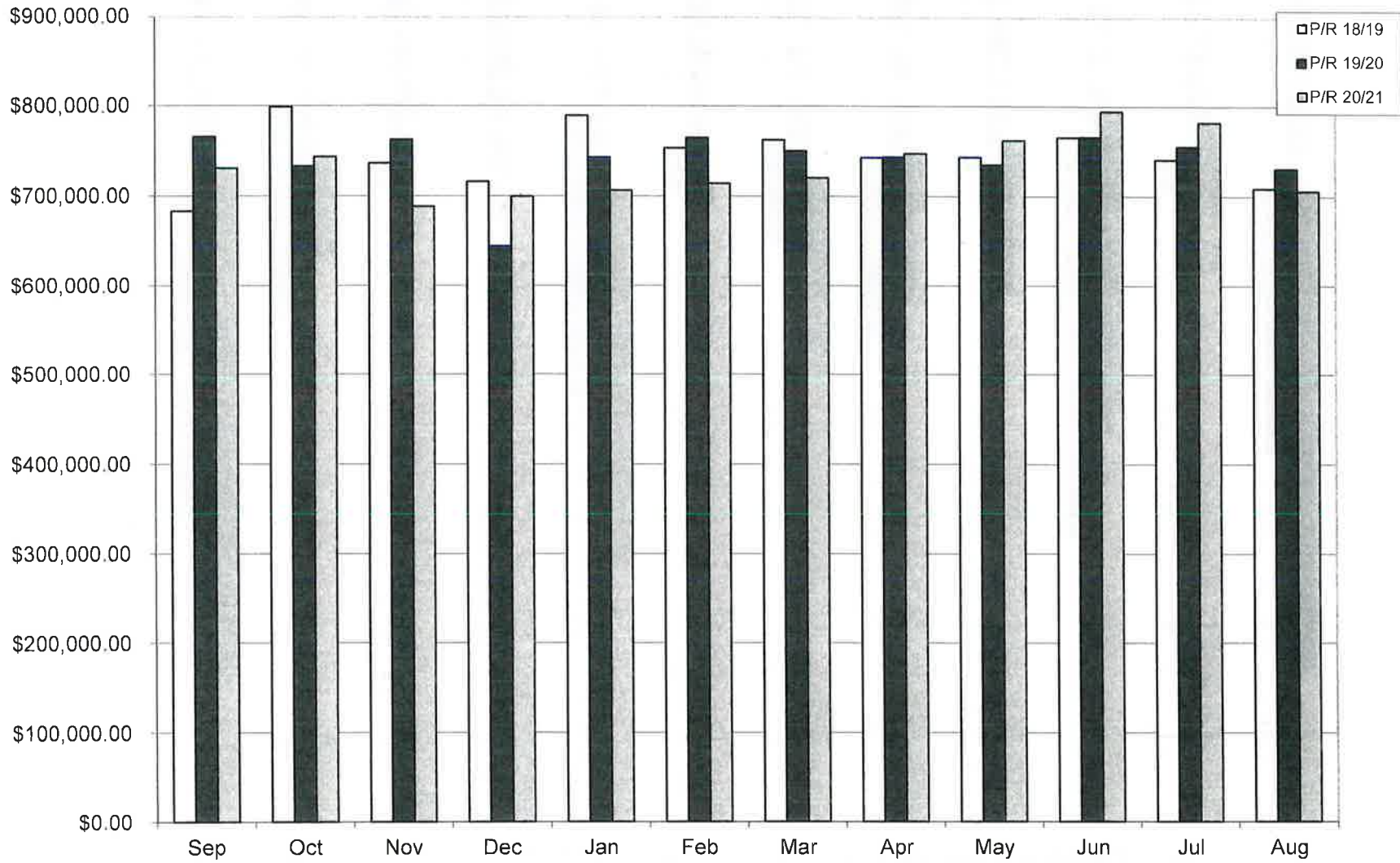
**MONTHLY ACCOUNTS PAYABLE AND PAYROLL AMOUNTS FOR THREE YEARS**

MONTH/YR	A/P 18/19	P/R 18/19	MONTH/YR	A/P 19/20	P/R 19/20	MONTH/YR	A/P 20/21	P/R 20/21
SEPT	\$245,513.49	\$683,075.78	SEPT	\$293,016.35	\$765,848.80	SEPT	\$320,943.66	\$730,841.26
OCT	\$156,987.80	\$798,777.74	OCT	\$114,812.95	\$732,874.54	OCT	\$134,196.81	\$743,594.95
NOV	\$96,363.06	\$736,380.75	NOV	\$78,601.39	\$762,509.47	NOV	\$87,306.10	\$688,425.04
DEC	\$98,432.20	\$715,981.04	DEC	\$187,560.31	\$644,412.71	DEC	\$91,955.56	\$699,636.54
JAN	\$193,374.15	\$789,184.43	JAN	\$154,814.32	\$742,961.22	JAN	\$269,975.96	\$706,445.88
FEB	\$99,311.85	\$753,617.85	FEB	\$107,557.53	\$764,946.65	FEB	\$86,537.03	\$714,337.74
MAR	\$125,292.34	\$762,456.45	MAR	\$134,285.19	\$750,446.00	MAR	\$187,475.59	\$720,296.39
APR	\$166,536.07	\$743,142.49	APR	\$153,673.34	\$743,588.27	APR	\$111,966.95	\$747,822.30
MAY	\$93,000.79	\$743,564.69	MAY	\$149,870.79	\$734,914.65	MAY	\$93,966.78	\$762,271.69
JUNE	\$259,767.25	\$765,652.08	JUNE	\$213,271.98	\$766,136.85	JUNE	\$203,455.20	\$794,362.90
JULY	\$104,966.63	\$740,888.00	JULY	\$79,853.83	\$755,548.19	JULY	\$142,173.44	\$782,335.75
AUG	\$223,413.08	\$708,928.75	AUG	\$320,943.66	\$730,841.26	AUG	\$201,480.60	\$706,027.73
<b>TOTAL</b>	<b>\$1,862,958.71</b>	<b>\$8,941,650.05</b>	<b>TOTAL</b>	<b>\$1,988,261.64</b>	<b>\$8,895,028.61</b>	<b>TOTAL</b>	<b>\$1,931,433.68</b>	<b>\$8,796,398.17</b>

**CHEWELAH SCHOOL DISTRICT NO. 36 - ACCOUNT PAYABLE EXPENDITURES**



### CHEWELAH SCHOOL DISTRICT NO.36 - PAYROLL EXPENDITURES

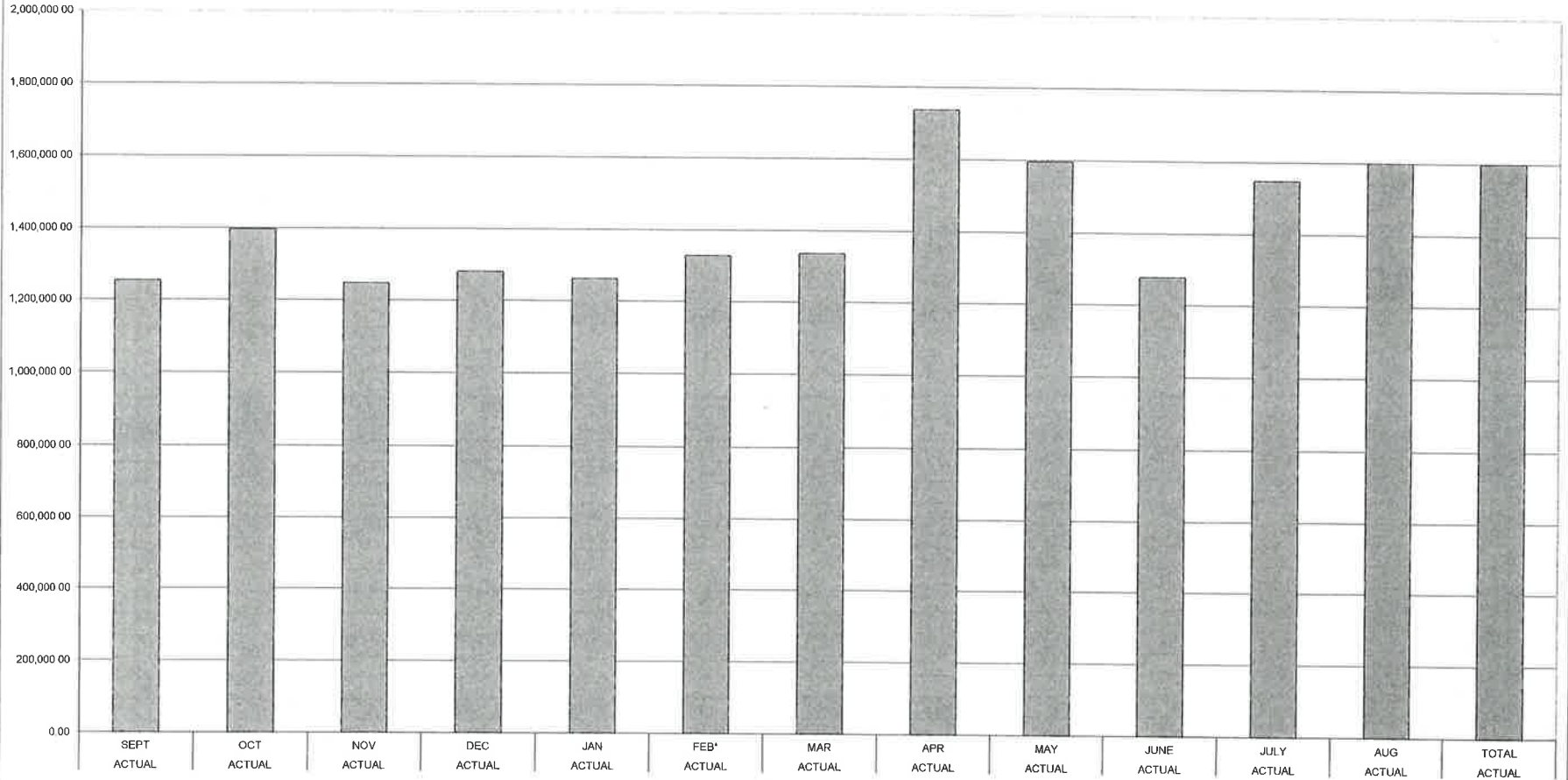




**CHEWELAH SCHOOL DISTRICT  
CASH FLOW 2020-2021**

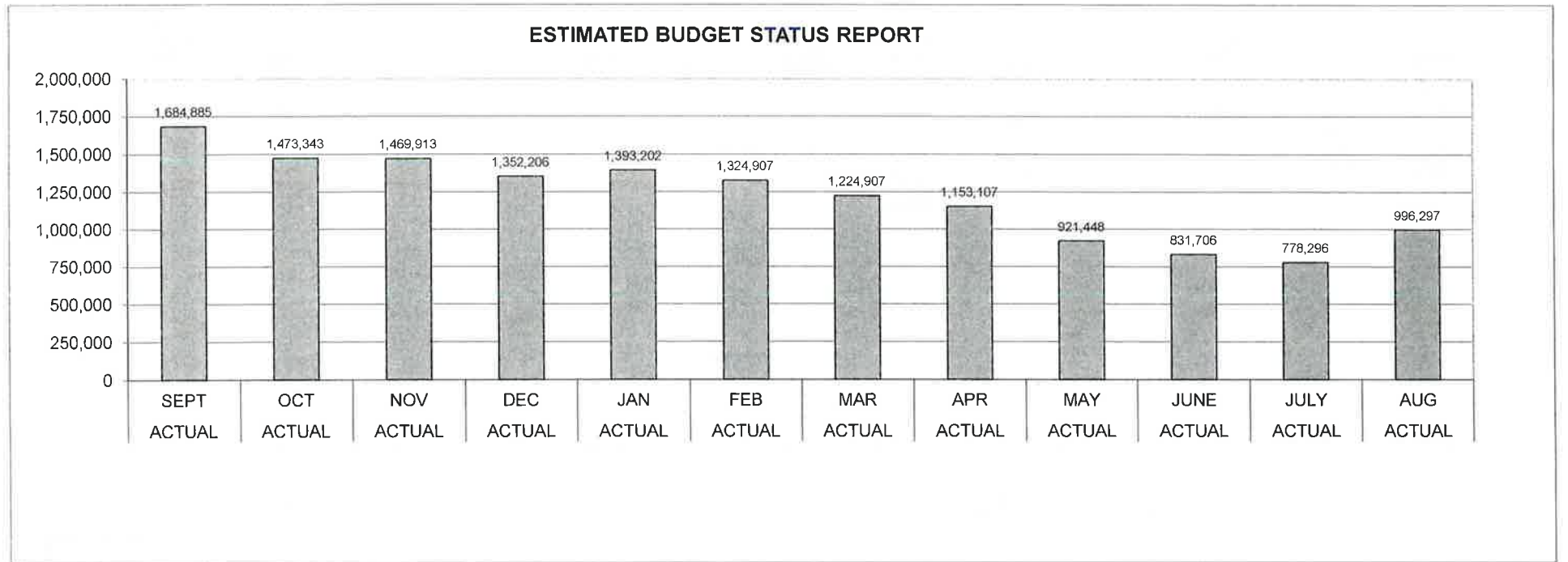
	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ACTUAL DEC	ACTUAL JAN	ACTUAL FEB*	ACTUAL MAR	ACTUAL APR	ACTUAL MAY	ACTUAL JUNE	ACTUAL JULY	ACTUAL AUG	ACTUAL TOTAL
BEGINNING FUND BALANCE	1,305,233.44	1,253,770.69	1,397,150.63	1,247,908.17	1,280,897.48	1,262,436.43	1,327,993.02	1,335,511.99	1,737,993.21	1,596,745.55	1,277,412.71	1,549,087.60	1,305,233.44
REVENUE													
APPORTIONMENT	9%	8%	5%	9%	8.5%	9%	9%	9%	5%	6%	12.5%	10%	100%
PROPERTY TAXES	788,322.07	770,657.62	567,406.30	815,571.93	937,753.13	845,079.84	742,382.42	870,925.20	645,815.91	651,192.14	1,180,915.23	927,016.28	9,743,038.07
LOCAL RECEIPTS	55,363.93	246,123.81	58,212.60	4,737.30	2,255.54	4,889.49	171,508.42	371,347.37	61,357.72	12,074.27	3,460.06	8,241.92	999,572.43
OTHER	19,960.88	4,188.32	534.64	4,120.65	17,699.71	2,694.67	1,284.16	2,534.33	7,720.69	15,129.52	11,629.29	9,630.99	97,127.85
EXPENDITURES	254.56	201.95	335.14	151.53	133.63	13,767.36	115.95	17,463.57	96.49	89.33	179.50	13,743.19	46,532.20
A/P	863,901.44	1,021,171.70	626,488.68	824,581.41	957,842.01	866,431.36	915,290.95	1,262,270.47	714,990.81	678,485.26	1,196,184.08	958,632.38	10,886,270.55
PR	140,479.27	134,196.81	87,306.10	91,955.56	269,975.96	86,537.03	187,475.59	111,966.95	93,266.78	203,455.20	142,173.44	201,480.60	1,750,969.29
TRANSFER	774,884.92	743,594.95	688,425.04	699,636.54	706,327.10	714,337.74	720,296.39	747,822.30	762,271.69	794,362.90	782,335.75	706,027.73	8,840,323.05
ENDING FUND BALANCE													0.00
	1,253,770.69	1,397,150.63	1,247,908.17	1,280,897.48	1,262,436.43	1,327,993.02	1,335,511.99	1,737,993.21	1,596,745.55	1,277,412.71	1,549,087.60	1,600,211.65	1,600,211.65

MONTHLY FUND BALANCE



*preliminary*

CHEWELAH SCHOOL DISTRICT												
BUDGET STATUS 2020-2021												
	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ACTUAL DEC	ACTUAL JAN	ACTUAL FEB	ACTUAL MAR	ACTUAL APR	ACTUAL MAY	ACTUAL JUNE	ACTUAL JULY	ACTUAL AUG
BUDGET	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451
YTD EXPENDITURES	1,070,262	1,925,471	2,727,509	3,517,734	4,489,284	5,297,534	6,206,968	7,066,990	7,924,731	8,883,881	9,806,539	10,586,496
ENCUMBRANCES	8,863,303	8,219,637	7,421,029	6,748,511	5,735,965	4,996,010	4,186,575	3,398,354	2,772,272	1,902,864	1,033,617	35,658
BUDGET STATUS	1,684,885	1,473,343	1,469,913	1,352,206	1,393,202	1,324,907	1,224,907	1,153,107	921,448	831,706	778,296	996,297
PERCENTAGE OF BUDGET REMIANING	15%	13%	13%	12%	12%	11%	11%	10%	8%	7%	7%	9%



*Preliminary*

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of August, 2021

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	979,058	21,887.59	1,026,863.77		47,805.77-	104.88
2000 LOCAL SUPPORT NONTAX	143,240	1,832.42	39,148.48		104,091.52	27.33
3000 STATE, GENERAL PURPOSE	6,977,708	670,578.35	6,570,369.37		407,338.63	94.16
4000 STATE, SPECIAL PURPOSE	2,047,574	179,074.69	1,810,198.53		237,375.47	88.41
5000 FEDERAL, GENERAL PURPOSE	22,792	.00	17,363.28		5,428.72	76.18
6000 FEDERAL, SPECIAL PURPOSE	1,103,875	84,932.64	1,281,895.95		178,020.95-	116.13
7000 REVENUES FR OTH SCH DIST	29,500	.00	27,440.67		2,059.33	93.02
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	.00		.00	0.00
9000 OTHER FINANCING SOURCES	29,200	.00	.00		29,200.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>11,332,947</u>	<u>958,305.69</u>	<u>10,773,280.05</u>		<u>559,666.95</u>	<u>95.06</u>
<u>B. EXPENDITURES</u>						
00 Regular Instruction	5,962,544	412,109.07	5,457,477.56	24,026.05	481,040.39	91.93
10 Federal Stimulus	0	4,233.89	269,180.62	8,059.24	277,239.86-	0.00
20 Special Ed Instruction	1,370,548	93,667.06	1,263,596.43	454.42	106,497.15	92.23
30 Voc. Ed Instruction	436,170	30,818.18	419,371.10	0.00	16,798.90	96.15
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,053,361	65,582.79	955,815.18	0.00	97,545.82	90.74
70 Other Instructional Pgms	22,209	1,912.71	35,613.97	0.00	13,404.97-	160.36
80 Community Services	14,000	.00	3,426.77	0.00	10,573.23	24.48
90 Support Services	2,759,619	171,633.14	2,182,013.98	3,118.69	574,486.33	79.18
<u>Total EXPENDITURES</u>	<u>11,618,451</u>	<u>779,956.84</u>	<u>10,586,495.61</u>	<u>35,658.40</u>	<u>996,296.99</u>	<u>91.42</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 OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	<u>285,504-</u>	<u>178,348.85</u>	<u>186,784.44</u>		<u>472,288.44</u>	<u>165.42-</u>
<u>F. TOTAL BEGINNING FUND BALANCE</u>	<u>865,000</u>		<u>1,588,183.32</u>			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	<u>XXXXXXXXXX</u>		<u>.00</u>			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	<u>579,496</u>		<u>1,774,967.76</u>			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	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 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	45,000	.00
G/L 872 Committd to Econmc Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	534,496	1,774,967.76
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	579,496	1,774,967.76

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of August, 2021

A. REVENUES/OTHER FIN. SOURCES	ANNUAL	ACTUAL	ACTUAL	ENCUMBRANCES	BALANCE	PERCENT
	BUDGET	FOR MONTH	FOR YEAR			
1000 Local Taxes	382,542	13,652.96	400,281.48		17,739.48-	104.64
2000 Local Support Nontax	2,500	24.56	308.19		2,191.81	12.33
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	8,750	.00	5,488.40		3,261.60	62.72
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	12,000	.00	.00		12,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	405,792	13,677.52	406,078.07		286.07-	100.07
<u>B. EXPENDITURES</u>						
10 Sites	0	.00	.00	0.00	.00	0.00
20 Buildings	0	.00	.00	0.00	.00	0.00
30 Equipment	466,592	.01	120,006.37	0.00	346,585.63	25.72
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	3,500.00	3,500.00	0.00	3,500.00-	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>	466,592	3,500.01	123,506.37	0.00	343,085.63	26.47
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	29,200	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	90,000-	10,177.51	282,571.70		372,571.70	413.97-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	90,000		105,533.04			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	0		388,104.74			



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	.00
G/L 862 Committed from Levy Proceeds	2,761-	372,905.43
G/L 863 Restricted from State Proceeds	0	.00
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	2,761	15,199.31
G/L 890 Unassigned Fund Balance	0	.00

TOTAL

0

388,104.74

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of August, 2021

A. REVENUES/OTHER FIN. SOURCES	ANNUAL	ACTUAL	ACTUAL	ENCUMBRANCES	BALANCE	PERCENT
	BUDGET	FOR MONTH	FOR YEAR			
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	250	1.45	33.16		216.84	13.26
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>	250	1.45	33.16		216.84	13.26
<b>B. EXPENDITURES</b>						
Matured Bond Expenditures	0	.00	.00	0.00	.00	0.00
Interest On Bonds	0	.00	.00	0.00	.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	.00	.00	0.00	.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>	0	.00	.00	0.00	.00	0.00
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	12,000	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> <u>OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	11,750-	1.45	33.16		11,783.16	100.28-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	12,000		22,766.34			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	250		22,799.50			
<b>I. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	250		22,799.50			
G/L 835 Restricted 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>	250		22,799.50			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of August, 2021

	<u>ANNUAL</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
<u>A. REVENUES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>			
1000 General Student Body	65,000	17.09-	9,653.10		55,346.90	14.85
2000 Athletics	134,000	4,300.00	13,384.00		120,616.00	9.99
3000 Classes	11,500	.00	.00		11,500.00	0.00
4000 Clubs	44,100	846.81	11,906.57		32,193.43	27.00
6000 Private Moneys	10,500	470.00	9,673.00		827.00	92.12
<u>Total REVENUES</u>	265,100	5,599.72	44,616.67		220,483.33	16.83
<u>B. EXPENDITURES</u>						
1000 General Student Body	52,750	1,634.55	11,403.00	0.00	41,347.00	21.62
2000 Athletics	114,000	.00	17,023.94	0.00	96,976.06	14.93
3000 Classes	11,500	.00	114.74	0.00	11,385.26	1.00
4000 Clubs	42,650	.00	9,954.10	0.00	32,695.90	23.34
6000 Private Moneys	10,500	.00	9,851.17	0.00	648.83	93.82
<u>Total EXPENDITURES</u>	231,400	1,634.55	48,346.95	0.00	183,053.05	20.89
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	33,700	3,965.17	3,730.28-		37,430.28-	111.07-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	90,000		82,586.12			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	123,700		78,855.84			
<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	123,700		78,855.84			
G/L 840 Nonspnd 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>	123,700		78,855.84			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)For the CHEWELAH SCHOOL DISTRICT School District for the Month of August, 2021

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	1,500	3.21	107.91		1,392.09	7.19
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	110,000	125,080.38	125,080.38		15,080.38-	113.71
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	4,750.00		4,750.00-	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	111,500	125,083.59	129,938.29		18,438.29-	116.54
<u>B. 9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
<u>C. Total REV./OTHER FIN. SOURCES</u>	111,500	125,083.59	129,938.29		18,438.29-	116.54
<u>D. EXPENDITURES</u>						
Type 30 Equipment	265,000	.00	113,817.48	0.00	151,182.52	42.95
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>	265,000	.00	113,817.48	0.00	151,182.52	42.95
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>F. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	153,500-	125,083.59	16,120.81		169,620.81	110.50-
<u>H. TOTAL BEGINNING FUND BALANCE</u>	153,500		155,300.20			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	0		171,421.01			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	0		171,421.01			
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>	0		171,421.01			

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



**Chewelah School District  
Fund Balance Projection (Apportionment Based-Actual Expenditures)**

ENROLLMENT REVENUE	SY 2020-21	APPORTIONMENT													
		Original Budget	APPORTIONMENT	September	October	November	December	January	February	March	April	May	June	July	August
		758	697	678.29	704.06	706.24	701.24	700.94	710.74	703.6	705.88	700.88	700.54	0	0
		Original Budget	APPORTIONMENT	September 9.5%	October 8.5%	November 5.2%	December 9.5%	January 8.5%	February 9.5%	March 9.5%	April 9.5%	May 5.0%	June 6%	July 12.5%	August 10%
Annual Amt.	Current	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual		
3100 Regular Apportionment		6,423,161.00	6,032,177.86	507,035.24	479,739.78	290,227.95	522,410.30	583,278.87	545,599.27	540,827.36	544,673.88	302,209.40	358,935.79	754,022.23	603,217.79
3100-06 College in the High School		-	21,840.00	0.00	0.00	0.00	0.00	0.00	13,975.00	0.00	0.00	0.00	0.00	7,865.00	0.00
3121 Apport Spec Ed		206,450.00	204,223.02	17,794.26	16,908.27	10,206.62	18,371.93	14,501.61	18,393.32	18,558.48	19,414.19	11,230.98	12,893.18	25,527.88	20,422.30
3300 LEA (Sept through Dec)		88,526.23	88,526.23	0.00	28,462.33	53,753.13	6,320.77	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3300 LEA (Jan through Aug)		234,775.20	198,806.69	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3300-01 LEA Hold Harmless		24,795.57	24,795.57	0.00	7,969.30	15,055.87	1,770.40	0.00	0.00	0.00	82,842.75	63,498.85	5,526.83	0.00	46,938.26
4121 Special Ed		959,017.00	864,947.43	75,604.71	71,850.71	43,369.24	78,064.63	72,123.72	78,522.85	78,069.80	78,436.57	43,178.66	51,113.37	108,118.43	86,494.74
4155 Learning Assist		360,978.00	361,114.14	32,500.27	28,889.13	18,055.71	32,500.27	30,694.71	32,500.27	32,500.27	32,500.27	18,055.71	21,666.85	45,139.27	36,111.41
4158-01 Academic Acceleration		-	12,473.16	0.00	0.00	244.24	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4158-04 Grant		125,856.00	89,362.31	0.00	0.00	9,217.25	7,252.67	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4174 Highly Capable		21,242.00	19,682.97	0.00	3,263.28	959.79	1,727.62	1,824.08	1,818.72	1,780.24	1,780.24	7,222.50	4,293.79	44,936.43	291.04
4198-05 State Summer Food		-	5,004.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,460.37	1,968.30
4199 Transportation		547,581.00	457,395.21	49,282.25	43,806.45	27,379.03	49,282.26	46,544.35	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6124 Fed Special ED-24		182,143.00	182,143.00	0.00	16,312.86	15,831.18	16,051.72	13,089.64	14,339.59	13,839.38	12,516.24	105,384.41	20,821.16	65,719.94	34,701.92
6138 Fed Vocational-38		14,500.00	13,307.00	0.00	0.00	0.00	2,535.63	0.00	0.00	0.00	0.00	0.00	0.00	14,359.33	13,910.38
6151 Fed Title I-51		374,837.00	396,879.00	0.00	57,940.43	32,982.31	41,347.71	23,314.33	841.20	2,395.16	480.44	1,046.98	461.53	2,320.42	0.00
6152 Fed Title II -52		127,395.00	147,255.25	0.00	0.00	0.00	14,469.56	6,278.13	31,012.33	25,050.08	29,602.69	29,329.79	29,734.21	32,515.34	32,059.92
6176 Targeted Assistance ESSER I		150,000.00	134,622.79	0.00	0.00	19,259.53	3,915.63	20,503.89	78,078.80	1,442.87	11,422.07	18,550.71	3,327.26	3,960.98	0.00
6176 K12 Internet Access		-	9,536.00	0.00	0.00	0.00	797.57	0.00	1,109.67	329.43	312.09	728.22	0.00	381.44	381.45
6176 ESSER II		182,635.58	182,635.58	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6111 CARES Phase 2 Relief Funds GEER		104,932.70	104,932.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,692.34	82,930.23	56,627.55	35,385.46	0.00
6189 Other Community Services		235,000.00	235,000.00	0.00	14,615.08	30,864.45	18,753.26	17,985.85	25,881.86	25,358.53	27,718.35	23,942.18	28,236.09	16,960.62	3,195.43
6189 Carryover Grants		(75,000.00)	(75,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Apportionment Totals-</b>	<b>Balance to Apportionment report</b>	<b>10,082,257.00</b>	<b>9,711,660.06</b>	<b>682,216.73</b>	<b>769,747.62</b>	<b>567,406.30</b>	<b>815,571.93</b>	<b>937,753.13</b>	<b>845,079.84</b>	<b>742,382.42</b>	<b>870,925.20</b>	<b>645,815.91</b>	<b>651,192.14</b>	<b>1,180,915.23</b>	<b>927,307.32</b>
1100 Taxes collected	Line 020 F-197	948,639	980,000	55,363.93	246,123.81	58,212.60	4,737.30	2,255.54	4,889.49	171,508.42	371,347.37	61,357.72	12,074.27	3,460.06	8,241.92
1500 Timber Excise	Line 035 F-197	30,419	30,419	0.00	0.00	0.00	0.00	0.00	13,645.67	0.00	0.00	0.00	0.00	0.00	13,645.67
2300 Interest	Line 002 F-197	15,000	2,500	254.56	201.95	335.14	151.53	133.63	121.69	115.95	100.29	96.49	89.33	179.50	97.52
2000 Local Deposits	Line 001 F-197	128,240	30,000	18,896.82	3,004.00	-1,042.34	1,850.00	664.60	550.00	1,289.25	449.75	446.95	1,756.36	7,670.61	1,734.90
5500 Federal Forests		22,792	22,792	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6321 Medicaid		20,000	10,000	502.52	-502.52	224.40	0.00	1,028.60	1,761.80	0.00	17,363.28	0.00	0.00	0.00	0.00
6998 Commodities		25,000	25,000	0.00	0.00	0.00	0.00	0.00	1,412.60	0.00	0.00	1,071.80	0.00	0.00	0.00
7000 Other SD		29,500	28,000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9000 Transfers		29,200	-	0.00	0.00	0.00	2,290.84	12,516.33	0.00	0.00	0.00	0.00	0.00	12,633.50	0.00
Other deposits:	Federal, State, Non SPI FEMA	-	9,957	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Cancelled warrants	Adjustments	-	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4100 & 4300 Grant Revenue	IP Pilot, Best, School Nurse Corps	1,900	18,000	0.00	0.00	0.00	0.00	0.00	3,717.99	0.00	0.00	1,239.30	0.00	0.00	0.00
<b>Total Revenues</b>	<b>Balance to Budget Status Report</b>	<b>11,332,947</b>	<b>10,868,328</b>	<b>757,234.56</b>	<b>1,018,574.86</b>	<b>625,136.10</b>	<b>824,601.60</b>	<b>958,069.72</b>	<b>866,048.49</b>	<b>915,296.04</b>	<b>1,261,598.49</b>	<b>714,027.40</b>	<b>678,245.60</b>	<b>1,196,141.50</b>	<b>958,305.69</b>
<b>Expenditures</b>															
		Annual Amt.	Current Estimate	September	October	November	December	January	February	March	April	May	June	July	August
			ACTUALS ANNUALIZ	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Payroll - Certificated	Object 2	4,485,575	4,314,983	391,691.93	353,201.58	342,950.32	338,942.34	338,597.21	354,116.73	347,002.39	345,461.27	352,410.14	396,431.66	400,673.96	351,307.01
Payroll - Classified	Object 3	2,133,826	1,869,890	139,757.31	150,975.22	152,876.35	144,309.76	141,920.22	150,958.01	160,982.48	181,929.32	185,461.16	171,476.34	155,930.98	144,349.67
Benefits	Object 4	2,900,960	2,638,678	219,360.57	225,240.49	218,642.87	217,234.47	221,004.79	216,897.90	214,334.30	220,417.05	226,477.43	227,257.94	223,757.15	210,136.71
Substitute & Timesheet Estimate			30,000												
Approved Employee Change Estimate			-												
Cashout Estimate			45,000												
Coaching/Extracurricular Estimate			-												
Accounts Payable Additional Estimates			(100,000)												
Accounts Payable	Objects 5 through 9	2,098,081	2,016,604	311,951.20	133,292.49	87,568.80	89,738.62	270,027.17	86,277.41	187,115.50	112,213.53	93,393.04	163,983.47	142,295.90	74,163.45
Other cash decreases	per county		-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Expenditures</b>	<b>Balance to Budget Status Report</b>	<b>11,618,442</b>	<b>10,815,155</b>	<b>1,062,761.01</b>	<b>862,709.78</b>	<b>802,038.34</b>	<b>790,225.19</b>	<b>971,549.39</b>	<b>808,250.05</b>	<b>909,434.67</b>	<b>860,021.17</b>	<b>857,741.77</b>	<b>959,149.41</b>	<b>922,657.99</b>	<b>779,956.84</b>
<b>Beginning Fund Balance</b>															
		1,588,183	1,588,183	1,588,183.32	1,282,656.87	1,438,521.95	1,261,619.71	1,295,996.12	1,282,516.45	1,340,314.89	1,346,176.26	1,747,753.58	1,604,039.21	1,323,135.40	1,596,619
Plus Revenue		11,332,947	10,868,328	757,235	1,018,575	625,136	824,602	958,070	866,048	915,296	1,261,598	714,027	678,246	1,196,142	958,306
Minus Expenditures		(11,618,442)	(10,815,155)	(1,062,761)	(862,710)	(802,038)	(790,225)	(971,549)	(808,250)	(909,435)	(860,021)	(857,742)	(959,149)	(922,658)	(779,957)
Transfers or Plus or Minus	Redirection of Apportionment Adjustments	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Ending/Projected Fund Balance</b>	<b>Balance to Budget Status Report</b>	<b>1,302,688</b>	<b>1,641,356</b>	<b>1,282,657</b>	<b>1,438,522</b>	<b>1,261,620</b>	<b>1,295,996</b>	<b>1,282,516</b>	<b>1,340,315</b>	<b>1,346,176</b>	<b>1,747,754</b>	<b>1,604,039</b>	<b>1,323,135</b>	<b>1,596,619</b>	<b>1,774,968</b>

Before you begin entering your monthly data, remove all the coding in the column and hard code your values. Leaving a code in place would result in the code recalculating each time you Current column number changes.

<b>Estimated Ending Fund Balance</b>	
<b>as of 8-31-2021</b>	
<b>Estimate</b>	<b>Percent</b>
\$ 1,774,967.76	15.28%

<b>Ending Treasurer's Balance</b>	
<b>as of 8-31-2021</b>	
<b>Actual</b>	<b>Percent</b>
\$ 1,600,211.65	13.77%

<b>As a percentage of budgeted expenditures</b>	
Budgeted Expenditures	\$ 11,618,442

FTE	Budget													
CQUNT	2020-2021	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Average		
K	50	49.00										49.00		
1	46	34.00										34.00		
2	43	48.00										48.00		
3	60	64.00										64.00		
4	38	37.00										37.00		
5	57	59.00										59.00		
6	55	55.00										55.00		
7	48	47.00										47.00		
8	53	56.02										56.02		
9	71	77.00										77.00		
10	65	67.51										67.51		
11	68	57.42										57.42		
12	53	59.93										59.93		
<b>TOTAL FTE</b>	<b>707</b>	<b>710.88</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>710.88</b>	<b>FTE</b>	
GESS	282	300.00										300.00		
JHS JR/SR	275	292.24										292.24		
QUARTZITE	150	118.64										118.64		
	<b>707</b>	<b>710.88</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>710.88</b>	<b>3.88</b>	
<b>PLUS OR MINUS</b>														
<b>FTE BUDGET</b>		3.88	-707	-707	-707	-707	-707	-707	-707	-707	-707	3.88		
<b>STUDENT</b>	<b>Budget</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Average</b>		
COUNT	K	50	51									51.00		
1	46	34										34.00		
2	43	48										48.00		
3	60	64										64.00		
4	38	37										37.00		
5	57	59										59.00		
6	55	55										55.00		
7	48	47										47.00		
8	53	57										57.00		
9	71	77										77.00		
10	65	68										68.00		
11	68	68										68.00		
12	53	70										70.00		
<b>TOTAL Head Cou</b>	<b>707</b>	<b>735</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>735.00</b>	<b>COUNT</b>	
K-6	349	348	0	0	0	0	0	0	0	0	0	34.80		
7-12	358	387	0	0	0	0	0	0	0	0	0	38.70		
<b>TOTAL Head Cou</b>	<b>707</b>	<b>735</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>73.50</b>		
<b>RUNNING START</b>			<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Average</b>		
Total Students HC	22											#DIV/0!		
Running Start Only												#DIV/0!		
NonVoc	22											#DIV/0!		
Voc	1											#DIV/0!		
Total FTE	23	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	#DIV/0!		
<b>SPECIAL SERVICES</b>		<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Average</b>		
SPED 3-5	7	4										4.00		
SPED Tier I >80%	77	88										88.00		
SPED Tier II <80%	42	45										45.00		
Total SPED FTE	126	137	0	0	0	0	0	0	0	0	0	13.70		
+or- STUD/MO		11	-137	0	0	0	0	0	0	0	0	-12.60		
+or- BUDGET		11	-126	-126	-126	-126	-126	-126	-126	-126	-126	-112.30		
<b>VOCATIONAL</b>		<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Average</b>		
FTE	37	62.22										62.22		
7TH & 8TH	14	10.2										10.20		
+or- BUDGET		21.42	-51	-51	-51	-51	-51	-51	-51	-51	-51	-43.76		
BILINGUAL	0	1										1.00		
BILINGUAL EXITED		0	0	0	0	0	0	0	0	0	0	0		
<b>OPEN DOORS</b>		<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Average</b>		
Headcount	10	11										11.00		
FTE	10	11										11.00		
<b>FTE Grand Ttl</b>	<b>740.00</b>	<b>721.88</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>72.19</b>	<b>-667.81</b>	

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

As of September 15, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$47,755.58. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 120188 through 120224, totaling \$47,755.58

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
120188	A-L COMPRESSED GASES INC	08/31/2021	2084313	HELMETS, COLLET, NOZZLE, WHEEL, BRUSH-VOC SUPPLIES	1300007492	515.40	518.63
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		196.72	
10 E 530 3800 32 5650 4300 0000 0000 0				General Fund/EXPENDITURES/PERKINS		318.68	
			2084463	HELMETS, COLLET, NOZZLE, WHEEL, BRUSH-VOC SUPPLIES	1300007492	3.23	
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		3.23	
120189	AMAZON	08/31/2021	DO-072721	Magnetic label cards for Jason Perrins	1000010182	61.29	6,237.86
10 E 530 9700 12 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		61.29	
			JJSHS-072721	2 WHITEBOARDS-PAID FOR 1 BECAUSE 1 DAMAGED	1300007488	433.90	
10 E 530 0100 27 5610 4300 3200 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		433.90	
			JP-071321	JHS Faucet batteries	2300006309	215.20	
10 E 530 9700 64 5610 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		215.20	
			MAINT-072321	Gess Drain pressure hose	2300006315	150.62	
10 E 530 9700 64 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		150.62	
			TECH-072221	Monitors, power	2600001530	5,376.85	



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0200 32 5650 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED	cubes, printers, speakers and cable raceways.		5,376.85	
120190	APPLE INC	08/31/2021	AF27780486	IPads - Title IV per Julie	1100007615	4,730.10	4,730.10
10 E 530 5288 32 5650 1100 0000 0000 0			General Fund/EXPENDITURES/TITLE IV			4,730.10	
120191	BERGMAN, AIMEE N	08/31/2021	081321	REIMBURSE CLOCK HOURS FOR NATIONAL BOARD COHORT 4 & 1	0	250.00	250.00
10 E 530 0100 31 7330 1100 1550 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			250.00	
120192	BICE, DENNIS	08/31/2021	002	Gess Tree removal	2300006318	2,000.00	2,000.00
10 E 530 9700 64 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			2,000.00	
120193	BOOKSHARK LLC	08/31/2021	31143608	33-5640 Science 1 Megan Watts Lan. Arts Instructor 73.24 Ryder China Kit 27.99 Ryder Time line Fig. F 8.00 History Inst. F 115.98 Level F all subject Dmitry 843.00 Health and Human 10-13 Dmitry 137.55 Science F 189.84 Ryder Science A 207.17 Pardini Science consumables 15.99 Pardini Science Experiment pack 12.99 Pardini Science stickers 3.99 Pardini Discover and do Supplies kit 74.99 Boles Science D Inst. 54.99 Boles Wordly Wise 14.35 Wordly wise 3000 Book 3 21.25 Level A All	1400007606	193.91	268.90



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				subject 772.99 Jackson Hughes Time line figures 1 8.00 What makes you ill 4.99 Science B Inst. 51.99 Ava Science B Experiment book Ava 24.99 Discover and do B kit 74.99 Ava Hands on word History 1 59.99 Ava Level C All subject 821.00 Adaline Level C Reading with History Jameson 581.99			
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		193.91	
			31148716	33-5640 Science 1 Megan Watts Lan. Arts Instructor 73.24 Ryder China Kit 27.99 Ryder Time line Fig. F 8.00 History Inst. F 115.98 Level F all subject Dmitry 843.00 Health and Human 10-13 Dmitry 137.55 Science F 189.84 Ryder Science A 207.17 Pardini Science consumables 15.99 Pardini Science Experiment pack 12.99 Pardini Science stickers 3.99 Pardini Discover and do Supplies kit 74.99 Boles Science D Inst. 54.99 Boles Wordly Wise 14.35	1400007606	74.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount	
				Wordly wise 3000 Book 3 21.25 Level A All subject 772.99 Jackson Hughes Time line figures 1 8.00 What makes you ill 4.99 Science B Inst. 51.99 Ava Science B Experiment book Ava 24.99 Discover and do B kit 74.99 Ava Hands on word History 1 59.99 Ava Level C All subject 821.00 Adaline Level C Reading with History Jameson 581.99				
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		74.99		
120194	CANON FINANCIAL SERVICES	08/31/2021	27201163	Copier Lease Contract 05214/3091	1000010021	713.48	772.22	
10 E 530 0100 23 7442 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		296.24		
10 E 530 0100 23 7442 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		266.88		
10 E 530 0200 23 7442 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		41.92		
10 E 530 9700 13 7442 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		108.44		
			27201164	Copier Lease Contract 05214/3091	1000010021	58.74		
10 E 530 0200 23 7442 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		58.74		
120195	CENTURYLINK	08/31/2021	081521	PHONE CHARGES ACCT #300738678	1000010023	403.59	403.59	
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		403.59		
120196	CENTURYLINK	08/31/2021	238808814	PHONE SERVICE ACCT #84728321	1000010022	58.91	58.91	
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		58.91		
120197	CHEWELAH AUTO PARTS	08/31/2021	082521	TRANSPORTATION SUPPLIES ACCT #68	1000010025	157.50	157.50	
10 E 530 9700 62 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		157.50		
120198	CHEWELAH SCHOOL DISTRICT #36 I	08/31/2021	083121	REPLENISH IMPREST	0	298.90	298.90	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				ACCOUNT			
10 E 530 9700 12 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		295.90	
10 E 530 9700 13 7810 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		3.00	
120199	CHEWELAH SCHOOL DISTRICT #36	08/31/2021	083121	REPLENISH IMPREST	0	3.00	3.00
				ACCOUNT			
10 E 530 9700 13 7810 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		3.00	
120200	COLVILLE TIRE	08/31/2021	1-GS47821	TIRES FOR BUSES	2200002100	4,132.22	8,014.18
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		4,132.22	
				1-GS47822	TIRES FOR BUSES	2200002100	3,881.96
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		3,881.96	
120201	CONSOLIDATED ELECTRICAL DISTRI	08/31/2021	8190-1026295	90 EA - 21781 32W 4 FT OCTRON	1300007490	232.42	232.42
10 E 530 9700 63 5610 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		232.42	
120202	CRYSTAL SPRINGS	08/31/2021	15901662 081421	WATER AND COOLER RENTAL	1400007414	24.73	89.74
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		24.73	
				15902043 081421	WATER AND COOLER RENTAL	1000010026	65.01
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		65.01	
120203	DYNAVOK SYSTEMS, LLC	08/31/2021	INV00289261	IPP grant- Tobi Dynavox boardmaker online prof subscription-FOR SARAH GREGORY	2100006140	214.13	642.39
10 E 530 5835 31 5610 0000 0000 0000 0				General Fund/EXPENDITURES/IPP PILOT GRANT		214.13	
				INV00289808	IPP grant- Tobi Dynavox boardmaker online prof subscription-FOR KAREN MCKINNIS	2100006140	214.13
10 E 530 5835 31 5610 0000 0000 0000 0				General Fund/EXPENDITURES/IPP PILOT GRANT		214.13	
				INV00289964	IPP grant- Tobi Dynavox boardmaker online prof subscription FOR TARA CARLSON	2100006140	214.13
10 E 530 5835 31 5610 0000 0000 0000 0				General Fund/EXPENDITURES/IPP PILOT GRANT		214.13	
120204	ESD 112	08/31/2021	1000155533	PPE for	1000010143	362.70	362.70

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 1200 26 5610 0000 0000 0000 0				FEMA-youth masks, large vinyl gloves, alcohol disinfecting wipes		362.70	
			General Fund/EXPENDITURES/	Fed Stim - School Improve			
120205	FOSTER GARVEY PC	08/31/2021	2796895	CAPITAL LEVY ADVICE PROFESSIONAL SERVICES FOR JULY 2021	1000010208	2,940.00	2,940.00
10 E 530 9700 11 7341 0000 0000 0000 0			General Fund/EXPENDITURES/	GENERAL SUPPORTIVE SERV		2,940.00	
120206	FRENCH, KIRSTEN J	08/31/2021	081721	REIMBURSE FOR CCREW CLUB TSHIRTS	0	66.11	66.11
10 E 530 0100 24 5610 4300 0000 0000 0			General Fund/EXPENDITURES/	BASIC EDUCATION		66.11	
120207	FULLMER, LUCINDA J	08/31/2021	082421	REIMBURSE FOR COSTCO SUPPLIES FOR ALL STAFF LUNCH	0	31.97	31.97
10 E 530 9700 12 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	GENERAL SUPPORTIVE SERV		31.97	
120208	GENERAL FIRE EXT SVC	08/31/2021	98574	FIRE EXTINGUISHER SERVICE & INSPECTION-GESS	1000010016	211.81	1,095.91
10 E 530 9700 64 7431 1100 0000 0000 0			General Fund/EXPENDITURES/	GENERAL SUPPORTIVE SERV		211.81	
			98575	FIRE EXTINGUISHER SERVICE & INSPECTION-JJSHS	1000010016	275.89	
10 E 530 9700 64 7431 4300 0000 0000 0			General Fund/EXPENDITURES/	GENERAL SUPPORTIVE SERV		275.89	
			98576	FIRE EXTINGUISHER SERVICE & INSPECTION-BUS GARAGE	1000010016	315.11	
10 E 530 9900 53 7431 0000 0000 0000 0			General Fund/EXPENDITURES/	PUPIL TRANSPORTATION		315.11	
			98577	FIRE EXTINGUISHER SERVICE & INSPECTION-QL	1000010016	231.82	
10 E 530 9700 64 7431 5400 0000 0000 0			General Fund/EXPENDITURES/	GENERAL SUPPORTIVE SERV		231.82	
			98578	FIRE EXTINGUISHER SERVICE & INSPECTION-DO	1000010016	61.28	
10 E 530 9700 64 7431 0000 0000 0000 0			General Fund/EXPENDITURES/	GENERAL SUPPORTIVE SERV		61.28	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
120209	GESS ELEMENTARY ASB IMPREST	08/31/2021	083121	REFLENISH IMPREST ACCOUNT	0	3.00	3.00
10 E 530 0100 23 7810 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		3.00	
120210	GRAINGER INC	08/31/2021	9021481990	Grainger Drive motor JHS Room12	2300006329	191.86	191.86
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		191.86	
120211	KCDA PURCHASING COOPERATIVE	08/31/2021	300568005	supplies for school year, classrooms	1100007638	41.28	41.28
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		41.28	
120212	PURCHASE POWER	08/31/2021	081721	POSTAGE FOR METER ACCT #8000-9090-1050-45 90	1000010030	200.00	200.00
10 E 530 0100 23 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		60.62	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		129.07	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		0.51	
10 E 530 2100 21 5610 0000 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		9.80	
120213	SAFEGWAY ALBERTSON COMPANIES	08/31/2021	722477-081821-0337	DISTRICT OFFICE SUPPLIES ACCT #60821	1000010045	99.22	99.22
10 E 530 9700 12 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		99.22	
120214	SCHOOL SPECIALTY INC	08/31/2021	208128201885	replacement wall maps for 3rd grade and 4th grade room (Larson and Harting)	1100007647	619.24	619.24
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		619.24	
120215	SINGAPORE MATH INC	08/31/2021	420887	33-5640 Detentions Math for Students	1400007608	180.77	180.77
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		180.77	
120216	SMITH, DENISE	08/31/2021	2021-12	First Aid Classes 8-16-2021	1000010049	1,100.00	1,100.00
10 E 530 0100 28 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		700.00	
10 E 530 9900 51 7330 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIl TRANSPORTATION		150.00	
10 E 530 0100 27 7330 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		125.00	
10 E 530 0100 27 7330 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		125.00	
120217	STUMPF SEED AND FERTILIZER	08/31/2021	792122	Spray (hi-Dep)	2300006325	311.77	311.77
10 E 530 9700 62 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		311.77	



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
120218	VERIZON WIRELESS	08/31/2021	9885630997	Verizon accessory - Samsung Earbuds for Jason Tapia	2600001531	182.91	963.70
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			182.91	
			9885630997B	Verizon accessory - Apple AirPods	2600001529	172.15	
10 E 530 9700 12 5650 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			172.15	
			9885630997C	CELL PHONE SERVICES ACCT #365401170	1000010035	590.64	
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			590.64	
			9886307840	CELL PHONE SERVICES ACCT #264213436-00001	1000010035	18.00	
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			18.00	
120219	WALTER E NELSON CO	08/31/2021	448769	Custodial supplies	1100007649	1,493.89	1,493.89
10 E 530 9700 63 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,493.89	
120220	WSIPC DBA WASWUG ANNUAL CONFER	08/31/2021	WF2021-062021-0608	Conference - Oct 11-13, 2021 - secretary Brenda Gregerson	1100007644	200.00	200.00
10 E 530 0100 31 7330 1100 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			200.00	
120221	KCDA PURCHASING COOPERATIVE	08/31/2021	300562491	JJSHS Intercom System-final retainage payment	7100000706	3,429.45	8,041.27
20 L 601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE			3,429.45	
			300562492	Gess Elementary Intercom System-final retainage payment	7100000801	3,429.45	
20 L 601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE			3,429.45	
			300564870	Quartzite Intercom System-final retainage payment	7100000800	1,182.37	
20 L 601 0000 00 0000 0000 0000 0000			Capital Projects/ACCOUNTS PAYABLE			1,182.36	
20 E 530 2003 32 5000 2000 0000 0000 0			Capital Projects/EXPENDITURES/INTERCOM SYSTEM			0.01	
120222	VALBRIDGE PROPERTY ADVISORS	08/31/2021	WA03-21-0496-001	Appraisal for JMS Property parcel 8977516	7100000809	3,500.00	3,500.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20 E 530 0000 51 7000 0000 0000 0000 0				Capital Projects/EXPENDITURES/Unassigned		3,500.00	
120223	EDUCATIONAL PRODUCTS INC.	08/31/2021	A002811454	GESS shirts for field day	8100006111	1,607.66	1,607.66
40 E 530 1001 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		1,607.66	
120224	ORIENTAL TRADING COMPANY INC	08/31/2021	709654034-01	rewards for students -	8100006110	49.99	26.89
40 E 530 1001 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		49.99	
			70982698-01	rewards for students -	8100006110	-23.10	
40 E 530 1001 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		-23.10	
			37	Computer	Check(s) For a Total of		47,755.58

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	37	Computer	Checks For a Total of	47,755.58
Total For	37	Manual, Wire Tran, ACH & Computer Checks		47,755.58
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	47,755.58

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	34,579.76	34,579.76
20	Capital Projects	8,041.26	0.00	3,500.01	11,541.27
40	Associated Student Body Fund	0.00	0.00	1,634.55	1,634.55

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

As of September 15, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$127,486.88. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 120225 through 120235, totaling \$127,486.88

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
120225	AWSP	08/31/2021	081621	ANNUAL DUES FOR 2021-2022 SCHOOL YEAR-S ANDERSON, E DELL AND J PRICE	1000010160	2,661.00	2,661.00
10 E 530 5290 21 7810 0000 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL		2,661.00	
120226	ESD 101 UNEMPLOYMENT COOP	08/31/2021	1222101003	Adobe Creative Cloud 10 user licenses	2600001034	100.00	100.00
10 E 530 0100 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		100.00	
120227	HUB INTERNATIONAL NW LLC	08/31/2021	2374158	INSURANCE BROKER CONSULTATION FEES 2021-2022	1000010201	7,811.25	7,811.25
10 E 530 9700 68 7520 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		7,811.25	
120228	INSTRUCTURE	08/31/2021	INV371963	CANVAS CLOUD 2021-2022 SUBSCRIPTION FOR JJSBS TO ALLOW FOR ADDITIONAL INSTRUCTION DUE TO COVID	1000010190	2,716.90	2,716.90
10 E 530 1200 27 5650 4300 0000 0000 0				General Fund/EXPENDITURES/Fed Stim - School Improve		2,716.90	
120229	JOHNSON CONTROLS FIRE PROTECTI	08/31/2021	22431882	Johnson Controls (Alarm monitoring) GESS Elementary Invoice #22431882	2300006320	680.75	1,361.50
10 E 530 9700 64 7340 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		680.75	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			22431997	Johnson Controls (Alarm monitoring) Jenkins High school Invoice# 22431997	2300006321	680.75	
10 E 530 9700 64 7340 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		680.75	
120230	KERSEY, JEFFREY E	08/31/2021	082021	REIMBURSE FOR WALMART CLASSROOM KINDERGARTEN SUPPLIES	0	225.22	225.22
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		225.22	
120231	PALUCK, MARILYN L	08/31/2021	082021	REIMBURSE FOR WALMART KINDERGARTEN CLASSROOM SUPPLIES	0	114.80	114.80
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		114.80	
120232	RILEY, SARA J	08/31/2021	082021	REIMBURSE FOR WALMART KINDERGARTEN SUPPLIES	0	228.91	228.91
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		228.91	
120233	SETY, MARGARET M	08/31/2021	081621	REIMBURSE FOR CLASSROOM SUPPLIES AND DECORATIONS	0	51.39	174.44
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		51.39	
			081621B	REIMBURSE FOR DOLLAR TREE FLASH CARDS & SUPPLIES	0	64.30	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		64.30	
			081821	REIMBURSE FOR TEACHERS PAY TEACHERS ACTIVITY	0	5.39	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		5.39	
			082321	REIMBURSE FOR DOLLAR TREE CLASSROOM SUPPLIES	0	40.28	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		40.28	
			082321B	REIMBURSE FOR	0	13.08	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				DOLLAR TREE GATOR HATS			
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		13.08	
120234	THREE TREE PRODUCTIONS LLC	08/31/2021	082521	2021-2022 Washington Education Guides	1000010202	503.57	503.57
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		503.57	
120235	UNITED SCHOOLS INSURANCE PROGR	08/31/2021	2021-34909-0291-2	INSURANCE PREMIUM FOR ANNUAL POLICY 9-1-2021 TO 9-1-2022	1000010207	111,589.29	111,589.29
10 E 530 9700 68 7520 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		90,426.29	
10 E 530 9900 56 7520 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIIL TRANSPORTATION		21,163.00	
			11	Computer	Check(s) For a Total of		127,486.88



	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	11	Computer	Checks For a Total of	127,486.88
Total For	11	Manual, Wire Tran, ACH & Computer	Checks	127,486.88
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	127,486.88

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	127,486.88	127,486.88

# Maintenance Supervisor

Chewelah School District #36

Base index for 2021-2022 (2% increase)  
Experience increment increase equals:

\$55,141 (2021-2022)  
1.02

Percent of base index:

110.00%

	0	60,655
	1	61,868
	2	63,106
	3	64,368
(Vacation days based on salary schedule placement/not actual experience)	4	65,655
	5	66,968
	6	68,307
< than 15 yrs = 15 days pd vacation	7	69,674
15 yrs = 20 days pd vacation	8	71,067
20 yrs = 25 days pd vacation	9	72,488
	10	73,938
	11	75,417
	12	76,925
	13	78,464
	14	80,033
	15	81,634

Receive the same medical, dental and vision, PFML and HCA benefits as other classified employees

Receive the same training/clock hour/credit pay and reimbursements as other classified employees

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

Maximum of 10 days of vacation can be carried over from one work year to the next

Board Approved: \_\_\_\_\_

# Technology Director

Chewelah School District #36

Base index for 2021-2022 (2% increase) \$64,505 (2021-2022)  
 Experience increment increase equals: 1.02

	<b>Associates or or 90 credit hrs</b>	<b>Bachelors or 180 credit hours</b>	<b>Masters</b>
Percent of base index:	<i>100.00%</i>	<i>105.00%</i>	<i>111.00%</i>
	0	64,505	67,730
	1	65,795	69,085
	2	67,111	70,467
	3	68,453	71,876
(Vacation days based on salary schedule placement/not actual experience)	4	69,822	73,313
	5	71,219	74,780
	6	72,643	76,275
< than 15 yrs = 15 days pd vacation	7	74,096	77,801
15 yrs = 20 days pd vacation	8	75,578	79,357
20 yrs = 25 days pd vacation	9	77,089	80,944
	10	78,631	82,563

Receive the same medical, dental and vision, PFML and HCA benefits as other classified employees

Receive the same training/clock hour/credit pay and reimbursements as other classified employees

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

Maximum of 10 days of vacation can be carried over from one work year to the next

Board Approved: \_\_\_\_\_

# Transportation Supervisor

Chewelah School District #36

Base index for 2021-2022 (2% increase)                      \$55,141 (2021-2022)  
 Experience increment increase equals:    1.02

Percent of base index:	High School Graduate <u>100.00%</u>	Associates or or 90 credit hrs <u>103.00%</u>	Bachelors or 180 credit hours <u>106.00%</u>
0	55,141	56,795	58,449
1	56,244	57,931	59,618
2	57,369	59,090	60,811
3	58,516	60,272	62,027
4	59,686	61,477	63,268
5	60,880	62,707	64,533
6	62,098	63,961	65,824
7	63,340	65,240	67,140
8	64,606	66,545	68,483
9	65,899	67,876	69,853
10	67,217	69,233	71,250

(Vacation days based on salary  
 schedule placement/not actual  
 experience)

< than 15 yrs = 15 days pd vacation

15 yrs = 20 days pd vacation

20 yrs = 25 days pd vacation

Receive the same medical, dental and vision, PFML and HCA benefits as other  
 classified employees

Receive the same training/clock hour/credit pay and reimbursements as other  
 classified employees

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

Maximum of 10 days of vacation can be carried over from one work year to the  
 next

Board Approved: \_\_\_\_\_

# Business Manager

Chewelah School District #36

Base index for 2021-2022 (2% increase)

\$78,205 (2021-22)

Experience increment increase equals:

1.02

Percent of base index:		High School	Associates or	Bachelors or
		Graduate	or 90 credit hrs	180 credit hours
		<u>91.00%</u>	<u>95.00%</u>	<u>98.00%</u>
	0	71,167	74,295	76,641
(Vacation days based on district	1	72,590	75,781	78,174
experience)	2	74,042	77,296	79,737
	3	75,523	78,842	81,332
< than 10 yrs = 10 days pd vacation	4	77,033	80,419	82,959
10 yrs = 15 days pd vacation	5	78,574	82,027	84,618
15 yrs = 20 days pd vacation	6	80,145	83,668	86,310
20 yrs = 25 days pd vacation	7	81,748	85,341	88,036
	8	83,383	87,048	89,797
	9	85,051	88,789	91,593
	10	86,752	90,565	93,425

Receive the same medical, dental and vision, PFML and HCA benefits as other classified employees

Receive the same training/clock hour/credit pay and reimbursements as other classified employees

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

Maximum of 10 days of vacation can be carried over from one work year to the next

60 hours of comp time for compensation for attending board meetings and workshops

Board Approved: \_\_\_\_\_



Chewelah School District #36

Base index for 2021-2022 (2% increase)			78,205	
Experience increment increase equals:			1.015	
		<b>A</b>	<b>B</b>	<b>C</b>
		High School Graduate	Associates or 90 credit hours	Bachelors or 180 credit hours
Steps		0.0002613	0.0002763	0.0002913
0		\$20.44	\$21.61	\$22.78
1		\$20.74	\$21.93	\$23.12
2		\$21.05	\$22.26	\$23.47
3		\$21.37	\$22.60	\$23.82
4	<div style="border: 1px solid black; padding: 5px;">                     &lt;10 years = 10 days paid vacation                      10 years = 15 days paid vacation                      15 years = 20 days paid vacation                      20 years = 25 days paid vacation                 </div>	\$21.69	\$22.93	\$24.18
5		\$22.02	\$23.28	\$24.54
6		\$22.35	\$23.63	\$24.91
7		\$22.68	\$23.98	\$25.28
8		\$23.02	\$24.34	\$25.66
9	vacation days will be prorated and are based on salary schedule placement/not actual experience	\$23.37	\$24.71	\$26.05
10		\$23.72	\$25.08	\$26.44
11		\$24.07	\$25.45	\$26.83
12		\$24.43	\$25.83	\$27.24
13		\$24.80	\$26.22	\$27.65
14		\$25.17	\$26.62	\$28.06
15		\$25.55	\$27.02	\$28.48
16		\$25.93	\$27.42	\$28.91
17		\$26.32	\$27.83	\$29.34
18		\$26.72	\$28.25	\$29.78
19		\$27.12	\$28.67	\$30.23
20		\$27.52	\$29.10	\$30.68
21		\$27.94	\$29.54	\$31.14
22		\$28.36	\$29.98	\$31.61
23		\$28.78	\$30.43	\$32.08
24		\$29.21	\$30.89	\$32.57
25		\$29.65	\$31.35	\$33.05
26		\$30.10	\$31.82	\$33.55
27		\$30.55	\$32.30	\$34.05
28		\$31.01	\$32.78	\$34.56
29		\$31.47	\$33.28	\$35.08
30		\$31.94	\$33.78	\$35.61

Receive the same medical, dental and vision, PFML and HCA benefits as other classified employees

Receive the same training/clock hour/credit pay and reimbursements as other classified employees

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

Maximum of 10 days of vacation can be carried over from one work year to the next

Board Approved:



# Administrative Secretary

Chewelah School District #36

Base index for 2021-2022 (2% increase)                      \$78,205 (2021-22)  
 Experience increment increase equals:                      1.0075

Percent of base index:	High School	Associates or	Bachelors or	Masters	
	Graduate	or 90 credit hrs	180 credit hours		
	59.75%	63.01%	66.27%	69.53%	
0	46,725	49,275	51,823	54,372	
1	47,076	49,644	52,212	54,780	
2	47,429	50,017	52,603	55,191	
3	47,785	50,392	52,998	55,605	
(Vacation days based on salary	4	48,143	50,770	53,395	56,022
schedule placement/not actual	5	48,504	51,150	53,796	56,442
experience)	6	48,868	51,534	54,199	56,865
< than 10 yrs = 10 days pd vacation	7	49,234	51,920	54,606	57,292
10 yrs = 15 days pd vacation	8	49,604	52,310	55,015	57,722
15 yrs = 20 days pd vacation	9	49,976	52,702	55,428	58,155
20 yrs = 25 days pd vacation	10	50,350	53,097	55,843	58,591
	11	50,728	53,496	56,262	59,030
	12	51,108	53,897	56,684	59,473
	13	51,492	54,301	57,109	59,919
	14	51,878	54,708	57,538	60,368
	15	52,267	55,119	57,969	60,821
	16	52,659	55,532	58,404	61,277
	17	53,054	55,949	58,842	61,737
	18	53,452	56,368	59,283	62,200
	19	53,853	56,791	59,728	62,666
	20	54,257	57,217	60,176	63,136
	21	54,664	57,646	60,627	63,610
	22	55,074	58,078	61,082	64,087
	23	55,487	58,514	61,540	64,568
	24	55,903	58,953	62,002	65,052
	25	56,322	59,395	62,467	65,540
	26	56,744	59,840	62,935	66,031
	27	57,170	60,289	63,407	66,526
	28	57,599	60,741	63,883	67,025
	29	58,031	61,197	64,362	67,528
	30	58,466	61,656	64,845	68,035

Receive the same medical, dental and vision, PFML and HCA benefits as other classified employees

Receive the same training/clock hour/credit pay and reimbursements as other classified employees

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

Maximum of 10 days of vacation can be carried over from one work year to the next

60 hours of comp time for compensation for attending board meetings and workshops

Board Approved: \_\_\_\_\_

# **JENKINS**

**JUNIOR/SENIOR HIGH SCHOOL**

**"STANDING ON COMMON GROUND"**



**2021-2022**

**STAFF HANDBOOK**

**JENKINS JR/SR HIGH SCHOOL**  
**STAFF HANDBOOK**  
"Standing on Common Ground"

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## **ACCIDENTS**

When an accident occurs to a student or staff member, it must be reported to the office and other necessary authorities immediately.

### **STUDENT ACCIDENTS**

The staff member in charge of the injured student at the time of the accident should assess the situation and notify the office immediately. If the staff member is not comfortable administering first aid at the scene, then office staff must be sent for to administer first aid. Injured students, who are able to ambulate to the office, may report there for first aid in some circumstances. ALL STUDENT ACCIDENTS require that the staff member in charge complete an accident report as soon as possible after the accident, but before 24 hours have passed. Accident reports are available in the office.

### **STAFF ACCIDENTS**

Staff accident must be reported to the principal or his designee immediately. Emergency treatment will be administered as necessary. An employee incident report must be completed and submitted to the principal as soon as possible.

If a staff member does not require medical treatment at the time of the accident, he/she must still complete the accident form. Staff members requiring medical treatment at a later date must first contact the JJSHS office for instructions and procedures required by NEWESD 101.

## **ACTIVITIES (Co-curricular)**

Club and class advisors are to be sure that the secretary of their organization keeps an accurate set of minutes of each meeting. Club representative should attend monthly ASB meetings. There must be a quorum for each meeting. All expenditures of money require a motion, a second, and a majority approval prior to presentation for approval from ASB using a purchase order prior approval form.

All meetings, performances, evening rehearsals, and social activities are to be scheduled through the building secretary and are reported onto the District Events Calendar which will be in a staff shared document. All student events require staff supervision. All gym facility requests are to be scheduled through the Athletic Director.

## **ADVISOR RESPONSIBILITIES**

Teachers, as well as parents, are encouraged to participate in school activities. To clarify the responsibilities of advisors/chaperones the following must be done:

- Staff members who are club or class advisors are expected to coordinate or supervise the activities in which their club or activity is involved.
- Advisors are in charge of club activities.
- Follow instruction in the Jenkins Junior Senior High School ASB Procedures & Information for Advisors and Coaches.
- Advisors are to see that all students leave the school grounds after an event and no one is left in the building. Secure all doors and windows before leaving.
- Students will not be allowed to leave a dance and return. Advisors/chaperones may escort students to their vehicle to get money, or personal items.



## **ANNOUNCEMENTS**

All teachers shall post the bulletin daily. Approved announcements are made in the morning and throughout the day via the intercom by authorized personnel. Please have your students quiet during regular announcements. Daily announcements should be emailed to Renee Whitley by a reasonable time to be included in that day's bulletin.

## **ATTENDANCE**

Good attendance is essential for the maximum educational benefit and mastery of the programs provided for students. Continuity of instruction and student participation are principles which underlie and give purpose to the requirement of compulsory school attendance.

Students and their parents are responsible for complying with District policy and the compulsory attendance laws of Washington State. To that end, students are required to be in attendance and on time for their assigned classes when school is in session. In addition, students must check out with the office if they are leaving campus prior to the end of the school day. Students will not be granted permission to leave early without approval of parent/guardian by phone or verifiable note. Failure to follow proper checkout procedures will result in disciplinary action as associated with truancy/unexcused absences. Faculty and staff may not dismiss a student from school and shall direct students to the office to check out.

Teachers should take attendance in Skyward within the first 10 minutes of class. Please do not have students take attendance unless you have a TA. When you have a substitute, please have a hard copy of your attendance sheet ready for them in your sub folder. It is recommended that you provide the substitute with student photo seating charts for safety purposes. The sub should take attendance on the provided hard copy and send it to the office that period. The office will record the absence in Skyward.

### **Excused Absence Procedures: See Appendix C.**

When a student has been absent from class, he/she is required to bring a note to the office or the office should receive a phone call from his/her parent/guardian verifying the absence. It is the student's responsibility to fulfill this requirement. The note from the parent should include the date(s) of the absence and the signature of the parent/guardian with the date the note was written. The note should also include the specific reason the student was absent. Notes with no reason for absence will be accepted as "parent note" (PN) and is considered unexcused. However, the student will avoid discipline if a parent note is provided.

Students have two (2) school days upon their return to school to bring a note to the office or have a parent call. After two (2) days, the absence will be considered unexcused.

Students who are eighteen and wish to write their own notes are required to bring a note from their parent/guardian giving the student the authority to excuse his or her absences.

### **Preapproved Absences:**

When possible, the student should preapprove known dates of scheduled absences by submitting a written note from a parent or guardian describing the nature of the activity. Parents and students are strongly encouraged to review the school calendar and when at all possible, schedule activities such as family vacations, etc. on



days that would not require missing school. When it is not possible to plan a family vacation or similar activity during these times, a one-week advance preapproved absence must be completed. The student must have the work completed when he/she returns or may make it up when he/she returns with teacher approval.

### **Truancy/Unexcused Absence:**

Truancy (skipping school after entering on to school grounds) which is an unexcused absence is a violation of law and District rules and will result in disciplinary action and/or possible court actions. Some examples of truancy are:

1. Skipping class (this includes attending a class you are not registered for or staying in the library without teacher approval).
2. Being absent without parental and school permission.
3. Failure to attend school assemblies.

Students may not be allowed credit for work missed on the day of truancy. Students may complete assignments or any other work to maintain progress in a given class.

### **TARDINESS (UNEXCUSED)**

Tardiness will be part of classroom discipline procedures. Tardiness occurs when a student is up to 10 minutes late and should be directed to the office for a tardy slip. After 10 minutes, it is considered an absence and teachers should adjust their student Skyward attendance. Tardy disciplinary procedures are referenced in the Parent/Student Handbook.

Teachers should take roll within the first 10 minutes of class and post this in the computer. Please do not have students take attendance. When you have a substitute, please have a hard copy of your attendance sheet ready for them in your sub folder. The sub should take attendance on the provided hard copy and send it to the office that period. The office will then input the absences from the class into the computer.

### **CAMPUS VIOLATIONS FOR QUARTZITE LEARNING CENTER**

Students from Quartzite Learning Center are welcome at Jenkins when they have blended classes between the two programs. They may, at times, use the library. It is important for their safety that they check in/out of the front office.

### **CLASSROOM POSTINGS**

The following items should be posted in all classrooms.

- Evacuation Map (above classroom door)
- Emergency and Crisis Management Flipchart (yellow)
- School District Calendar
- Bell Schedule

### **COMPUTER TECHNOLOGY**

All activities on school computers, school Internet lines, and school software are considered school property. This includes all e-mail. School property may be requested for review at any time and should never be considered private. Unethical, illegal, unprofessional, commercial (money making), or political use of school technology may result in disciplinary action. Teachers are expected to respond to all e-mail communications in a timely manner. You are encouraged to respond to parents

within 24 hours. Personal cell phones used for educational purposes may be subject to public records requests. All staff should use discretion and not have students as friends on social media. All staff should also be very careful communicating with parents, students, or groups on social media.

Each classroom has a computer for teachers to use for attendance and grade entry. Teachers must not share system or program passwords with students. Students must not have access to attendance or grading systems. Allowing students access to these records violates Federal law.

## **DISCIPLINE**

### **Removal From Class**

Students removed from a class by the teacher must be given specific "DIRECTIONS" to go directly to the office. If possible, have another student escort the student to the office and call the secretary so she knows to expect the student. The teacher will complete a Skyward Disciplinary Referral or a Classroom Exclusion Form. In addition, the teacher will be expected to contact the parent of any student removed from class unless it is mutually decided that the principal or designee should be the point of contact for the teacher.

### **Disruptive Situations**

There are certain situations that are so disruptive that you will want to refer the student to the school administration. In most cases other classroom management strategies will have been attempted before the student is removed. IT IS IMPORTANT TO REMEMBER TO CONTROL YOUR TEMPER AND PATIENCE. Don't give the student the satisfaction of having created a big scene. Blowing up will only add to the problem. Send the student to the office and complete the Skyward Disciplinary Referral explaining the misbehavior or cause for disciplinary action. Call the office to inform office staff that a student is on the way. Teachers can request a meeting with student and parent before the student is allowed back into the classroom.

### **Discipline Plan – School Wide**

We are using Skyward to document classroom and office disciplinary referrals. The Skyward system will allow us to document all levels of interventions within the system. The following steps are guidelines for progressive discipline based on the severity of the incident.

Step 1: Verbal Warning/conference with student. Classroom referral in Skyward for record keeping.

Step 2: Discipline level will be based on the severity of the incident per student handbook. Possible verbal warning, classroom referral in Skyward and documented parent contact for low-level disruptions. Possible Skyward Office Referral for other, more serious, disciplinary issues.

Step 3: Students who are continuing with disruptive behavior in the classroom will be referred to the office using a Skyward Disciplinary Referral. Discipline will be based on severity of offense and history in Skyward. When possible restorative justice practices in disciplinary actions will be strongly considered.

Students are expected to be in the classes that they are assigned. If a student is truant and the teacher is aware that the student was present earlier and not attending their class, or the student skipped class after attendance, a Skyward Disciplinary Referral should immediately be completed by teacher.

### **Discipline Tips**

1. Know your students. Try to find out as much as possible about them as soon as possible. Try to show genuine understanding of them as individuals striving toward maturity. Show concern about their problems.
2. As a teacher, learn not to take things personally when a teenager misbehaves. Instead concentrate on identifying the reason(s) behind the behavior.
3. Remember to individualize your communication with a misbehaving student. Avoid public discipline. This leads to a win/lose situation that is undesirable for positive student/teacher relationships.
4. Discipline needs to be fair. Consider how serious the offense is in relation to the specific standard.
5. Make sure the student understands you accept them but you cannot accept the behavior. Separate the person from the action.
6. Good discipline comes slowly. Patience is the key in working for good discipline. Remember to restate expectations.

### **DRESS CODE-MASKS**

Masks are required to be worn by all staff and students. Staff will need to uphold this requirement by gently reminding students to correctly wear their masks.

Chewelah School District 36 policy #5347 states: "In dress, conduct, and interpersonal relationships, teachers and other staff members should recognize that students are continuously observing them. Their actions and demeanor will be reflected in the conduct of the students. It is of paramount importance that the members of the staff set good examples in conduct, manners, dress and grooming. Friday is recognized as casual or school spirit dress casual day when many staff wear school logo or district shirts. The building administrator may designate other days as casual days."

### **EMERGENCY DRILLS**

#### **Evacuation**

(FIRE DRILLS – BOMB THREATS – AFTER EARTHQUAKE)

A system pre-recording of emergency evacuation will denote a fire drill or other evacuation drill. DIRECTIONS FOR LEAVING THE BUILDING ARE TO BE POSTED ABOVE THE DOOR IN YOUR ROOM. Teachers should be the last one out of the room. Make sure the windows and doors are closed and the lights are out. Leave the building



in the proper procedure for the fire. **Students are to be kept at least 50 feet away from the building.** All occupants of the building are required to exit. Alarms off or a system pre-recording of re-entry will signal when it is appropriate to re-enter the buildings. Please take your attendance record and emergency folder with you. Check for all students and notify status with a "Red" or "Green" sign.

### **Lock Down Drills**

In case of an armed intruder, JJSHS will implement a lock down drill. A verbal command over the intercom will signal this drill. This will be followed by instructions for the emergency. Staff and students will be instructed on lockdown procedures. It is essential that procedures are followed to ensure the safety of everyone in the school.

### **EVALUATIONS**

The format for teacher evaluations is as negotiated by the CEA and outlined in the agreement. Teachers should expect the principal or contributing evaluators to come into the classroom for purposes of monitoring instruction (observations). Please note the difference between an observation and evaluation. The evaluation is the final assessment of two or more observations. Observations are the periodic visits to observe teachers. Written reports will be completed on all formal observations and some informal observations. Grade and plan books should be available for evaluation at all times.

- The general philosophy is that there will be no surprises on a teacher's annual performance evaluation. As the evaluator identifies a concern, a collaborative effort toward improvement will be attempted.
- Each employee shall have the opportunity for a minimum of two confidential conferences during each school year. One of these should be at the beginning of the year with the purpose of goal setting for the year.

### **EXCUSING STUDENTS FROM CLASS**

Students are not to be released from class for things that are unrelated to class instruction. Teachers need to remember they are legally liable for the student and must provide for proper supervision. **In no case will a teacher be allowed to excuse a student to leave the school grounds.** Violation of this may result in staff discipline. Arrangements of this nature must be made with the principal or vice-principal. Any student leaving the school grounds must checkout through the office. Please do not allow students to miss another teacher's class for any reason. Do not allow students to make "deals" so they can complete work for another class or teacher – use of shop, PE area, library and computer lab.

Teachers are not allowed to accept students as "drop-ins" in any class. The teacher should direct the student to the office or to their assigned class.

### **FIELD TRIPS** See *Appendix A*

Field trips have a place in the educational system and should be carefully planned and a Field Trip Packet completed as far in advance as possible but a minimum of 10 days. As a general policy, groups will travel by bus. If your group is small, special arrangements must be made in advance to use the school car or van. We do not allow students representing the school to go to or from any event without supervision. Participating students should ride the bus both ways. Each bus is to have a faculty chaperone. The teacher in charge will make arrangements for the chaperones. See Policy 2320 for more information.

Due to insurance restrictions faculty members will not transport students in their own vehicles unless they have permission from the principal. Group sponsors are to request bus transportation through a written request submitted to the Transportation Director. Requests must be made at least 10 days in advance or they may not be approved.

A list of students attending the field trip must be given to the school nurse and kitchen supervisor at least 10 days in advance so they can prepare for medications, care plans, and food allergies.

Permission slips must be signed by the parent and are to be filled out prior to leaving. A copy of the student's medical release form and permission slip will be with the faculty advisor on the field trip. Medical release forms and permission slips must be turned in to the office after the trip is completed – unless they are duplicates.

Performance of school groups for community affairs or to other schools is encouraged but must be cleared through the principal. A field trip is an extension of the school day and, therefore, classroom conduct and school rules will be followed. The advisor in charge is responsible for explaining expectations.

Teachers must provide high school or junior high staff with a list of all students who will be attending the trip, at least 24 hours in advance, so that teachers can review the field trip list for attendance exceptions. Students may be pulled from the list or required to do work before leaving.

#### **FILM/VIDEO POLICY** *See Appendix B*

#### **FLAG SALUTE**

Pursuant to RCW 28A.230.140 United States flag – Procurement, display, exercises – National anthem: “The board of directors of every school district shall cause a United States flag being in good condition to be displayed during school hours upon or near every public school plant, excepting during inclement weather. They shall cause appropriate flag exercises to be held in each classroom at the beginning of the school day, and/or in every school at the opening of all school assemblies, at which exercises those pupils so desiring shall recite the salute to the flag...Students not reciting the pledge shall maintain a respectful silence.”

The flag salute will be given each day. We will start the school day with a flag salute. Our prime interest is to make the flag salute a meaningful activity that will develop a sense of patriotism and appreciation for our country in our students. Monitor that students are respectful to this activity. If the student chooses not to participate, they should be quiet and still during the flag salute.

#### **GRADE AND PLAN BOOKS**

Teachers are expected to use Skyward for recording and tracking of student grading. Teachers are responsible for keeping the data current and up to date. Parent access is open and teachers should take no more than two weeks to score and post assignments. Teachers must submit/post quarter grades in Skyward. A teacher may also keep a manual grade book.

All teachers are responsible for organizing their work and keeping this record in their plan book in such a manner that a substitute teacher may carry on the education program by reading the plan book. Plan books are to be used and will be kept up to date. A lesson plan will be written for each class. The plan will include the learning objective, method of instruction, pages included in the lesson (if applicable), assignments to be made and checks for student understanding and materials needed. Keeping a usable



lesson plan and grade book will be considered one of the elements of satisfactory teaching performance. Teachers who are planning to be absent are asked to leave their lesson plan book, as well as the lessons for the purposed days of absence in their Subfolder in their mailbox, located in the staff room.

#### Grading Scale

93-100 A	87-89 B	77-79 C+	67-69 D+
90-92 A-	83-86 B	73-76 C	60-66 D
	80-82 B-	70-72 C-	0-59 F

The following is from CSD Policy 3122P:

Each teacher will publish their grading scale with categories and percentages including their late work policy.

#### IDENTIFICATION

~~All district full-time, part-time, and substitute employees are required to wear district issued photo identification. Identification may be worn on a district provided lanyard around a person's neck or clipped to an individual's shirt or jacket so that is easily visible.~~

#### THE MCKINNEY VENTO ACT

Addresses the issue of homeless children and youth and defines them as those who lack a fixed, regular, and adequate nighttime residence. This includes children and youth living in:

- Emergency or transitional shelters
- Motels, hotels, trailer parks, or camping grounds
- Shared housing due to loss of housing or economic hardship (doubled-up)
- Hospitals secondary to abandonment or awaiting foster care placement
- Cars, parks, public spaces, abandoned buildings, substandard housing, or similar situations
- Public or private places not ordinarily used as sleeping accommodations for human beings

The intent of this act is to ensure that homeless children and youth have equal access to the same free and appropriate public education as housed children. If you know of any student in the above situations you should contact Vanessa Bigler in the counseling office at 685-6800 Ext. 2011.

#### POSITIVE PARENT CONTACTS

It is the goal of the District for each teacher to generate written positive parent contacts each week using provided postcards or other forms of communication home such as email.

#### PROGRESS REPORTS

It is important to keep open lines of communication with the parents regarding student progress. Progress Reports are completed at quarter, which equates to forty-five days into the term. Posting due dates will be the week before these dates. These reports help to determine athletic eligibility as well as academic progress to parents. The progress notices should indicate as much information as possible.



Teachers will submit data via Skyward. The counseling office will then print and mail the notices.

It is mandatory that teachers meet the time lines and due dates for progress notices. The teacher will process any progress notices issued after these dates.

## **PURCHASES**

All purchases are to follow the district policy or A.S.B. policy. A request for a purchase can be obtained from the office. Requests should be submitted to the office. Requests must be approved by the principal for district orders or by the athletic director for ASB sports equipment. The white copy will be returned to the originator so they can place the order, while all other copies will be retained in the office. Please do not expect purchase orders to be issued the same day you submit a request.

**ASB purchases follow procedures in orange “JJSHS ASB Procedures & Information for Advisors & Coaches” booklet.**

In light of our need for community support, and the communities need for business, please consider these guidelines when making all purchases:

1. Is the product available through a local vendor – either in stock or can it be ordered?
2. Is the price within 10% or less of the price from an out of area vendor?
3. Did you factor in additional and hidden costs such as travel, shipping, and shopping time?
4. What are the costs and hassles of returning extra or defective items?

When orders are received, you will secure the packing slip and are responsible for checking off the items received from the list. Sign, date, and return the packing slip to the office immediately so a correction of merchandise received can be made if there is a discrepancy. Any merchandise purchased without approval may be the liability of the person who placed the order.

## **REPORT CARDS**

Grades must be entered into the Skyward by the teacher. Grades from Canvas should be synched to Skyward on a weekly basis as determined by the principal and counseling office staff. Grades should be complete and accurate for each grading period. Each student earns a half-credit each term for a full-time, one-period course. Teachers, be sure each student is accounted for when processing grades. Ensure the accuracy of your grades.

## **REQUESTING USE OF PERSONAL DAY**

Each CEA employee shall have at least 3 days of personal leave per year. No reason must be given to the employee's supervisor, however, at least one workday's written notice in an e-mail must be given the employees supervisor prior to the effective day of the leave.

## **HARASSMENT PROCEDURES SEXUAL– See Appendix D Chewelah School District Policy #5013**

The district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees, and others involved in school district

activities. Sexual harassment should be reported to the office immediately. The policy and procedures are posted in the school and are available in the office.

### **SUB FOLDER – List of Contents**

Each teacher is required to have a substitute folder for the purpose of emergency absences. The following is a suggested list of content. Please keep your sub folder accessible to substitutes.

- Backup or generic lesson plans that a sub can use in an emergency.
- Emergency Care Plan location and access.
- Current Rosters for attendance.
- Pictured Seating Chart – REQUIRED so sub can take attendance.
- Discipline Forms
- Special Instructions

### **SUPERVISION OF STUDENTS**

When possible please assist in the hallways with student supervision in the mornings and after school. Please use a positive proactive approach in your supervision. Being visible outside your classroom during passing time is essential in helping with hall problems and is identified as a practice of effective teachers. When you see a student misbehaving, correct their behavior. Report serious infractions to the office. Teachers should avoid leaving students unattended during class and should know where their students are at all times.

### **TELEPHONE INFORMATION**

Each classroom has a telephone with an identifying extension number. Each teacher has a voicemail box for their use. Staff members are responsible for managing the voicemail by recording the appropriate name announcement and greeting. Teachers are expected to respond to all messages within 24 hours. Voice messages can be left on the phone or upon request to the tech department can be converted to an email message.

### **USE OF SCHOOL FACILITIES AND EQUIPMENT**

- **CLASSROOMS:** Each teacher is responsible for the appearance of their room. Be sure the bulletin boards are attractive and up to date. Check your student desks and do not allow them to mark desktops, etc. Teachers should implement procedures so students assist in keeping the room neat and orderly. When you leave for the day, adjust the shades, have loose paper picked up, turn off the lights and lock your windows and door.
- **STAFF ROOM:** The staff room is to be used during preparation periods or lunch. This room is for your convenience. Please keep it clean by picking up after yourself.
- **LIBRARY:** If you have a large group to take to the library, make proper arrangements with the librarian in advance. If you need to use library books in your class, ask the librarian to reserve these books. Library passes should be sent with students showing why they are being sent to the library.
- **SCHEDULING OF BUILDING:** It is the philosophy of this district to give first priority for facilities use to the activities that involve our students. However, the facilities need

to be scheduled through the district facilities use calendar. The building secretary will assist in the scheduling all building use, EXCEPT THE GYMNASIUM. The Athletic Director will schedule all gym use. A "Building Use Application" needs to be completed for all community use of the facilities.

- **CHECKOUT OF SCHOOL EQUIPMENT:**

Staff members wishing to personally checkout school equipment must fill out and turn in the form to the JJSHS office. If a student wishes to checkout equipment, they must complete the form and it must be signed by a parent before equipment is release to the student.

**WORK DAY**

The regular building hours for teachers shall be stated in the negotiated CEA contract..  
~~Teachers shall spend time outside building hours for the following professional responsibilities:~~

- ~~A. Preparing for instruction of classes~~
- ~~B. Managing classroom inventory, record and storage of materials~~
- ~~C. Consulting with students when necessary~~
- ~~D. Consulting with parents when it is not possible for the parent to meet with the teacher during building hours~~
- ~~E. Participating on curriculum development committees leading towards the improvement of the educational program~~
- ~~F. Attending staff meetings including in-service training provided by the district in the area of teaching skills needing improvement~~



## **Appendix A Policy N. 2320**

### **FIELD TRIPS, EXCURSIONS AND OUTDOOR EDUCATION**

The board recognizes that field trips when used as a device for teaching and learning integral to the curriculum are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom.

Field trips that take students out of the state or are planned to keep students out of the district overnight must be approved in advance by the board. Outdoor education resident school plans shall be presented to the board for annual approval. The superintendent has the authority to approve all other field trips.

The superintendent shall develop procedures for the operation of a field trip or an outdoor education activity which shall insure that the safety of the student shall be protected and that parent permission is obtained before the student leaves the school. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness. Private vehicles may be used to transport students if approval is obtained in advance from the principal. No staff member may solicit students for any privately arranged field trip or excursion without board permission.

Cross References: Board Policy 6625 Private Vehicle Transportation Board Policy 3520 Student Fees, Fines, Charges

Legal References: RCW 28A.330.100(5) Additional powers of board 67.20.020 Parks, bathing beaches, public camps-- Contracts for cooperation WAC 181-87-090 Improper remunerative conduct

## **Appendix B Policy No. 2350**

### **FILM/VIDEO VIEWING POLICY**

Film or videos shown for educational purposes will be rated as follows:

G or PG Middle School

G or PG High School

Non-rated or any other rating - Only with approval from a district instructional review committee.

1. School staff will clearly identify rating to students before showing.
2. Parents will be responsible for making it clear to their children which ratings they are allowed to view.
3. Students are expected to attend the rating approved by their parent(s).
4. Parents who do not want their child to see a G or PG movie will notify the school in writing.
5. Films for entertainment or reward purposes are only allowed for grade level and building wide activities with principal approval.

## **Appendix C**

### **Policy 3122 & 3122**

#### **EXCUSED AND UNEXCUSED ABSENCES**

Students are expected to attend all assigned classes each day. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and be provided such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

#### **Excused Absences**

Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may appropriately be absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. The following are valid excuses for absences:

1. Participation in a district or school approved activity or instructional program;
2. Illness, health condition or medical appointment (including but not limited to medical, counseling, dental or optometry). With excessive absences, due to illness, the district has the right to request a doctor's note regarding the illness;
3. Family emergency, including but not limited to a death or illness in the family;
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
5. Court, judicial proceeding or serving on a jury;
6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
8. Absence directly related to the student's homeless status;
9. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
10. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

B. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher except that in participation-type classes a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.

C. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

#### **Unexcused Absences**

A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.

B. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.

C. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences.

D. A conference with the parent or guardian will be held after three unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the conference may be conducted with the student and a school official. However, parent will be notified of the steps the district has decided to take to eliminate or reduce the student's absences.

E. Not later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance



requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

F. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

G. All suspensions and/or expulsions will be reported in writing to the superintendent within 24 hours after imposition. The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually. Students dependent pursuant to Chapter 13.34, RCWA school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Cross References: Board Policy 3120 Enrollment

3230 Student Privacy

3241 Classroom Management, Corrective

Actions or Punishment

Legal References: RCW 13.34.300 Relevance of failure to cause juvenile to

attend school to neglect petition

28A.225 Compulsory school attendance and

admission

WAC-392-400-325 Statewide definition of excused and

unexcused daily absences

## Appendix D

### Prohibition of Harassment, Intimidation and Bullying

#### A. Introduction

The Chewelah School District strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed.

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

#### B. Definitions

**Aggressor** is a student, staff member, or other member of the school community who engages in the harassment, intimidation or bullying of a student.

**Harassment, intimidation or bullying** is an intentional electronic, written, verbal, or physical act that:

- Physically harms a student or damages the student's property.
- Has the effect of substantially interfering with a student's education.
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation or bullying.

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website: [www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx](http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx).

**Retaliation** is when an aggressor harasses, intimidates, or bullies a student who has reported incidents of bullying.

**Staff** includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

**Targeted Student** is a student against whom harassment, intimidation or bullying has allegedly been perpetrated.

#### C. Relationship to Other Laws

This procedure applies only to RCW 28A.300.285 – Harassment, Intimidation and Bullying prevention. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

- RCW 28A.300.285 – Harassment, Intimidation and Bullying
- RCW 28A.640.020 – Sexual Harassment
- RCW 28A.642 – Prohibition of Discrimination in Public Schools
- RCW 49.60.010 – The Law Against Discrimination

The district will ensure its compliance with all state laws regarding harassment, intimidation or bullying. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a person's gender or membership in a legally protected class under local, state, or federal law.

#### D. Prevention

##### 1. Dissemination

In each school and on the district's website the district will prominently post information on reporting harassment, intimidation and bullying; the name and contact information for making a



report to a school administrator; and the name and contact information for the district compliance officer. The district's policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways or is posted on the district's website.

Additional distribution of the policy and procedure is subject to the requirements of Washington Administrative Code 392-400-226.

## **2. Education**

Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based form.

## **3. Training**

Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the district's Incident Reporting Form.

## **4. Prevention Strategies**

The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches. Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

## **E. Compliance Officer**

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation and bullying.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations.
4. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern.
5. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
6. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
8. In cases where, despite school efforts, a targeted student experiences harassment, intimidation or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: [www.k12.wa.us/SafetyCenter/default.aspx](http://www.k12.wa.us/SafetyCenter/default.aspx).

## **F. Staff Intervention**

All staff members shall intervene when witnessing or receiving reports of harassment, intimidation or bullying. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation or bullying, may require no further action under this procedure.

## **G. Filing an Incident Reporting Form**

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.

## **H. Addressing Bullying – Reports**

### **Step 1: Filing an Incident Reporting Form**

In order to protect a targeted student from retaliation, a student need not reveal his identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose his or her identity (non-confidential).

Status of Reporter

#### **a. Anonymous**

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

#### **b. Confidential**

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

#### **c. Non-confidential**

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

### **Step 2: Receiving an Incident Reporting Form**

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation or bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation or bullying, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be recorded on a district Incident Reporting Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.



### **Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying**

All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

- a. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
- b. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.
- c. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
- d. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
- e. The investigation shall include, at a minimum:
  - An interview with the complainant;
  - An interview with the alleged aggressor;
  - A review of any previous complaints involving either the complainant or the alleged aggressor; and
  - Interviews with other students or staff members who may have knowledge of the alleged incident.
- f. The principal or designee may determine that other steps must be taken before the investigation is complete.
- g. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
- h. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
  - The results of the investigation;
  - Whether the allegations were found to be factual;
  - Whether there was a violation of policy; and
  - The process for the complainant to file an appeal if the complainant disagrees with results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations. If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services. If the incident cannot be resolved at the school level, the principal or designee shall request assistance from the district.

### **Step 4: Corrective Measures for the Aggressor**

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to district policy 3241, Classroom Management, Corrective Actions or Punishment. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

### **Step 5: Targeted Student's Right to Appeal**

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
2. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and shall provide a copy to all parties involved. The board or council's decision will be the final district decision.

### **Step 6: Discipline/Corrective Action**

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district policy 3241, Classroom Management, Corrective Actions or Punishment.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

If staff have been found to be in violation of this policy and procedure, school districts may impose employment disciplinary action, up to and including

termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

**Step 7: Support for the Targeted Student**

Persons found to have been subjected to harassment, intimidation or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student shall be addressed and remedied as appropriate.

**I. Immunity/Retaliation**

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying. Retaliation is prohibited and will result in appropriate discipline.

**J. Other Resources**

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation and bullying. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected class under local, state or federal law. An harassment, intimidation or bullying complaint may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office 360.725.6162 Email: [equity@k12.wa.us](mailto:equity@k12.wa.us) [www.k12.wa.us/Equity/default.aspx](http://www.k12.wa.us/Equity/default.aspx)
- Washington State Human Rights Commission 800.233.3247 [www.hum.wa.gov/index.html](http://www.hum.wa.gov/index.html)
- Office for Civil Rights, U.S. Department of Education, Region IX206.607.1600 Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)  
[www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)
- Department of Justice Community Relations Service 877.292.3804 [www.justice.gov/crt/](http://www.justice.gov/crt/)
- Office of the Education Ombudsman 866.297-2597 Email: [OEOinfo@gov.wa.gov](mailto:OEOinfo@gov.wa.gov)
- OSPI Safety Center 360.725-6044 [www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx](http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx)

**K. Other District Policies and Procedures**

Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying as defined herein, but which are, or may be, prohibited by other district or school rules.



# Chewelah Schools – *Where Dreams Begin*

*Our Mission: Ensuring learning for all students*

## **Chewelah School District Safe Walking Zone September 15, 2021**

The majority of our students living within the Chewelah City limits reside on the west side of Highway 395. With the busy traffic levels of Highway 395, the Chewelah School District has been extremely concerned with the safety of our students crossing this busy highway and has worked closely with the Washington Department of Transportation, Washington State Patrol, and the Chewelah City police to put systems in place to reduce the potential for injury and accident. Even with our safety precautions in place (four certified flaggers and caution lights at the intersection), the potential for serious accident remains high at this intersection.

For the safety of our students, the Chewelah School District is classifying the west side of Highway 395 as an unsafe walking zone and will be offering bus service for all students living within the city limits. This extended bus service will alleviate the majority of the foot traffic of students crossing Highway 395.

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Jason Perrins, Superintendent

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Wade Hanley, Transportation Supervisor

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Judy Bean, Board Chairperson

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Ryan Pankey, Chewelah Chief of Police

INTERLOCAL AGREEMENT BETWEEN Chewelah SCHOOL DISTRICT  
AND NEWPORT SCHOOL DISTRICT

This INTERLOCAL AGREEMENT ("Agreement") is entered into by and between Chewelah and NEWPORT SCHOOL DISTRICT, legally referenced as NEWPORT SCHOOL DISTRICT (collectively referred to herein as the "Parties"). The Parties hereby enter into this Agreement as of the date of execution for the purposes and under the terms obtained herein.

RECITALS

WHEREAS, each of the Parties is a duly constituted public agency, as that term in defined by RCW 39.34.020; School District, organized and existing under and by virtue of the laws of the State of Washington;

WHEREAS, the Interlocal Cooperation Act, Chapter 39.34 RCW, provides for the cooperation between public agencies;

WHEREAS, the Parties are required to make certain purchases by bid process for Sole Source Products and Specific Food Items, and incur certain expenses, and it is in the public interest for the parties to cooperate in purchasing activities to obtain the most favorable pricing for each Party and to reduce duplicative activities;

WHEREAS, the Parties recognize and find that this Agreement will permit the Parties to make the most of the efficient use of their powers by enabling them to cooperate with each other on a basis of mutual advantage and that it is in each of their best interests to cooperate and join in certain purchasing activities;

NOW THEREFORE, BE IT RESOLVED by each Board of Directors for each of the Parties, for and in consideration of the promises and covenants contained herein and the mutual benefits to be derived therefrom, the Parties agree as follows:

1. Purpose. The purpose of this Agreement is to allow one Party to purchase goods and services through contracts executed and administered by the other Party with one or more third party vendors.
2. Scope. This agreement shall allow the following activities:
  1. Purchase or acquisition of goods and services by each Party acting as the agent for either or both Parties; or
  2. Purchase or acquisition of goods and services by each Party directly from a third party vendor where if a provision has been made in a contract with that third party vendor for other agencies to avail themselves of the goods and services offered under the contract.
3. Duration. This Agreement shall become effective once it is fully executed and posted on each respective Parties' website. The Agreement shall remain in force until terminated by either Party according to the terms herein.
4. Termination. Either Party may terminate this Agreement upon thirty (30) days written notice to the other Party.

5. Administration of Agreement. It is not the intent of the Parties, nor shall this Agreement be interpreted, to create a new or separate legal entity for the performance of this Agreement. Instead, the Boards of both Parties shall jointly administer this Agreement.
6. Manner of Acquiring, Holding, and Disposing of Property. The Party purchasing goods or services under this Agreement shall be solely responsible for acquiring the real or personal property it purchases, and all such property shall be held in that Party's name. That Party shall also have primary responsibility for disposing of such property for the duration of the Agreement and upon termination of the Agreement.
7. Manner of Financing. The method of financing this Agreement shall be through budgeted funds or other available funds of the Party for whose use of the property is actually acquired or disposed. Each Party accepts no responsibility for the payment of goods or services acquired for the sole and exclusive use of the other Party.
8. Budget. The Party purchasing the goods or services under this Agreement shall be responsible for all budget and accounting procedures related to such purchases.
9. Compliance with Bidding Requirements. The Party contracting with the third party vendor through a bid, proposal or contract (the lead agency) shall comply with its statutory requirements regarding notice for bids or proposals for goods or services subject to this Agreement, and the lead agency shall either post the bid or solicitation notice on a website established and maintained by a public agency, purchasing cooperative, or similar service provider, for purposes of posting public notice of bid or proposal solicitations, or shall provide an access link to the notice on the State of Washington's web portal.
10. Adoption of Agreement. The Board of Directors for each Party authorizes this Agreement and has or will take action by resolution, motion, or other necessary action to approve this Agreement.
11. Independent Right to Contract. Each Party reserves the right to contract for the purchase or disposal of any particular class of goods or services, with or without notice being given to the other Party.
12. No Obligation. This Agreement does not obligate either Party to acquire goods or services or dispose property through the contractual agreements of the other Party.
13. Amendments. This Agreement may be amended or modified by mutual agreement of the Parties. Any amendment or modification shall be in writing, signed and duly approved by the Boards of both Parties.
14. Governing Law. The terms of this Agreement shall be governed by the laws of the State of Washington.
15. Signature Blocks. The Parties acknowledge that they have read, understand and accept this Agreement, including any supplements or attachments, and that this Agreement constitutes the entire agreement between them and supersedes all other communications, written or oral, relating to the subject matter of this Agreement.



**Chewelah SCHOOL DISTRICT**

\_\_\_\_\_ Board Chair

\_\_\_\_\_ Vice Chair

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

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

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

ATTEST:

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

\_\_\_\_\_ Date

**NEWPORT SCHOOL DISTRICT**

\_\_\_\_\_ Superintendent

\_\_\_\_\_ Date

\_\_\_\_\_ Newport School District Board Chair

\_\_\_\_\_ Date



# Newport School District 456-415

P.O. Box 70  
1380 W. 5th Street  
Newport, WA 99156

Phone: (509) 447-3167  
Fax: (509) 447-2553  
Web: [www.newport.wednet.edu](http://www.newport.wednet.edu)

Date: 7/20/2021

RE: Specific Items and Sole Source  
Tools for Schools

Dear Tools for School,

On July 19<sup>th</sup> 2021 Newport School District Board approved some Specific Food Items and all Sole Source food items from Tools for Schools for the 2020/2021 school year. The Contract shall be for one (1) year only, commencing on Aug 1, 2021, and terminating on August 31, 2022, unless terminated earlier as otherwise provided in the bid documents.

Item excepted on this bid:

All Sole Source items  
Grain Bars IW  
Apple Filled donuts  
Garlic Bread Sticks  
Muffin Topps IW  
Apple & Cherry filled Breadsticks IW  
Waffle, IW  
All Mini Pancakes, IW  
Honey Buns IW  
Sweet Breads IW  
Croissants

We look forward to continuing to working with you.

Sincerely,



Sheila Myrvang  
Director of Nutrition Services  
Newport School District  
[myrvangsheila@newpotgriz.com](mailto:myrvangsheila@newpotgriz.com)

# Newport School District #56-015

P.O. Box 70  
1380 W. 5th Street  
Newport, WA 99156

Phone: (509) 447-3167  
Fax: (509) 447-2553  
Web: [www.newport.wednet.edu](http://www.newport.wednet.edu)

## Request for Specific Breakfast and Lunch Food Products Bid for the 2021/2022 School Year

Newport School District is accepting bids for specific Breakfast, Lunch and Sole Source food items needed for the 2021/22 school year. Additional request for case amounts due to piggy backed school districts on bid. Bid can be for All Districts or Newport School District only. All additional school districts must make delivery arrangements for their individual school districts. Please include Buy American Provision and Nutritional information, substitutes and like items will be excepted.

Specifics regarding products to bid are attached:

Bids will be excepted until 4:pm June 10th 2021.

Bid by: Newport SD

Additional SD (Piggy Back):

North Franklin SD	Loon Lake SD
Mary Walker SD	Othello SD
Reardon SD	Mead SD
Willpenit SD	Pullman SD
Colfax SD	Inchelium SD

Please send bids to:

Newport School District  
Att: Nutritional Services  
PO Box 70  
Newport, Washington 99156

Thank you,

Sheila Myrvang  
Director of Nutrition Services  
509-447-3167 ext 4521

Bid items for 21/22 School year		Newport Only	All Districts Piggy back
Sole Source Items from Tools for School			
All Pizza Rippers	2 meat/2 grain	55	290
Apple Rito	2 grain	25	91
Berries and Cream Twin Bars	2 grain	25	51
Berry bites	2 grain	15	35
Mini Burrito Bean and Cheese	1 meat / 1 grain	10	20
Mini Ravioli	2 meat/1.5 grain	10	55
Garlic Bread Sticks	1 grain	25	58
Apple Cinnamon Texas Toast	2 grain	20	517
Brownie Sheet	1 grain	0	10
Frosted Cookies	1 grain	15	82
Pancake on a Stick	1 grain		76
Marshmallow Krispy Treats	.5 grain		18
Premade Sub Rolls	2 grain		12
Premade Dinner Roll	1 grain		18
Mini Calzone	1 grain	10	16
Taquito	1 grain		438
Cheese Stuffwiches	1 grain	10	217
Stuffwich	2 grain	20	20
Mini Corn Dogs	2 grain	45	1127
Cinnamon Roll Wrapped	Grain		104
Quesadilla Cheese & Chicken Verde	Meat/ Grain		801
<b>Additional Items</b>			
Breakfast Rounds	2 grain	15	492
Grain Bars, Appleway	1 grain	0	8
Breakfast Donut with Apple filling	2 grain	25	54
Muffin Single Serve	1 grain	25	1009
Muffin Top	2 Grain	15	55
Apple or Cherry Filled Breadstick	1 grain	25	39
Flavored Raisins	1/2 cup fruit	8	60
Waffle Single Serve	2 grain	20	91
French Toast Single Serve	2 grain	20	645
Chicken fried Steak	1 meat	10	15
Salisbury Steak (low sodium)	1 meat	10	16
Pancake, Mini Single Serve	2 grain	30	445
Pancake, Mini SS Confetti	2 grain	30	95
Honey Bun	2 grain	25	213
Fruit Cups	4.5oz	30	695
Apple sauce pouches	4 oz.		110
Croissants prefer not square	2 grain	15	151
shelf stable juice/totally juice	6oz juice		300
Chex Mix	1 Grain		30
WG Mini Cinni (Pillsbury)	2 Grain		20
Wg Min bagel ( Pillsbury)	2 Grain		20



**Potential Overnight Trips – Chewelah Cougar Athletics  
2021-22**

<b>Dates</b>	<b>Sport</b>	<b>Contest</b>	<b>Location</b>	<b># of nights</b>
November 5-6	Cross Country	State Meet	Pasco	2
November 10-12	Volleyball	State Tournament	Yakima	3
November 26-28	Football	Semi Finals	TBA	1
December 6-7	Football	State Final	TBA	2
December 16-18	Wrestling	Tri-State Tournament	Coeur d'Alene	2
Mid-January	Wrestling (girls)	Lady Husky Invite	Othello	1
February 11-12	Wrestling (boys)	Regionals	TBA	1
February 11-12	Wrestling (girls)	Regionals	TBA	1
February 17-19	Wrestling (B&G)	State Tournament	Tacoma	3
February 25-26	Basketball (boys)	Regionals	TBA	2
February 25-26	Basketball (girls)	Regionals	TBA	2
March 1-5	Basketball (boys)	State Tournament	Spokane	5
March 1-5	Basketball (girls)	State Tournament	Spokane	5
May 23-26	Golf	State Tournament	TBA	4
May 25-28	Baseball	State Tournament	Ridgefield, WA	4
May 26-28	Fastpitch	State Tournament	Yakima	3
May 26-28	Tennis	State Tournament	Yakima	3

# Quartzite Learning

## Approved Instructional Materials 2021-2022

New materials for this year are highlighted in yellow

### Elementary Language Arts

Instructional materials listed below (\*) are pieces that need to be done in conjunction with other materials in order to have all components of a full ELA program addressed.

Wonders – McGraw Hill	*Writing with Ease
*Writing and Rhetoric	*Brave Writer
Book Shark	*Mosdos Press Literature Series
Moving Beyond the Page	*Excellence in Writing
*All About Reading	*Explode the Code
*All About Spelling	*Writers Express – Thoughtful Learning
*Spelling You See	*Logic of English

### Elementary Social Studies

Story of the World	History Odyssey
My World Social Studies	History Quest
Curiosity Chronicles	Book Shark
Moving Beyond the Page	Horizons – HMH
World Geography – Holt McDougal	History Pockets
Road Trip USA	Core Knowledge

### Elementary Math

Reveal Math – McGraw Hill	Saxon Math
Primary Mathematics – Singapore Math	Envision Math – Pearson/Savvas
Dimensions Math – Singapore Math	Moving Beyond the Page
My Math – McGraw Hill	Go Math! – HMH
Shiller Math	Right Start Mathematics

### Elementary Science

Exploring the Building Blocks of Science	Science Fusion – HMH
Focus On – Real Science 4 Kids	Skill Sharpener Science
Interactive Science – Pearson/Savvas	Book Shark
Moving Beyond the Page	Exploring Nature with Children

## Elementary Electives

Rosetta Stone	Artistic Pursuits
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## Middle School Language Arts

My Perspectives – Pearson/Savvas	Edgenuity Online
BYU High School Suite Online	Write on Course
Book Shark	Wonders (Grade 6 only) – McGraw Hill
Writing and Rhetoric	Moving Beyond the Page
Mosdos Press Literature Series	

## Middle School Social Studies

Edgenuity Online	BYU High School Suite Online
Washington: A State of Contrasts – DMI	Washington Past and Present – DMI
Washington History – Splash Publications	Story of the World
My World History – Pearson/Savvas	Discovering our Past: A History of the US the Early Years – McGraw Hill
Moving Beyond the Page	

## Middle School Math

Edgenuity Online	BYU High School Suite Online
Envision Math – Pearson/Savvas	Dimensions Math – Singapore Math
Saxon Math	Math in Focus – Singapore Math
Math Connects – Glencoe/McGraw Hill	

## Middle School Science

Edgenuity Online	BYU High School Suite Online
Interactive Science – Pearson/Savvas	Focus On – Real Science 4 Kids
Exploring the Building Blocks of Science	Moving Beyond the Page

## Middle School Electives

Edgenuity Online	BYU High School Suite Online
Artistic Pursuits	



## High School Language Arts

Edgenuity Online	BYU High School Suite Online
My Perspectives – Pearson/Savvas	Bridge to College ELA - OSPI

## High School Social Studies

Edgenuity Online	BYU High School Suite Online
United States History and Geography – Modern Times – McGraw Hill	United States Government: Our Democracy – McGraw Hill
World History: The Modern Era – Savvas	Washington: A State of Contrasts
Choices (CWA) – Brown University	

## High School Math

Edgenuity Online	BYU High School Suite Online
Algebra 1/Geometry/Algebra 2 – All Things Algebra	Algebra 1/Geometry/Algebra 2 – Prentice Hall/Pearson/Savvas
Saxon Math	Precalculus – Demana, Waitts
Calculus – Finney, Demana, Waitts	Math for Your World – Blitzer
Bridge to College Math - OSPI	

## High School Science

Edgenuity Online	BYU High School Suite Online
Biology Matters – Marshall Cavendish	Chemistry – Pearson/Savvas
Environmental Science – Pearson/Savvas	Physics: Principles and Problems – Glencoe/McGraw Hill

## High School Electives

Edgenuity Online	BYU High School Suite Online
Food for Today – Glencoe/McGraw Hill	Bien dit! (French) – HMH
Auto Upkeep – Rolling Hills Publishing	Small Gas Engines – GW Publishing
Artistic Pursuits	Health – Glencoe/McGraw Hill
Understanding Psychology – Glencoe McGraw Hill	Digital Photography by: Henry Horenstein
College and Career Readiness – Pearson	Professional Communication – Pearson
Livestock and Companion Animals – Pearson	Agriscience – Pearson

Fiscal Period **21-22** ▼**Required Pages**Current Form Package Status: **Completed**

Contracts

Assurances

Priv. Sch. Participation

Transferability



Required Pages



Administrator

District

Select a Form Package

School

Select a Form Package

Consortium

Select a Form Package

All Budgets

Report Tool

**General Assurances for all Federal and State Programs (21-22)**

**Instructions:** Completion of this page by the authorized representative indicates an agreement to all **applicable** assurances listed on this page as well as in all federal and state form packages contained in the iGrants system. Signing below is considered agreement in writing.

**Assurances**

1. The applicant will comply with all federal and state statutes and administrative regulations and all program plans and applications which are applicable to each program included in this application.
2. The applicant will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal and state funds paid to the applicant under each program in this application and in the event of an audit exception, shall repay federal and state funds upon completion of audit resolution.
3. The applicant will control funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe if the law authorizing the program provides for assistance to such entities.
4. The applicant agrees to adopt and use proper methods of administering each program in this application, including but not limited to: the enforcement of any obligations imposed by federal and state statutes and administrative rules on the applicant responsible for carrying out each program and correcting any deficiencies in program operations that are identified through audits, monitoring or evaluation.
5. The applicant will maintain accurate and timely program plan records which document progress in implementing the plans in this application and will amend any application plan when necessary to reflect significant changes in program scope and/or budget.

**Records Retention and Access**

6. The applicant agrees to provide all information as directed or as requested by the Office of Superintendent of Public Instruction (OSPI), the Secretary for the Department of Education, and other federal and state officials for audit, program evaluation, compliance, monitoring and other purposes, and to maintain all records in accordance with the records retention schedule applicable to the applicant.

**Suspension and Debarment**

7. The applicant certifies that persons responsible for the application programs are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this program by any federal department or agency.

The applicant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may also check the Excluded Parties List System in the federal System for Award Management (SAM).

**Conflict of Interest**

8. The applicant certifies that no funds have been or will be paid by or on behalf of the applicant to any person for influence or attempting to influence an officer or employee of any federal or state department or agency.

### Civil Rights & Equity

9. The applicant will comply with Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance.

42 U.S. Code § 2000d-1:

..."Compliance with any requirement adopted pursuant to this section may be effected (1) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirement, but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made and, shall be limited in its effect to the particular program, or part thereof, in which such noncompliance has been so found, or (2) by any other means authorized by law..."

10. The applicant will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.

20 U.S. Code § 1682:

..."Compliance with any requirement adopted pursuant to this section may be effected (1) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirement, but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made, and shall be limited in its effect to the particular program, or part thereof, in which such noncompliance has been so found, or (2) by any other means authorized by law..."

11. The applicant will comply with Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability by public entities.
12. The applicant will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance.
13. The applicant will comply with The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in any program or activity receiving Federal financial assistance.

42 U.S. Code § 6104:

..."(a) Methods of achieving compliance with regulations. The head of any Federal department or agency who prescribes regulations under section 6103 of this title may seek to achieve compliance with any such regulation-

(1) by terminating, or refusing to grant or to continue, assistance under the program or activity involved to any recipient with respect to whom there has been an express finding on the record, after reasonable notice and opportunity for hearing, of a failure to comply with any such regulation; or

(2) by any other means authorized by law..."

14. The applicant will comply with The Boy Scouts of America Equal Access Act of 2001, 20 U.S.C. 7905, which requires public elementary and secondary schools if they provide an opportunity for any outside youth or community group to meet on school premises before or after school to provide equal access to any group affiliated with the Boy Scouts of America or any other group listed in Title 35 of the United States Code as a patriotic society.

20 U.S. Code § 7905(c):

..."If the public school or agency does not comply with the rules or orders, then notwithstanding any other provision of law, no funds made available through the Department shall be provided to a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders..."

15. The applicant will comply with Washington's Equal Educational Opportunity Laws in Chapter 28A.640 and 28A.642 RCW and 392-190 WAC, which prohibit discrimination in Washington public schools on the basis of sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal by a person with a disability.



RCW 28A.640.050:

"The superintendent of public instruction shall have the power to enforce and obtain compliance with the provisions of this chapter and the regulations and guidelines adopted pursuant thereto by appropriate order made pursuant to chapter 34.05 RCW, which order, by way of illustration, may include, the termination of all or part of state apportionment or categorical moneys to the offending school district, the termination of specified programs in which violations may be flagrant within the offending school district, the institution of a mandatory affirmative action program within the offending school district, and the placement of the offending school district on probation with appropriate sanctions until compliance is achieved."

RCW 28A.642.050:

"The superintendent of public instruction has the power to enforce and obtain compliance with the provisions of this chapter and the rules and guidelines adopted under this chapter, by appropriate order made pursuant to chapter 34.05 RCW. The order may include, but is not limited to, termination of all or part of state apportionment or categorical moneys to the offending school district, termination of specified programs in which violations may be flagrant within the offending school district, institution of corrective action, and the placement of the offending school district on probation with appropriate sanctions until compliance is achieved."

### **Gun-Free Schools Act Compliance**

16. The applicant will comply with Title IV, Part A, Subpart 3, Section 4141, Gun Free Schools Act of 2004, which requires LEA's to comply with State law regarding requiring local educational agencies to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing. This law also requires mandatory reporting to the state of a description of the circumstances surrounding any expulsions imposed under the State law including - the name of the school concerned; the number of students expelled from such school; and the type of firearms concerned.

### **Protected Prayer**

17. The applicant agrees it has no policy in place that prevents, or otherwise denies, participation in constitutionally protected prayer in public schools as set forth in the U.S. Department of Education's February 7, 2003 document and set forth in 20 U.S.C. 7904 (Section 8524 of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act). US Department of Education Guidance on Constitutionally Protected Prayer

SEC. 8524. ♦20 U.S.C. 7904:

..."(b) CERTIFICATION.-As a condition of receiving funds under this Act, a local educational agency shall certify in writing to the State educational agency involved that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary school..."

By signing below, we certify that we have read and agree we have no policy in place preventing or otherwise denying participated in constitutionally protected pray in public schools.

### **LEA-Tribal Affirmation of Consultation**

18. One of the new requirements under ESSA Section 8538 is to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, and consult with appropriate officials from Indian tribes or tribal organizations prior to the school district's submission of a required plan or application. Such consultation shall be done in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to such plan.

ESSA Impacted Districts for Consultation

19. School districts with an American Indian/Alaska Native student enrollment of 50 percent or more of the total district enrollment; or for fiscal year 2017, received a grant in the previous year under subpart 1 of part A of Title VI that exceeded \$40,000; or for any fiscal year following fiscal year 2017, received a grant in the previous fiscal year under subpart 1 of part A of Title VI that exceeded \$40,000.
20. Each affected school district shall maintain in the district's records AND upload in the General Assurances section in iGrants the Affirmation of Consultation with Tribal Representatives (attached) signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation required has occurred. If such officials do not provide such affirmation within a reasonable period of time, the affected school district shall forward documentation that such consultation has taken place to OSPI.

LEA-Tribal-Affirmation-of-Consultation

### **Audit Requirements**

21. Subrecipients of federal awards, as defined by 2 CFR Part 200 Subpart F, shall maintain records that identify all federal funds received and expended. Such funds shall be identified by the appropriate OMB Catalog of Federal Domestic Assistance (CFDA) numbers. Subrecipients must make their records available for review or audit by officials of federal agencies, the Government Accountability Office (GAO), and the Superintendent of Public Instruction (OSPI) or designee.

Subrecipients expending seven hundred fifty thousand dollars (\$750,000) or more in federal awards from all federal sources combined in any fiscal year beginning after December 26, 2014, will receive an audit under 2 CFR Part 200 Subpart F for that fiscal year. The audit must be completed within nine (9) months of the end of that fiscal year.

Upon completion of each audit, all subrecipients, except for School Districts and ESDs, must submit the audit report, including any corrective action plans as a result of audit findings, to the Audit Management and Resolution Section, Office of Superintendent of Public Instruction, PO Box 47200, Olympia, WA 98504.

**Closeout**

22. The applicant will submit all financial, performance, and other reports as required by the terms and conditions of the grant (no later than 90 calendar days after the end date of the period of performance).
23. Unless an extension is approved by OSPI, the applicant will liquidate all obligations incurred under the federal grant not later than 90 days after the end date of the performance period as specified in the terms and conditions of the award.
24. The applicant will promptly refund any balances of unobligated funds that are paid in advance or paid but not authorized to be retained for use in other projects.
25. The applicant will account for any real and personal property acquired with federal funds or received from the Federal government in accordance with administrative requirements.

**Open Educational Resources**

26. Copyright: Except when in conflict with stated policies, grantees receiving funds managed by OSPI from state, federal, foundation, or other funding sources shall own copyright on their original works of authorship; however, as a condition of receiving a grant, applicants are subject to the licensing policies below.
  - o Licensing (original work): As a condition of receiving a grant and where not in conflict with state policies, all original works of authorship produced by grants from state, federal, foundation or other funds managed by OSPI will carry a Creative Commons Attribution License, version 4.0 or later (CC BY).
  - o Licensing (adapted work): All derivative works, adapted by grantees from others' existing openly licensed resources, must follow the terms of the open license on those materials. The derivative work must be licensed with the least restrictive open license possible that is not in conflict with existing licenses.

**System for Award Management (SAM)**

System for Award Management (SAM) is the primary registrant database for the U.S. Federal Government. SAM collects, validates, stores, and disseminates data in support of agency acquisition missions, including Federal agency contract and assistance awards. Please note that the term "assistance awards" includes grants, cooperative agreements and other forms of federal assistance. Whether applying for assistance awards, contracts, or other business opportunities, all entities are considered "registrants."

The applicant agrees it has a current SAM registration. If not pre-populated in the box below, please provide your current DUNS information as registered in **SAM**.

**UPLOAD SUPPORTING DOCUMENTATION HERE**

File names may **NOT** include symbols, including #.

Enter file to upload

No file chosen

Uploaded File	Uploaded By	Uploaded At
<a href="#">Assurances.pdf</a>	Mara Schneider	5/10/2021 8:57 AM



**DUNS Information**

DUNS Number: 100080282

Legal Name/DBA: Chewelah School District

**Must be the same as the "legal name" or "DBA" as registered in the System for Award Management (SAM). If you are unsure, you can search for your registered name [here](#).**

**By signing below, we certify that we have read and agree to all applicable general assurances as stated above.**

Authorized Representative: Mara Schneider

Representative Title: Business Manager

Agreed On: Tuesday, May 4, 2021

**By signing below, the CEO/Superintendent certifies that they have read and agree to all applicable general assurances as stated above.**

CEO/Superintendent Name: Richard McFarland

Agreed On: Tuesday, May 4, 2021



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Fiscal Period 21-22

**267 Special Education IDEA Part B Sections 611 and 619**  
Current Form Package Status: **Needs More Work**

[Help](#) [Contact](#) [Application](#) [Budget](#) [Notes](#)

[Previous](#) Page 1 - Assurances (Final Approval Issued) [Next](#)

Print	Print All	Modified By By Org.	Modified On By Org.	Modified By By OSPI	Modified On By OSPI
		Mara Schneider	7/2/2021 1:26 PM	Tina Pablo-Long	8/20/2021 11:44 AM

- Profile Page
- Instructions
- Required Pages
- Administrator
- District
- Select a Form Package
- School
- Select a Form Package
- Consentium
- Select a Form Package
- All Budgets
- Report Tool

Page 1

[Special Education IDEA Tutorial](#)

*21-22 (Final Approval Issued) (Final Approval Issued) Final Approval Issued*

**After completing this page, print and sign the Assurances. Submit the signed Assurances by scanning to your computer and uploading onto Page 5 or faxing to (360) 586-0247.**

**Single Agency Certification**

**This application is submitted for the following federal programs for students with disabilities:**

- IDEA Part B, Section 611 (3-21)
- IDEA Part B, Section 619 (Preschool, 3-5)

<i>Signature of Superintendent</i>	
<b>Name of Superintendent:</b>	Jason Perrins
<b>Date: (MM/DD/YY)</b>	7/2/2021

**Assurances**

The Local Educational Agency (LEA) makes the following assurances and provisions as required by Part B of the IDEA and those contained in 20 U.S.C. 1413(a):

1. The LEA assures that in providing for the education of students with disabilities within its jurisdiction, its policies, procedures, and programs are consistent with 20 U.S.C. 1412 - (34 CFR 300.201 and WAC 392-172A-06005).
2. If the LEA makes changes to existing policies and/or procedures on its own, due to changes to federal law; a new interpretation of an applicable provision of the act by federal or state courts; or an official finding of noncompliance with federal or state law or regulations, the LEA will provide a copy to the Office of Superintendent of Public Instruction (OSPI).
3. A free appropriate public education (FAPE) is available to all students with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including students with disabilities who have been suspended or expelled from school, in accordance with 20 U.S.C. 1412(a)(1) (34 CFR 300.101 and WAC 392-172A-02000).
4. All students with disabilities residing in the LEA, including students with disabilities who are homeless or are wards of the State, and students with disabilities unilaterally enrolled in private (non-profit) elementary or secondary schools within district boundaries, regardless of the

severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services in accordance with 20 U.S.C. 1412(a)(3) (34 CFR 300.311 and WAC 392-172A-02040) and report these data to OSPI in a timely and accurate manner.

5. An individualized education program (IEP) is developed, reviewed, and revised for each student with a disability in accordance with 20 U.S.C. 1414(d) (34 CFR 300.324 and WAC 392-172A-03110).
6. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled, and special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a student is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B) (34 CFR 300.114 and WAC 392-172A-02050).
7. Students with disabilities and their parents are afforded the procedural safeguards required by 20 U.S.C. 1415 and in accordance with 20 U.S.C. 1412(a)(6) (34 CFR 300.501 through -505 and WAC 392-172A-05000 through -05020).
8. Students with disabilities are evaluated in accordance with subsections (a) through (c) of 20 U.S.C. 1414 and 20 U.S.C. 1412(a)(7) (34 CFR 300.301 through -311 and WAC 392-172A-03000 through -03080).
9. The LEA will comply with 20 U.S.C. 1417(c) relating to the confidentiality of records and information in accordance with 20 U.S.C. 1412(a)(8) (34 CFR 300.610 through -626 and WAC 392-172A-05180 through -05245).
10. Students participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. 1437(a)(9). By the third birthday of such a student, an IEP has been developed. The LEA will participate in transition planning conferences arranged by the designated lead agency under 20 U.S.C. 1435(a)(10) and 20 U.S.C. 1412(a)(9) (34 CFR 300.124 and WAC 392-172A-02080).
11. The LEA will ensure that:
  - a. Students unilaterally enrolled by their parents in private elementary schools and secondary schools in the school district served by the LEA, will be afforded the opportunity to equitably participate in accordance with the requirements found in 20 U.S.C. 1412(a)(10)(A) (34 CFR 300.130 through -144 and WAC 392-172A-04000 through 04070);
  - b. Students are placed or referred by the LEA to a private school in accordance with the requirements found in 20 U.S.C. 1412(a)(10)(B) (34 CFR 300.145 through -146 and WAC 392-172A-04080 through 04110); and
  - c. The LEA follows procedures for students enrolled by their parents in a private school when FAPE is at issue in accordance with the requirements found in 20 U.S.C. 1412(a)(10)(C) (34 CFR 300.148 and WAC 392-172A-04115)
12. The LEA assures that amounts provided to it under IDEA will be expended in accordance with 20 U.S.C. 1412(a) and 1) shall be used only to pay the excess costs of providing special education and related services to students with disabilities; 2) shall be used to supplement State, local, and other federal funds and not to supplant such funds; and 3) shall not be used to reduce the level of expenditures for the education of students with disabilities made by the LEA local funds below the level of those expenditures for the preceding fiscal year subject to the exceptions contained in 20 U.S.C. 1413(a)(2)(A)(B) and (C) (34 CFR 300.202-205 and WAC 392-172A-06010 through 06025).
13. The OSPI Special Education Fiscal Staff reviews maintenance of effort on a yearly basis. The applicant understands that a "noncompliance notice" will be issued to the LEA if the LEA fails maintenance of effort tests. The LEA will either provide documentation to OSPI assuring that it is maintaining effort or reimburse (with non-federal funds) OSPI for any federal funds expended that supplant state and local effort.
14. P.L. 81-874: The LEA assures that any P.L. 81-874 (impact aid) add-on funds, which it may receive for the benefit of students with disabilities, will be spent in accordance with the federal regulations governing that program.
15. The LEA shall ensure that all personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve students with disabilities, subject to the requirements of section 20 U.S.C. 1412(a)(14).
16. The LEA shall make available to parents of students with disabilities and to the general public all documents relating to the eligibility of the LEA under the IDEA (34 CFR 300.212 and WAC 392-172A-06050).



- 17. The LEA shall provide OSPI with information necessary to enable the state to carry out its duties with respect to information relating to the state performance goals contained in 20 U.S.C. 1412(a)(15) and in 20 U.S.C. 1412(a)(16) as it relates to the performance of students with disabilities participating in programs carried out under Part B (34 CFR 300.211 and 34 CFR 300.602 and WAC 392-172A-06045 and WAC 392-172A-07025).
- 18. The LEA shall cooperate in the Secretary’s efforts under the Every Student Succeeds Act of 2015 to ensure the linkage of records pertaining to migratory students with a disability for the purpose of electronically exchanging, among the states, health and educational information regarding such students (34 CFR 300.213 and WAC 392-172A-06055).
- 19. Records related to the location, assessment, and placement of students who are eligible for special education and the development and implementation of IEPs shall be maintained. Programmatic and fiscal information records shall be available to authorized representatives of OSPI for the purpose of fiscal compliance, and performance verification (34 CFR 76.301 and 76.731; WAC 392-172A-05205, -06045, -07010, and -07020).
- 20. The LEA assures that programs and activities for students who are eligible for special education meet the requirements of Title II of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (WAC 392-172A-01035).
- 21. The LEA shall use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds (34 CFR 76.702 and WAC 392-172A-06010).
- 22. The LEA will comply with the State adopted National Instructional Materials Accessibility Standard (NIMAS) for the purpose of providing instructional materials to eligible persons or other eligible persons with print disabilities in accordance with 20 U.S.C. 1412(a)(23) and 1474(e) (34 CFR 300.172(c)(2) and WAC 392-172A-06040).
  - 22a. The LEA  will  coordinate with the National Instructional Materials Access Center (NIMAC). Whether or not the LEA coordinates with NIMAC, it assures that each eligible person who requires instructional materials in an accessible format will receive these in a timely manner consistent with 20 U.S.C. 1413(a)(6) (34 CFR 300.210 and WAC 392-172A-06040).

If the LEA has selected "**will not**" above, please describe in detail how the LEA will ensure that eligible persons who are visually impaired or blind acquire instructional materials in accessible format; ensure instructional materials are provided to the eligible persons in a timely manner; and how the LEA will verify the materials meet NIMAS standards:

- 23. The LEA assures that it will comply with any corrective actions required by OSPI or their designees through the citizen complaint process, due process orders, or integrated sub-recipient monitoring (34 CFR 300.152, -518 and -600 and WAC 392-172A-05030, -05105, and -07010).

<b>Check this box:</b>	I certify that the LEA has read these assurances and will operate its IDEA Part B program in accordance with all of the assurances and submission statement.
<p>The LEA assures that throughout the period of this grant award the LEA will operate consistent with all requirements of IDEA 2004, 20 USC § 1400, et. seq., applicable regulations (34 CFR Part 300), and related state statutes (RCW) and regulations (WACs), along with the General Education Provisions Act (GEPA), 20 USC § 1221 et. seq., and Office of Management and Budget’s (OMB) Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards.</p> <p>In the event that an LEA is not eligible under Part B of the Act, or is not complying with corrective actions as a result of monitoring, state complaints, or due process decisions, and the Superintendent of Public Instruction intends to withhold or recover funds in whole or in part, the LEA shall be provided the opportunity for a hearing as provided in WAC 392-172A-06065.</p> <p>I, the undersigned authorized official of the LEA, am designated to submit this application for 2021-22 funds under Part B of the IDEA.</p>	
<p>NAME OF OFFICIAL AND TITLE</p>	
<b>Name of authorized official:</b>	Jason Perrins
<b>Position of authorized official:</b>	Superintendent
<b>Date: (MM/DD/YY)</b>	07/02/21
<b>Signature Line:</b>	





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## Assurances



Perkins V Application for 21-22

Page 1

[Click on the yellow icon to the right of the SAS question to view the document.](#) [Link To Document](#)

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006.

It is important to note that the results from each eligible recipient's 2020-2021 Comprehensive Local Needs Assessment (CLNA) will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2021-2022 program year and in subsequent program years.

OSPI has created a 2021-2022 Perkins V Application [Resource Guide](#) to assist you in completing this application.

(For OSPI Use Only)		
OSPI Approval Status	SAS Further Action Required	SAS Approval

### Request for Substantially Approvable Status

**PURPOSE:** Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

**IMPORTANT!** This page represents a request for a Substantially Approvable Status (SAS) for this federal program. Certain application pages and process buttons, e.g., Budget, Finish, and Notify have been hidden. School Districts/State-Tribal Education Compact (STEC) schools **will not be able to request OSPI Approval** for this form package **until final allocations have been announced.**

**In order to incur any costs associated with this program as of July 1,** the district/STEC must first request SAS. Next, the Office of Superintendent of Public Instruction (OSPI) will review the request and communicate to the district/STEC if further action is necessary or if SAS approval has been issued.

**NOTE:** If an applicant does not request SAS they will not be able to obligate funds back to July 1.

Preliminary Allocation:	
SAS Process	

Instructions for Completing the SAS Process	
<b>Step 1:</b>	Make sure "NO" is displayed in the drop-down list.
<b>Step 2:</b>	Press the <b>Mark Completed</b> icon on this page.
<b>Step 3:</b>	<b>WAIT FOR FINAL ALLOCATIONS TO BE ANNOUNCED.</b>
<p>1. Choose "YES" from the drop-down list to the SAS Process question</p> <p>2. Complete all sections of the Perkins Assurances -</p>	

- a. Choose an answer under Question 5
  - b. Click, read and certify each Perkins Assurance
  - c. Fill out the Authorized Representatives Signature Block
3. Press the Mark Completed icon on this page.
4. Send email message (displayed after pressing Mark Completed icon).

**Perkins Assurance**

1. Review the following requirements by clicking each hyperlink.
2. Click the box certifying the district/STEC has read and understood the requirements listed under each section.
3. Complete the Authorized Representatives Signature Block.
4. Sign, date, and print a copy of this assurance section.
5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in district/STEC files for monitoring/auditing purposes.

Upon written request, will the district/STEC consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [section 317(b)(2)].

**NOTE:** The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

This district hereby assures compliance with the following requirements under each section:

**FEDERAL**

[The Office of Management and Budget's \(OMB\) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(Uniform Guidance\)](#)

[Education Department General Administrative Regulations \(EDGAR\)](#)

[Strengthening Career and Technical Education for the 21st Century Act \(Public Law 115-224\)](#)

**STATE**

[Washington State Perkins Plan Requirements](#)

[Washington Administrative Code \(WAC\)](#)

[Revised Code of Washington \(RCW\)](#)

[State Administrative and Accounting Manual \(SAAM\)](#)

[Career and Technical Education Program Standards](#)

**OSPI**

[Accounting Manual for Public School Districts in the State of Washington](#)

By accepting these funds and signing below, your district/STEC agrees to abide by all federal, state, and agency rules and regulations required of this money. Electronic signatures are allowed.

<b>Superintendent:</b>	
<b>Section 504 Coordinator:</b>	
<b>Title IX Officer:</b>	
<b>General Advisory Chair:</b>	
<b>Board Chair:</b>	
<b>CTE Director/Administrator:</b>	
<b>Date: (MM/DD/YY)</b>	



## Assurances

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Highly Capable Program Plan for 21-22

Page 1

### Information

**All Local Education Agencies (LEAs) must complete this application for the 2021-22 school year.**

- **Page 1 must be updated annually:** District indicates if accepting Highly Capable funds, signs and dates assurances to comply with Highly Capable Program requirements.
- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page. Page 7 is to be updated annually.

**REMINDER:** The Highly Capable funding formula is based on 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

**Your school board must approve the information and data you enter in this form package annually.** In iGrants form Package 217 (fiscal year 2021-22), click **Print All**, to the right of Save. ([WAC 392.170.025](#)).

### Program Monitoring and Review

OSPI staff will review District Highly Capable plans during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as Highly Capable is part of the program of basic education under [RCW 28A.150.220\(3\)\(g\)3](#).

### Updated Pages

Updates have been made to the following pages:

Page 2  
 Page 3  
 Page 4  
 Page 5  
 Page 6  
 Page 7

### Learn More About the Transitional Bilingual Instructional Program

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

**Please check only one box below:**

**LEA accepts Highly Capable allocation for 2021-22 school year. LEA agrees to the comply with:**



- a. **RCW 28A.150.220(3)(g)(3)**  
The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.
- b. **RCW 28A.185.020**  
Highly Capable program requirements provided in state law.
- c. **WAC 392-170-012**  
Highly Capable program requirements provided under OSPI rules. **WAC 392-170**
- d. Annually report the students served in the LEA's Highly Capable program in CEDARS.
- e. **Your school board must approve the information and data you enter in this form package annually.** LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.
- f. Annually complete the End-of-Year Report (iGrants Form Package 250).
- g. Follow **RCW 28A.185.020** District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.
- h. Follow **RCW 28A.300.770** Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.

**LEA DOES NOT accept Highly Capable allocation for the 2021-22 school year.** LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with **RCW 28A.150.220(3)(g)**. This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

- a. Annually report the students served in the district's Highly Capable program in CEDARS.
- b. Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.
- c. **Your school board must approve the information and data you enter in this form package annually.** LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.
- d. Follow **RCW 28A.185.020** District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.
- e. Follow **RCW 28A.300.770** Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.

<b>Authorized Representative Name:</b>	
<b>Authorized Representative Title:</b>	
<b>Date:</b> (MM/DD/YY)	

<b>Contact Name:</b>	
<b>Contact Organization:</b>	
<b>Contact Email:</b>	
<b>Contact Phone:</b>	
<b>Contact Name:</b>	
<b>Contact Organization:</b>	

<b>Highly Capable Program Parent Organization</b>	
<b>Is there a parent organization in your area? Yes No</b>	
<b>Contact Name:</b>	
<b>Contact Organization:</b>	
<b>Contact Email:</b>	

**Contact Phone:**

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## Assurances

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Learning Assistance Program (LAP) for 21-22

Page 1

### Learning Assistance Program (LAP)

**All districts must complete this application for the 2021-22 school year.**

The Learning Assistance Program funding request consists of two pages. Please complete each page and submit for approval.

- **Page 1:** District identifies if accepting LAP funds and signs assurances to comply with LAP requirements.
- **Page 2:** District briefly identifies planned/projected use of LAP funds.

### Acceptance of Funds

#### Question 1: Acceptance of Funds for the 2021-22 School Year

District accepts LAP funds for the 2021-22 school year. Yes No

**Before LAP funds are released for the 2021-22 school year, LEAs must have:**

1. Submitted form package 218
2. An approved LAP end-of-year report for school year in EDS.

**If no, please mark Page 1 completed/saved, mark Page 2 N/A, and submit this form package.**

**If yes, complete the remainder of this form package (FP).**

- Mark the check box at the end of the page if the district agrees to comply with these assurances.
- Provide the signature and title of the authorized designee of the district and the date completed.
- Complete page 2.

### Assurances

**The district assures that it will follow the existing laws and rules under [chapter 28A.165 RCW](#) and [chapter 392-162 WAC](#). Note: Sections of [SHB 1208](#), signed into law on April 21, 2021, made changes to the LAP laws, including repealing certain program requirements. Please refer to the [LAP webpage](#) for more information on the laws and implementation.**

<p>Signature of Authorized Representative</p>	
<b>Authorized Representative Name:</b>	
<b>Authorized Representative Title:</b>	
<b>Date: (MM/DD/YY)</b>	



## Assurances

[Back](#)


Title II, Part A Teacher & Principal Training & Recruiting Fund for 21-22

Page 2

The LEA ensures that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements. [ESEA, as amended by ESSA, [Sec. 1112\(c\)\(6\)](#)]

The local education agency (LEA) assures that Supplement not Supplant applies to all of the activities funded by Title II, Part A [[Sec.2123\(b\)](#)].

The LEA assures that the professional development using Title II, Part A funds will meet the needs of teachers, principals, and other school leaders [[Sec. 2122\(c\)\(5\)](#)].

The LEA assures that the professional development activities to be carried out with Title II, Part A funds align with state academic content standards, student academic achievement standards, and state assessments. [[Sec. 2122\(c\)\(1\)\(A\)](#)].

The LEA assures that it will coordinate professional development activities supported by Title II, Part A funds with professional development activities provided through other Federal, State and local programs. [[Sec. 2122\(4\)](#)].

The LEA will target Title II, Part A funds to support activities in schools that [[Sec. 2122\(c\)\(3\)](#)]:

- have the highest percentages of inexperienced and out-of-field teachers;
- have the largest average class size; or
- are identified for school improvement under Title I [Sec.1116\(b\)](#).

The LEA assures that through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, ineffective, or out-of-field teachers [[Sec. 1112\(c\)\(1\)\(L\)](#)].

The LEA will comply with [sec. 9501](#) of ESEA regarding participation of private school teachers.

<b>Authorized Representative Name:</b>	
<b>Authorized Representative Title:</b>	
<b>Date:</b> (MM/DD/YY)	





## Assurances

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Title I, Part A - Improving Basic Programs for 21-22

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### Each LEA plan shall provide assurance the LEA will:

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this party;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National assessment of Education Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instruction program;
5. As required by the Every Student Succeeds Act, designate a Foster Care Liaison to:
  - Serve as the primary contact person for Children's Administration (CA) and OSPI staff;
  - Ensure that children in foster care are enrolled in, and regularly attending, school;
  - Ensure that children in foster care remain in school of origin unless it is determined to be in their best interest to enroll in the neighborhood school;
  - Manage best-interest determinations based on protocols developed collaboratively between CA and OSPI;
  - Facilitate the transfer of records and immediate enrollment;
  - Facilitate data sharing with child welfare agencies, consistent with FERPA and CA protocols;
  - Adopt and implement local transportation procedures consistent with protocols developed collaboratively between CA and OSPI;
  - Manage disputes as they occur, including transportation cost disputes; and
  - Ensure services are provided during disputes.
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements for teachers and federal standards for paraprofessionals, including any requirements for certification obtained through alternative routes to certification; and
7. Ensure that if the local educational agency chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Ensure that schools participate in the statewide accountability system and that such participation will meet at least a 95 percent participation rate in mathematics and English language arts (ELA).

9. Ensure that all required parent and family notification requirements will be in a language that parents can read, a format that parents can access and delivered by a method that reaches parents.
10. Ensure all required parent and family engagement notifications are communicated, including:
  - o Individual student assessment reports
  - o Annual local report card
  - o Complaint procedures
  - o Parent’s right to ask about a teacher’s professional qualifications, including certification level, grade assignment, and endorsement for content area.
  - o Informing the parents or legal guardians of Title I, Part A students that they may request certain information on the professional qualifications of the student’s classroom teachers and paraeducators providing services to the student.
  - o Providing timely notice to the parents or legal guardians of Title I, Part A students when their child has been taught for four (4) consecutive weeks by a teacher teaching under a limited substitute teaching certificate, such as an *Emergency Substitute* or *Interim Substitute Teacher* certificate.
  - o Annual Title I meeting
  - o School parent compact
  - o Written parent and family engagement policies
  - o Title I schoolwide plan
11. Ensure that disparities are identified and addressed to prevent low-income students and minority students from being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.
12. Assure that federal guidance is followed to meet maintenance of effort, comparability and supplement, not supplant requirements.
13. Consistent with ESEA Section 1116(b)(13) under NCLB (Public Law 107-110, No Child Left Behind Act of 2001), permit a student who previously transferred to another public school under NCLB to remain in that school until the child has completed the highest grade in that school.

<b>Authorized Representative Name:</b>	
<b>Authorized Representative Title:</b>	
<b>Date:</b> (MM/DD/YY)	

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Fiscal  
Period 21-22**211 Title IV Part A - Student Support and Academic Enrichment**

Current Form Package Status: Not Initiated

- Profile Page
- Instructions
- Required Pages
- Administrator
- District
- Select a Form Package
- School
- Select a Form Package
- Consentium
- Select a Form Package
- All Budgets
- Report Tool

[Help](#)
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[Application](#)
[Budget](#)
[Finish](#)
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[Notes](#)

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Mark Not Applicable
 Mark Completed
 Save
 Print
 Print All

**Page 3**

In accordance with ESEA section 4106(e) (2) and (f), the applicant provides assurances that it will:

Prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria:

- Are among the schools with the greatest needs;
- Have the highest percentages or numbers of children counted under section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
- Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
- Are implementing targeted support and improvement plans as described in section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
- Are identified as a persistently dangerous public elementary school or secondary school under section 8532. (ESEA section 4106(d).

Consult with a range of stakeholders during the design and development of the program (ESEA section 4106(c)(1). LEAs must additionally continue to consult with stakeholders to improve program activities and to coordinate implementation with other related activities in the community. (ESEA 4106(c)(2).

For an LEA that receives \$30,000 or more, conduct a comprehensive needs assessment. (ESEA section 4106(e)(2)(A)).

For an LEA that receives \$30,000 or more, use—

- Not less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities;
- Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and
- A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology.

Use not more than 15 percent of funds designated for supporting the effective use of technology to purchase technology infrastructure, including devices, equipment, software, and digital content.

Comply with section 8501-8504, regarding equitable participation of private school children and teachers. (ESEA section 4106(e)(2)(B)).

Complete an annual State report regarding how funds for the SSAE program were used, and the extent to which annual goals were accomplished. (ESEA section 4106(e)(2)(F)).

Use program funds to supplement, and not supplant, non-Federal funds that would otherwise be available for activities authorized under the SSAE program. (ESEA section 4110).

<b>Authorized Representative Name:</b>	
<b>Authorized Representative Title:</b>	
<b>Date: (MM/DD/YY)</b>	



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Fiscal Period 21-22

**664 TPEP Teacher and Principal Evaluation and Growth Training**

Current Form Package Status: Requested OSPI Approval

[Help](#) [Contact](#) [Application](#) [Budget](#) [Notes](#)
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Print	Print All	Modified By By Org.	Modified On By Org.	Modified By By OSPI	Modified On By OSPI
		Jason Perrins	6/16/2021 10:31 AM		

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Washington's teacher and principal evaluation system is designed to provide accountability for professional standards. For teachers and principals, it also provides tools for professional growth (the instructional and leadership frameworks) and state-supported professional learning. Together, this system supports the growth of student learning by continually improving teacher and principal practice.

With funding from OSPI, your ESD will offer opportunities to train new educators in the instructional and leadership frameworks, as well as to refine educators' understanding of the evaluation system and use it to support educator growth.

**Certificate of Assurance****With this funding, the district will:**

1. Prioritize new and new-to-framework teachers, principals/assistant principals, and principal evaluators. The district will ensure they receive:

**TEACHERS (REQUIRED)**

- an introduction to the evaluation system and any local regulations or definitions that have been codified;
- a minimum of 6 hours of professional learning on the district's chosen instructional framework ("Teacher Overview"); these hours may be distributed throughout the first months of the school year.

**PRINCIPALS/ASSISTANT PRINCIPALS (Teacher evaluators) (REQUIRED)**

- Stage I and Stage II training in the district's chosen instructional framework provided by an OSPI-approved framework trainer.

**PRINCIPAL/ASSISTANT PRINCIPAL EVALUATORS (REQUIRED); PRINCIPALS AND ASSISTANT PRINCIPALS (RECOMMENDED)**

- AWSP training (12 hours) provided by an OSPI/AWSP-approved framework trainer.

**ALL NEW-TO-DISTRICT TEACHERS, PRINCIPALS, ASSISTANT PRINCIPALS, AND PRINCIPAL EVALUATORS (REQUIRED)**

- A working knowledge of the dialogue process between educator and evaluator as evidence accrues through the school year;
- An understanding of the district's expectations concerning student growth goals and measures; and
- An understanding about how the student growth components will be implemented in your district.

2. Deepen knowledge of the framework and enhance opportunities for application for teachers, principals/assistant principals, and principal evaluators who have already received this training.

- 3. Focus on evidence gathering, assessment for learning, student growth, or other areas identified in the evaluation process is encouraged.

**Please indicate below the name and role of the person(s) in this district designated to oversee the work of growing and evaluating teacher and principal practice.**

Principal growth and evaluation designee: Jason Perrins

Role:  
Superintendent

(If different) Teacher growth and evaluation designee:

Role:



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**600 Minimum Basic Education Requirement Compliance**

**Fiscal Year:** 21-22

**Milestone: Draft** (Printed 9/8/2021)

**District:** Chewelah School District

**Organization Code:** 33036

**ESD:** Educational Service District 101

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**INSTRUCTIONS:** The compliance questions must be answered in the [Alchemer here](#). Please complete the primary portion of basic education compliance in Alchemer before submitting iGrants Form Package 600 for approval. If the Alchemer portion has not been completed. The district will not be approved as in compliance by the State Board of Education.

If the district is below minimum requirements due to a waiver from minimum requirements, please simply check "in compliance." If the district has questions about its compliance status, then please email [PARKER TEED](#) (Parker can call you if requested by email – we are receiving a high volume of calls) or describe the issue in the text box below and State Board of Education (SBE) staff will contact you when reviewing this attestation.

**RCW 28A.150.210 describes the goals of the program of basic education:**

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

- (1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- (3) Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- (4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Any other comments relevant to your district's provision of the program of basic education? (Optional)

**CERTIFICATION OF COMPLIANCE**

The following persons named below certify that the information stated herein is true and correct and that **Chewelah School District** meets the basic education program requirements contained in RCW 28A.150.220 and the minimum high school graduation requirements set forth in Chapter 180-51 WAC.

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

<b>School District Superintendent</b>	<b>Date (MM/DD/YY)</b>
<b>Board President or Chair</b>	<b>Date (MM/DD/YY)</b>



## **ALTERNATIVE AND EXTENDED LEARNING OPPORTUNITIES EXPERIENCE COURSES**

The district establishes the Chewelah Alternative Educational Programs as alternative learning experience programs, provided on site, remotely, or over the internet or by other electronic means, as defined in WAC 392-121-182.

- I. ~~Every student enrolled in the program shall have a written individual plan developed in collaboration with the student, the student's parents, and other interested parties. The student's supervisor, who must be certificated instructional staff or a contractor as defined in WAC 392-121-188, must approve the plan and has primary responsibility and accountability for the plan. The student learning plan must meet the following minimum criteria. The plan must:~~
  - ~~A. Include a schedule of the duration of the program, including the beginning and ending dates;~~
  - ~~B. Describe the specific learning goals and performance objectives of the alternative learning experience. This requirement may be met through course syllabi or other detailed descriptions of learning requirements. Courses will be identified using course names, codes, and designators specified in the most recent Comprehensive Education Data and Research System data manual published by the Office of Superintendent of Public Instruction;~~
  - ~~C. Describe the average number of hours per week that the student will engage in learning activities to accomplish the objectives of the plan;~~
  - ~~D. Describe how weekly contact requirements will be fulfilled; "School week" means any seven-day calendar period starting with Sunday and continuing through Saturday that includes at least three days when the district's schools are in session.~~
  - ~~E. Identify instructional materials essential to successful completion of the learning plan;~~
  - ~~F. Include a timeline and method for evaluating student progress toward the learning goals and performance objectives specified in the learning plan; and it will be written in a manner that facilitates monthly evaluation of student progress.~~
  - ~~G. Identify whether the alternative learning experience meets one or more of the state essential academic learning requirements defined by the district. High School alternative learning plans must identify whether the experience meets state and district graduation requirements.~~
  - ~~H. Identify the certificated teacher responsible for each course included as part of the plan.~~
- II. ~~Annually, during a public meeting, the board will approve the ratio of certificated instructional staff to fulltime equivalent students enrolled in alternative learning experience programs and courses.~~



- III. ~~Student performance will be supervised, monitored, assessed, evaluated, and recorded by certificated instructional staff, or by certificated staff of a contractor.~~
- ~~A. Each student will meet with a certificated teacher prior to the start of each term, or immediately upon enrollment, to write and develop individual plan goals. This plan will include:~~
- ~~1. Learning targets to be achieved by the student.~~
  - ~~2. Performance assessment criteria and level of skill necessary for successful completion of the learning targets.~~
  - ~~3. Indicate pass/fail or letter grading.~~
  - ~~4. A schedule with times that includes interim evaluation, adjustments (if necessary) and plan completion date.~~
  - ~~5. Expectations for student and parent/guardian are defined in plan and evaluation.~~
  - ~~6. Documentation for all meetings and modifications to the plan.~~
  - ~~7. The plan for each student shall include records documenting enrollment, attendance and participation in educational activities.~~
- ~~B. Standardized tests, screening tests, and building and classroom tests may be used to determine student's placement in alternative programs.~~
- ~~C. Standardized tests, screening tests, and building and classroom tests will be used to determine student's placement when determining credit received, or requirements waived, when an alternative or home school student enrolls or transfers to a non-alternative district program.~~
- IV. ~~Each student enrolled in an alternative learning experience program shall have direct personal contact with school staff at least weekly, to discuss and evaluate student progress, until completion of the course objectives or the requirements of the learning plan. Direct personal contact may be accomplished by a face to face meeting with the student, and if appropriate, with the parent or guardian, through the use of telephone, e-mail, instant messaging, interactive video communication, or other means of digital communication. Direct personal contact must be for the purposes of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the written student learning plan, and must at minimum include a two-way exchange of information between certificated teacher and the student. All essential direct personal contact must be documented. Contact may be documented through logs or any digital means that tracks communication between student and teacher. In-person instructional contact may also be accomplished in a group setting between the teacher and multiple students and would meet weekly contact requirements for students participating in the district's ALE program(s).~~
- V. ~~Each student's educational progress will be reviewed at least monthly. The results of the monthly evaluation shall be communicated with the students, or if the student is in grades K-8, with the student and with the parent or guardian of student. If a student does not make satisfactory progress in the activities identified in his or her plan, an~~



~~intervention plan must be developed and implemented. An intervention plan is a plan designed to improve the progress of students determined to be not making satisfactory progress. An intervention plan must be developed, documented, and implemented by a certificated teacher in conjunction with the student, and for students in grades K-8, and the student's parent(s). At a minimum, the intervention plan must include at least one of the following interventions:~~

- ~~• Increasing the frequency or duration of direct personal contact for the purposes of enhancing the ability of the certificated teacher to improve student learning;~~
- ~~• Modifying the manner in which direct personal contact is accomplished;~~
- ~~• Modifying the student's learning goals or performance objectives;~~
- ~~• Modifying the number of or scope of courses or the content included in the learning plan; or~~
- ~~• Any other method deemed appropriate by the certificated teacher to establish student progress.~~

~~If after no more than three consecutive evaluation periods in which it is determined the student is not making satisfactory progress despite intervention efforts, a plan designed to more appropriately meet the student's educational needs must be developed and implemented by a certificated teacher in conjunction with the student and the student's parent(s). This plan may include removal of the student from the alternative learning experience and enrollment of the student in another more suitable educational program offered by the school district.~~

~~VI. Parent Responsibilities:~~

~~Parents or guardians are required to participate in the program on behalf of their children in at least the following ways, or their children may be excluded or removed from the program:~~

- ~~A. The parent or guardian must be a part of the student learning plan process and approve their child's plan;~~
- ~~B. The parent or guardian of the K-8 student must participate in the monthly evaluation process with certificated instructional staff as prescribed in their child's plan for purposes of evaluating their child's performance and/or receiving instructions on assisting with their child's alternative learning experience.~~

~~If a student's parent or guardian cannot or will not participate in the program, the program administrator of the program may accept another suitable adult who agrees to meet the policy and program requirements set out for parents on behalf of the student. In the event a student's parent cannot be located within three days of a student's request for enrollment in an alternative learning experience, the school district may enroll the student for a conditional period of no longer than 30 days. The student must be disenrolled from the alternative learning experience if the school district does not obtain the documentation required for enrollment before the 30-day conditional enrollment period.~~

~~The Chewelah School District will also ensure that no student or parent is provided any compensation, reimbursement, gift, reward, or gratuity related to the student's~~



~~enrollment in one of Chewelah's alternative learning experience unless otherwise required by law.~~

~~VII. District Supervision:~~

~~The district shall designate one or more person(s) responsible for approving specific alternative learning experience programs or courses, monitoring compliance with WAC 392-121-182 and reporting at the end of each school year to the board of directors on the program. The annual report shall contain:~~

- ~~A. The alternative learning experience student headcount and full-time equivalent enrollment claimed for basic education funding;~~
- ~~B. A description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning; including the ratio of certificated instructional staff to full-time equivalent students;~~
- ~~C. A description of how the written student learning plan is developed and student performance supervised and evaluated by certificated staff;~~
- ~~D. A description of how the alternative learning experience program supports the district's overall goals for academic achievement; and~~
- ~~E. Results of any self-evaluations conducted pursuant to WAC 392-121-182(7).~~

~~VIII. The district alternative learning program shall satisfy the state board of education requirements for courses of study or equivalencies; and if the program offers credit or a high school diploma, the alternative learning program must meet the minimum high school graduation requirements.~~

~~IX. Funding for Chewelah Alternative Educational Programs will show evidence available for audit that the district expends at least 90% of the basic education entitlement or the program maintains a ratio of full-time equivalent certificated instructional staff equal to the district's basic education funding ratio for the grade band of students in the program. Categorical funding will be on the same per-student allocation rate as Jenkins High School. The annual entitlement used to generate per-student funding will be based on the amount reported on the F203 Allowable expenditures must be direct expenditures from Programs 01, 31 and/or 45 as defined in the Accounting Manual for Public School Districts in Washington State for the specific year.~~

~~X. Chewelah Alternative Educational Program Guidelines~~

~~A. Admission/Enrollment: Students may enroll in Chewelah Alternative Educational Programs. Students may be enrolled from other district programs as needed through the MDT or success team process with principal and/or superintendent approval. The minimum enrollment in Chewelah Alternative Educational Programs is half-time (.5) FTE. Students that fall below the .5 FTE will require approval from the Superintendent or designee to stay in the Chewelah Alternative Educational Programs, and FTE may be adjusted among in-district programs.~~



- ~~B. Chewelah Alternative Educational Programs students may enroll in classes in other district programs as needed. Chewelah Alternative Educational Programs students attending classes at other campuses will be subject to all campus and program requirements when attending non-alternative courses. Enrollment in non-alternative courses will occur at the term. The student's FTE credit will be divided between Chewelah Alternative Educational Programs and the other district program as attendance time warrants.~~
- ~~C. Monthly Evaluation Reports: For students in grades K-12, the certificated teacher shall submit written monthly evaluation reporting the progress of each student in an ALE program. Instructional hour requirements are defined in WAC 392-121-122. This must be completed within the 5-day grace period in the subsequent month to receive state funding.~~
- ~~D. Assessment Requirements: All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the district. Part-time students must also be assessed at least annually. However, part-time students who are either receiving home-based instruction under Chapter 28A.200, RCW or who are enrolled in an approved private school under Chapter 28A.195, RCW are not required to participate in the assessments required under Chapter 28A.655, RCW. Any student whose alternative learning experience enrollment is claimed as greater than 0.8 full-time equivalent in any one month through the January count date must be included by the district in any required state or federal accountability reporting for that school year, subject to existing state and federal accountability rules and procedures.~~

Legal Reference:	WAC 392-121-182	Alternative learning experience requirements
	RCW 28A.320.230	Instructional Materials Instructional Materials Committee
Cross References	Board Policy 2020	Curriculum Development and Adoption of Instructional Materials
Legal Reference:	WAC 392-121-182	Alternative learning experience requirements

The Board authorizes the creation of alternative learning experience (ALE) courses, as defined in the procedure which accompanies this policy.

The District will make available to students enrolled in an ALE courses educational opportunities designed to meet their individual needs. The District will comply with all program requirements necessary to count an ALE as a course of study and ensure state funding for ALE students.



The Board authorizes the creation of alternative learning experience (ALE) courses, as defined in the procedure which accompanies this policy.

ALE programs may include the following types of courses as defined in RCW 28A.232.010:

1. Online courses (See Policy 2024, Online Learning);
2. Remote courses; and
3. Site-based courses.

The Board will adopt and annually review written policies authorizing ALE courses, including each ALE course and course provider. The policy must designate, by title, one or more school district official(s) responsible for overseeing the District's ALE courses.

The District establishes the following alternative courses provided on site, remote, or online, as defined in WAC 392-550-020:

Quartzite Learning – all courses

The school district official responsible for these courses is: Quartzite Learning Principal

### **Reporting Requirements**

#### **1. Annual Report to the Board of Directors**

The school district official responsible for overseeing each ALE course will report at least annually to the Board. This annual report will include at least the following:

1. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;
2. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE course; the number of certificated staff in each ALE course;
3. A description of how the course supports the District's overall goals and objectives for student academic achievement; and

#### **2. Monthly Report to the Superintendent of Public Instruction**

The District must report monthly to the Superintendent of Public Instruction:

1. Accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences; and
2. Information about the resident and serving districts of such students.

#### **3. Regular Submissions to CEDARS**

The District must report all required information to the office of superintendent of public instruction's Comprehensive Education Data and Research System under RCW 28A.300.500, including designating alternative learning experience courses as such when reporting course information to the Comprehensive Education Data and Research System.

#### **4. Annual Report to the Superintendent of Public Instruction**

The District must report annually to the Superintendent of Public Instruction:

1. the number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program; and
2. enrollment of students (separately identified) where ALE instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392-121-188.
3. the costs and purposes of any expenditures made to purchase or contract for instructional or co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or

services made available to students enrolled in the district's regular instructional program.

**Assessment Requirements:**

All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the District.

Part-time students whose ALE enrollment is claimed as greater than 0.8 FTE in any one month through the January count date must be included by the District in any required state or federal accountability reporting for that school year. However, part-time students who are either receiving home-based instruction under Chapter 28A.200, RCW or who are enrolled in an approved private school under Chapter 28A.195, RCW are not required to participate in the assessments required under Chapter 28A.655, RCW.

Students enrolled in nonresident district alternative learning experience courses or course work who are unable to participate in required annual state assessments at the nonresident district must have the opportunity to participate in such required annual state assessments at the district of physical residence, subject to that district's planned testing schedule. It is the responsibility of the nonresident enrolling district to establish a written agreement with the district of physical residence that facilitates all necessary coordination between the districts and with the student and, where appropriate, the student's parent(s) to fulfill this requirement. Such coordination may include:

- arranging for appropriate assessment materials;
- notifying the student of assessment administration schedules;
- arranging for the forwarding of completed assessment materials to the enrolling district for submission for scoring and reporting; and
- arranging for any allowable testing accommodations, and other steps as may be necessary.

The agreement may include rates and terms for payment of reasonable fees by the enrolling district to the district of physical residence to cover costs associated with planning for and administering the assessments to students not enrolled in the district of physical residence. Assessment results for students assessed according to these provisions must be included in the enrolling district's accountability measurements, and not in the district of physical residence's accountability measurements.

**Valid Justification for Missed Contact**

Valid justifications why a student may miss the weekly contact requirements of ALE for the purpose of truancy include those outlined in Excused absences WAC 392-401-020 and in policy 3122.

**Students who drop out of ALE courses**

A school district offering or contracting to offer an alternative learning experience course to a nonresident student must inform the resident school district if the student un-enrolls from the course or is otherwise no longer enrolled.



**Procedures**

The superintendent is directed to develop procedures consistent with WAC chapter 392-550 to govern the administration of the District's ALE courses.

<u>Cross References:</u>	<u>Board Policy 2020</u> <u>Board Policy 2024</u> <u>Board Policy 3122</u> <u>Board Policy 3141</u>	<u>Course Design, Selection and Adoption of Instructional Materials</u> <u>Online Learning</u> <u>Excused and Unexcused Absences</u> <u>Nonresident Students</u>
<u>Legal References:</u>	<u>RCW 28A.150.305</u> <u>RCW 28A.232.010</u> <u>RCW 28A.250.050</u> <u>WAC 392-121-107</u> <u>WAC 392-121-188</u> <u>WAC 392-137-230</u> <u>Chapter 28A.225 RCW</u>	<u>Alternative educational service providers — Student eligibility.</u> <u>Alternative learning experience courses — Generally — Rules — Reports.</u> <u>Student access to online courses and online learning programs — Policies and procedures — Course credit — Dissemination of information — Development of local or regional online learning programs.</u> <u>Definition-Course of study</u> <u>Instruction provided under contract</u> <u>Length of Acceptance</u> <u>Compulsory school attendance and admission</u>
<u>Management Resources:</u>	<u>2018 - May Policy Issue</u> <u>2017 - April Issue</u> <u>2014 - February Issue</u> <u>2012 - October Issue</u> <u>2011 - October Issue</u> <u>2020 - August Issue</u>	



**Adoption Date: 11.21.01**  
**Chewelah School District #36**  
**Revised: 10.16.13, 09.19.18**  
**Classification: Essential**

## SCHOOL IMPROVEMENT PLANS

Each school ~~will~~shall develop and adopt a school improvement plan or process, with annual review for progress and necessary changes. Each school ~~will~~shall submit its plan to the board of directors by October 31<sup>st</sup> ~~September 30<sup>th</sup>~~ of each year for initial approval and annual review and approval.

Each school improvement plan or process ~~will~~shall be data driven and ~~will~~shall promote a positive impact on student learning. A positive impact on student learning means promoting the continuous achievement of the state learning goals and essential academic learning requirements, and the achievement of nonacademic growth in areas like public speaking, leadership, interpersonal relationship skills, team work, self-confidence and resiliency. ~~The intent is, so~~ that students can meet the goals of Washington's basic education system: to become responsible citizens, to contribute to their own economic well-being and that of their families and communities, and to enjoy productive and satisfying lives.

Each school improvement plan or process ~~will~~shall be based on a building self-review that includes the active participation and input of building staff, students, parents and community members.

Each school improvement plan or process ~~will~~shall address the following elements:

- A. Characteristics of effective schools as identified by the ~~Office~~office of the ~~Superinten-~~superintendent of ~~Public Instruction~~public instruction and the educational service district (a plan may focus on one or several of the characteristics for up to three years);
- B. Safe and supportive learning environments;
- C. Educational equity factors including gender, race, ethnicity, culture, language and physical and mental ability;
- D. Use of technology;
- E. Parent and community involvement; and
- F. Other factors identified by the school community for inclusion in the plan or process.

Any school participation in a program of school improvement assistance through the state accountability system or the federal Elementary and Secondary Education Act ~~will~~shall constitute sufficient compliance with this policy.

Legal References:	WAC 180-16-220	Supplemental basic education program approval requirements
Management Resources:	<i>Policy News</i> , October 2002	State Board Requires Annual School Plan

**Adoption Date: 03.18.09**  
**Chewelah School District #36**  
**Revised: 07.20.16**  
**Classification: Essential Required**