



# CHEWELAH

SCHOOL DISTRICT 36

*We Pledge To Nurture Our Youngest Generations*

## Board of Directors' Regular Meeting

August 30, 2023

6:30 PM at District Office, 210 N Park St., and virtually via Zoom

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Approval of the minutes
  - July 19, 2023 special meeting/budget hearing
  - July 19, 2023 regular meeting
  - August 3, 2023 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 must be submitted following the process outlined in district Policy 4220 Complaints Concerning Staff or Programs or other pertinent grievance procedures.*
7. School Community Presentations
  - A. Student ASB Director – Keona Ross
  - B. Staff professional development reports – Jacob Lee, Sarah Gregory, Kellie Tanner
  - C. Maintenance and facilities update - Jason Tapia
  - D. Summer School report (tan)
  - E. Principal Reports (blue)
  - F. Student Support Services report (pink)
  - G. Business Manager – Mara Schneider
    - ✓ Financial report
    - ✓ Enrollment
8. Consent agenda
  - A. Approve financial reports
  - B. Approve general fund voucher numbers 123335-123371 for a total of \$51,803.13; voucher numbers 123378-123381 for a total of \$8,301.21; voucher numbers 123383-123387 for a total of \$51,427.38; and voucher numbers 123388-123427 for a total of \$233,939.23
  - C. Approve capital projects fund voucher numbers 123372-123374 for a total of \$107,005.45 and voucher numbers 123428-123430 for a total of \$191,522.20
  - D. Approve ASB voucher numbers 123375-123377 for a total of \$3,345.79 and voucher numbers 123431-123433 for a total of \$554.38
  - E. Approve payroll in the amount of \$925,078.87
  - F. Personnel:
    1. Approval to hire Cassandra Carter as a Jenkins High School science teacher
    2. Approve resignation of Stepheney Lane as a Gess paraeducator

3. Approval to post for a paraeducator
  4. Approve resignation of Diane Ostrom as a Jenkins paraeducator
  5. Approval to post for a paraeducator
  6. Approve resignation of Stephanie Hulin as a Gess Elementary teacher
  7. Approval to post for an elementary teacher
  8. Approval to hire Sophia Pegues as a paraeducator
  9. Approval to hire Sophia Pegues as assistant cheer advisor
  10. Approve resignation of Natalia Collier as a Jenkins paraeducator
  11. Approval to hire Valerie Smith as a paraeducator
  12. Approve resignation of Kyle Franko as information technology specialist
  13. Approval to post for information technology specialist
  14. Approval to hire Polly Cooley as Gess elementary teacher
  15. Approval to post for a paraeducator
  16. Approve resignation of Joshua Collier as bus mechanic
  17. Approval to post for a bus mechanic
  18. Approval to hire Elizabeth Harris as a paraeducator
  19. Approve resignation of Mike McMillin as high school boys basketball head coach
  20. Approval to post for high school boys basketball head coach
  21. Approve revised superintendent contract for 2023-2026
9. Superintendent Report
- A. Safety Net funds awarded
10. Old Business
- A. Second reading new Policy 2145 Suicide Prevention (green)
  - B. Create board goals for 2023-2024 school year (multicolor)
  - C. Review EP&O levy potential rates (yellow)
11. New Business
- A. Approve payment of United Schools Insurance premium, estimated amount of \$211,675.04 (salmon)
  - B. Approve Libraries of Stevens County donation of technology and services in the amount of \$1,602.58 (cherry)
  - C. Approve Resolution 2022/2023-11 for the acceptance of planning grant (blue)
  - D. Approve coaches handbook (lavender)
  - E. Approve extracurricular programs and positions for 2023-24 (tan)
  - F. Approve extracurricular contracts for 2023-24 (pumpkin)
  - G. Approve Gess Elementary staff handbook (gray)
  - H. Approve Quartzite Learning staff handbook (green)
  - I. Approve Jenkins Jr/Sr High School staff handbook (buff)
  - J. First reading Policy 6530 Insurance (yellow)
  - K. First reading Policy 6801 Capital Assets/Theft-Sensitive Assets (pink)
  - L. First reading new Policy 6550 Capitalization Threshold for Leases and Subscription-Based Information Technology Arrangements (SBITAs) (goldenrod)
  - M. First reading Policy 1400 Meeting Conduct, Order of Business, and Quorum (lavender)
  - N. First reading new Policy 2230 Transition to Kindergarten Program (buff)
  - O. First reading Policy 3207 Prohibition of Harassment, Intimidation, and Bullying of Students (gray)
  - P. First reading Policy 2190 Highly Capable Programs (tan)
12. Board Reports
- A. Director Donna Eastabrooks
  - B. Director Dan Krouse

*Chewelah School District #30 Board of Directors Regular Meeting,*  
August 30, 2023, 6:30 PM – District Office and virtually via Zoom

- C. Director Theolene Bakken
- D. Chairperson Judy Bean

- 13. Future Meeting Agenda Topics
- 14. Potential executive session
- 15. Adjourn

Join meeting virtually via Zoom at <https://us02web.zoom.us/j/84009855044>

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 OF DIRECTORS**  
**SPECIAL MEETING**  
**District Office, 210 N. Park St. and virtually via Zoom**  
**July 19, 2023**  
**Budget Hearing**

Chairperson Judy Bean called the special meeting/budget hearing to order at 6:00 PM. Directors Donna Eastabrooks, Dan Krouse, and Steve Phillips were present. Director Theolene Bakken was excused. Superintendent Jason Perrins, Business Manager Mara Schneider, and Administrator Erin Dell were in attendance. Three audience members attended in person and none attended virtually. Following the flag salute, the first order of business was:

Director Krouse moved to approve the agenda as written. MC

**Budget Hearing**

Business Manager Schneider presented and answered questions regarding the proposed budget for the 2023-24 school year.

**Review of Materials, Supplies and Operating Costs (MSOC) Disclosure**

Business Manager Schneider explained that the disclosure reports the amount of state funding received and spent by the District and is required as part of the budget review.

**Public Comment**

No public comments submitted.

With there being no other business, Chairperson Bean adjourned the special meeting at 6:20 PM.

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Judy Bean  
Chairperson

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Jason Perrins  
Secretary of the Board

**CHEWELAH SCHOOL DISTRICT #36**  
**BOARD OF DIRECTORS' REGULAR MEETING**  
**District Office, 210 N Park Street, and virtually via Zoom**  
**July 19, 2023**

Chairperson Judy Bean called the meeting to order at 6:31 PM. Directors Theolene Bakken, Donna Eastabrooks, Dan Krouse, and Steve Phillips were present. Business Manager Mara Schneider and Administrator Erin Dell were present. Superintendent Jason Perrins was excused to attend the City Council meeting. Four audience members attended in person, and one attended virtually. Following the flag-salute, the first item of business was:

**APPROVAL OF THE AGENDA:** Director Krouse moved to approve the agenda as written. MC

**APPROVAL OF MINUTES**

- A. Director Krouse moved to accept the minutes of the June 21, 2023 regular meeting as written. MC
- B. Director Phillips moved to accept the minutes of the July 6, 2023 work session. MC

**PUBLIC COMMENTS**

No public comments.

**SCHOOL COMMUNITY PRESENTATIONS**

- A. Maintenance and Facilities Supervisor Jason Tapia provided a summer projects update.
- B. Gess Elementary Principal Julie Price provided a written report.
- C. Business Manager Mara Schneider presented the current financial and enrollment reports.

**CONSENT AGENDA:** Chairperson Bean submitted for approval of those expense reimbursement claims certified as required by RCW 42.24.080 that have been made available to the Board. Director Bakken moved to add Item G.8. Approval to post for a Jenkins High School science teacher. MC. Director Bakken moved to approve the consent agenda as amended. MC

- A. Approve financial reports
- B. Approve general fund voucher numbers 123208-123249 for a total of \$119,562.79; ACH for \$991.22, voucher numbers 123254-123263 for a total of \$66,900.37; and voucher numbers 123264-123299 for a total of \$126,674.90
- C. Approve capital projects fund voucher numbers 123250-123251 for a total of \$16,154.43 and voucher numbers 123300-123303 for a total of \$77,002.67
- D. Approve ASB voucher number 123252 for \$42.60; ACH for \$446.38; and voucher numbers 123304-123307 for a total of \$2,850.79
- E. Approve payroll in the amount of \$945,426.34
- F. Approve milk and juice prices for 2023-24
- G. Personnel:
  - 1. Approval to hire Casey Martin as a Jenkins summer school teacher
  - 2. Approval to hire Kerry Kelly as 6-12 athletic director
  - 3. Approval to hire Athena Bornstein as Gess Elementary building secretary
  - 4. Approval to hire Kailee Morris as a Gess Elementary teacher
  - 5. Approve resignation of Rachel Stim as a paraeducator
  - 6. Approval to post for a paraeducator
  - 7. Approve resignation of Ross Greenfield as a Jenkins High School science teacher
  - 8. Approval to post for a Jenkins High School science teacher

**OLD BUSINESS**

- A. The Board continued its review of the fifth-grade boys and girls sexual health flyers. Director Eastabrooks moved to request that Superintendent Perrins prepare information for website that gives parents information regarding the tool kit and the opportunity to opt their student out of receiving the kit. MC
- B. The Board continued its review of the strategic plan/district improvement goals. They discussed the teacher evaluation framework and requested that Superintendent Perrins and school administrators explain the forms and process at a future work session. Review of the goals will continue at a future meeting.
- C. The Board reviewed their draft goals and recommended edits. Review will continue at a future meeting.

**NEW BUSINESS**

- A. Director Phillips moved to approve Resolution 2022/2023-10 Adoption of 2023-24 Budget. MC
- B. Director Bakken moved to approve the Specialty Environmental quote of \$43,977.34, including tax, for asbestos abatement and removal in Jenkins High School science classrooms. MC
- C. Director Krouse moved to approve the JMT Petroleum fuel bid for the 2023-2024 school year. MC

- D. Director Eastabrooks moved to approve the Charlie's Produce milk and milk products bid for the 2023-2024 school year. MC
- E. Director Phillips moved to approve the Jenkins Jr/Sr High School student handbook for 2023-24 with minor updates prior to printing. MC
- F. Director Bakken moved to approve the Gess Elementary School student handbook for 2023-24 with the addition of the athletic director's contact information and updating of staff names and contact information. MC
- G. Director Bakken moved to approve the Quartzite Learning student handbook for 2023-24 with any required staff information updates. MC
- H. Director Krouse moved to adopt the first reading of Policy 3412 Automated External Defibrillators (AED). MC
- I. Director Bakken moved to adopt the first reading of Policy 3419 Self-Administration of Asthma and Anaphylaxis Medications. MC
- J. Director Bakken moved to adopt the first reading of Policy 3420 Anaphylaxis Prevention and Response. MC
- K. The Board reviewed the superintendent goals for 2023-24. Review will continue at the August 3, 2023 work session.
- L. The Board reviewed the Jenkins Jr/Sr High School school improvement plan. Plan will be presented for approval at the August 23, 2023 regular meeting.
- M. The Board reviewed the Gess Elementary school improvement plan. Plan will be presented for approval at the August 23, 2023 regular meeting.
- N. The Board reviewed the Quartzite Learning school improvement plan. Plan will be presented for approval at the August 23, 2023 regular meeting.
- O. The Board reviewed the Open Doors school improvement plan. Plan will be presented for approval at the August 23, 2023 regular meeting.
- P. The Board reviewed three preliminary options for the 2024 EP&O levy amount. Review will continue during the August 3, 2023 work session.

**SUPERINTENDENT REPORT**

Superintendent Perrins was not in attendance.

**BOARD REPORTS**

- A. Director Phillips gave no report.
- B. Director Eastabrooks reported that she toured Gess Elementary with Principal Price and that she appreciated her time.
- C. Director Krouse gave no report.
- D. Director Theolene Bakken gave no report.
- E. Chairperson Bean gave no report

**FUTURE MEETING AGENDA TOPICS**

- Chairperson Bean encouraged the Board to invite community members to attend the August 3, 2023 work session during which facilities and financing will be discussed.

With there being no other business, the regular meeting was adjourned at 8:03 PM. The next regular board meeting will be Wednesday, August 23, 2023, at 6:30 PM at the District Office and virtually via Zoom.

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Judy Bean  
Chairperson

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Jason Perrins  
Secretary of the Board

**CHEWELAH SCHOOL DISTRICT #36**  
**BOARD OF DIRECTORS**  
**WORK SESSION**  
**District Office, 210 N. Park St.**  
**August 3, 2023**

Chairperson Judy Bean called the work session to order at 6:30 PM. Directors Theolene Bakken, Donna Eastabrooks, Dan Krouse, and Steve Phillips were present. Superintendent Jason Perrins was present. Following the flag salute, the first item of business was:

Director Eastabrooks requested to add reader board update and resignation of Kerry Kelly as athletic director to the agenda as Items 13 and 14. Director Bakken moved to approve the agenda as amended with the addition of Items 13 and 14. MC

Ken Murphy of ALSC Architects presented the draft study and survey and explained that it identifies possible district facility improvement needs and that a financial plan is a requirement of the study and survey. He provided a document of potential projects and funding scenarios for the Board's review. He discussed state matching funds through the OSPI School Construction Assistance Program and explained construction costs and soft costs. The Board acknowledged the importance of ensuring good stewardship of public funds and educating the community about bonds and levies, including local and state contributions. Cory Plager of DA Davidson provided a school board levy and bond update, which included definitions and requirements, district levy and bond voting history, property values and school taxes, and a projections summary. The Board discussed capital levy vs. bond and requested input from Facility Committee members Jerry Schlatter, Kevin Herda and Maintenance and Facilities Supervisor Jason Tapia. The Board will move forward with requesting a replacement EP&O levy in February 2024 and continuing to educate and gather input from the community and staff about facility needs prior to requesting additional community funds. The Board will review potential EP&O levy rates at the August 30, 2023 regular board meeting and intends to select a rate by resolution at the September 7, 2023 work session.

The Board reviewed Superintendent Perrins' goals for 2023-24 and expressed approval.

Director Bakken moved to approve the hiring of Lillian Smith as a 0.6 FTE Quartzite Learning teacher. MC

Director Phillips submitted a letter of resignation, effective after tonight's meeting. The Board expressed appreciation to Director Phillips for his service, hard work, point of view and his demeanor and they wished him well. Director Phillips said that it has been an honor to serve on the Board. Superintendent Perrins presented a years of service plaque to Director Phillips.

Director Bakken moved to approve the resignation of Steve Phillips as Director District 2 Director. MC

Director Krouse moved to declare the District 2 Director position open. MC

Superintendent Perrins reported that the City Council denied the request to place the electronic reader board in the park. He is meeting with Mayor McCunn in the near future to discuss other location options.

Superintendent Perrins explained that newly hired Athletic Director Kerry Kelly wished to resign and that Tom Skok would be assigned to the position.

Director Krouse moved to approve the resignation of Kerry Kelly as athletic director. MC

Chairperson Bean adjourned the work session at 8:10 PM for an executive session to discuss the performance of a public employee in accordance with RCW 42.30.110(1)(g). The executive session is expected to end at 8:20 PM. The executive session adjourned at 8:20 PM and the work session reconvened.

With there being no other business, the meeting was adjourned at 8:20 PM.

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Judy Bean  
Chairperson

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Jason Perrins  
Secretary of the Board



# 2023 Summer School

Principal - Tom Skok

## GESS ELEMENTARY

This summer Gess Elementary teachers had the opportunity to work with 61 students of varying skill levels, as all students were invited to attend. Teachers focus on reading skills in their lessons but included word problems with their students once a week. Below is a statistical list of improvements made in each grade level grouping.

Teachers – Becky Gregerson, Daphne Scranton, Polly Cooley & Bethany Bennetch

**K/1<sup>st</sup> (24 Students) – this was a large group of students, the para and student volunteers were invaluable to helping students gain skill in reading.**

Focused on sight words, letter sounds and names. The students showed a range of improvement from 4% - 34% improvement with an average gain of 8%.

### **2nd / 3rd (18 students)**

Reading Improvement WPM – 2<sup>nd</sup> grade +23, 3rd grade +16

### **4th/5<sup>th</sup> (19 students)**

Reading Improvement WPM – 4<sup>th</sup> grade +49, 5<sup>th</sup> grade +55

**Speech & Small Group Work** -This summer provided a unique opportunity for a number of our students attending summer school as Bethany Benetch our speech therapist was one of our instructors. This enabled some of her speech student to continue to receive services and when she was not working with students on their speech she was able to work with small groups of students to improve their reading skills.

## JENKINS JUNIOR/SENIOR HIGH SCHOOL

This summer Jenkins Junior High students had the opportunity to attend our first every Junior High, in person, summer school from August 7 – 18th. The focus of our teachers for this group of students was to improve confidence in their Mathematic and ELA skill sets.

Students in this group were selected based on having scored a level two on their Math or ELA Smarter Balanced Assessment in the spring of 2022. While inviting students to this summer school I found that their parents often felt their child had academic skills but they were not

confident enough to keep going when they struggled. Many felt if they had greater confidence they would be more successful (Called 68 student's parents and 16 signed up, of those 16 students 13 attended)

### Teachers – Sheri Johnson & Casey Baldwin

13 students were served during JH Summer school. The primary focus for this group of students was math and ELA. Each student received a 1.5 hour block each day, of each subject. The instruction that they received was primarily through project-based learning.

Jenkins High School students took credit recovery courses through Quartzite Learning.

### Teacher – Lillian Smith

19 Students signed up for credit recovery opportunities and 13 of them successfully completed their courses. This is a significant improvement over previous summers. Last summer only 4 of 19 students completed their online summer course.

# **Jenkins JR./SR. High School**

August 23, 2023

## **Board Report**

### **I. New Student Orientation**

We are welcoming our new students this year to Jenkins High School on August 23<sup>rd</sup> from 4:00 – 4:30 PM starting out in the cafeteria. Mrs. Boswell is leading the New Student Orientation with ASB representatives leading the tour. The intent of the New Student Orientation is to welcome all incoming freshmen, new high school and junior high school students to the district and foreign exchange students and to provide them with familiar faces and a knowledge of the layout of the school. Hopefully students will feel less anxiety about their first few days of school.

### **II. Fall Coaches Meeting**

On August 21 at 6 PM Athletic Director Tom Skok met with most all our district coaches to review expectations, and standard operating procedures for coaching at Jenkins. During the meeting, Nurse Kassi also taught a refresher on Epi-pen procedures and proper use of safety gloves. Carrie Sheppard shared proper procedures for purchase orders and fund-raising procedures. Practices for fall sports began the week of August 16<sup>th</sup>.

### **III. Summer Professional Development**

There was a tremendous amount of summer professional development that I will detail in my September Borad Report.

### **IV. August Back to School Professional Development**

Attached is our Jenkins Back to School professional development agenda for August 22-24 as well as Our PLC Welcome Back PowerPoint.

### **V. Staff Handbooks**

There were no changes to the Jenkins Staff Handbook this year.

## Gess Elementary Board Report

August 23, 2023

Gess Staff listened to Adam Saenz: The Power of a Teacher on /TEDxYale/. The link is as follows: <https://www.youtube.com/watch?v=AyogyD7vXbw>. In July, I had the opportunity to attend his workshop on Social and Emotional Learning: *Self-Awareness and Self-Regulation, Starting with Me*. The focus of the workshop, in a nutshell, focused on occupational well-being, and our fight or flight response to situations. Throughout the 2023-2024 school year staff will be unpacking strategies brought back from this specific workshop.

Out of the 2021-2022 Strategic Planning process, the Chewelah School District (CSD) made a three-year commitment to dive deep into the practice of instructional development through Professional Learning Communities. Mrs. Carlson is one of your certificated leads for this CSD committee. The committee is looking for two more leads from elementary. Staff are deciding who these two leads will be for the coming school year.

Additionally, Thursday, August 24, 2023, True Measure Collaborative will be working with each building regarding Universal Design for Learning to ensure that all students receive accommodations as appropriate. This is a training course for all certificated staff, paraprofessionals are encouraged to attend and can submit a timesheet. True Measure Collaborative will be coaching both the special education department as well as general education groups throughout the school year. Gess staff are looking forward to learning to support classroom instruction. Thanks to Erin Dell for getting us the KESE grant to allow us to participate with this support.

Feedback from Gess staff after attending the training, "Unwrapping" Guaranteed Standards and Levels of Rigor, Learning Targets, & Success Criteria, by Larry Ainsworth was extremely positive. Grade level teams could see how the guaranteed standards support the PLC work initiated from the strategic planning committee and the Chewelah School District Board.



# Student Support Services

Board Report – August 2023

## Quartzite Learning and Open Doors

We have enjoyed coming back together as a staff the past couple of days. We spent some time discussing our culture including what we want people to say about Quartzite Learning and common misconceptions. We have worked on a yearlong calendar to include school wide events that will be published. Staff have also been participating in the district professional learning on unwrapping standards with Larry Ainsworth and differentiation and inclusion with True Measure Collaborative. We look forward to this learning strengthening our ability to serve kids where they are at, help them grow, and be able to show what they know.

## Food Service

Unfortunately, we were not selected for the Healthy Meals Incentive grant. The next round of Farm-to-School grants has just opened, so we will be working on that to help bring new fresh local ingredients to our menu. There is another grant opportunity through OSPI for updating equipment and other needs that we will be working on an application for as well. We have also joined the Child Nutrition Cooperative with ESD101 and have been working with them to update our menu and include some new menu items. Carrie Sulgrove attended the WA School Nutrition Association conference in July and is excited to bring back some new ideas. I also attended annual food service training in Ellensburg to increase my understanding of child nutrition programs overall.

## Title I and LAP

We sent a team to the MTSS Fest conference in the Tri-Cities at the beginning of August. We all took away great learning from this experience and will be working to refine support systems for academics, behavior, and social emotional learning in all three buildings using the lens of MTSS.

## CTE

Our CTE team was able to attend the WA-ACTE (Washington Association of Career and Technical Educators) summer conference in August. We all took away learning to strengthen our individual programs as well as the department as a whole. We are looking forward to Marnie Hartill joining this team. Over the course of the year we will be working to update frameworks to ensure they are aligned to our courses with the changes in staff over the past couple of years.

## Grants

We have secured some grant funds focused on Financial Literacy Professional Learning to use over the course of the school year as we work to implement financial literacy standards across the district. The past couple of years many of the grants available have been funded through ESSER funds. With the timeline on those funds expiring we are unsure of the additional grant opportunities that will be available this year.

**CHEWELAH SCHOOL DISTRICT NO. 36  
FINANCIAL REPORT  
2022/2023**

<b>Beginning Cash and Investment Balance:</b>	
240 Treasurer's Balance - September 1, 2022	\$389,501.13
450 Investment Balance - September 1, 2022	\$1,855,168.80
241 Warrants Outstanding - September 1, 2022	(\$371,410.03)
<b>TOTAL CASH AND INVESTMENT BALANCE - September 1, 2022</b>	<b>\$1,873,259.90</b>

**July 31, 2023**

**CASH RECEIPTS FOR THE MONTH:**

State Apportionment	\$1,541,244.65
District Deposits	\$30,259.69
Investments Earnings	\$5,305.42
Timber Excise Tax	\$0.00
Federal Forests	\$0.00
Federal In-Lieu-Of Taxes	\$0.00
Local Property Tax	\$2,816.82
Other:	\$0.00
	<u>\$0.00</u>
<b>TOTAL RECEIPTS</b>	<b>\$1,579,626.58</b>

**EXPENDITURES FOR MONTH:**

Accounts Payable	\$253,679.61
Payroll	\$925,078.87
Transfer to Debt Service	\$0.00
Other: Canceled Warrants	\$0.00
Other: ACH Return	\$0.00
	<u>\$0.00</u>
<b>TOTAL EXPENDITURES</b>	<b>\$1,178,758.48</b>
<b>MONTHLY INCREASE/(DECREASE)</b>	<b><u>\$400,868.10</u></b>

<b>Ending Cash and Investment Balance</b>	
240 Treasurer's Balance	\$386,035.73
450 Investment Balance	\$1,691,949.41
241 Warrants Outstanding	(\$379,694.05)
<b>CASH AND INVESTMENT BALANCE AS PER STEVENS COUNTY TREASURER'S</b>	<b>\$1,698,291.09</b>
<b>UNASSIGNED FUND BALANCE</b>	<b>\$1,290,371.96</b>
Fund Balance Assigned to Other Purposes	\$500,000.00
Total Fund Balance	\$1,790,371.96

<b>CAPITAL PROJECTS FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$378,771.83</u>
<b>DEBT SERVICE FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$23,800.11</u>
<b>A.S.B. FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$79,929.19</u>
<b>TRANSPORTATION VEHICLE FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$90,627.76</u>

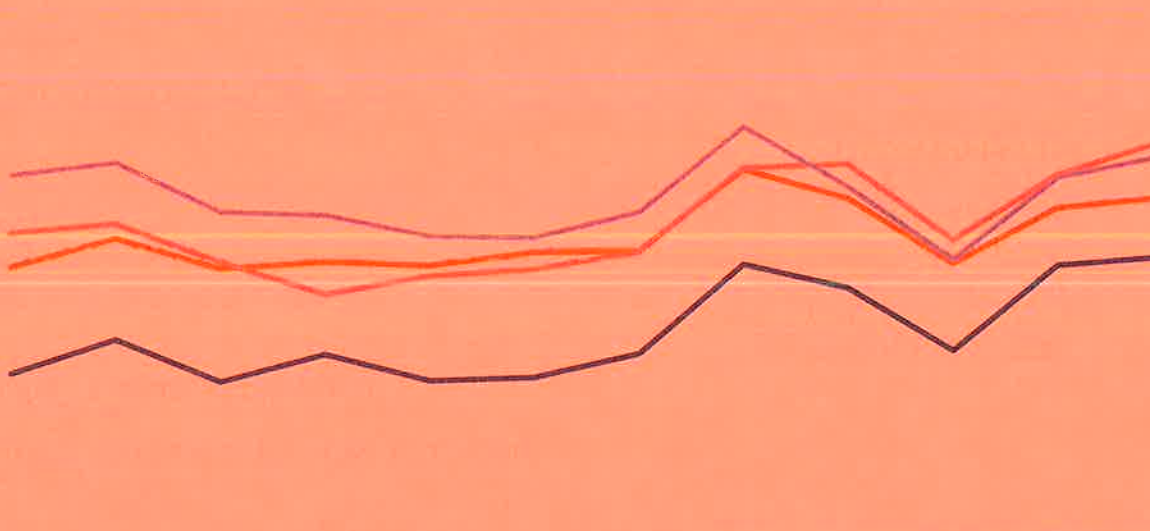
**2022-2023 Financial Report**  
**STEVENS COUNTY TREASURER'S ENDING BALANCE**

Sep-19	\$729,621.47	Sep-20	\$1,253,770.69	Sep-21	\$1,423,882.95	Sep-22	\$1,707,870.36
Oct-19	\$897,701.70	Oct-20	\$1,397,150.63	Oct-21	\$1,468,123.60	Oct-22	\$1,769,516.00
Nov-19	\$690,564.88	Nov-20	\$1,247,908.17	Nov-21	\$1,281,033.93	Nov-22	\$1,526,152.23
Dec-19	\$825,477.61	Dec-20	\$1,280,897.48	Dec-21	\$1,119,975.26	Dec-22	\$1,509,898.40
Jan-20	\$696,923.14	Jan-21	\$1,262,436.43	Jan-22	\$1,211,725.08	Jan-23	\$1,406,749.52
Feb-20	\$711,933.16	Feb-21	\$1,327,993.02	Feb-22	\$1,243,922.79	Feb-23	\$1,400,593.86
Mar-20	\$830,200.17	Mar-21	\$1,335,511.99	Mar-22	\$1,331,851.46	Mar-23	\$1,527,604.84
Apr-20	\$1,271,000.43	Apr-21	\$1,737,993.21	Apr-22	\$1,745,961.23	Apr-23	\$1,948,117.24
May-20	\$1,156,011.59	May-21	\$1,596,745.55	May-22	\$1,766,334.68	May-23	\$1,653,812.15
Jun-20	\$847,502.15	Jun-21	\$1,277,412.71	Jun-22	\$1,392,533.42	Jun-23	\$1,297,422.99
Jul-20	\$1,265,319.49	Jul-21	\$1,549,087.60	Jul-22	\$1,712,306.54	Jul-23	\$1,698,291.09
Aug-20	\$1,305,233.44	Aug-21	\$1,600,211.65	Aug-22	\$1,873,259.90	Aug-23	\$1,800,000.00

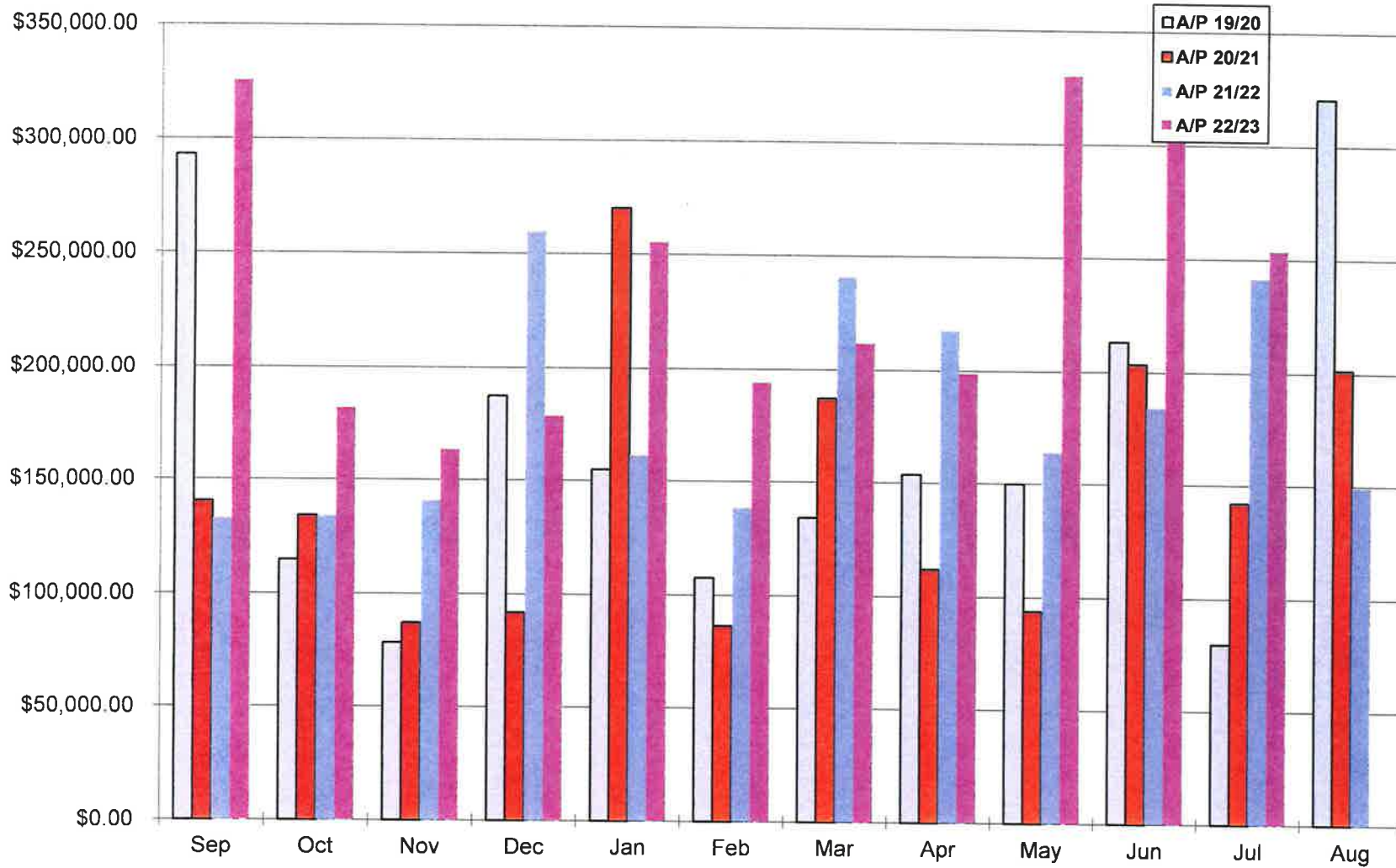
Estimate

Treasurer's Ending Balance

\$2,500,000.00  
 \$2,000,000.00  
 \$1,500,000.00  
 \$1,000,000.00  
 \$500,000.00  
 \$0.00

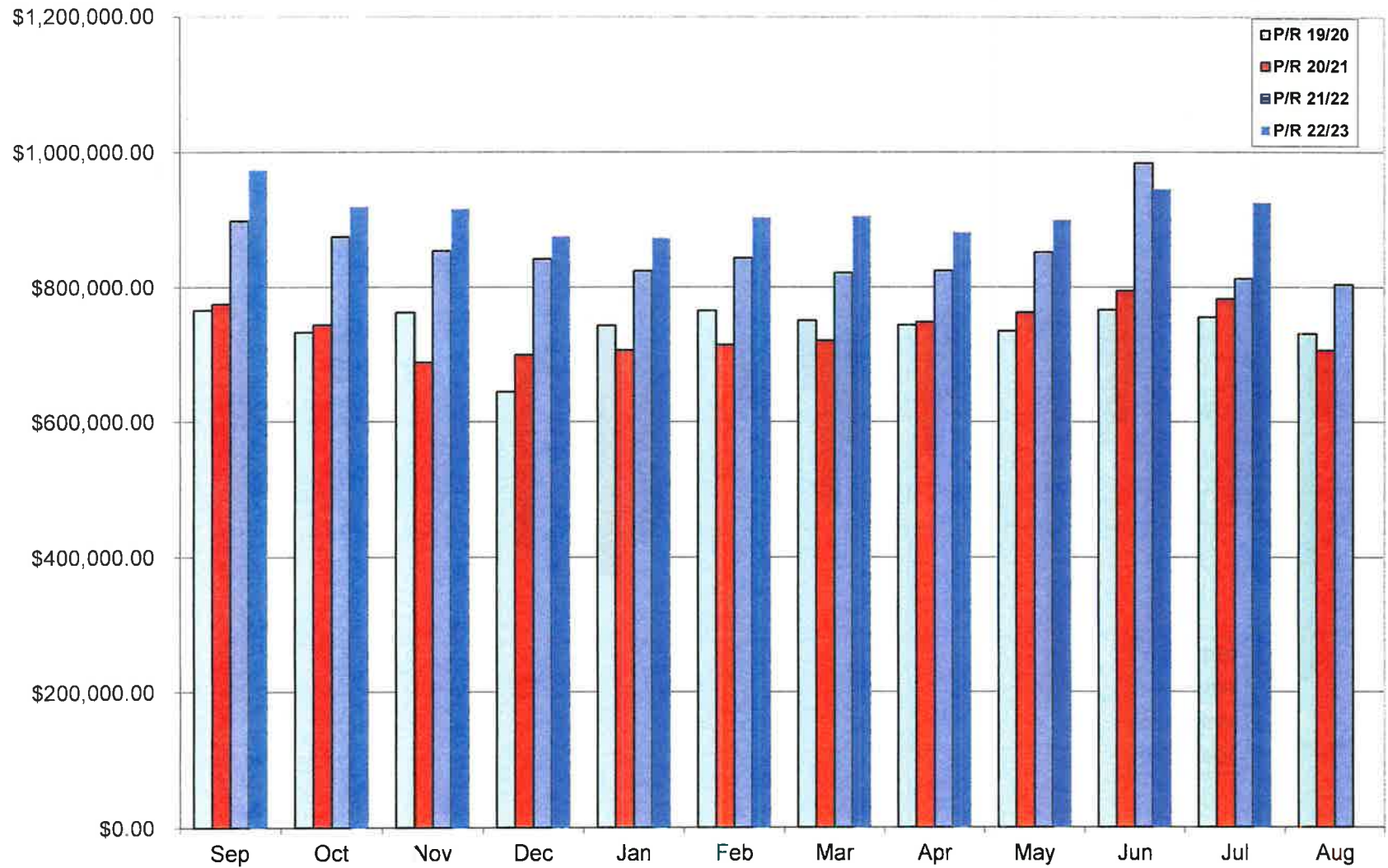


## CHEWELAH SCHOOL DISTRICT NO. 36 - ACCOUNT PAYABLE EXPENDITURES

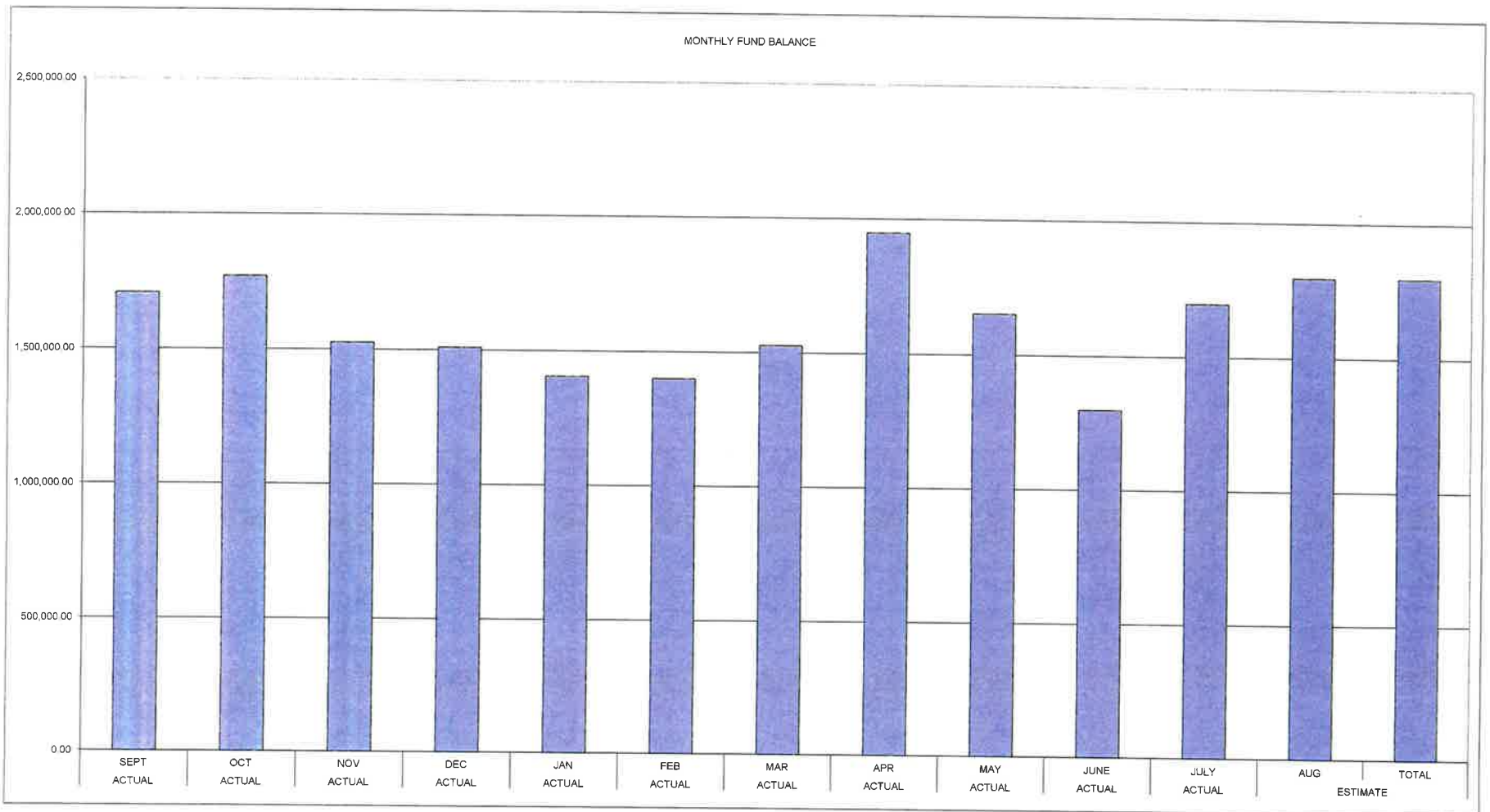




### CHEWELAH SCHOOL DISTRICT NO.36 - PAYROLL EXPENDITURES



CHEWELAH SCHOOL DISTRICT													
CASH FLOW 2022-2023													
	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ACTUAL DEC	ACTUAL JAN	ACTUAL FEB	ACTUAL MAR	ACTUAL APR	ACTUAL MAY	ACTUAL JUNE	ACTUAL JULY	ESTIMATE AUG	TOTAL
BEGINNING CASH BALANCE	1,873,259.90	1,707,870.36	1,769,516.00	1,526,152.23	1,509,898.40	1,406,749.52	1,400,593.86	1,527,604.84	1,948,117.24	1,653,812.15	1,297,422.99	1,698,291.09	1,873,259.90
REVENUE					FTE ADJUST								
	9%	8%	5%	9%	8.5%	9%	9%	9%	5%	6%	12.5%	10%	100%
APPORTIONMENT	989,288.86	909,535.05	769,743.52	1,012,368.25	1,007,776.19	1,058,598.84	1,087,451.36	1,121,310.38	819,834.65	859,583.33	1,541,244.65	1,350,000.00	12,526,735.08
PROPERTY TAXES	50,758.89	245,622.27	56,062.64	7,047.72	3,966.64	7,278.04	144,811.62	345,623.82	95,426.31	9,170.57	2,816.82	5,000.00	973,585.34
LOCAL RECEIPTS	89,632.82	3,359.35	5,669.10	14,053.51	8,644.53	9,274.39	6,672.59	7,973.28	13,067.72	16,045.85	30,259.69	20,000.00	219,652.87
OTHER	3,598.04	4,094.08	4,583.74	5,057.11	5,170.22	16,481.08	5,287.30	26,350.38	7,649.21	6,569.40	5,305.42	15,000.00	110,145.98
	1,133,278.61	1,162,610.75	836,059.00	1,038,526.59	1,025,557.58	1,091,632.35	1,244,222.87	1,501,257.86	935,977.89	891,369.15	1,579,626.58	1,390,000.00	13,830,119.23
EXPENDITURES													
A/P	325,505.00	182,011.08	163,455.96	178,783.62	255,255.97	194,153.81	211,733.34	198,706.89	330,156.09	302,331.97	253,679.61	350,000.00	2,945,773.34
PR	973,163.15	918,954.03	915,966.81	875,996.80	873,450.49	903,634.20	905,478.55	882,038.57	900,126.89	945,426.34	925,078.87	940,000.00	10,959,314.70
TRANSFER													0.00
ENDING CASH BALANCE	1,707,870.36	1,769,516.00	1,526,152.23	1,509,898.40	1,406,749.52	1,400,593.86	1,527,604.84	1,948,117.24	1,653,812.15	1,297,422.99	1,698,291.09	1,798,291.09	1,798,291.09

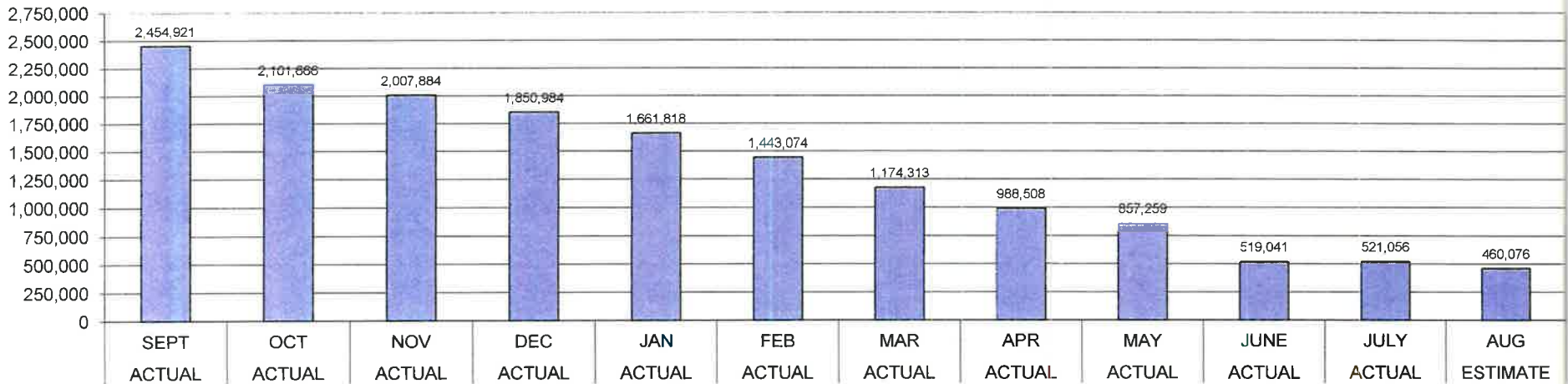


**CHEWELAH SCHOOL DISTRICT**

**BUDGET STATUS 2022-2023**

	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ACTUAL DEC	ACTUAL JAN	ACTUAL FEB	ACTUAL MAR	ACTUAL APR	ACTUAL MAY	ACTUAL JUNE	ACTUAL JULY	ESTIMATE AUG
<b>BUDGET</b>	<b>14,486,610</b>	<b>14,486,610</b>	<b>14,486,610</b>	<b>14,486,610</b>	<b>14,486,610</b>	<b>14,486,610</b>	<b>14,486,610</b>	<b>14,486,610</b>	<b>14,486,610</b>	<b>14,486,610</b>	<b>14,486,610</b>	<b>14,486,610</b>
<b>YTD EXPENDITURES</b>	1,407,064	2,505,539	3,581,841	4,640,134	5,766,020	6,865,512	7,978,396	9,059,330	10,297,823	11,537,005	12,656,534	14,026,534
<b>ENCUMBRANCES</b>	10,624,626	9,879,405	8,896,885	7,995,492	7,058,772	6,178,023	5,333,901	4,438,772	3,331,528	2,430,564	1,309,020	
<b>BUDGET STATUS</b>	<b>2,454,921</b>	<b>2,101,666</b>	<b>2,007,884</b>	<b>1,850,984</b>	<b>1,661,818</b>	<b>1,443,074</b>	<b>1,174,313</b>	<b>988,508</b>	<b>857,259</b>	<b>519,041</b>	<b>521,056</b>	<b>460,076</b>
<b>PERCENTAGE OF BUDGET REMIANING</b>	<b>17%</b>	<b>15%</b>	<b>14%</b>	<b>13%</b>	<b>11%</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>6%</b>	<b>4%</b>	<b>4%</b>	<b>3%</b>

**ESTIMATED BUDGET STATUS REPORT**



10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of July, 2023

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 LOCAL TAXES	1,000,000	2,816.82	980,347.04		19,652.96	98.03
2000 LOCAL SUPPORT NONTAX	74,406	9,504.15	87,201.01		12,795.01-	117.20
3000 STATE, GENERAL PURPOSE	7,388,261	927,937.29	6,907,990.23		480,270.77	93.50
4000 STATE, SPECIAL PURPOSE	2,518,963	389,805.53	2,340,370.84		178,592.16	92.91
5000 FEDERAL, GENERAL PURPOSE	22,000	.00	20,492.25		1,507.75	93.15
6000 FEDERAL, SPECIAL PURPOSE	3,108,468	273,214.84	1,876,006.38		1,232,461.62	60.35
7000 REVENUES FR OTH SCH DIST	20,000	86.46	22,885.57		2,885.57-	114.43
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	64,211.00		64,211.00-	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>14,132,098</b>	<b>1,603,365.09</b>	<b>12,299,504.32</b>		<b>1,832,593.68</b>	<b>87.03</b>
<b>B. EXPENDITURES</b>						
00 Regular Instruction	6,288,966	463,916.19	5,643,692.83	703,597.73	58,324.56-	100.93
10 Federal Stimulus	1,551,029	109,276.38	730,680.04	59,591.19	760,757.77	50.95
20 Special Ed Instruction	1,531,326	129,013.12	1,501,897.16	117,024.43	87,595.59-	105.72
30 Voc. Ed Instruction	625,230	44,103.49	602,386.58	48,743.89	25,900.47-	104.14
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,629,213	147,919.35	1,305,386.55	136,330.32	187,496.13	88.49
70 Other Instructional Pgms	22,552	1,343.78	18,558.60	1,349.04	2,644.36	88.27
80 Community Services	16,000	.00	.00	0.00	16,000.00	0.00
90 Support Services	2,822,294	223,956.99	2,853,932.55	242,383.00	274,021.55-	109.71
<b>Total EXPENDITURES</b>	<b>14,486,610</b>	<b>1,119,529.30</b>	<b>12,656,534.31</b>	<b>1,309,019.60</b>	<b>521,056.09</b>	<b>96.40</b>
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>						
	0	.00	.00			
<b>D. OTHER FINANCING USES (GL 535)</b>						
	0	.00	.00			
<b>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</b>						
	354,512-	483,835.79	357,029.99-		2,517.99-	0.71
<b>F. TOTAL BEGINNING FUND BALANCE</b>						
	1,900,000		2,147,401.95			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>						
	XXXXXXXXXX		.00			
<b>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</b>						
	1,545,488		1,790,371.96			

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	22,000	.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	0	.00
G/L 872 Committed to Econmc Stabilizato	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	400,000	500,000.00
G/L 890 Unassigned Fund Balance	1,123,488	1,290,371.96
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	1,545,488	1,790,371.96

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of July, 2023

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	425,511	1,169.07	411,676.77		13,834.23	96.75
2000 Local Support Nontax	1,000	1,878.73	12,481.81		11,481.81-	> 1000
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	3,613,000	77,785.36	760,791.11		2,852,208.89	21.06
5000 Federal, General Purpose	5,500	.00	6,089.70		589.70-	110.72
6000 Federal, Special Purpose	580,000	1,514.43	246,080.92		333,919.08	42.43
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>4,625,011</u>	<u>82,347.59</u>	<u>1,437,120.31</u>		<u>3,187,890.69</u>	<u>31.07</u>
<u>B. EXPENDITURES</u>						
10 Sites	561,011	88,378.47	377,647.24	231,053.83	47,690.07-	108.50
20 Buildings	540,000	735.00	17,487.50	124,492.36	398,020.14	26.29
30 Equipment	3,953,000	104,554.66	980,152.33	2,524,276.47	448,571.20	88.65
40 Energy	2,500	.00	.00	0.00	2,500.00	0.00
50 Sales & Lease Expenditure	10,000	.00	3,200.00	0.00	6,800.00	32.00
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>	<u>5,066,511</u>	<u>193,668.13</u>	<u>1,378,487.07</u>	<u>2,879,822.66</u>	<u>808,201.27</u>	<u>84.05</u>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
D. <u>OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
E. <u>EXCESS OF REVENUES/OTHER FIN. SOURCES</u> <u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	<u>441,500-</u>	<u>111,320.54-</u>	<u>58,633.24</u>		<u>500,133.24</u>	<u>113.28-</u>
F. <u>TOTAL BEGINNING FUND BALANCE</u>	<u>460,000</u>		<u>300,433.58</u>			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	<u>XXXXXXXXXX</u>		<u>.00</u>			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	<u>18,500</u>		<u>359,066.82</u>			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted 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	13,000	546,394.22
G/L 863 Restricted from State Proceeds	0	104,554.66-
G/L 864 Restricted from Fed Proceeds	0	95,207.68-
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted 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	5,500	12,434.94
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	18,500	359,066.82

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of July, 2023

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	250	99.96	877.20		627.20-	350.88
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	99.96	877.20		627.20-	350.88
<u>B. EXPENDITURES</u>						
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
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	250	99.96	877.20		627.20	250.88
<u>F. TOTAL BEGINNING FUND BALANCE</u>	23,000		22,922.91			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	23,250		23,800.11			
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	23,250		23,800.11			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	23,250		23,800.11			



40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of July, 2023

	ANNUAL	ACTUAL	ACTUAL		BALANCE	PERCENT
<u>A. REVENUES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>		
1000 General Student Body	58,200	347.68	36,237.44		21,962.56	62.26
2000 Athletics	126,500	2,082.75	58,378.39		68,121.61	46.15
3000 Classes	21,500	.00	.00		21,500.00	0.00
4000 Clubs	50,950	.00	25,524.85		25,425.15	50.10
6000 Private Moneys	11,600	.00	4,760.00		6,840.00	41.03
<u>Total REVENUES</u>	268,750	2,430.43	124,900.68		143,849.32	46.47
<u>B. EXPENDITURES</u>						
1000 General Student Body	53,500	652.91	31,714.64	496.97	21,288.39	60.21
2000 Athletics	101,500	5,352.83	57,035.14	6,252.17	38,212.69	62.35
3000 Classes	21,500	190.84	190.84	0.00	21,309.16	0.89
4000 Clubs	52,150	.00	24,494.13	430.40	27,225.47	47.79
6000 Private Moneys	13,600	.00	4,077.44	322.80	9,199.76	32.35
<u>Total EXPENDITURES</u>	242,250	6,196.58	117,512.19	7,502.34	117,235.47	51.61
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	26,500	3,766.15-	7,388.49		19,111.51-	72.12-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	95,000		82,040.70			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	121,500		89,429.19			
<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	121,500		89,429.19			
G/L 840 Nonspdn FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	121,500		89,429.19			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of July, 2023

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	1,500	380.62	5,436.47		3,936.47-	362.43
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	155,000	.00	.00		155,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	2,000	.00	2,001.00		1.00-	100.05
<b>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</b>	<b>158,500</b>	<b>380.62</b>	<b>7,437.47</b>		<b>151,062.53</b>	<b>4.69</b>
<b>B. 9900 TRANSFERS IN FROM GF</b>	<b>0</b>	<b>.00</b>	<b>.00</b>		<b>.00</b>	<b>0.00</b>
<b>C. Total REV./OTHER FIN. SOURCES</b>	<b>158,500</b>	<b>380.62</b>	<b>7,437.47</b>		<b>151,062.53</b>	<b>4.69</b>
<b>D. EXPENDITURES</b>						
Type 30 Equipment	366,500	.00	124,556.20	155,495.87	86,447.93	76.41
Type 40 Energy	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<b>Total EXPENDITURES</b>	<b>366,500</b>	<b>.00</b>	<b>124,556.20</b>	<b>155,495.87</b>	<b>86,447.93</b>	<b>76.41</b>
<b>E. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>F. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</b>	<b>208,000-</b>	<b>380.62</b>	<b>117,118.73-</b>		<b>90,881.27</b>	<b>43.69-</b>
<b>H. TOTAL BEGINNING FUND BALANCE</b>	<b>208,000</b>		<b>207,746.49</b>			
<b>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</b>	<b>XXXXXXXXX</b>		<b>.00</b>			
<b>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</b>	<b>0</b>		<b>90,627.76</b>			
<b>K. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	0		90,627.76			
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			
<b>TOTAL</b>	<b>0</b>		<b>90,627.76</b>			

Chewelah School District  
Fund Balance Projection (Apportionment Based-Budget)

		Original Budget	APPORTIONMENT	September	October	November	December	January	February	March	April	May	June	July	August
		763	763	730.58	784.83	776.63	778.63	780.96	780.51	777.24	777.96	779.46	775.98	0	0
ENROLLMENT REVENUE	SY 2022-23	Original Budget	APPORTIONMENT	September 9.5%	October 8.8%	November 5.5%	December 9.9%	January 8.5%	February 9.9%	March 9.9%	April 9.9%	May 5.0%	June 6%	July 12.5%	August 10%
		Annual Amt.	Current	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	estimate
3100	Regular Apportionment	6,979,440.67	7,199,276.90	628,151.72	558,357.08	348,973.17	628,151.72	665,683.39	650,051.24	647,413.88	652,707.07	364,622.21	433,446.25	901,791.48	719,927.69
3121	Apport Spec Ed	207,723.50	209,162.22	18,700.31	16,622.50	10,389.07	18,700.31	17,061.56	19,427.79	19,122.54	19,068.99	10,598.24	12,388.88	26,145.81	20,916.22
3300	LEA (Sept through Dec)	115,872.00	45,061.37	0.00	14,482.72	27,361.27	3,217.38	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3300	LEA (Jan through Aug)	60,224.00	179,237.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	74,688.31	57,248.49	4,982.80	0.00	42,318.00
3300-01	LEA Stabilization	-	58,414.05	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	58,414.05	0.00	0.00	0.00
4100-01	General Fund Projects (Para PD)	25,000.00	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4121	Special Ed	995,411.68	996,261.73	89,812.01	79,655.11	49,784.45	89,812.01	78,505.51	91,124.12	90,402.78	90,715.01	51,495.56	61,193.75	124,535.25	99,626.17
4155	Learning Assist	526,038.88	529,866.50	47,687.99	42,389.32	26,493.32	47,687.99	45,038.65	47,687.98	47,687.99	47,687.98	26,493.33	31,791.99	66,233.31	52,986.65
4158-03	National Board Certs	53,104.52	36,706.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	36,706.15	0.00
4158-04	Grant	63,000.00	120,245.00	0.00	1,377.21	1,900.54	1,637.24	18,024.36	20,767.80	41,312.18	6,492.64	5,259.52	1,642.40	10,528.63	11,302.48
4158-06	Treasury	-	869.79	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	869.79	0.00	0.00
4158-07	Digital Equity Grant	236,000.00	193,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	305.68	6,204.51	72,435.87	55,199.74	75,000.00
4174	Highly Capable	22,758.81	23,172.61	2,048.29	1,820.71	1,137.94	2,048.29	2,097.95	2,085.54	2,085.53	2,085.54	1,158.63	1,390.35	2,896.58	2,317.26
4198	Food Serv	3,000.00	56,000.00	0.00	6,746.14	6,837.27	4,790.40	3,436.81	6,377.67	126.95	171.50	17,570.25	205.90	0.00	0.00
4199	Transportation	569,249.00	630,073.76	51,038.02	45,367.13	28,354.46	51,038.02	48,202.57	70,885.20	54,721.01	54,721.00	52,463.18	36,480.66	76,001.40	60,801.11
4300	Other State Agencies	19,898.56	34,928.00	0.00	0.00	0.00	0.00	6,678.38	1,655.81	1,656.25	1,657.82	2,720.26	0.00	20,559.48	0.00
4358	Special and Pilot Programs	4,500.00	4,000.00	0.00	0.00	0.00	0.00	307.19	0.00	0.00	0.00	0.00	0.00	3,684.71	0.00
611133	SLFRF LEA Stabilization	98,605.00	98,605.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	98,605.00
6112	ESSER II	180,000.00	167,843.98	0.00	22,417.39	26,786.56	23,533.75	0.00	14,540.64	28,940.87	24,181.98	11,590.96	5,570.45	10,281.38	0.00
611294	ESSER-ITK Bal Calendar, 9th Success	-	179,500.00	0.00	0.00	1,404.06	2,158.54	1,908.76	1,250.24	2,963.56	5,317.16	4,187.52	5,073.02	78,840.22	0.00
6113	ESSER III	1,485,950.00	1,469,926.36	0.00	47,825.31	41,644.37	27,661.63	17,435.75	33,133.09	51,548.97	28,217.24	47,997.75	44,545.55	64,131.14	150,000.00
6113	ESSER III Homeless	7,500.00	11,680.00	0.00	0.00	207.40	671.13	1,340.54	538.03	0.00	0.00	164.43	2,922.11	3,988.53	1,255.00
6114	ESSER III-Learning Loss	105,000.00	70,577.10	0.00	32,686.02	10,469.92	11,282.11	10,489.15	5,629.91	0.00	0.00	0.00	0.00	0.00	0.00
6119	DOH Learn to Return	-	30,675.13	0.00	0.00	1,358.18	6,214.88	0.00	5,105.87	0.00	2,640.15	5,212.42	2,680.64	7,462.99	0.00
6123	Fed Special ED-23	13,500.00	10,773.00	0.00	0.00	0.00	0.00	0.00	4,431.88	362.62	2,148.36	2,831.01	999.13	0.00	0.00
6124	Fed Special ED-24	190,516.00	190,516.00	0.00	0.00	31,818.37	16,742.50	16,108.46	16,190.36	16,495.24	16,554.31	16,201.00	16,368.39	15,799.96	28,237.41
6138	Fed Vocational-38	14,000.00	32,108.00	0.00	7,490.51	1,552.33	1,296.26	5,768.90	0.00	234.88	2,614.44	3,387.68	168.71	3,611.43	5,982.86
6151	Fed Title I-51	522,876.00	520,683.35	0.00	0.00	95,871.30	38,089.63	38,693.52	29,399.00	38,762.00	34,969.23	35,866.77	34,138.58	38,369.52	70,000.00
6152	Fed Title II -52 & KESE SPED	188,521.00	174,049.54	0.00	0.00	22,922.75	13,684.44	4,311.26	7,884.10	14,611.51	18,346.41	19,348.70	9,289.71	15,814.75	15,000.00
6176	FEMA	-	617.72	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	617.72	0.00	0.00
6189	Other Community Services	12,000.00	6,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,506.38	1,493.62
6198	Food Service	245,000.00	285,942.67	0.00	34,059.36	34,456.79	24,150.02	17,309.31	32,088.38	30,658.85	37,657.38	21,518.44	54,044.14	0.00	0.00
619802	Breakfast Meals for Kids Grant	-	28,355.83	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	28,355.83	0.00	0.00
6198-11	School Food-Fed Supply Chain Assist	5,000.00	38,514.96	17,176.89	0.00	0.00	0.00	16,359.74	0.00	0.00	0.00	0.00	4,978.32	0.00	0.00
<b>Apportionment Totals- Balance to Apportionment report</b>		<b>12,975,689.62</b>	<b>13,633,144.31</b>	<b>854,415.23</b>	<b>911,376.51</b>	<b>769,743.52</b>	<b>1,012,368.25</b>	<b>1,014,761.76</b>	<b>1,060,254.65</b>	<b>1,089,107.61</b>	<b>1,122,968.20</b>	<b>822,554.91</b>	<b>866,580.94</b>	<b>1,565,488.84</b>	<b>1,455,769.47</b>
1100	Taxes collected Line 020 F-197	974,092	980,000	50,758.89	245,622.27	56,062.64	7,047.72	3,966.64	7,278.04	144,811.62	345,623.82	95,426.31	9,170.57	2,816.82	11,414.66
1500	Timber Excise Line 035 F-197	25,908	25,908	0.00	0.00	0.00	0.00	0.00	11,761.70	0.00	0.00	0.00	0.00	0.00	14,146.30
2300	Interest Line 002 F-197	3,000	64,000	3,598.04	4,094.08	4,583.74	5,057.11	5,170.22	4,719.38	5,354.41	5,858.13	7,649.21	6,569.40	5,305.42	6,040.86
2000	Local Deposits Line 001 F-197	71,406	33,000	2,656.51	596.50	1,252.31	831.50	1,631.23	6,810.32	994.03	4,258.00	6,127.51	-114.77	4,198.72	3,758.14
5500	Federal Forests	22,000	22,000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,492.25	0.00	0.00	0.00	0.00
6321	Medicaid	15,000	10,000	0.00	1,374.08	1,888.62	909.86	439.68	887.51	398.52	442.80	1,944.94	1,012.20	771.78	0.00
6998	Commodities	25,000	25,000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	24,697.04	0.00
7000	Other SD	20,000	27,000	0.00	0.00	1,498.74	10,745.19	534.37	0.00	0.00	0.00	2,415.81	7,605.00	86.46	3,000.00
8000	Other deposits: Alcoa Grant	-	64,211	64,211.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Revenues Balance to Budget Status Report</b>		<b>14,132,096</b>	<b>14,884,263</b>	<b>975,639.67</b>	<b>1,163,063.44</b>	<b>836,029.57</b>	<b>1,036,859.63</b>	<b>1,026,503.90</b>	<b>1,091,691.60</b>	<b>1,240,666.19</b>	<b>1,499,643.20</b>	<b>936,118.69</b>	<b>890,823.34</b>	<b>1,603,366.08</b>	<b>1,494,129.43</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	estimate
Payroll - Certificated	Object 2	5,424,996	5,328,501	495,503.48	433,947.14	441,562.64	414,551.58	407,820.50	432,808.97	439,023.42	415,136.09	430,054.65	486,953.49	459,673.62	471,465.43
Payroll - Classified	Object 3	2,576,301	2,376,743	195,326.78	205,830.91	203,790.84	200,624.12	197,879.01	206,371.29	199,291.25	206,060.25	207,513.05	190,560.42	193,187.27	170,307.36
Benefits	Object 4	3,370,774	3,200,402	260,509.41	278,047.98	269,522.33	265,270.63	266,156.68	265,608.96	263,839.94	260,824.23	265,818.21	270,684.09	270,153.52	263,966.00
Substitute & Timesheet Estimate			80,000												80,000.00
Additional PO Estimate			-												0.00
Accounts Payable	Objects 5 through 9	3,114,529	3,059,908	455,724.05	180,649.27	161,425.69	177,847.01	254,029.81	194,703.37	210,728.73	198,913.36	335,108.06	290,983.52	196,514.89	328,280.61
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	50,000.00
<b>Total Expenditures Balance to Budget Status Report</b>		<b>14,486,600</b>	<b>14,045,554</b>	<b>1,407,063.72</b>	<b>1,098,475.30</b>	<b>1,076,301.50</b>	<b>1,058,293.34</b>	<b>1,125,886.00</b>	<b>1,099,492.59</b>	<b>1,112,883.34</b>	<b>1,080,933.93</b>	<b>1,238,493.97</b>	<b>1,239,181.52</b>	<b>1,119,529.30</b>	<b>1,364,019.40</b>
<b>Beginning Fund Balance</b>															
<b>Balance</b>		<b>2,145,315</b>	<b>2,147,402</b>	<b>2,147,401.95</b>	<b>1,715,977.90</b>	<b>1,780,566.04</b>	<b>1,539,294.11</b>	<b>1,517,960.40</b>	<b>1,418,578.30</b>	<b>1,410,777.31</b>	<b>1,538,560.16</b>	<b>1,957,269.43</b>	<b>1,654,894.15</b>	<b>1,306,535.97</b>	<b>1,290,372</b>
<b>Plus Revenue</b>		<b>14,132,096</b>	<b>14,884,263</b>	<b>975,640</b>	<b>1,163,063</b>	<b>835,030</b>	<b>1,036,980</b>	<b>1,026,504</b>	<b>1,091,892</b>	<b>1,240,666</b>	<b>1,499,643</b>	<b>936,119</b>	<b>890,823</b>	<b>1,603,365</b>	<b>1,494,129</b>
<b>Minus Expenditures</b>		<b>(14,486,600)</b>	<b>(14,045,554)</b>	<b>(1,407,064)</b>	<b>(1,098,475)</b>	<b>(1,076,302)</b>	<b>(1,058,293)</b>	<b>(1,125,886)</b>	<b>(1,099,493)</b>	<b>(1,112,883)</b>	<b>(1,080,934)</b>	<b>(1,238,494)</b>	<b>(1,239,182)</b>	<b>(1,119,529)</b>	<b>(1,364,019)</b>
<b>Ristricted</b>															
<b>Plus or Minus</b>		<b>\$ (500,000.00)</b>	<b>\$ (500,000.00)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (500,000.00)</b>	<b>\$ -</b>
<b>Ending/Projected Fund Balance</b>		<b>1,290,811</b>	<b>2,486,111</b>	<b>1,715,978</b>	<b>1,78</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 August 23, 2023, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$8,301.21. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:

Warrant Numbers 123378 through 123381, totaling \$8,301.21

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
123378	EDLIO, LLC	07/31/2023	INV4659.1	Website annual renewal Sept 2023-Aug 2024	2600001702	3,375.00	3,375.00
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-256.50	
10 E 530 0100 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		3,631.50	
123379	FOLLET CONTENT SOLUTIONS LLC	07/31/2023	705898	Wonders Curriculum grade 1,3,4,4	1100008024	2,152.75	2,152.75
10 E 530 0100 33 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		2,152.75	
123380	GOPHER PERFORMANCE	07/31/2023	IN298927	Spark Health Curriculum HLC Program K-5	1100008023	1,478.46	1,478.46
10 E 530 0100 33 5610 1100 1580 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		1,478.46	
123381	WASBO	07/31/2023	200030498	ASB Conference September 26, 2023 in Spokane for Boswell, Schulz, Price, Whitley, Sheppard, Kelly, L. Jones	1000010808	1,295.00	1,295.00
10 E 530 0100 31 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		738.15	
10 E 530 0100 31 7330 1100 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		556.85	

4 Computer Check(s) For a Total of 8,301.21

	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
	4	Computer	Checks For a Total of	8,301.21
Total For	4	Manual, Wire Tran, ACH & Computer	Checks	8,301.21
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	8,301.21

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-256.50	0.00	8,557.71	8,301.21

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 August 23, 2023, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$162,154.37. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 123335 through 123377, totaling \$162,154.37

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
123335	AHCC COMPUTER PRODUCTION	07/31/2023	SCH26-001	140 refurbished laptops - DIGITAL EQUITY GRANT	2600001607	4,480.00	4,480.00
10 E 530 5819 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/DIGITAL EQUITY & INCLUSION			4,480.00	
123336	AMAZON	07/31/2023	1C6W-X77H-PDY9	Drainage Storm risers	2300006698	504.56	848.36
10 E 530 9700 64 9720 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			504.56	
			1RHP-HP4G-W6CD	Instructional Feedback: The Power, The Promise, The Practice-10 books for admin and teacher leadership team training	1000010778	343.80	
10 E 530 9700 12 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			343.80	
123337	ARTISTIC PURSUITS INC	07/31/2023	15215	High School Art Kits	1400008063	851.00	851.00
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-64.68	
10 E 530 0200 33 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			915.68	
123338	BALDWIN LUMBER	07/31/2023	89392	TK shed ramp for tricycles	2300006703	153.10	153.10
10 E 530 9700 64 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			153.10	
123339	BOOKSHARK LLC	07/31/2023	BI0021502	SCIENCE EXPERIMENTS, SUPPLIES & ACTIVITY SHEETS	1400008068	149.57	239.95

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		149.57	
			BI0021518	DISCOVER & DO SCIENCE SUPPLIES KITS	1400008099	90.38	
10 E 530 0200 27 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		90.38	
123340	CANON FINANCIAL SERVICES	07/31/2023	30866909	Copier Lease Contract 05214/3091	1000010515	42.37	752.49
10 E 530 0200 23 7442 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		42.37	
			30911171	Copier Lease Contract 05214/3091	1000010515	710.12	
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		105.08	
123341	CAROLINA BIOLOGICAL SUPPLY CO	07/31/2023	52214766RI	Alcoa Science Grant-Wolfe LED Microscopes	1300007962	1,498.56	1,498.56
10 E 530 0100 27 5610 4300 8200 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		1,498.56	
123342	CENTURYLINK	07/31/2023	071523	PHONE CHARGES ACCT #300738678	1000010516	405.29	405.29
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		405.29	
123343	CENTURYLINK	07/31/2023	648719525	PHONE SERVICE ACCT #84728321	1000010517	56.37	56.37
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		56.37	
123344	CHEWELAH AUTO PARTS	07/31/2023	001-266522	TRANSPORTATION SUPPLIES ACCT #666-CHEWELAH FLOAT	1000010519	382.41	1,195.36
10 E 530 9700 75 5610 0000 1940 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		382.41	
			68-072523	TRANSPORTATION SUPPLIES ACCT #68	1000010519	812.95	
10 E 530 9900 53 5610 0000 0000 0000 1				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		812.95	
123345	CHEWELAH INDEPENDENT	07/31/2023	052523	OPEN PO - SHOWCASE IN THE PARK	1000010587	300.00	661.30
10 E 530 9700 15 7540 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		300.00	
			060823	OPEN PO FOR CLASSIFIED ADS	1000010587	49.30	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 14 7540 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		49.30	
			3278	GAS AND DIESEL BID	1000010587	56.00	
10 E 530 9700 13 7540 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		56.00	
			3279	OPEN PO FOR LEGAL ADS AND CLASSIFIED ADS- MILK BID	1000010587	160.00	
10 E 530 9700 13 7540 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		160.00	
			3331	OPEN PO FOR LEGAL ADS - FISCAL BUDGET	1000010587	96.00	
10 E 530 9700 13 7540 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		96.00	
123346	CHEWELAH SCHOOL DISTRICT #36 I	07/31/2023	072523	REPLENISH IMPREST ACCOUNT-FOOD SERVICE & PAYROLL ADVANCE	0	1,527.85	1,527.85
10 L 610 0000 00 0000 0000 0000 0000				General Fund/PAYROLL DED & TAX PAYABLE		500.00	
10 R 960 9800 22 0000 4300 0000 0000 0				General Fund/REVENUES/FOOD SERVICES		1,027.85	
123347	CHEWELAH SCHOOL DISTRICT #36	07/31/2023	072523	REPLENISH IMPREST-GREGORY MEALS FOR NAESP 7-8 TO 7-13-23 - KESE GRANT	0	285.00	285.00
10 E 530 5238 31 8580 0000 0000 0000 0				General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT		285.00	
123348	CRYSTAL SPRINGS	07/31/2023	15901662 071523	WATER AND COOLER RENTAL	1400007875	86.02	154.84
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		86.02	
			15902043 071523	WATER AND COOLER RENTAL	1000010522	68.82	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		68.82	
123349	HANLEY, WADE J	07/31/2023	072523	REIMBURSE FOR TRAVEL MEALS & GAS TO VANCOUVER DRIVER INSTRUCTOR CLASS JULY 16-23, 2023	0	297.13	297.13
10 E 530 9700 75 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		25.13	
10 E 530 9900 51 8580 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIIL TRANSPORTATION		272.00	
123350	HOME SCIENCE TOOLS	07/31/2023	000516493	Exploring the building blocks	1400008092	327.64	327.64



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0200 33 5610 5400 0000 0000 0				of Science General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		327.64	
123351	HOXIE, LONNIE M	07/31/2023	072523	REIMBURSE FOR TRAVEL & FUEL TO PLC AT WORK IN SEATTLE-TITLE II-JULY 18-21, 2023	0	284.67	284.67
10 E 530 5290 31 8580 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		193.00	
10 E 530 9700 75 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		91.67	
123352	HUMMINGBIRD NETWORKS	07/31/2023	291432	DIGITAL EQUITY GRANT-Network Licenses for Switches routers and firewalls from Cisco	2600001626	11,044.20	12,141.66
10 E 530 5819 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/DIGITAL EQUITY & INCLUSION		11,044.20	
			291578	Cisco Licenses for power over Ethernet switches x 6 through hummingbird	2600001629	1,097.46	
10 E 530 0100 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		1,097.46	
123353	JENKINS HIGH SCHOOL ASB	07/31/2023	2205	ASB CARDS, DANCE TICKETS, PRACTICE JERSEYS - ASB & ATHLETIC FEE GRANT	1000010644	178.00	178.00
10 E 530 5825 27 7580 4300 0000 0000 0				General Fund/EXPENDITURES/ASB FEE REDUCTION GRANT		178.00	
123354	K LOG.COM	07/31/2023	23-321334-1	2 stools for elementary classroom	1400008053	600.54	600.54
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		600.54	
123355	NEWESD 101	07/31/2023	1232212182	ERATE SERVICES	1000010539	407.25	407.25
10 E 530 9700 13 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		407.25	
123356	OLTMAN, RYAN S	07/31/2023	072123	REIMBURSE FOR MEALS -PLC AT WORK CONFERENCE IN SEATTLE JULY 18-21, 2023 - TITLE II	0	123.00	123.00
10 E 530 5290 31 8580 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		123.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
123357	PACIFIC PETROLEUM & SUPPLY	07/31/2023	409260	OPEN PO FOR BUS PURCHASES	1000010546	115.35	115.35
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		115.35	
123358	FERRINS, JASON	07/31/2023	062823	REIMBURSE FOR MILEAGE TO AWSP SUMMER CONFERENCE-TPEP	0	49.84	49.84
10 E 530 5893 31 8580 0000 0000 0000 0				General Fund/EXPENDITURES/TPEP		49.84	
123359	PURCHASE POWER	07/31/2023	071723	POSTAGE FOR METER ACCT #8000-9090-1050-45 90	1000010544	200.00	200.00
10 E 530 0100 23 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		78.90	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		121.10	
123360	RIDDELL ALL AMERICAN	07/31/2023	951855479	New and Repair Football Helmets	1300007860	5,119.54	5,119.54
10 E 530 0100 28 5610 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		5,119.54	
123361	ROCKIE HANSEN PLLC	07/31/2023	060223	LEGAL SERVICES MAY-JUNE	1000010548	483.00	483.00
10 E 530 9700 11 7341 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		483.00	
123362	SCHOOL OUTFITTERS	07/31/2023	INV14004047	Alcoa Grant or money for furnishing science rooms 2-Read-It Adjustable-Height Reading Table w/ Square Top 48 x 48 2-Teacher's Work Desk 2-Mesh Back & Seat Task Chairs	1300008010	5,450.00	5,450.00
10 E 530 0100 27 9733 4300 8200 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		5,450.00	
123363	SHOEMAKER, JEROME C	07/31/2023	072523	REIMBURSE FOR MEALS AT PLC CONFERENCE IN SEATTLE JULY 18-21, 2023-TITLE II	0	123.00	123.00
10 E 530 5290 31 8580 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL		123.00	
123364	SMITH, EMILY	07/31/2023	072123	REIMBURSE FOR MEALS & MILEAGE TO PIECES OF MOJO	0	378.73	378.73

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 5290 31 8580 1100 0000 0000 0				PD IN TRI-CITIES JULY 9-14, 2023 - TITLE II		378.73	
			General Fund/EXPENDITURES/TITLE II	TEACHER PRINCIPAL			
123365	STEVENS CLAY, P.S.	07/31/2023	15830	LEGAL FEES TO LEASE JMS	1000010552	2,860.00	2,860.00
10 E 530 9700 11 7341 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			2,860.00	
123366	TIFFANY COX DESIGN, LLC	07/31/2023	3474	NEWSLETTER DESIGN FOR JULY	1000010741	600.00	600.00
10 E 530 9700 15 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			600.00	
123367	VALLEY SD	07/31/2023	2002200036	DRIVER TRAINING FOR R STIRN-SPRING 2023	2200002129	4,334.21	4,334.21
10 E 530 9900 51 7330 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			4,334.21	
123368	VERIZON WIRELESS	07/31/2023	9938940550	CELL PHONE SERVICES ACCT #365401170-00001	1000010558	555.63	555.63
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			555.63	
123369	WALA	07/31/2023	719610	WALA Membership 100 plus students, 2022-2023 school year	1400007933	100.00	100.00
10 E 530 0200 27 7810 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			100.00	
123370	WASA	07/31/2023	353080153	2023 WASA/AWSP SUMMER CONFERENCE REGISTRATION FOR DELL	1000010747	495.00	3,618.00
10 E 530 5893 31 7330 5400 0000 0000 0			General Fund/EXPENDITURES/TPEP			495.00	
			353080154	2023 WASA/AWSP SUMMER CONFERENCE REGISTRATION FOR ANDERSON	1000010747	644.00	
10 E 530 5893 31 7330 4300 0000 0000 0			General Fund/EXPENDITURES/TPEP			644.00	
			353080155	2023 WASA/AWSP SUMMER CONFERENCE REGISTRATION FOR PRICE	1000010747	495.00	
10 E 530 5893 31 7330 1100 0000 0000 0			General Fund/EXPENDITURES/TPEP			495.00	
			353080156	2023 WASA/AWSP SUMMER CONFERENCE	1000010747	845.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 5893 31 7330 0000 0000 0000 0				REGISTRATION FOR PERRINS		845.00	
			353080157	2023 WASA/AWSP SUMMER CONFERENCE REGISTRATION FOR SKOK	1000010747	495.00	
10 E 530 5893 31 7330 1100 0000 0000 0				General Fund/EXPENDITURES/TPEP		247.50	
10 E 530 5893 31 7330 4300 0000 0000 0				General Fund/EXPENDITURES/TPEP		247.50	
			353080158	2023 WASA/AWSP SUMMER CONFERENCE REGISTRATION FOR GREGORY	1000010747	644.00	
10 E 530 5893 31 7330 0000 0000 0000 0				General Fund/EXPENDITURES/TPEP		644.00	
123371 WEST ONE PLUMBING		07/31/2023	12705	Gess, Clog pipe	2300006699	346.47	346.47
10 E 530 9700 64 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		346.47	
123372 CITY OF CHEWELAH		07/31/2023	07/11/2023	Science room Building permit	2300006692	735.00	735.00
20 E 530 2206 22 7000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SCIENCE ROOM REMODEL		735.00	
123373 FERGUSON ENTERPRISES, INC.		07/31/2023	1702985	JHS Sidewalk/roof drainage material	2300006693	2,421.32	1,715.79
20 E 530 2207 12 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SIDEWALK REPAIR		2,421.32	
			1706757	JHS Sidewalk/roof drainage material	2300006693	42.83	
20 E 530 2207 12 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SIDEWALK REPAIR		42.83	
			CM270810	JHS Sidewalk/roof drainage material	2300006693	-748.36	
20 E 530 2207 12 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/SIDEWALK REPAIR		-748.36	
123374 MCKINSTRY ESSENTION, LLC		07/31/2023	2019-090A-11	SERVICES ON SMALL SCHOOL MODERNIZATION JJSHS HVAC PROJECT	7100000855	104,554.66	104,554.66
20 E 530 0000 32 7000 3000 0000 0000 0				Capital Projects/EXPENDITURES/Unassigned		104,554.66	
123375 CHEWELAH INDEPENDENT		07/31/2023	062923	AD- Fun Run	8300007064	50.00	50.00
40 E 530 2140 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/CROSS COUNTRY		50.00	
123376 EVERYTHING TRACK & FIELD		07/31/2023	INV247516	SPIRIT POLE VAULT POLE TIP	8300007035	25.77	450.79
40 E 530 2410 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/TRACK BOYS'		25.77	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			INV248134	32 cal blanks	8300007035	425.02	
40 E 530 2410 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/TRACK BOYS'			425.02	
123377	LILAC CITY CHEER ACADEMY	07/31/2023	0032	Cheer Camp	8300006994	2,845.00	2,845.00
40 E 530 2130 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/CHEERLEADERS			2,845.00	
				43 Computer	Check(s) For a Total of		162,154.37

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	43	Computer	Checks For a Total of	162,154.37
Total For	43	Manual, Wire Tran, ACH & Computer	Checks	162,154.37
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	162,154.37

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	435.32	1,027.85	50,339.96	51,803.13
20	Capital Projects	0.00	0.00	107,005.45	107,005.45
40	Associated Student Body Fund	0.00	0.00	3,345.79	3,345.79

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 August 30, 2023, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$51,427.38. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 123383 through 123387, totaling \$51,427.38

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
123383	DISCOVERY EDUCATION	08/15/2023	cinv-103573	GESS ELEMENTARY DISCOVERY EDUCATION CURRICULUM FOR 2023-2024	1000010809	4,271.72	4,271.72
10 E 530 0100 33 5650 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			4,271.72	
123384	FOLLET CONTENT SOLUTIONS LLC	08/15/2023	705898F	Wonders Curriculum grade 1,3,4,4	1100008024	1,125.01	1,125.01
10 E 530 0100 33 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			1,125.01	
123385	IMAGINE LEARNING LLC	08/15/2023	945858	Digital Libraries with Enhanced CTE add on, academic integrity add on, My Path K-12 with reading and math and NWEA, PD training, eDynamic Electives	1000010836	44,937.63	44,937.63
10 E 530 5290 31 7330 4300 0000 0000 0			General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL			803.94	
10 E 530 5290 31 7330 5400 0000 0000 0			General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL			1,607.88	
10 E 530 0200 33 5650 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			27,990.55	
10 E 530 5288 33 5650 4300 4700 0000 0			General Fund/EXPENDITURES/TITLE IV			14,535.26	
123386	USPS	08/15/2023	081523	ANNUAL PO BOX FEE FOR DO BOX 47	1000010837	332.00	332.00
10 E 530 9700 13 7810 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			332.00	
123387	WASA	08/15/2023	080223	2023-24 MEMBERSHIP DUES	2100006303	761.02	761.02

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				FOR SARAH GREGORY			
10 E 530 2100 21 7810 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			761.02	
				5 Computer	Check(s) For a Total of		51,427.38



Check Summary

	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
	5	Computer	Checks For a Total of	51,427.38
Total For	5	Manual, Wire Tran, ACH & Computer	Checks	51,427.38
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	51,427.38

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	51,427.38	51,427.38

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 August 30, 2023, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$426,015.81. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 123388 through 123433, totaling \$426,015.81

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
123388	A-L COMPRESSED GASES INC	08/15/2023	0003021103	OPEN PO FOR SUPPLIES	1000010512	87.96	87.96
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			87.96	
123389	ALSC ARCHITECTS	08/15/2023	2019-025-08	STUDY AND SURVEY BILLING	1000010717	1,855.60	1,855.60
10 E 530 5887 21 7340 0000 0000 0000 0			General Fund/EXPENDITURES/STUDY & SURVEY			1,855.60	
123390	ALSCO	08/15/2023	LSPO2650815	coverall and rags	1000010509	33.94	135.76
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			33.94	
			LSPO2652836	coverall and rags	1000010509	33.94	
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			33.94	
			LSPO2654836	coverall and rags	1000010509	33.94	
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			33.94	
			LSPO2656835	coverall and rags	1000010509	33.94	
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			33.94	
123391	AMAZON	08/15/2023	11NC-6QXM-CGXD	RAM upgrades, cable covers, labels, serial adapter	2600001631	249.83	729.14
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			249.83	
			1DWR-JWRQ-GQ7F	Visual fault locator to test fiber optic connections.	2600001632	31.63	
10 E 530 0100 32 5650 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			31.63	
			1LJD-RPP7-6YHJ	Amazon, JHS,	2300006705	211.52	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 64 5610 4300 0000 0000 0				Water fountain filters			
				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		211.52	
			1WNL-7XK1-H4DK	DISTRICT OFFICE SUPPLIES	1000010783	236.16	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		236.16	
123392	ANDERSON, SHAWN R	08/15/2023	080923	TRAVEL REIMBURSEMENT FOR AWSP/WASA CONFERENCE IN SPOKANE JUNE 24-27, 2023	0	141.85	193.85
10 E 530 5893 31 8580 4300 0000 0000 0				General Fund/EXPENDITURES/TPEP		141.85	
			081023	REIMBURSE FOR MTSS FEST MEALS AUG 2-4, 2023	0	52.00	
10 E 530 5100 31 8580 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE I		52.00	
123393	AT&T MOBILITY	08/15/2023	287301239699x072823	BACKUP INTERNET CONNECTION FOR PHONE SYSTEM	1000010510	43.23	43.23
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		43.23	
123394	BIGLER, VANESSA E	08/15/2023	080723	TRAVEL REIMBURSEMENT FOR MEALS AT MTSS FEST AUG 2-4, 2023	0	52.00	52.00
10 E 530 5500 31 8580 4300 2020 0000 0				General Fund/EXPENDITURES/LAP		52.00	
123395	BROWN INDUSTRIES INC	08/15/2023	124-00531	YEARS OF SERVICE KEYCHAINS	1000010785	230.00	230.00
10 L 630 0000 00 0000 0000 0000 0000 0				General Fund/DUE TO OTHER GOVERNMENT UNITS		-17.48	
10 E 530 9700 12 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		247.48	
123396	CHEWELAH AUTO PARTS	08/15/2023	666-072523	TRANSPORTATION SUPPLIES ACCT #666	1000010519	55.38	55.38
10 E 530 9700 75 5610 0000 1940 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		55.38	
123397	CITY OF CHEWELAH	08/15/2023	072823	UTILITIES	1000010520	14,376.95	14,376.95
10 E 530 9700 65 7410 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,385.38	
10 E 530 9700 65 7420 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		107.10	
10 E 530 9700 65 7622 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		607.56	
10 E 530 9700 65 7410 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		866.29	
10 E 530 9700 65 7420 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,681.25	
10 E 530 9700 65 7622 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		3,069.80	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7410 2200 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		109.23	
10 E 530 9700 65 7622 2200 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		549.35	
10 E 530 9700 65 7410 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		816.92	
10 E 530 9700 65 7420 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,401.25	
10 E 530 9700 65 7622 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		3,367.06	
10 E 530 9700 65 7410 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		121.67	
10 E 530 9700 65 7420 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		141.25	
10 E 530 9700 65 7622 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		152.84	
123398	COLVILLE TIRE	08/15/2023	1-56045	TIRES FOR BUSES	2200002125	884.25	884.25
10 E 530 9700 75 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		884.25	
123399	COMMUNITY COLLEGES OF SPOKANE	08/15/2023	CA-0000013841	OPEN PO FOR RUNNING START-WINTER	1000010521	3,188.04	142,163.32
10 E 530 3100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/VOCATIONAL		3,188.04	
			CA-0000014071	OPEN PO FOR RUNNING START-WINTER	1000010521	71,599.22	
10 E 530 0100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		68,645.18	
10 E 530 3100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/VOCATIONAL		2,954.04	
			CA-0000014271	OPEN PO FOR RUNNING START-SPRING	1000010521	669.24	
10 E 530 0100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		318.56	
10 E 530 3100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/VOCATIONAL		350.68	
			CA-0000014277	OPEN PO FOR RUNNING START-SPRING	1000010521	3,188.04	
10 E 530 3100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/VOCATIONAL		3,188.04	
			CA-0000014278	OPEN PO FOR RUNNING START-SPRING	1000010521	63,518.78	
10 E 530 0100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		54,879.21	
10 E 530 3100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/VOCATIONAL		8,639.57	
123400	COMMUNITY MINDED ENTERPRISES	08/15/2023	PA51823C	AED PADS FOR HIGH SCHOOL	1100007933	75.00	75.00
10 E 530 0100 26 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		75.00	
123401	CONSOLIDATED ELECTRICAL DISTRI	08/15/2023	8190-1127774	CED, Maintenance Misc Projects	2300006691	1,495.80	1,634.73
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,495.80	
			8190-1127831	CED, Maintenance Misc Projects	2300006691	138.93	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		138.93	
123402	DEERE CREDIT INC	08/15/2023	2805922	LEASE 1600 COMMERCIAL WIDE AREA LAWN MOWER	1000010524	647.17	647.17
10 E 530 9700 83 7832 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		22.29	
10 E 530 9700 84 7831 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		579.16	
10 E 530 9700 13 7442 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		45.72	
123403	DIRECT MAIL ENT INC	08/15/2023	043925	MAILING FOR COMMUNITY NEWSLETTER QUARTERLY	1000010523	730.75	730.75
10 E 530 9700 15 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		730.75	
123404	DRAGONFLY WELLNESS AND EDUCATI	08/15/2023	080123	MENTAL HEALTH & BEHAVIOR SUPPORT SERVICES & STAFF TRAINING FOR JULY	1000010567	900.00	900.00
10 E 530 1300 24 7322 0000 1665 0000 0				General Fund/EXPENDITURES/ESSER III		900.00	
123405	ELAN CARDMEMBER SERVICE	08/15/2023	072423	POINTS REDEEMED FOR CREDIT	0	-375.00	15,841.55
10 R 960 0000 29 0000 5400 0000 0000 1				General Fund/REVENUES/Program 00		-375.00	
			ED-063023	DEPT OF HEALTH-MTS/CLIA LICENSE RENEWAL FEE	1000010770	262.50	
10 E 530 0100 26 7810 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		262.50	
			JP-070823	TRAVEL CHARGES FOR JULIE & SARAH TO NAESP CONFERENCE IN JULY	0	66.93	
10 E 530 5290 31 8580 1100 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		66.93	
			JP-070823C	GAYLORD NATL RESORT MD-PRICE (TITLE II) & GREGORY (KESE GRANT) PRINCIPALS CONFERENCE JULY 8-13, 2023	1000010733	1,744.99	
10 E 530 5290 31 8580 1100 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		872.50	
10 E 530 5238 31 8580 0000 0000 0000 0				General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT		872.49	
			JP-070923	Title II National Association of	1100007950	896.37	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 5290 31 7330 1100 0000 0000 0				Elementary School Principals - conference, and preconference Julie Price 7-8 to 7-13-2023 in Maryland			
			General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL			896.37	
			JP-070923b	conference	2100006247	896.37	
				Gregory NAESP -KESE SPED CONSORTIUM GRANT National Association of Elementary School Principals			
10 E 530 5238 31 7330 0000 0000 0000 0			General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT			896.37	
			JP-072423	POINTS REDEEMED FOR CREDIT	0	-200.00	
10 R 960 0000 29 0000 1100 0000 0000 1			General Fund/REVENUES/Program 00			-200.00	
			JP-072423B	CANVA MONTHLY SUBSCRIPTION TO CREATE FLYERS & NEWSLETTERS	1000010526	12.99	
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-0.99	
10 E 530 9700 12 5650 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			13.98	
			JP-072423C	POINTS REDEEMED FOR CREDIT	0	-225.00	
10 R 960 0000 29 0000 0000 0000 0000 1			General Fund/REVENUES/Program 00			-225.00	
			JT-070623B	Alcobra, JHS, Concrete wall steel anchors	2300006689	82.19	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			82.19	
			JT-070723	Les Schwab, Lawn mower tires	2300006696	32.28	
10 E 530 9700 62 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			32.28	
			JT-071423	Pro-Dunk, Basketball Back board, Gess (Bill to Shamrock Paving)	2300006697	1,997.01	
10 E 530 9700 64 5610 1100 0000 0000 1			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,997.01	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			JT-072023	GSI Complete Glass, Deer park, Gess Front window	2300006701	557.50	
10 E 530 9700 64 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		557.50	
			JT-072123	Rodda Paint, Gess playground	2300006702	190.93	
10 E 530 9700 64 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		190.93	
			JT-072423	POINTS REDEEMED FOR CREDIT	0	-450.00	
10 R 960 0000 29 0000 0000 0000 0000 1				General Fund/REVENUES/Program 00		-450.00	
			JT-072623	Supply house, Water filters JHS Ice machine, washer,	2300006704	304.83	
10 E 530 9700 64 5610 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		304.83	
			KF-070523	Godaddy Webiste Domain renewal for chewelahl2.us, csd36.us & csd36.org	2600001700	135.90	
10 E 530 0100 32 7350 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		135.90	
			KF-070623	Clean Browsing Managed Internet filtering for granular level website blocking/allowing	2600001701	550.00	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-41.80	
10 E 530 0100 32 7350 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		591.80	
			KF-071123	Email Logging, Search, Redaction, cloud based storage service.	2600001621	3,870.00	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-294.12	
10 E 530 0100 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		4,164.12	
			KF-071123B	FOREIGN TXN FEE JATHEON	2600001621	77.40	
10 E 530 0100 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		77.40	
			KF-072123	MICROSOFT LICENSE	1000010525	43.04	
10 E 530 0100 32 7350 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		43.04	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			MS-063023	Summer School ESSER III field trips- 100 Indian's baseball tickets and 50 food vouchers and Camas Center 52 group tickets	1100007977	208.00	
10 E 530 1301 27 7340 1100 1660 0000 0			General Fund/EXPENDITURES/	ESSER III SUMMER SCHOOL		208.00	
			MS-071723	Richland Inn & Suites July 9-14 E Smith Pieces of Mojo Training Title II	1000010719	468.50	
10 E 530 5290 31 8580 1100 0000 0000 0			General Fund/EXPENDITURES/	TITLE II TEACHER PRINCIPL		468.50	
			MS-071823	Belldtown Suites-lodging for plc communities at work for Lee, Oltman. L Smith, Shoemaker, Hoxie July 18-21-Title II	1000010780	3,929.04	
10 E 530 5290 31 8580 4300 0000 0000 0			General Fund/EXPENDITURES/	TITLE II TEACHER PRINCIPL		3,929.04	
			MS-072223	SONESTA SUITES VANCOUVER WA JULY 16-23 FOR WADE HANLEY DRIVER INSTRUCTOR TRAINING COURSE	1000010721	1,014.96	
10 E 530 9900 51 8580 0000 0000 0000 0			General Fund/EXPENDITURES/	PUPIL TRANSPORTATION		1,014.96	
			SA-062623	TRAVEL EXP FOR PARKING AT WASA/AWSP CONFERENCE IN SPOKANE JUNE 26-27	0	30.50	
10 E 530 5893 31 8580 4300 0000 0000 0			General Fund/EXPENDITURES/	TPEP		30.50	
			SA-062723	AWSP/WASA SUMMER CONFERENCE JUNE 24-27, 2023 FOR DELL, GREGORY, ANDERSON, PRICE, SKOK AND PERRINS	1000010753	844.32	



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 5893 31 8580 0000 0000 0000 0				General Fund/EXPENDITURES/TPEP		844.32	
			SA-072423	POINTS REDEEMED FOR CREDIT	0	-1,125.00	
10 R 960 0000 29 0000 4300 0000 0000 1				General Fund/REVENUES/Program 00		-1,125.00	
123406	FOOLS LANES	08/15/2023	#3C	Bowling 5 students x 6 trips	1300007871	423.50	423.50
10 E 530 2100 27 5610 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		423.50	
123407	GAFFNEY, KATHRYN	08/15/2023	080323	REIMBURSE FOR TROPHIES UNLIMITED ENGRAVING FOR PHILLIPS BOARD PLAQUE	0	10.90	10.90
10 E 530 9700 11 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		10.90	
123408	GOV CONNECTION INC	08/15/2023	62301427	x60 Dell 3140 Laptops through ECF	2600001627	23,774.22	23,774.22
10 E 530 1921 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/EMERGENCY CONNECTIVITY FND		23,774.22	
123409	H & H INC	08/15/2023	080123	COPIER MONTHLY USAGE CHARGES	1000010529	193.24	193.24
10 E 530 0100 23 7340 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		2.27	
10 E 530 9700 13 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		187.71	
10 E 530 0200 23 7340 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		3.26	
123410	INTRIGUE COMMUNICATIONS INC	08/15/2023	6694	PHONE SERVICES ON ACCOUNT #100152	1000010530	232.68	232.68
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		232.68	
123411	JMT PETROLEUM	08/15/2023	073123	FUEL ACCT	1000010533	1,842.16	1,842.16
10 E 530 9700 62 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		373.38	
10 E 530 9700 75 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,095.04	
10 E 530 9700 75 5626 0000 1940 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		373.74	
123412	KCDA PURCHASING COOPERATIVE	08/15/2023	300728678	Classroom Voice Amplification Systems. 52 AE Mini systems and installation. Charge to digital equity and inclusion grant.	2600001609	3,952.80	4,416.40
10 L 601 0000 00 0000 0000 0000 0000				General Fund/ACCOUNTS PAYABLE		-405.00	
10 E 530 5819 32 9734 0000 0000 0000 0				General Fund/EXPENDITURES/DIGITAL EQUITY & INCLUSION		4,357.80	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			300728680	Additional Sound systems for libraries, gym, and classrooms w/o drop tile ceilings. [Digital Equity and inclusion grant] [Advanced Classroom Technologies]	2600001616	463.60	
10 L 601 0000 00 0000 0000 0000				General Fund/ACCOUNTS PAYABLE		-47.50	
10 E 530 5819 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/DIGITAL EQUITY & INCLUSION		511.10	
123413	LAMONT SCHOOL DISTRICT	08/15/2023	080923	KESE GRANT CLAIM FOR LAMONT	1000010775	3,416.67	3,416.67
10 E 530 5238 31 7340 0000 2701 0000 0				General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT		3,416.67	
123414	LITHOGRAPH REPRODUCTIONS, INC	08/15/2023	11635	NEWSLETTER PRINTING 4YEAR	1000010534	2,018.68	2,018.68
10 E 530 9700 15 7550 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		2,018.68	
123415	NAPA AUTO PARTS	08/15/2023	073123	TRANSPORTATION SUPPLIES ACCT #16420840	1000010538	165.29	165.29
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		165.29	
123416	NORTHWEST DISTRIBUTION	08/15/2023	3227661	FOOD & SUPPLIES	1000010537	1,570.77	1,570.77
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		1,460.33	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		110.44	
123417	OXARC INC	08/15/2023	0061522673	Argon and Stargon gas	1000010543	14.99	14.99
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		14.99	
123418	PLANET TURF	08/15/2023	3004912	Levy Grounds-Prostripe White Aerosol Paint	1300008005	3,066.60	3,066.60
10 E 530 9700 62 5610 0000 0000 0000 1				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		3,066.60	
123419	PRICE, JULIE F	08/15/2023	080323	TRAVEL REIMBURSEMENT FOR MEALS AT PRINCIPALS CONFERENCE JULY 8-13	0	285.00	285.00
10 E 530 5290 31 8580 1100 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL		285.00	
123420	SETYS ACE HARDWARE	08/15/2023	073123	PURCHASES OPEN PO	1000010555	1,660.89	1,700.56

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
ACCT #101365							
10 E 530 9700 62 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		300.94	
10 E 530 9700 63 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		319.81	
10 E 530 9700 63 5610 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		446.12	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		587.25	
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		6.77	
			073123B	Staple gun, staples, batteries.	2600001630	39.67	
10 E 530 0100 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		39.67	
123421	SMITH, LAVONNE M	08/15/2023	080323	TRAVEL REIMBURSEMENT FOR MEALS AT PLC COMMUNITIES AT WORK JULY 18-21	0	123.00	123.00
10 E 530 5290 31 8580 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		123.00	
123422	STUMPF SEED AND FERTILIZER	08/15/2023	349887	Stumpf seed and fertilizer	2300006708	431.75	1,382.67
10 E 530 9700 62 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		431.75	
			349888	Stumpf Seed and Fertilizer, Football field and grounds	2300006709	950.92	
10 E 530 9700 62 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		950.92	
123423	SULGROVE, CARRIE A	08/15/2023	073123	TRAVEL REIMBURSEMENT FOR MEALS AT WSNA ANNUAL CONFERENCE JULY 23-26	0	97.00	97.00
10 E 530 9800 44 8580 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		97.00	
123424	TERRYS DAIRY	08/15/2023	080923	DAIRY FOR CUST #1513-summer food	1000010556	64.00	64.00
10 E 530 9801 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/SUMMER FOOD		64.00	
123425	TRUE MEASURE COLLABORATIVE	08/15/2023	1028	KESE GRANT-PROFESSIONAL DEVELOPMENT FOR SPED, ELEMENTARY & SECONDARY STAFF	1000010763	5,250.00	5,250.00
10 E 530 5238 31 7330 4300 0000 0000 0				General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT		2,625.00	
10 E 530 5238 31 7330 1100 0000 0000 0				General Fund/EXPENDITURES/KESE SPED CONSORTIUM GRANT		2,625.00	
123426	VERIZON WIRELESS	08/15/2023	9939993994	WIRELESS HOTSPOTS MONTHLY CHARGES	1000010559	405.54	405.54

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 1921 32 7530 0000 0000 0000 0				FOR COVID CONNECTIVITY ACCT 342368558-00001			
			General Fund/EXPENDITURES/EMERGENCY CONNECTIVITY FND			405.54	
123427	WALTER E NELSON CO	08/15/2023	504325	JHS-janitor supplies	2300006706	2,333.62	2,848.72
10 E 530 9700 63 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			2,333.62	
			504326	Quartzite JANITOR SUPPLIES	2300006707	515.10	
10 E 530 9700 63 5610 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			515.10	
123428	ABSCO SOLUTIONS	08/15/2023	87485	ACCESS CONTROL-ADDITIONAL DOORS FOR ADMIN, GESS AND JENKINS	7100000856	10,877.10	10,877.10
20 E 530 2101 32 5000 2000 0000 0000 0			Capital Projects/EXPENDITURES/ACCESS CONTROL			10,877.10	
123429	BAUMANN BROTHERS CONSTRUCTION	08/15/2023	4315	SIDEWALK PROJECT AT JJSHS-ESSER III AND LEVY FUNDS-INCLUDING CHANGE ORDER #1 AND #2	7100000860	176,720.63	176,720.63
20 E 530 1300 12 7000 4000 0000 0000 0			Capital Projects/EXPENDITURES/ESSER III			150,000.00	
20 E 530 2207 12 7000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SIDEWALK REPAIR			26,720.63	
123430	ELAN CARDMEMBER SERVICE	08/15/2023	JT-070623	White Block, JHS, Drain Catch Basin	2300006690	591.64	3,924.47
20 E 530 2207 12 5000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SIDEWALK REPAIR			591.64	
			JT-071323	White Block, JHS Sidewalk Drainage Catch basins	2300006695	1,826.43	
20 E 530 2207 12 5000 2000 0000 0000 0			Capital Projects/EXPENDITURES/SIDEWALK REPAIR			1,826.43	
			JT-071923	Chelsy's Courtyard, Gess, Covered playground fill dirt.	2300006700	1,506.40	
20 E 530 1300 12 5000 4000 0000 0000 0			Capital Projects/EXPENDITURES/ESSER III			1,506.40	
123431	ELAN CARDMEMBER SERVICE	08/15/2023	SA-072523	School Supplies- Walmart, Target, Office Depot, Staples	8300007067	82.36	82.36
40 E 530 6001 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/INVEST ED			82.36	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
123432	FOOLS LANES	08/15/2023	#3	Bowling @ Copper Bowl	8100006189	188.50	401.00
40 E 530 1060 00 0000 1100 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/FIELD TRIP		188.50	
			3	Bowling	8100006195	212.50	
40 E 530 1060 00 0000 1100 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/FIELD TRIP		212.50	
123433	SAFEWAY ALBERTSON COMPANIES	08/15/2023	070723b	Ice cream supplies	8300007063	71.02	71.02
40 E 530 2140 00 0000 4300 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/CROSS COUNTRY		71.02	
			46	Computer	Check(s) For a Total of		426,015.81

	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
	46	Computer	Checks For a Total of	426,015.81
Total For	46	Manual, Wire Tran, ACH & Computer	Checks	426,015.81
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	426,015.81

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-806.89	-2,375.00	237,121.12	233,939.23
20	Capital Projects	0.00	0.00	191,522.20	191,522.20
40	Associated Student Body Fund	0.00	0.00	554.38	554.38

## SUICIDE PREVENTION

The Chewelah School District Board of Directors recognizes that suicide is a leading cause of death among youth and that suicidal indicators such as substance abuse and violence are complex issues that should be taken seriously. While district staff may recognize potentially suicidal youth and the District can make an initial risk assessment, the District cannot provide in-depth mental health counseling. Instead, the Board directs district staff to refer students who exhibit suicidal behaviors to an appropriate service for further assessment and counseling.

District staff who have knowledge of a suicide threat must take the proper steps to support the student and to report this information to the building principal or designee who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

The Board also recognizes the need for youth suicide prevention procedures. The District will adopt and, at the beginning of each school year, provide to all district staff, including substitute and regular bus drivers, a plan for recognizing, screening, referring and responding to students in emotional or behavioral distress. At a minimum, the plan will:

- Identify training opportunities for staff on recognizing, screening and referral of students in emotional or behavioral distress, including those who exhibit indicators of substance or sexual abuse, violence or suicide;
- Describe how to utilize the expertise of district staff trained in recognition, screening and referral;
- Provide guidelines, based on staff expertise, for responding to suspicions, concerns or warning signs of emotional or behavioral distress;
- Address development of partnerships with community organizations and agencies for referral of students to support services, to include development of at least one memorandum of understanding between the District and one such entity;
- Contain procedures for communication with parents and guardians, including notification requirements in accordance with RCW 28A.320.160;
- Describe how staff should respond to a crisis situation where a student is in imminent danger to himself or herself or others;
- Describe how the District will provide support to students and staff after an incident of violence, student suicide or allegations of sexual abuse of a student;
- Describe how staff should respond when allegations of sexual contact or abuse are made against a staff member, volunteer, parent, guardian or family member of the student, including how staff should interact with parents, law enforcement and child protective services;
- Describe how the District will provide to certificated and classified staff the training on the obligation to report physical abuse or sexual misconduct required under RCW 28A.400.317.

The superintendent will develop and implement the plan and a staff training schedule to achieve the Board's goals and objectives.

<u>Cross References:</u>	<u>Board Policy 3211</u>	<u>Gender-Inclusive Schools</u>
	<u>3207</u>	<u>Prohibition of Harassment, Intimidation, and Bullying</u>
	<u>2140</u>	<u>Comprehensive School Counseling <b>NO CSD POLICY-WSSDA ENCOURAGED</b></u>

<u>Legal References:</u>	<u>RCW 28A.410.226</u>	<u>Washington professional educator standards board — Training program on youth suicide screening — Certificates for school nurses, social workers, psychologists, and counselors — Adoption of standards.</u>
	<u>RCW 28A.410.043</u>	<u>School Counselor Certification</u>
	<u>RCW 28A.320.1271</u>	<u>Model school district plan for recognition, initial screening, and response to emotional or behavioral distress in students.</u>
	<u>RCW 28A.320.127</u>	<u>Plan for recognition, screening, and response to emotional or behavioral distress in students.</u>

Management Resources: 2016 – July Issue  
2014 – December Issue  
2011 – April Issue

**Adoption Date:**  
**Chewelah School District #36**  
**Revised:**  
**Classification: Encouraged**



# CHEWELAH BOARD OF DIRECTORS 2023-24 GOALS



## Vision

"Chewelah School District engages and empowers students and staff through challenging, rigorous 21st Century learning in a safe, caring environment"



## Policy

Monitor and support policy implementation and updates



## Governance & Team Leadership

The Chewelah School District commits to a culture of responsive, respectful, student-centered problem solving, where high expectations are met and where students, staff and families feel they belong.

Receive and review quarterly reports by administration reflecting relationship/culture progress among staff, students, and parents.

## Community Leadership

- Be visible in community and at school events.
- Engage in 2-way communication activities.
- Promote District initiatives in the community through organized public forums and venues beyond board meetings.
- Communicate District expectations and support student/staff achievement goals on a regular basis.



## Accountability

By June 2024 75% of all students P-12 will achieve proficiency in core subject areas as measured by SBA or District level standard-based assessments.

- Establish classroom/building assessment and measure a GS (Guaranteed Standard) quarterly.
- Expect written unit plans by staff for GS by June 2024.
- Participate in student assessment training for board members.

## Chewelah Promise

We teach to ready our younger generations.

**Historical Local and Levy Expenditures**  
**These ranges don't include any additions or increases to expenditures**

Maintenance and Grounds:	\$150,000 to \$325,000
Student Services:	\$100,000 to \$150,000
Non-State Funded Employees & Programs:	\$400,000 to \$550,000
Athletics and Activities:	\$500,000 to \$600,000
<b>Total</b>	<b>\$1,150,000 to \$1,625,000</b>

LOW OPTION	2025	2026	2027	2028
Local Levy	\$1,150,000	\$1,200,000	\$1,250,000	\$1,300,000
Estimated State LEA Generated*	\$369,785	\$356,160	\$340,196	\$322,964
Total Revenue	\$1,519,785	\$1,556,160	\$1,590,196	\$1,622,964
Estimated Cost per \$1000	\$1.40	\$1.41	\$1.41	\$1.41

**Pros: Keep costs low for community with just slight increases to cover inflation**

**Cons: Doesn't allow for any additional programs or initiatives**

MID OPTION	2025	2026	2027	2028
Local Levy	\$1,300,000	\$1,350,000	\$1,400,000	\$1,450,000
Estimated State LEA Generated*	\$396,199	\$378,893	\$361,911	\$343,578
Total Revenue	\$1,696,199	\$1,728,893	\$1,761,911	\$1,793,578
Estimated Cost per \$1000	\$1.59	\$1.58	\$1.58	\$1.58

**Pros: Maximizes State Generated LEA funding and allows for some additional programs and initiatives**

**Cons: Raises costs for community from \$1.28 per \$1000 to 1.59 per \$1000 (last passed at \$1.75)**

HIGH OPTION	2025	2026	2027	2028
Local Levy	\$1,375,000	\$1,425,000	\$1,475,000	\$1,525,000
Estimated State LEA Generated*	\$396,199	\$378,893	\$361,911	\$343,578
Total Revenue	\$1,771,199	\$1,803,893	\$1,836,911	\$1,868,578
Estimated Cost per \$1000	\$1.68	\$1.67	\$1.67	\$1.66

**Pros: Maximizes State Generated LEA funding and allows for more robust growth of additional programs and initiatives and maximization State LEA leaves room for more fluctuation in property values**

**Cons: Raises costs for community from \$1.28 per \$1000 to \$1.68 per \$1000 (last passed at \$1.75)**

**\*State LEA Generated** are estimates based on multiple factors such as assessed value of properties in the county, enrollment, inflation, and it decreases significantly if we are charging our community less than \$1.50 per \$1000 of assessed value. These calculations can be changed by the legislature at any time as well. **We cannot rely on these funds being available at these rates for the next 5 years and should base our levy on what we need in case these funds are reduced or eliminated.**

## **Sub-Categories for EP&O Levy**

### **MAINTENANCE & GROUNDS**

Supplies/ inspections  
Capital Outlay  
Equipment management  
Update software and hardware  
IT District Resource Management

### **STUDENT SERVICES**

Nurse staffing  
Bus Transportation  
Medical Supplies  
School Resource Officer (SRO)  
Mental Health Counselor  
Kitchen staff  
Coop -ESD (food service)  
Equipment: Kitchen

### **NON-STATE FUNDED EMPLOYEES & PROGRAMS**

Classified  
Certificated  
Admin  
SPED staffing  
Music  
SPED PD  
High CAP Staffing  
Staff Professional Development  
Curriculum and Resources  
Summer School  
**Athletic & Activities**  
Coaches & AD  
Coaches PD  
Transportation  
Equipment/Capital/Maintenance  
Referees/Umpire

## Chewelah School District #36 Renewal Pricing Estimate

**Please note:** The premium indicated below is the current anticipated renewal premium for this member and reflects any exposure changes that have been made throughout the expiring coverage term, changes reported on the renewal application, and minimum property value increases, if applicable. This pricing estimate does not include any requests for changes submitted on or after July 26, 2023. Changes submitted on or after that date will be reflected on your final invoice. If any additional coverage or deductible changes are selected or if additional exposure changes are requested, this premium will change. You will receive a final, formal invoice for payment prior to September 1.

*Note: If applicable, the fee charged by your insurance broker will be in addition to the cost shown below.*

### Estimated Premium Detail:

Line of Coverage	Premium
Property	\$90,486.37
Auto Physical Damage	\$7,822.52
Equipment Breakdown	\$4,893.71
General Liability	\$51,761.37
Wrongful Acts	\$16,319.67
Auto Liability	\$30,154.26
Underinsured Motorist	\$3,122.07
Privacy, Security & Technology	\$5,072.16
Crime	\$928.33
Cat Med	\$1,114.58
<b>Total Premium:</b>	<b>\$211,675.04</b>

*2023-2024 Policy - Final Bid - Pay*

#### Transportation Costs:

Bus Auto Liability	\$18,716.44
Bus APD	\$5,550.36
Bus UIM	\$2,314.13
<b>Total Bus Costs</b>	<b>\$26,580.93</b>
Non Bus Auto Liability	\$11,437.82
Non Bus APD	\$2,272.16
Non Bus UIM	\$807.94
<b>Total Non Bus Costs</b>	<b>\$14,517.92</b>

**Total Full-time Equivalent (FTE) Students: 659.75**

USIP Underwriter:

*Rob Hill*

800.407.2027

[rhill@chooseclear.com](mailto:rhill@chooseclear.com)

**Memorandum of Understanding**  
**2023-2024**

This Memorandum of Understanding (MOU) is made and entered into on 5/19/23 by and between the **Libraries of Stevens County (LOSC)**, a rural library district located in Stevens County, Washington, and **Chewelah Quartzite Learning**, a non-profit organization providing services to rural communities in Stevens County, Washington.

**WHEREAS**, LOSC desires to extend digital equity assets to the general public in Stevens County and outreach communities in Stevens County, and **Chewelah Quartzite Learning** has the expertise and resources to provide such services.

**NOW THEREFORE**, the parties hereby agree as follows:

**1. EXPECTATIONS:**

The LOSC:

- o Provide oversight of the Digital Navigation Grant, as well as be responsible for all funding and reporting requirements.
- o Provide technology and services listed in Appendix A, valuing **\$1122.58** - Appendix A], to **Chewelah Quartzite Learning** for extension public digital navigation services.
- o Provide **\$480.00** for technology and services listed in Appendix B to **Chewelah Quartzite Learning** for extension public digital navigation services.
- o Provide initial information-technology (IT) setup.

**Chewelah Quartzite Learning**

- o Within one week of signing this MOU, provide LOSC with a brief narrative describing who your organization serves (including the total number of folks you

expect to serve on a monthly basis) and how this funding will extend digital assets to the Stevens County community.

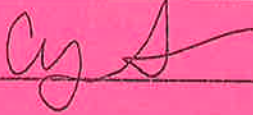
- o Within one month of signing this MOU, provide and maintain a space and technology to offer services to the public. Including having LOSC provide IT setup.
  - o Collect and provide data on the following dates: **05/30/23, 6/30/23, 12/31/23, and 06/30/24**
    - a. How many people accessed resources provided through this partnership? Please report this number as a total number.
    - b. Brief narrative, including anecdotes, describing how folks are using the resource.
    - c. Any receipts or proof of purchase/s related to Appendix B completed after 6/30/23 should be reported during that cycle.
    - d. In June 2024, provide a follow-up narrative about how services changed from the original service narrative.
2. **CONFIDENTIALITY:** LOSC and Chewelah Quartzite Learning will not share any Personal Identifiable Information (PII) as determined by either organization; including but not limited to names, birthdays, or contact information. If PII is requested at a later date by the Washington State Broadband Office or the Washington State Department of Commerce it will be provided in compliance with relevant statutes.
3. **TERM:** This MOU shall commence on 5/19/23 and end at the end of business on **06/30/24**, unless terminated earlier by either party upon written notice to the other party.
- a. If this agreement is terminated before **06/30/24** then the LOSC will be reimbursed for the total amount **\$1,602.5**.
4. **LIABILITY:** Neither party shall be liable to the other for any indirect, consequential, or incidental damages arising from or in connection with this MOU.
5. **PUBLIC STATEMENTS:** The parties acknowledge the merits of positive publicity and recognize that either party can make press announcements or public statements about Digital Navigator services created through this MOU without advanced notice to the other party.
6. **AMENDMENTS:** This MOU may be amended or modified only by written agreement of the parties.
7. **ENTIRE AGREEMENT:** This MOU represents the entire agreement between the parties and supersedes all prior negotiations, representations, or agreements, whether written or oral.

IN WITNESS WHEREOF, the parties have executed this MOU as of the date first written above.

Signed for and on behalf of the Libraries of Stevens County by,

Cody Ackerson \_\_\_\_\_ (printed name)

Digital Navigation Project Manager \_\_\_\_\_ (position)

 \_\_\_\_\_ (signature)

Signed for and on behalf of the Chewelah Quartzite Learning by,

Erin Dell \_\_\_\_\_ (printed name)

Principal \_\_\_\_\_ (position)

 \_\_\_\_\_ (signature)

## Appendix A - Itemized List of Technology and/or Services Provided by LOSC

Type (Desktop, Laptop, Hotspot, Workshop)	Brand	Model	Cost
Ender-3 S1 Pro <u>Creatily</u>	Creatily	Ender-3 S1 Pro Qty: 2 - Unit: 389.00	778.00
Printer Nozzle Tips <u>Creatily</u>	Creatily	MK-HF Qty: 2 - Unit: 15.99	31.98
Double Sided Printing Platform <u>Creatily</u>	Creatily	Double Sided Printing Platform	31.99
PLA Rolls - Multiple Colors	Overture	PLA Professional	116.35

Type (Desktop, Laptop, Hotspot, Workshop)	Brand	Model	Cost
<a href="#">Overture3D</a>		Qty: 5 - Unit: 23.99	(includes 3% Discount)
Tool Kit <a href="#">Creatily</a>	Creatily	3D Printer Tool Box Kit	39.99
Shipping Estimate			44.98
Sales Tax - for goods (7.6%)			79.29
<b>Total Cost of Technology</b>			<b>\$1122.58</b>

## Appendix B - Itemized List of Technology and/or Services Being Funded by LOSC

Type (Training, Workshop, Software, etc.)	Provider	Terms	Cost
3D Printer Training for Staff Member/Teacher	Ritchie Christian	One-time initial training session, plus two return visits (as needed) 16 Hours Total @ \$30/hr	\$480.00
Sales Tax - for goods (7.6%)			N/A
<b>Total Cost of Technology and/or Services</b>			<b>\$480</b>
<b>Grand Total for Appendix A and Appendix B</b>			<b>\$1,602.5</b>



**CHEWELAH SCHOOL DISTRICT NO. 36  
BOARD RESOLUTION NO. 2022/2023-11**

**RESOLUTION FOR THE ACCEPTANCE OF PLANNING GRANT**

WHEREAS, Chewelah School District No. 36, Stevens County, Washington (“District”), is a public school district duly organized and existing under and by the Constitution and laws of the State of Washington; and

WHEREAS, the Office of Superintendent of Public Instruction (OSPI) has awarded the District a Planning Grant in the amount of \$35,000.00; and

WHEREAS, the planning grant funds are sufficient to complete the planning work for the projects

1. CTE building HVAC
2. Gess Elementary air conditioning
3. Gess Elementary and Jenkins Jr/Sr High parking lots replacement
4. Gess Elementary and Jenkins Jr/Sr High plumbing updates
5. Bus garage remodel

WHEREAS, the District agrees to follow all public works requirements; and

WHEREAS, the District affirms that the planning work will be completed prior to March 30, 2024.

NOW, THEREFORE, be it resolved by the Board of Directors of Chewelah School District No. 36 that:

1. The District does hereby accept the planning grant award of \$35,000.00 from OSPI; and
2. The funds will be used to hire a consultant to finalize the budget and scope of work of those projects listed above.

RESOLUTION adopted this 30th day of August, 2023.

BOARD OF DIRECTORS:

\_\_\_\_\_  
Judith Bean, Board Chairperson

\_\_\_\_\_  
Theolene Bakken, Board Vice Chairperson

\_\_\_\_\_  
Donna Eastabrooks, Board Member

\_\_\_\_\_  
Dan Krouse, Board Member

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Director District 2 Vacant

ATTEST:

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Jason Perrins, Secretary

## Chewelah School District Coaches Handbook

Chewelah School District will use these standard operating procedures to guide our extracurricular programs. All school coaches will follow the philosophy and procedures listed below.

In alignment with the Chewelah School District Mission Statement, all of our extracurricular programs and activities are designed to teach and reinforce the knowledge, skills, and behavior goals of the district.

### **Mission Statement**

The Chewelah School District, in partnership with parents and the community, strives to provide a safe environment where all students learn and practice the knowledge, skills, and behaviors needed to be responsible citizens, productive members of society, and successful lifelong learners.

### **Chewelah School District Athletic Philosophy**

The Chewelah School District Interscholastic Athletic Programs support the district promise – “We teach to ready the younger generation.” – by:

- recognizing the purpose of athletics is to promote the physical, mental, moral, social and emotional well being of the individual players;
- teaching fundamentals and rules of the sport;
- emphasizing the proper ideals of sportsmanship, ethical conduct and fair play;
- encouraging leadership, use of initiative, and good judgment by the players of the team;
- stressing the values derived from playing the game fairly;
- showing cordial courtesy to visiting teams, fans and officials;
- reminding all participants that an athletic contest is only a game;
- ensuring every eligible student including, but not limited to, alternative students and home school students, should be encouraged to turn out for a sport and supported in this endeavor.
- Encouraging a spirit of competitiveness and hard work, with the ultimate goal of winning each contest we participate in.
- Develop programs of continued excellence.

## Chewelah School District Goals

### Knowledge

It is the goal of the Chewelah School District, by providing a continuum of educational opportunities, to:

1. Ensure those students master basic academic knowledge in the areas of language arts, mathematics, social studies, science and technology.
2. Provide students with opportunities and instruction in the arts, physical education, health, and world languages.
3. Provide students with career exploration opportunities, vocational experiences and/or training in both the regular academic and applied vocational programs.

### Skills

It is the goal of the Chewelah School District, through its academic and extracurricular programs, to teach and assess students, as well as model the following skills:

1. Communication Skills
2. Interpersonal Skills
3. Goal-setting/Planning Skills
4. Problem-solving Skills
5. Research/Information Management Skills
6. Organizational Skills

### Behaviors

Acknowledging that parents are their children's first teachers, it is the goal of the Chewelah School District, through its policies, procedures, discipline plans, and extracurricular activity codes, to reinforce and continually develop and model the following positive behaviors:

1. Courtesy
2. Respect for self, others, individual differences, and property
3. Cooperation
4. Honesty
5. Self-discipline/work ethic
6. Responsibility

Contracted and volunteer coaches employed by the Chewelah School District are expected to uphold the tenets of knowledge, skills and behavior as outlined above in all aspects of sports, which include but are not limited to practice, contests, fundraising and service.

## **Coaches Expectations**

### **Inventory and Storage**

Coaches will electronically submit an annual inventory of uniforms and equipment within two weeks of the final athletic contest. Coaches are expected to properly and securely store all uniforms and equipment. Onsite storage will be provided for all athletic teams and cheer. The athletic director will ensure that proper storage is available. Coaches will inform the athletic director if storage options are inadequate to safeguard the longevity of uniforms and equipment.

### **Safety**

Athletic activities are inherently dangerous and students should be aware of the risks. Placing safety as a paramount priority can minimize these risks. We need to do everything possible to keep our students safe. It is the coach's responsibility to look for and rectify unsafe conditions, practices and equipment. Instances of concern must be brought to the immediate attention of the athletic director. Families have signed the Inherent Risk notifications as part of the athletic clearance process. It is the coach's responsibility to reinforce the safety guidelines of his/her sport as a part of each practice plan.

### **Participation**

The primary reason youth play a sport is to have fun. While consistent participation at the Junior Varsity and C Squad levels will be incorporated as team goals, actual playing time is ultimately the responsibility of the individual coach.

The level, or combination of levels (C, JV, V), at which an athlete participates will be determined by the Head Coach, after consultation with the assistants. Factors to be considered include:

- Readiness as determined by skill levels and attitude;
- The levels of competition that will challenge the athlete but also provide reasonable opportunities for success;
- Availability of practice attention and playing time;
- Athlete's work ethic and commitment;
- Academic eligibility and behavior expectations as outlined by the Chewelah School District Activities Code.

Under the oversight of the head coach, communication to athletes of their role on the team is the responsibility of the coach assigned to the team's level (varsity, junior varsity, C.)

Opportunities for athletes to participate vary from sport to sport, and perhaps from week to week within a sport. Example: A young varsity player may benefit more from playing primarily JV some nights against strong opponents,

rather than seeing little or no playing time at the varsity level. The same player may get meaningful varsity time the next week against a lesser opponent.

It is imperative that coaches inform athletes and parents if an athlete is "playing up" or "playing down" to facilitate communication regarding the athlete's status.

### Expectations of Coaches

1. Chewelah School District paid and volunteer coaches will embrace their roles as educators and they must observe the standards inherent in public trust positions.
2. Chewelah School District coaches will recognize their influence extends beyond athletics, touching all areas of school operations involving student morale and discipline.
3. Coaches will work to develop positive self-worth and good sportsmanship in the student athlete. As students represent their school, team, and community, the above-mentioned qualities are of equal importance to the development of physical skills and winning contests.
4. Every attempt will be made to involve as many participants as the coach feels can be supplied with meaningful practice attention and playing time. This may vary from sport to sport and year to year.
5. When cutting (elimination from the program) is deemed advisable, follow these guidelines:
  - a. Each individual must be given a sufficient opportunity to demonstrate his/her skills. This will amount to no less than five (5) team practices.
  - b. Attitude, skill level, and commitment will be considered in the retention and placement of individual participants.
6. Coaches will monitor student attendance.
  - a. Each student will be expected to have good attendance in school. Each student is expected to be in school for the full day of a contest, activity, and/or practice unless prior arrangements are made and approved by the Athletic Director. Penalty: student is ineligible to play or practice that day.
  - b. Each student is expected to be in attendance at all team practices unless excused for illness or by prior approval. Penalty: student is ineligible to participate in the next practice.
7. Dress Code expectations:
  - a. Coaches: Professional and conservative dress is expected of all coaches at home and away games.
  - b. Athletes: Players represent the Chewelah School District and the Chewelah community. Coaches will establish a dress code for all students in their programs.
8. If we are to obtain the goals in our athletes' behavior that we desire, it is necessary that the coach will follow these directions:
  - a. Coaches will not berate, demean or belittle players at any time.

- b. Coaches will ensure that inappropriate subject matter or language (profanity) will not be used or tolerated at practices or contests.
- c. Visiting coaches and team members will be treated as guests. Coaches will ensure that visitors will not be berated, demeaned or belittled at any time.
- d. Game officials shall be treated professionally. Coaches shall maintain proper decorum for themselves and their players in all relations with officials.
- e. Coaches will collect uniforms after the last contest. An electronic inventory sheet will be emailed to the A.D. within two weeks of the season completion.

9. Required certifications

- a. Safe Schools coursework as specified by the Chewelah School District.
- b. Annually complete the WIAA general rules clinic and the WIAA approved rule clinic for the sport being coached prior to the end of the third week of the sports season.
- c. Hold a valid current First Aid Certification or be enrolled in a First Aid class.
- d. Hold a valid current CPR Certification or be enrolled in an approved CPR Course.
- e. Successfully completed Concussion recognition and management with Return to Play Protocols training as required by Washington State Law that must be renewed every three (3) years (This is part of the yearly WIAA rules clinic).
- f. Successfully completed Sudden Cardiac Arrest Awareness and Training as required by Washington State Law that must be renewed every three (3) years (This is part of the yearly WIAA rules clinic).
- g. Before the beginning of the third year of coaching, a member school coach (paid or volunteer) must complete a school district approved Coaching Principles training that requires a minimum of five (5) hours of instruction, or complete the NFHS Coaches Fundamentals Course, or attend all sessions of the WIAA Coaches School, or other Coaches School as approved by the WIAA or the local school district. After initial completion, coaches will be required to repeat this training every three (3) years. The training may include but is not limited to:
  - i. Medical aspects of coaching
  - ii. Legal Aspects of Coaching
  - iii. Psycho/Social Foundations
- h. Sports-specific certifications
  - i. POLE VAULT - "Hands on" Pole Vault Coaches Training is required for pole vault coaches. Coaches must be recertified every three (3) years with "hands on" training to be required the first year and either the "hands on" training or completion of WIAA-approved online courses in subsequent years. Each

- team must have a certified pole vault coach on site during practice and competition for athlete(s) to be eligible to participate in pole vault.
- ii. CHEER - "Hands on" stunt Certification is required for cheer coaches and dance/drill coaches who intend to have their cheer or dance/drill squad(s) perform stunts. The certification program must be approved by the Washington State Cheer Coaches Association, the Washington State Dance/Drill Coaches Association, and the WIAA. Coaches must be recertified every three (3) years with "hands on" training. Each team must have a stunt certified coach on site during practice and competition for athlete(s) to be eligible to stunt.
  - iii. FOOTBALL - All Middle School and High School football coaches must complete school-district approved technique specific safety training similar to "Heads Up Football". The training must include, but is not limited to, "hands on" Safer Tackling Techniques and Drills, Helmet and Shoulder Pad fitting, Concussion management with Return to Play Protocols following a concussion, Heat and Hydration training and Sudden Cardiac Arrest training. Football coaches will be required to repeat this training every three years

### Competitiveness

Our school and community expect our varsity teams to be at the highest possible competitive level. The coach is expected to exercise professional judgment to achieve this goal. In working toward that goal, the coach must ensure that honesty, integrity, dedication, hard work, fairness and sportsmanship are both demonstrated and demanded. The success of the season is a function of the effort put forth by the coach and the players.

### Standard Operating Procedures

1. The FamilyID.com athletic clearance process must be completed before an athlete is allowed to participate in any in-season team activities. The athletic director will distribute the Emergency Card for each cleared athlete before the first practice or as they become eligible. **Absolutely no player is allowed to practice in any way without an Emergency Card.**
2. Transportation guidelines are as follows (Policy 3700):
  - a. When transportation is provided by the school district, a participant shall travel to and from an activity in the vehicle provided. A student may drive to and from practice in his or her own vehicle. They may not drive other students to and from an off-campus location.
  - b. A student may be released from school district responsibility and supervision at an extra-curricular event directly to their parent or,



- guardian, or Skyward emergency contact after the adult signs the attendance roster at the conclusion of the athletic contest.
- c. Each athlete will remain with the team and under the supervision of the coaching staff when attending contests. Team members will not leave the building or the field when at away contests.
  - d. Each team member, while traveling to and from athletic contests, will obey all school bus regulations. It is required for student athletes to dress appropriately for home and away contests in accordance with the team dress code or the dress code outlined in the Jenkins Junior/Senior High School Student Handbook. Appropriate dress promotes pride in the team and in Jenkins Junior/Senior High School.
  - e. It is the philosophy of Jenkins Junior/Senior High School that academic learning time be maximized. It is the coach's responsibility to minimize the loss of academic learning time. The Athletic Director will set class dismissal time as fifteen minutes prior to the scheduled bus departure. For home contests, athletes will be dismissed 45-90 minutes prior to the start of the first contest for that team.
3. Busing procedures for athletic contests are as follows:
- a. Bus requests: With rare exception, bus requests will be made prior to the start of the athletic season and no later than two weeks prior to your trip. The Athletic Director will confer with coaches regarding the bus departure time to allow for adequate warm up prior to the earliest game/event. The Athletic Director will use the district Travel Time Matrix to help calculate bus departures, or an online map program, adding 15 minutes to the estimated time to account for bus travel as well as additional time in the event of inclement weather. Stops for food, either going or returning, must be made with no more than 60 minutes at the stop. The Athletic Director will make and confirm bus requests for athletic trips with the transportation supervisor.
  - b. Departure time: Ensure athletes are ready for departure at the designated "bus load" time.
  - c. Coach contact information (names and cell phone numbers) will be shared with the Chewelah School District transportation department.
  - d. The bus driver has ultimate control and responsibility for the bus. Athletes and coaches are expected to follow all Chewelah School District rules for bus rider safety.
  - e. Coaches are in charge of their athletes. Be considerate of the bus driver.
    - i. Control your team so the driver does not have to take action.
    - ii. Keep the noise down. Only personal music devices with headphones are permitted.
    - iii. Students will follow posted bus rules.
    - iv. Coaches may move on the bus to players for various reasons.
  - f. Food: Food will be allowed on bus trips; remind your athletes that this is a privilege. There shall be no glass containers allowed on the bus. There shall be no sunflower seeds eaten on the bus. Have bags on the bus for garbage. Take several minutes upon return to have athletes

- clean up the bus. This is to be supervised and inspected by at least one of the coaches involved.
- g. Stopping to eat after a contest may be appropriate in some cases. Coaches are expected to communicate his/her intention to stop for food prior to the event to allow athletes to prepare for post-contest nourishment. Good judgment should be used relative to return time. Winning or losing should not be a factor in determining whether or not you stop. **FOOD STOPS MAY BE SUSPENDED DUE TO COVID-19 PROTOCOLS.**
  - h. You, as coach, are responsible for the student's safety to and from contests, which includes any stops along the way. Coaches must take attendance any time participants enter the bus, and re-check attendance at each entry and exit.
  - i. At least one member of the coaching staff must carry a charged, functional cellular device any time a team travels in school district transportation (bus or van). Coaches are encouraged to utilize communication apps (e.g. Remind, Hudl), rather than group texts, to inform parents and guardians of transportation plans and estimated time of arrival. Coaches are advised to use "two deep" communication when contacting parents and athletes. Messages should never be sent between a member of the coaching staff to individual athletes and parents; always include another coach or the athletic director in your communication web
4. Each coach is to check inventory of his/her equipment for his/her sport before the start of the sport season and at the end of the season and report to the Athletic Director any discrepancies. A copy of uniform and equipment inventory is to be electronically submitted to the Athletic Director at the coaching evaluation meeting. Coaches are responsible for the care of the equipment. Keep equipment safe and secure.
5. **OFFICIAL UNIFORMS:** Coaches are expected to utilize our school colors (Navy Blue/White) as the predominant colors of official uniforms. When including logos in your uniform design, use the official Cougar and Raider logos on all garments to be worn within the contest venue (court, field, track, mat, etc.)
6. **ASB Budgeting and Purchasing**
- a. Budgeting Process
    - i. ASB Secretary distributes the Budget Worksheet for the upcoming school year.
    - ii. Coaches fill in the Budget Worksheet with the following information:
      - 1. Projected revenues from fundraisers, donations, ASB transfer (including sources)
      - 2. Projected expense estimates (including description and potential vendor)
  - b. **Purchasing process**
    - i. Identify the necessary equipment or uniforms.
    - ii. Receive a quote from the vendor.

- iii. Obtain a Purchase Order (PO) Request Form from the Main Office.
  - iv. Fill out the PO Request form. Out of state vendors often do not include sales tax on their quotes. You must add sales tax and shipping (if not included on your quote). Adding 20% to your base price is a good estimate for tax and shipping charges.
  - v. Submit PO Request to the athletic director.
  - vi. After the AD signs the PO Request, it will be forwarded to the ASB Bookkeeper for consideration at the next ASB meeting.
  - vii. After ASB approval, the ASB Bookkeeper will submit the PO Request form to the business manager to obtain a purchase order number.
  - viii. When the purchase order number is received, the head coach forwards the PO number to the vendor for purchase of the necessary items.
  - ix. Do not pay for team related equipment or supplies and expect reimbursement. ASB finance rules require the purchasing process be followed.
7. After all practices and games, coaches will secure the practice space and locker room facility.
- a. Pien-Lynch Gymnasium
    - i. Lights will extinguish on their own
    - ii. secure exit doors facing Barbour Complex
    - iii. lock interior doors connected to the gym hallway
    - iv. close storage room door
    - v. secure the door leading to the tennis courts
    - vi. secure the door leading to down the school hallway
    - vii. secure the door leading out toward the vocational buildings
  - b. Mat Room
    - i. Close blue gate
    - ii. Secure with chain and padlock
  - c. Snyder Field
    - i. Secure storage cabinets with padlocks
    - ii. Lock the exterior doors to all storage rooms
    - iii. Ask any community members parked inside to move their cars outside the stadium.
    - iv. Close and secure gate (if maintenance has left for the day)
  - d. Old Middle School
    - i. Secure all exterior doors to include the northfacing doors and the main entrance to the gym
8. Supervise the locker room and lock up after the last person is out (good judgment and common sense prevails when working with the opposite sex). After away games, at least one coach will remain at school until all players have been picked up or have left the school grounds.
9. The Athletic Director will provide a travel kit with basic first aid supplies at the start of each sports season.

- a. At all practices and contests, the coach must ensure that a well-stocked medical kit and adequate water are available.
  - b. Coaches are encouraged to keep an accessible source of ice in close proximity to the practice/contest location.
  - c. Coaches will maintain Emergency Cards in an accessible location known to all coaches and volunteers.
  - d. Coaches will return the team travel kit after the last contest of their season.
10. Communication with parents and athletes is a top priority.
- a. A preseason meeting will be held on to explain team expectations and respond to parent questions and concerns.
  - b. The Athletic Director will convey district policies which apply to all sports (e.g. academic eligibility requirements, transportation policies)
  - c. Individual sport meetings will be conducted by the head coach which covers the rules, procedures and expectations adopted by the coaching staff.
11. Keep the Athletic Director informed if you are having problems with players, parents, etc. We believe strongly in the role athletics plays in our curriculum. We also believe in students being accountable for poor choices. Consequently, we view what you are doing as very important and encourage coaches to seek administrative advice and council.
12. First aid procedures are to be followed as follows:
- a. The coach is to give first aid when it is necessary. Refer injury cases to a physician when there is a question of treatment rather than to diagnose the injury. The present procedure calls for an ambulance at each varsity high school football game. For other activities, an ambulance will be on call.
  - b. Coaches shall be alert to injuries as they occur. Be overly concerned. The welfare of the participant shall be uppermost in the mind of the coach at all times. Prompt attention is to be given to any injured player. Coaches shall have a current first aid card and insure that proper principles be followed in handling injured players.
  - c. Insist that participants report injuries, however slight.
  - d. Take care of cuts and abrasions immediately.
  - e. Have a well-stocked first aid kit on site for every practice and contest. Care should be taken to be sure to observe all necessary precautions when dealing with bodily fluids.
  - f. All injuries which remove an athlete from practice or a contest must be reported and a written report of the accident filed with the building administrator no later than the next working day.
  - g. Coaches are to immediately inform parents when an athlete is injured.
  - h. Athletes who seek out medical attention for an injury must submit a note from the medical practitioner verifying the athlete can return to full participation or outlining the degree to which the athlete can resume participation.

13. The most important relationship which exists in the athletic program is established between the coach and the team. The nature of this relationship will determine, to a great extent, the coach's success as an educator. To be most effective, the coach must be honest and impartial in all relationships with their athletes. The coach must be rigorous in their policies, and yet be kind and understanding in dealing with personal problems that arise. The coach must realize their position as an adult dealing with young people. Coaches must be a positive force in their team's development, offering encouragement and compliments as well as critiques of members of the team.

When a coach has to deal with violations of the Chewelah School District Activities Code in regard to one of his/her athletes, the following action may be taken. (NOTE: PARENTS MUST BE NOTIFIED)

- a. Disciplinary action. \*
- b. Suspension from the team for a specified time.
- c. Loss of athletic letter.
- d. Expulsion from the team.
- e. Any or all of the above.

\*Corrective action taken that does not include suspension or expulsion, such as verbal exhortation, running laps, physical exercises, demotion, etc., the degree or amount of corrective action should be consistent with the offense.

Incidents which may occur on any court, practice field or during athletic contests which require discipline, (but not to the extent of suspension or exclusion of the participant) are to be handled by the coach of that individual sport. Coaches are to inform the Athletic Director of these actions. The school administration may impose school discipline in addition to the team/coach discipline.

The following guidelines are to be used by the coach handling disciplinary action:

- a. Limit the disciplinary action to the sport in which the individual is involved.
- b. Talk to the individual and make sure he/she is aware of why the disciplinary action is being taken.
- c. Participants in the sports program shall not be held responsible or receive repercussions from the coaches because of the actions or conduct of the athlete's parent or guardian.

When a coach encounters a potential violation of law or a serious violation of school policy/athletic code, efforts must be made to preserve evidence, to contact a school administrator, and to document the incident.

14. Questions regarding team philosophy or concerns regarding individual athletes do arise over the course of the athletic season. The communication chain of command follows the progression listed below:
- a. Assistant Coach (if specific to a sub-varsity team)
  - b. Head Coach
  - c. Athletic Director
  - d. Building Principal

15. The Athletic Director is responsible for the coaches' evaluations. The assistant coaches are evaluated in collaboration with the head coach. Coaching evaluations will take place two weeks after the final contest of a given sports season.
16. COVID-19 protocols are mandates, not guidelines. These requirements change frequently, and require diligent attention. All Chewelah School District coaches – paid or volunteer – are expected to comply with state Department of Health mandates without exception. The Athletic Director will keep coaches apprised of the most recent requirements as they emerge.

The policies outlined in this Handbook are intended as specific guidelines for behavior and procedures to enhance the athletic programs sponsored by the Chewelah School District. When a situation arises which is not addressed here, using common sense, good judgment, and keeping the safety and needs of students first should be the formula to follow. If you have any concerns or questions, please contact the Athletic Director. Thanks for the great work you do with our students!

## **CHEWELAH SCHOOL DISTRICT #36**

### **JOB DESCRIPTION**

#### **TITLE: COACH**

**QUALIFICATIONS:** Demonstrated experience working with young people in organized activities. W.I.A.A. Coaches Certification and Washington State Teachers Certification preferred. Demonstrated ability to communicate and implement diverse inter-personal strategies is necessary. Must demonstrate knowledge and proficiency in the activity and of safety issues appropriate to the grade level being coached. Must model good sportsmanship and concern for the development of the physical, mental and emotional growth of student athletes.

**NATURE OF THE POSITION:** Provide a positive, safe and enthusiastic environment for the development of student athletes. Provide quality instruction in the fundamental skills related to the activity. Assist athletes in developing positive self-esteem, sportsmanship, confidence and athletic skills as is appropriate to their age level.

#### **REPORTS TO: ATHLETIC DIRECTOR AND/OR BUILDING PRINCIPAL**

**SUPERVISES:** Student athletes, trainers, managers, statisticians, adult volunteers and others as assigned or approved by athletic director or principal.

#### **PERFORMANCE RESPONSIBILITIES:**

1. Establishes and maintains a climate of concern and respect for all students.
2. Is actively involved in promoting student development by provided a caring, nurturing environment for students in pursuit of social, emotional and academic success.
3. Coaches individual participants in the skills necessary for excellent achievement in the sport involved.
4. Plans and schedules a regular program of practice in season.
5. Works closely with the athletic director in scheduling interscholastic contests and provides scorekeeper and clock operators for JV and C Squad games.
6. Inventories and recommends purchases of equipment, supplies and uniforms, as appropriate.

7. Maintains necessary attendance forms, insurance records, physicals and similar paperwork on athletes.
8. Makes sure no player participates in practice or games until all eligibility requirements have been met.
9. Oversees the safety conditions of the facility or area in which assigned sport is conducted at all times that students are present and reports concerns, unsafe conditions to the Athletic Director.
10. Establishes performance criteria for eligibility in interscholastic competition in his/her sport.
11. Establishes and enforces safety rules for the particular sport being coached, warns participants of dangers inherent in the sport and teaches correct techniques to minimize the possibility of injury.
12. Supervises students, enforces discipline and sportsmanlike behavior at all times. Establishes and oversees penalties for breach of such standards by individual students.
13. Maintains proper supervision of students in locker rooms before and at practice facilities, on buses, while at other school, after practice and games. To included never leaving a student alone in a vulnerable situation at anytime.
14. Responsible for leaving a clean, orderly and secure facility after games, practices, or bus trips.
15. Orders appropriate awards to be presented to athletes through the Athletic Director.
16. Inventories and maintains equipment, uniforms and storage areas.
17. Calls in scores and record to appropriate papers as required by league agreement and promotes team to local organizations and newspaper.
18. Performs other duties as assigned by the Athletic Director or principal.

**TERMS OF EMPLOYMENT:** Salary and contract to be determined by the Board.

**EVALUATION: Annually following the sport season by the Athletic Director and/or the Principal.**

Approved: \_\_\_\_\_ Date \_\_\_\_\_

Reviewed and Received  
by: \_\_\_\_\_ Date \_\_\_\_\_ (Em  
ployee)



## Extra Curricular Programs and Positions for 2023-24

<i>Bldg</i>	<i>Activity</i>	<i>Bldg</i>	<i>Activity</i>
<b>High School Programs</b>		<b>Junior High School Programs</b>	
High School	Annual Advisor	Junior High School	Annual Advisor
High School	ASB Advisor	Junior High School	Baseball, Head Coach
Junior High	ASB Advisor	Junior High School	Basketball, Boys Head Coach
High School	Band Teacher	Junior High School	Basketball, Girls Head Coach
High School	Baseball, Head Coach	Junior High School	Football, Head Coach
High School	Baseball, Assistant Coach	Junior High School	Science Olympiad
High School	Basketball, Boys Head Coach	Junior High School	Softball, Head Coach
High School	Basketball, Girls Head Coach	Junior High School	Track, Head Coach
Junior/High School	CCREW Advisor	Junior High School	Track, Assistant Coach
High School	Cheerleading Advisor	Junior High School	Volleyball, Head Coach
High School	Class Advisor	Junior High School	Wrestling, Head Coach
Junior/High School	Cross-Country, Head Coach		
Junior/High School	Cross-Country, Assistant Coach	<b>Positions contingent upon student participation</b>	
High School	Drama Teacher	Junior High School	Baseball, Assistant Coach
High School	Esports	Junior High School	Basketball, Boys Assistant Coach
High School	Football, Assistant Coach	Junior High School	Basketball, Girls Assistant Coach
High School	Football, Assistant Coach	Junior High School	Football, Assistant Coach
High School	Football, Assistant Coach	Junior High School	Softball, Assistant Coach
High School	Football, Head Coach	Junior High School	Volleyball, Assistant Coach
High School	Golf Head Coach	Junior High School	Wrestling, Assistant Coach
High School	Knowledge Bowl		
High School	National Honor Society		
High School	Senior Class Advisor		
High School	Softball, Head Coach		
High School	Softball, JV Coach		
High School	Tennis - Head Coach		
High School	Track, Assistant Coach		
High School	Track, Head Coach		
High School	Volleyball, Head Coach		
Junior/High School	Building Webmaster		
High School	Wrestling, Boys Head Coach		
High School	Wrestling, Girls Head Coach		
<b>Positions contingent upon student participation</b>			
High School	Basketball, Boys Assistant Coach		
High School	Basketball, Boys C Team Coach		
High School	Basketball, Girls C Team Coach		
High School	Basketball, Girls Assistant Coach		
High School	Cheerleading, Assistant Advisor		
High School	Football, Assistant Coach		
High School	Tennis, Assistant Coach		
High School	Volleyball, JV Team Coach		
High School	Volleyball, C Squad Coach		
High School	Wrestling, Assistant Coach		





# CESS STAFF HANDBOOK

## 2023-24

### Gess Office Personnel

Julie Price, Principal

Rhea Ross, Assistant Principal

Athena Bornstein, Secretary

### DISTRICT PERSONNEL

District Office ..... 685-6800

Superintendent	Jason Perrins
District Secretary	Katy Gaffney
Business Manager	Mara Schneider
Payroll Specialist	Reanna Durham
Maintenance & Repair	Jason Tapia
Transportation Supervisor	Wade Hanley

### Board of Director Information

Board Meetings are held on the 3rd Wednesday of every month and are open to the public. Board members are elected to four-year terms. Current Chewelah School District Board members are:

### Board members

[Judy Bean](mailto:jbean@chewelahk12.us) Board Member -Position 1 [jbean@chewelahk12.us](mailto:jbean@chewelahk12.us)

[Donna Eastabrooks](mailto:deastabrooks@chewelahk12.us) Board Member -Position 3 [deastabrooks@chewelahk12.us](mailto:deastabrooks@chewelahk12.us)

[Dan Krouse](mailto:dkrouse@chewelahk12.us) Board Member -At Large [dkrouse@chewelahk12.us](mailto:dkrouse@chewelahk12.us)

[Theolene Bakken](mailto:tbakken@chewelahk12.us) Board Member -At Large [tbakken@chewelahk12.us](mailto:tbakken@chewelahk12.us)

### Board Documents

The Annual Board Calendar contains a meeting schedule with the date, location, and major agenda items for each meeting in the current year. Minutes from prior meetings are also available. These documents are in Adobe Acrobat PDF format; click on the title to open or download the document. Information may be found on the Chewelah School District website.

Chewelah School District Policies and Procedures.

CSD website/District/School Board/Board Policies

## **CHEWELAH SCHOOL DISTRICT**

### **Parent-Student-Teacher Compact**

The Gess Elementary School Mission: Together, the Gess Community fosters a joyful growth experience for all by modeling high expectations in a purposeful, secure environment.

#### **Chewelah School District and Gess Elementary are committed to:**

- Providing high quality curriculum and instruction in a supportive and effective learning environment.
- Ensuring regular two-way communication between family members and school staff, in a family's primary language, when possible.
- Offering Parent-Teacher Conferences at least annually.
- Providing reasonable access to staff.
- Providing opportunities for parents to volunteer and participate in their child's class and observe classroom activities (advance arrangement is appreciated).
- Focusing equally on providing developmental responsiveness and academic excellence for students because each child is unique.

#### **As a Gess Student, I will:**

- *Always try to complete my assigned work and display my best behavior.*
- *I believe that I can and will learn.*
- *Work cooperatively with my classmates.*
- *Show respect for myself, my classmates, my teacher, my school, and other people.*
- *Obey school and classroom rules.*
- *Take pride in my school.*
- *Come to school regularly and on time with my homework and my supplies.*
- *Engage in school by participating in clubs or extracurricular activities, when possible.*

#### **As my Child's Parent/Guardian I will:**

- *Show respect and support for my child, the staff, and the school!*
- *See that my child attends school regularly and arrives on time.*
- *Establish a time for homework and review homework regularly.*
- *Encourage my child by giving attention, showing interest, and participating in his/her learning process.*
- *Talk and read with my child and let him/her read to me.*
- *Communicate regularly with my child's teacher.*
- *Attend Parent-Teacher conferences when possible.*
- *Support the school in developing positive behaviors.*
- *Volunteer time at my child's school or school activities.*
- *Be involved and support my child in events such as Parent-Family Engagement Nights and the Science Fair.*

#### **As a Gess teacher, I will:**

- *Believe that each student can learn.*
- *Provide instructional support for individual learning needs.*
- *Provide an environment that is conducive to learning.*
- *Identify a student's strengths and build on his/her successes.*
- *Provide meaningful and appropriate homework activities.*
- *Enforce school and classroom rules and expectations fairly and consistently.*
- *Show respect for each child and his/her family.*
- *Seek ways to involve parents in the school program.*
- *Communicate regularly with parents/guardian.*

## **Absences**

Staff: Substitute Teachers and paraprofessionals are requested through the Red Rover system. This platform can be accessed from the Chewelah School District homepage. Please make sure your profile and preferred sub list are up to date. Absences must be entered prior to 7am to plan accordingly for the day. Please contact Reanna Durham to help you as necessary – 509-685-6800 ext. 1003.

## Students:

Students are expected to arrive by 8:30 am Tuesday through Friday and by 9:30 am on Monday late-start. Students who are tardy should stop at the office for an entry slip and to record lunch information. Please do not change attendance or lunch counts for students arriving late to your classroom. The office will note the change.

## **Accidents**

All student accidents must be reported to the office. Accident forms are available in the office and should be completed by the staff member reporting or on duty at the time of the accident. If students are injured, they need to be seen in the health room.

All staff accidents must be reported to the office immediately (or no later than 24 hours after the accident). Report forms are available in the office. Upon completion the report is sent to our Business Office for insurance purposes. Failure to report an accident in a timely manner could void insurance coverage.

All volunteer accidents should also be reported to the office immediately to complete the necessary paperwork.

## **After-School Plans for Students**

Students going home after school with another student *must* provide two notes-one from the child's parents and another from the parent of the student he/she is going home with. If a child does not have these notes, he/she will follow regular after school plans. This must be taught to the students and communication regarding this procedure will also be shared with families.

Please continue to remind parents to contact the office prior to 2:15 with any plan changes.

## Calling Home (Students' Request):

- ask students to call from classroom phone when possible (i.e., backpack, instrument, PE shoes)
- Students who call in the office will call with adult support.

## Staff Students

Staff may have their personal students in the classroom before and after school; however, during contractual times staff need to be available to the community or other employees to complete tasks.

## **After-School Programs**

Please be mindful of the afterschool Co-curricular expectations:

- Confirm dates for activity with Principal and add to the building calendar.

- Provide a list of students participating to the Principal, Secretary and Nurse.
- Ensure, as a supervising staff member, you are med-trained to support participating students.
- During the event, ensure supervision of participating students (Younger students may not stay after school with older siblings).
- At end of activity, ensure designated family member signs the student out.

### **Appropriate Instructional Materials**

If there are any questions concerning the appropriateness of curriculum materials, please review them with the principal. School district policy (2350) allows the use of materials consistent with a G-rating regarding content.

### **ASB**

The ASB advisor also assists our students through the process of electing officers, monthly meetings, and philanthropic events.

### **Assemblies**

Staff are expected to attend assemblies and help with seating and supervision unless prior arrangement is made. If a student cannot behave in an assembly, send them to the office. Seating during assemblies will vary; typically, the youngest students sit in front with an open aisle down the center of the gym. Keeping rows well-spaced will also help reduce talking and touching among students.

### **Attendance**

Attendance is taken daily and recorded on your computer using the Skyward program. The tab for attendance and lunch count is *Educator Access Plus*. The Skyward link is found on the Chewelah School District home page.

It is important attendance and lunch records are accurate. **Attendance should be recorded by 9:00 a.m. Thank** you in advance for making sure your attendance is correct. This will enable the attendance caller to make only necessary calls. Calls that are not necessary (because the student is here and has been marked absent) can be embarrassing to the attendance caller and/or alarming to parents.

Students arriving after 8:30 a.m. need to stop at the office to sign in and obtain a tardy pass. Students who have checked into the office should show you, their pass. Please keep tardy slips and enter tardy information on the report cards. Upon the 3<sup>rd</sup> tardy in a semester, please contact the parents. After the 5<sup>th</sup> tardy a conference will be scheduled with the teacher, principal, student, and parent.

State law requires that teachers work ½ hour before students arrive and after they leave. If you need to arrive late or leave early, please let the principal and secretary know in case you receive a phone call or have a visitor.

### **Pre-arranged absences**

If a family expresses their student will not be at school for a family trip, extracurricular event, medical leave, bereavement, etc., please ensure you direct them to connect with **Ms. Bornstein** to follow the pre-arranged or doctor's note process. **Ms. Bornstein** has forms in the office.

## **Building Access/Security**

Using your access fob:

School Hours: Hold fob up to the fob reader. The LED light will turn green, and you will have 10 seconds to open the door and enter the building.

Weekend: Enter at main doors only. When leaving the building **please make sure you push doors closed behind you.**

The building will be unlocked at 7 A.M. and closed at 4:00 P.M. If staff are in the building at other times, please lock the doors and make sure any windows are closed and locked when exiting the building. Staff are responsible for school keys, so please do not loan the keys out. Please do not leave valuables (candy, money, anything important) unattended.

A video security system has been installed in the building. This system records activity in each of the 4 hallways on video tape simultaneously, 24 hours a day. This will help monitor and document questionable hallway activity.

\*\*Evenings there is a night custodian (Caleb McCoy) who is normally here until 10:00 pm. For safety reasons teachers need to be out of the building by then. Before school, teachers need to refrain from coming into the building before 6:00 a.m.

## **Buses**

Many students ride buses. Teachers of kindergarten, first grade, and new students need to escort students to the correct bus until these students know where to go. **It is critical that students are dismissed on time, so they do not miss the bus.** Dismissal time is 2:50. If students are kept after school, their parents must be notified, and arrangements made to get the student home. Students are not allowed to ride a different bus unless they have written permission from a parent or the school. Please have students get a bus pass from the office so that the student may hand it to the bus driver.

## **Child Abuse**

As employees of the school district, employees are required by law to refer incidents of student neglect and/or physical and sexual abuse to the proper authorities. Legally, staff are required to make these referrals or cause them to be made. However, please make the principal aware of the situation. It may be difficult as a teacher to work with the students and their families if they believe you made the referral, so please know that the principal is willing to support staff in this area. To reduce legal liability, staff should not have students lift clothing or display body parts that may show evidence of abuse. Avoid asking leading questions. We are all mandated reporters, and all reports must be made within 24 hours.

## **Classroom Maintenance**

In best supporting our night custodians, please be intentional about requesting students to properly clean-up their learning community and learning spaces each day. This includes:

- Stack individual chairs on top of desks at the end of each day to ensure vacuuming can occur.
- Pick up objects, supplies, books, and food off the floor at the end of every day.
- Ensure all items are collected from the hooks and floor in the hallways.

- Clean up art supplies and projects (when engaging students in painting, Paper Mache, and glitter projects please use butcher paper underneath projects as they are working, and projects are drying).
- Clean materials out of sink and off counter.
- Also, encourage students to pick up garbage/items off the floor in our common spaces.
- At the end of the day, turn all lights off before leaving for the building.

### **Committees**

Gess Elementary staff can lead through participation on different committees. Some committees are listed below with their meeting times.

Leadership Team – 3<sup>rd</sup> Wednesday of Month (7:15 – 8:00 am)

Early Childhood Leadership Team – 3<sup>rd</sup> Wednesday of month (3:00 – 4:00 pm)

Special Services meetings – 1<sup>st</sup> and 3<sup>rd</sup> Thursday of month (7:15 – 8:15 am)

Success Student Team – 2<sup>nd</sup> and 4<sup>th</sup> Thursday of month (7:15 – 8:15 am)

#### **Fourth PLC of Month**

Literacy Action Team – 4<sup>th</sup> Monday morning of month

Math/Science Action Team – 4<sup>th</sup> Monday of month

Title/Lap Community Engagement Team - 4<sup>th</sup> Monday of month

Attendance/Behavior Committee - 4<sup>th</sup> Monday of month

PBIS Team – Every other Thursday

### **Computers**

All activities on school computers, school internet lines, and school software are considered school property. Computers may be reviewed at any time and should never be considered private.

Unethical, illegal, unprofessional, or commercial use of school technology may result in disciplinary action.

### **Confidentiality**

As a teacher, you may have knowledge of confidential information about Gess staff, students, and families. Please be careful in sharing confidential information only as necessary. When information must be conveyed, do so only with appropriate staff. It is imperative that we respect the families' right to privacy as protected by FERPA.

### **Copy Machines**

A copy machine and a backup machine are in the staff work room/back walk through.

Photocopying costs make up a substantial portion of the building budget. Please be responsible regarding the use of our copy machine and look for ways to reduce unnecessary copying. Students should not be printing materials without direct supervision.

Many of the repair calls are necessary because of improper use of the machines.

### **Curriculum**

Curriculum guides are reviewed and revised by both building and district committees.



## **Discipline**

Disciplining and supervising students can be a great teaching opportunity. It can also cause extreme grief and end a career if not done correctly. Employees of the district are required by the law to supervise students during school hours and to exercise initiative when confronted with a situation that is potentially dangerous.

Each teacher is expected to develop classroom rules and to teach these rules to students. General guidelines to follow include clearly stating acceptable and unacceptable behavior, informing students what happens if they do not follow these rules, and working closely with the parents of those children who are not behaving appropriately. Having rewards posted for good behavior is also worth the effort and allows the “behaving” students to be recognized for positive behavior.

The administration is always willing to assist teachers and staff with students who are unsafe or disruptive. However, teachers are asked to contact parents before the problem becomes extreme or excessive. This establishes the teacher as the primary disciplinarian. If a student is involved in any serious misbehavior, the principal should be involved immediately.

**Lesson Plans and Matrix for PBIS is at back of handbook**

## **Electronic Resources and Student Safety**

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

Ensure students are always in direct supervision while using electronics. Please monitor screens diligently. Report any concerns immediately to the Admin Team. Devices are not options during inside recess, and students should not have devices in the hallways without supervision.

To support students in keeping personal devices safe from theft during the school day ask them to keep devices at the bottom of the backpack until bell rings at the end of the school day.

## **Email**

Essential information is sent through email daily. It is important to routinely check and respond to email. Also, please use email as reference to many nuts-and-bolts items.

## **Emergency Information**

Chewelah School District 509-685-6800

If school is delayed or closed due to weather conditions, a message will go out on School Messenger, School District Website, Facebook, and announcements will be made on local radio and TV stations. School closure information will also be available each morning on our school district website.

**See Also: School Delays and Closures**

## **Equipment and Furniture**

Heavy equipment should be moved by an adult. Please do not lift equipment that is too heavy for you. Ask a custodian or complete a work order. Ms. Bornstein has work order forms at the front office.

**Evaluation** All staff members will be formally observed and evaluated each year according to applicable association-negotiated agreements.

### **Facilities and Property**

Please turn off lights when you are not in the classroom. Turn off the computers and Document Camera at the end of each day. **Please ensure you are logged off staff computers.** Please check outside doors and windows to ensure they are locked before leaving.

When you are in the building after hours or at weekends, make sure to turn off lights in areas you use upon leaving the building.

If you are last to leave the building, please be sure the front door is closed tightly behind you.

As included in the Gess expectations, students are expected to show respect for our property and equipment. Please track books, computers, and other supplies assigned to students. Students will be expected to pay for lost or damaged items. School equipment should not be loaned or taken from Gess Elementary unless special arrangements are made with the Principal/Principal Designee or Special Education Director.

### **Facility Request**

All after-school and weekend building use requests must be completed and submitted to Ms. Bornstein, Secretary at Gess Elementary). **This includes school-related functions. Gess sponsored events and activities are prioritized within the schedule but must be calendared in advance.**

### **Field Trips**

All planning for field trips must take place in advance and go through the office for approval. District forms (Field Trip Authorization Request and Bus Trip Ticket) must be submitted **two weeks in advance**. In addition, our kitchen needs **two weeks' advance** notice if sack lunches are needed or if no lunches will be needed that day. Please notify all specialists and special education teachers affected by the trip. Please work with our Nurse Kassi Breiter regarding medication needs **at least two weeks in advance**.

Volunteer Clearance must be on file for all chaperones. This process must be done at least **two weeks in advance**. When on a field trip teachers/chaperones have the same legal obligation regarding supervision of pupils. All necessary precautions to ensure child safety must be taken. Please remind students they are representing Gess Elementary when on field trips.

The value of educational field trips is well recognized, and they should be encouraged within the limitations set forth:

- 1) Each trip should be carefully planned and relate to current curriculum subjects. A written request to the principal is required which states how the trip will enhance student learning.
- 2) Students and parents should be informed about the field trip once it has been approved. Students must have written permission from their parent or guardian (see appendix).
- 3) Students are to be always supervised, so plan on taking an adequate number of chaperones. All chaperones must complete a Washington State Patrol background check each year. This typically takes at least 2 school days to complete. Chaperones may not bring other siblings.

4) If an emergency arises while on the trip, please inform the district as soon as possible

### **Gum, Candy, Drinks**

These items have the potential to make a mess of our building and are only allowed with the teacher's permission. Please do not allow candy, gum, or soda in the halls or on the playground. Currently, staff voted to be a no gum school. Water bottles are allowed in the classroom, but they may not have juice or other liquids that cause stains. Even water, if spilled and left unattended, will spot the carpet. If a spill occurs, please notify the custodian as soon as possible so that the liquid can be extracted. Staff are encouraged to keep water bottles near the sink since there is linoleum in this area.

### **Harassment/Intimidation/Bullying**

Gess Elementary endeavors to provide an environment for students, parents, volunteers, and employees free from harassment, intimidation and bullying as outlined in the School Board Policies and Procedures: Harassment, intimidation and bullying are any intentional electronic, written, verbal or physical act, including, but not limited to, one shown to be motivated by any characteristic in RCW 9A.36.080 (race, color, religion, ancestry, national origin, gender, sexual orientation including gender identity, or mental or physical disability) or other distinguishing characteristics when the act physically harms a student or damages their property, substantially interferes with a student's education, creates an intimidating or threatening educational environment, or substantially disrupts the orderly operation of the school. Complaints regarding discrimination, harassment, intimidation, or bullying are addressed through Policy and Procedure No. 3207. Individuals who believe there has been a violation of nondiscrimination, harassment, or bullying and intimidation laws may contact their school administrator or counselor. Complaint forms are available at each school site, and the administrator or counselor will forward the complaint to the District Compliance Officer for investigation.

In *Safe Schools*, bullying is defined as behavior that is unfair and one-sided. It happens when a person keeps hurting, frightening, threatening, or leaving someone out on purpose. **All** complaints will be promptly and fully investigated as appropriate to the situation, and corrective action will be taken when necessary.

Chewelah School District endeavors to provide an environment for students, parents, volunteers, and employees free from discrimination as outlined by School Board Policies and Procedures. All complaints will be promptly and fully investigated as appropriate to the situation and corrective action will be taken when necessary.

**HAZARDOUS MATERIAL: The Material Safety Data manual is a white and yellow binder in the office.** It contains information on all hazardous materials on the Gess campus.

## **Health/Nurse Information**

### **Accidents, Illness**

Students will get hurt, be sick, and have other serious and imaginary illnesses and injuries. Should

you have such a patient, please send, or escort the student to the office for treatment and complete an accident report form. Students should not be sent home unless parents or the legal guardian have been informed. For emergency assistance, Kassi Breiter, the school nurse, is usually in her office or available in the district. Please contact the office for assistance.

### Guide for sending students to the School Nurse/ Main Office

Please send students to the School Nurse with a Nurse/ Office Pass (or handwritten note) that includes the following:

- Last name and first name
- Date/Time
- Teacher
- *Brief* description of reason for visit

#### The “10 Minute Rule”

Students with non-urgent symptoms should not see the school Nurse during the first 10 minutes after any passing time. The only exception is if the school Nurse specifically requests a student.

<u><i>Non-urgent concerns “10 Minute Rule”</i></u>	<u><i>Do Not Delay Visit to Health Center</i></u>	<u><i>Call Nurse to Student (via main office and/ or x 4015)</i></u>
Reports vague symptoms of illness	Asthma symptoms, breathing difficulties (send with a buddy)	Fainting (lay on floor and elevate feet 10 inches if no head or neck injury suspected)
Abdominal discomfort (cramps, nausea, vague pain)	Prescribed medication needed; scheduled visit to the health room; or sent by staff for nurse to evaluate.	Injuries that may be a sprain or fracture or involve the head /neck
Mild headache	Known health concern may be cause of symptoms (e.g. diabetic, migraine)	Seizures
Cold/flu symptoms and students requested to go home.  <b>(The school Nurse has no meds to give out unless written orders are on file and meds have been brought in by family)</b>	Possible allergic reaction or exposure to allergen; insect bite, human bite, animal bite (send with buddy)  Emotional crisis, abuse, suicidal thoughts (adult escort)	Emergency first aid needs OR if moving student may do more harm
Minor cuts (if unable to bandage in class) (Ask whenever you need more Band-Aids for your classroom!)	Any serious illness, injury, or bleeding. Burns. Dirty wound. Vomiting. Nose bleeds.	Breathing emergencies/Chest pain

Skin problems	Injury to head, limbs or body sustained on campus (send with buddy)	Unconscious or altered level of consciousness
Old injuries To request ICE	Injury to eyes, ears, mouth, or any object lodged in a body part (send with buddy/ adult escort)	Uncontrolled Bleeding / Shock

**\* Please continue to encourage students with non-urgent concerns to see the School Nurse/ Main Office during breaks and/or lunch. Thanks! - Nurse Kassi**

### **Health and Safety Inspections**

Please remember that Clorox or other cleaning wipes, plug-in air fresheners, and essential oils are not approved to be on site. Students may not have essential oils in their possession unless they have a doctor's note/care plan.

### **Highly Capable Program**

Chewelah School District welcomes nomination from parents, students, teachers, and community members for the Highly Capable Program. Each year, district students and current enrolled students may be nominated for the program. The process for selection is facilitated by Ms. Smith, our Music/Beyond teacher.

### **Homework**

Homework refers to tasks that students are assigned to do on their own time, after school hours, and as an extension of classroom work. Types of homework include:

Practice: the most common and simple assignment given to help students master specific skills. Practice exercises should be limited to material previously presented in class.

Preview: prepares students to gain maximum benefit from subsequent lessons.

Extension assignments are given to determine if the student can transfer a skill or concept to a new situation.

Creative assignments require students to integrate many new skills and concepts in the process of producing a response. They usually take more time to complete, and include things like book reports, research, and art projects.

Research shows that quality homework can significantly improve students learning and help develop initiative, self-discipline, responsibility, and independence. It is also an excellent way for educators to involve parents in the school and its curriculum.

Teachers may give homework three nights out of five according to the following times:

*Kindergarten 5-10 minutes*

*First Grade – 10-15 minutes*

*Second Grade – 15-20 minutes*

*Third Grade – 20-30 minutes*

*Fourth Grade – 30-40 minutes*

## **Keys and Badges**

### **Always keep keys on self.**

Do not loan fobs/keys to parents or students and report lost fobs right away. Lost fobs/keys need to be reported missing within 24 hours and replacement fees will be assessed accordingly. If you forget your keys at home, please ensure you ask Ms. Bornstein for a fob/apple key to have on you in case of emergency. Badges must always be worn.

## **Library**

Teachers may use the library from 8 A.M. until 3:30 P.M. for their preparation period if it is not in use. The library is a preparation period for teachers after the librarian has taken responsibility for their students. At the end of library time, the classroom teacher will need to meet their class at the library and escort them back to the classroom.

## **Lounge and Workroom**

The staff lounge is available for all school employees including substitutes. However, Gess, junior high and high school students, children of staff and volunteers are not to be in the lounge. This area is intended as a place for adults to relax and not be responsible for students and children. Students and children of volunteers are welcome in the work room; however, please ensure that young children are supervised. Please keep these areas organized.

## **Lesson Plans**

Well-developed lesson plans are an essential component in effective teaching. Please keep lesson plans current and robust. Lesson plans should include clear detailed information to identify learning goals and resources needed to effectively teach the lessons planned. Lesson plans should be available on your desk. Please include your schedule for the week, an accurate seating chart or name tags on student desks, and substitute information not included in your substitute folder. It is important that learning continues, and routines are maintained for students in your absence and staff can quickly transition your subs into the school and classroom.

## **See also: Substitute Teachers**

## **Lunchroom Procedures**

Currently being revised...

For the next four years Chewelah School District will provide free breakfast and free lunch to all students. The CSD met the Community Eligibility Standard created by the state legislature.

## **Mailboxes**

Please check your mailbox periodically throughout the day.

## **Non-Discrimination**

The Chewelah School District complies with all federal and state rules and regulations and does not discriminate in any programs, activities, or employment on the basis of race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator, Erin Dell; Section 504/ADA Coordinator, Sarah Gregory; or Civil Rights Compliance Coordinator, Jason Perrins. Contact at 210 N Park St. or PO Box 47, Chewelah, WA 99109; 509-685-6800.

## **Notes Home**

Most notes home will be sent on Friday. Exceptions may occur; however, this should help both students and parents get used to looking for notes on this day. Teachers are encouraged to have the office or a colleague proof the note for spelling and grammar errors before they are sent home.

## **PTSA**

Gess Elementary is currently helping the PTSA to reorganize and reactivate. More information will be forthcoming. Staff are invited to attend meetings and join the organization.

## **Outside Duties**

All staff will have the opportunity to observe students in a fresh-air setting during assigned duties. Every effort will be made to keep duty minimal and provide adequate supervision for students. It is critical that staff members are at their assigned duty area at their scheduled time and are actively supervising.

## **Para-Professional Meetings/Trainings**

On the **first and third Tuesday** of the month, from 3:00 – 3:30 pm, support staff will meet for training and discuss issues relevant to their assignments.

## **Parent-Teacher Conferences and Report Cards**

Parent-Teacher Conferences are conducted in November and March with end of year reports sent home on the last day of school. Conference schedules should reflect at least a 20-minute opportunity to conference. Please refer to the district calendar for our parent-Teacher Conference dates.

## **PLCs (Professional Learning Communities)**

The purpose of PLC time is for the improvement of student achievement. PLC time is: 1. Aligned with classroom, school, District, and state goals. 2. Developed by teachers and administrators working with a guiding coalition (In process of building). 3. An opportunity for certified staff to work on shared goals in groups arranged by grade level, department, or other configurations to meet the needs of the building. PLC time is scheduled during the one-hour late start on Mondays per District adopted calendar.

## **Principal**

When in the building, the secretary will know the principal's location. When the principal is out of the district and an emergency occurs, contact the Gess office. The superintendent or another district administrator should be contacted if the situation warrants.

## **Programs**

Dramatic learning activities are an excellent means of developing student academic and social skills. Teachers are encouraged to use this method of instruction. Please avoid drama activities that require expensive costumes or that may be inappropriate for our community. Practice times must be scheduled with the PE teacher and the principal if the gym is to be used.

## **Professional Dress**

Professional dress may range from casual to business casual at Gess Elementary. Gess/District attire may be worn any day of the week. 😊

## **Purchasing Supplies and Materials**

Budget allocations to classrooms may be accessed using a district purchase order or, if you are buying from a vendor that will not accept a purchase order, you may purchase the item and submit a receipt for reimbursement. To purchase at Safeway, you must check out a charge card from the Gess Office. The amounts charged will be deducted from your budget allocation. To meet accounting and auditing requirements, please follow these procedures:

- 1) Receipts for charges or reimbursement must be itemized. That is, they must have the date, vendor's name, a list of items purchased, and per item cost. Handwritten or non-itemized receipts are not accepted.
- 2) Teachers going over their budgeted amount are responsible for those amounts and will not be reimbursed.
- 3) Receipts must be turned in within 1 month of the purchase for reimbursement.
- 4) A requisition form for PO's is available at the Gess office. The staff member is responsible to complete the form to include the vendor, date, who requested the order, quantity, item description, unit price, and total price information. The requisition form must then be given to the principal to be signed and coded BEFORE any items are purchased.
- 5) Once items have been received, the contents must be checked against the packing slip and any discrepancies noted. The packing slip should then be returned to the Gess office.
- 6) Classroom budgets are available until May 1; after that the amount not used will be returned to the general budget.

## **Curriculum Materials**

Instructional materials (adopted curriculum) are ordered in the spring prior to the new school year.

## **Recesses**

Students must go outside unless they have a note from the doctor or are being supervised directly by a staff member. Students are not to be brought to the office to miss their recess unless an intervention has been arranged with the Admin Team.

If you are going to take your students outside for an extra recess, please notify the office and have a radio to contact you in case of early parent pick-up or an emergency. Do not send students to pick up a radio from the office. You must always have direct supervision of the students and ensure students follow our established recess expectations.

All teachers should walk their class to the playground and be ready to pick their students up at the designated space prior to the end of recess.

## **Recess Flags**

Yellow flags will be put up to indicate an inside recess. These days can be difficult, and staff need to work together to make them as painless as possible. All available instructional assistants are to help supervise students so that teachers get a chance to have a break. Once teachers are back in their rooms, other staff members may take their break or eat lunch. Please do not allow students to play in the halls during indoor days.

Green flags state that students will be playing in the parking area. Please do not park in the lot on



these days.

### **Report Cards**

Gess Report Cards will be sent home at the end of each quarter on Wednesday following the early release day for teacher grading. Conferences will be held for all students in the fall and for selected students in the spring.

### **Restraining Orders/Custody Papers**

The principals, secretary, or counselor will notify you if there are any court papers that accompany one of your students. This paperwork will be reviewed, highlighted, and then filed in the counselor's office/front office and noted in Skyward. Renee Jungblom will invite you to review information at the beginning of the year. It is crucial that this information be kept confidential and that accommodation to keep a child safe is made.

### **Safety Drills**

Gess will have both scheduled and unscheduled drills throughout the year. Please post an Emergency Information envelope near the door that includes a current list of students and family phone numbers. In an emergency that requires staff to leave the building, please take this packet. Following are some the scenarios staff should be aware of:

- 1) Directed **Response** – specific instructions will be given by the office using the intercom.
- 2) Room **Clear** – please plan with a close teacher who will accept your class should the room need to be cleared. This might be necessary in the case of an angry parent or out-of-control student. If another teacher's students come to your classroom, please notify the office immediately so that assistance may be provided.
- 3) **Working Lockdown - Secure** the Room – used to isolate students and staff inside the school from potential dangers outside the school.

- Proceed to door, sweep hallway for students and secure door/pull shades.
- Amber M, Brian H, and Krisan L will check that the outside door is locked. The janitor will do a final sweep of the outside doors.
- Staff will email special URL: [Gess911@chewelak12.us](mailto:Gess911@chewelak12.us)
  - Initial information - Green/Red (refers to students- green all students in room, red student missing) - i.e., Room # Green & list adults in room or Room # red, list missing students as well as adults in room
  - Additional information will be relayed through email to/from staff
- Continue with normal activity inside the classroom until notified, please stay off the classroom phone.
- Please remain calm, cool, and collected as you inform students of the situation (this will come from email).
- Protocol will be adjusted due to the level of perceived threat.
- Wait for official information or notification of ALL CLEAR.

4) **Lockdown** - The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger.

- Proceed to door, sweep hallway for students and secure door/pull shades, turn off lights

- Amber M. Brian H. and Krisan L will check that the outside door is locked. The janitor will do a final sweep of the outside doors.
- Move students out of sight -- away from doors & windows, instruct students to sit/lie down on the floor, be very still & quiet.
- Staff will email special URL: [Gess911@chewelak12.us](mailto:Gess911@chewelak12.us).
  - Initial information - Green/Red (refers to students- green all students in room, red student missing) - i.e., Room # Green & list adults in room or Room # red, list missing students as well as adults in room.
  - Additional information will be relayed by email to/from staff.
- Do not let anyone leave the room, please stay off classroom phone.
- Please remain calm, cool, and collected as you inform students of the situation (this will come from email).
- No one should confront a trespasser during an emergency.
- Protocol will be adjusted due to the level of threat.
- Wait for official information or notification of ALL CLEAR.

**5) Direct Evacuation** – Please take the emergency folder with student's names and phone numbers if the building is evacuated for any reason. Occasionally, a door or area of the building may be blocked. Staff will be directed to take an alternate route if this should occur. Teachers will be given instructions concerning the release of students. Rumor control will be a high concern, so please refrain from discussing any incident.

**6) Earthquake Drill** - The primary thing to remember is to have the students drop, cover, and hold. Students should be instructed to get under a desk or sturdy table, and away from windows, bookcases, filing cabinets, or other objects that could fall. If students cannot get under cover, instruct them to protect their head with their arms. Face away from windows. If a child is in a wheelchair, have that child stay in it and move the chair to cover and lock the wheels. (Such as a doorway)

**7) Fire drill** - Gess staff will need to evacuate students in a quick, quiet, and orderly manner. Instruct students not to yell or talk while exiting the classroom or building. Students will need to listen to instructions. Never allow students to precede the teacher or supervisor outside. Students should line up and follow the teacher/supervisor. This allows the teacher to make critical decisions concerning the route taken. If time permits, close all windows and doors upon exit. The lights may be left on. Students will not take time to get coats, packs, or other clothing. However, the student may have keys that they will need, so be flexible. Evacuate using the nearest exit unless it is blocked. Once outside, the teacher will escort class well away from the building. If you are working with another teacher's students, please escort them outside and then to their respective teachers. Teachers should do a student count as soon as possible to ensure everyone is out of the building. Inform the office or other emergency personnel of any missing students. Remain outside until instructed to re-enter the building or go to another building.

### **Safe Schools**

Mandatory training for all employees must be completed by Oct. 15th. For certificated staff, this training is part of your professional responsibilities. For classified staff, additional hourly pay will be issued for completing this training by Oct. 15th.

### **School Delays and Closures**

Delays and closures will be announced through email and school messenger to staff. In the event of a 2-hour delay: The site team (Mrs. Price and Mrs. Bornstein) will arrive at school as normal or arrive

as soon as possible given driving conditions. All employees will report as soon as possible, but no later than the beginning of school. Safety is our top priority- we want everyone to arrive at school safely. Please contact Mrs. Price or Mrs. Bornstein if needed regarding your arrival and the unexpected delays you may face.

### **School Equipment and Facilities**

Equipment purchased by the district should remain at the school and not be taken off the premises without the principal's approval. School facilities are available to staff members and the community according to current district policy. Note that after-hours use of Gess for classroom activities requires pre-approval, and the staff member must be present.

**Room Conditions** – It is each teacher's responsibility to maintain their classroom in a clean and orderly condition. Please DO NOT place tape on the carpet. It is exceedingly difficult to remove the adhesive. Students should be taught to pick papers up off the floor, put up chairs at the end of the day, and assist the teacher in keeping the room neat.

**Property Damage** – If school property is damaged, either accidentally or maliciously, every effort should be made to determine the person responsible and to bring that person to the attention of the principal.

**Decorations and Publicity Material** – No public posters are to be displayed on school property without the permission of the principal or designee.

### **Special Services**

Gess offers a comprehensive program for meeting special needs. Physical and occupational therapy, speech, and hearing, Title I, LAP (Learning Assistance Program), resource room, and summer school are currently available. Special Services meetings are held the 1<sup>st</sup> and 3<sup>rd</sup> Thursday starting at 7:15 am. Student Success Team meetings will be held on the 2<sup>nd</sup> and 4<sup>th</sup> Thursday starting at 7:15 am.

### **Student Records**

Gess complies with the 1974 Family Educational Rights and Privacy Act. This act states that parents and eligible students have the right to: "inspect and review their student's education records; request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights; consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that the Family Education Rights and Privacy Act and regulations authorize disclosure without consent; file with the U.S. Department of Education a complaint concerning alleged failures by the school district to comply with the requirements of the act and this part; obtain a copy of the district's policy regarding implementation of the Family Education Rights and Privacy Act of 1974 at the Administration Office."

The following student information may be released by the district unless restricted in writing by the parent: name, address, telephone number, date and place of birth, participation in activities, date of attendance, the most recent school attended by the student, and photographs or similar information.

### **Cumulative File**

Cumulative Files (brown) will be kept in the office. Each teacher is responsible for keeping accurate files. Do not include the following information in these files: health information, special education information, written communication from health care providers, mental health care providers, treatment centers, special education staff, and counseling staff. These files contain:

Enrollment forms  
Attendance information and any legal attendance order  
Pupil Progress Reports  
SBA Reports  
Retention forms  
Discipline referrals  
504 Plan

### Health File

Health Files (yellow) are maintained by our District Nurse. They are placed in the cumulative file prior to records being transferred. They may not contain reports by outside practitioners. This file contains:

- Vision screening results
- Hearing screening results
- Scoliosis screening results
- Immunization forms
- Health related emergency information

### Special Education Files

Special education IEPs must be kept in a locked file cabinet. These files contain paperwork related to identification, assessment, and placement of students referred for special services. Procedures consistent with current regulations are followed for these records and files.

### Confidential Files

Confidential files (red) are kept in the office and staff are informed of their contents on an 'as needed' basis. (Restraining orders, parenting plans)

### Student Success Team

Working on formalizing the systems and processes utilized for a student success team meeting.

### **Staff Communication**

*PHONE:* Please ensure your classroom voicemail is established and checked daily. We ask that any parent communication is returned within 24 hours.

*EMAIL:* The amount of district and building communication via email continues to increase. Please check your email at least once a day as this is an important communication tool. Always ensure student privacy. Please be aware your email is never private and is a public record. Be cautious and mindful with what you say and how you say it.

*CALENDAR:* Please always check our building calendars prior to scheduling events/meetings and to keep them up to date. Please contact Mrs. Bornstein to add events to our building calendar.

### **Staff Hours**

8:00am – 3:30 pm

### Staff Students

Staff may have their personal students in the classroom before and after school; however, during contractual times staff need to be available to the community or other employees to complete tasks. During school hours, staff students need to be under the direction of their assigned teachers.

## **Staff Meetings**

It is the responsibility of all staff members to attend staff meetings unless prior arrangements have been made with the principal. General staff meetings will be held as needed on the second and fourth Wednesdays of each month at 2:55 PM. Other meetings will be called, as necessary. Staff members who wish to suggest items for the agenda are asked to discuss them with the principal or submit them in writing before the meeting.

## **Substitutes**

Please use the Red Rover system to schedule your substitute. The secretary and principal will check the system each morning. If staff are unable to schedule a substitute, please contact the secretary. Substitute teachers (or staff covering for an absence) will receive a Substitute folder with general guidelines for the day and a message about confidentiality. Your **detailed** lesson plans make learning possible while you are out of the classroom. Students should be taught expectations, procedures, and routines, in preparation for a staff members absences.

## **See Also: Absences**

## **Supervision**

The positive energy of staff in the halls is the best way to ensure students enter the building ready to learn. In the mornings, classroom teachers, please stand at your classroom door to meet and greet your students as they arrive. Specialists and paraeducators, please be in the hallways in strategic locations to greet students.

Students go to and from recess from their outside classroom door unless weather or safety factors prohibit this. If students walk through the main hallway to and from recess, their classroom teacher and others monitoring the hallway ensure that students demonstrate a quiet, safe line. Please meet your students outside the door or the playground when recess is over. Please escort students to and from Music, PE, and Library classes unless the students go directly to a specialist after recess. In those cases, the specialist meets the students and escorts them to their class.

At the end of each day classroom teachers walk their students out of the building.

## **Supply Room**

Supplies are available to meet student and teacher needs throughout the year. Supplies are in the teacher workroom adjacent to the staff lunchroom.

## **Teacher Absences**

If you are absent, please follow the Red Rover procedures for requesting a substitute. If the absence is pre-planned, request your substitute as early as possible. It is important to maintain a preferred substitute list on your Red Rover page as well as a 'block' for those substitutes you do not want to work in your classroom. However, if you feel the need to 'block' a sub, Mrs. Price and Ms. Ross need to be informed.

When requesting a substitute through Red Rover, please be certain to note the reason code in the comment section. It is especially important this information be correct for budget purposes.

**See also: Absences**

## **Technology and Audiovisual Equipment**

**Remember to care about our technology.** Ensure the Computer carts are put back together and plugged in daily. Having students keep computers in their desk's risks damage to them. If equipment becomes inoperable, please complete a Technology Work Order. Ms. Bornstein will have a hard copy.

During technology use, please ensure students have direct supervision. Students should not be left unattended with a device and screens should not be out of viewpoint.

Lan School is a program you can use to monitor students when using laptops. Sometimes students choose to search topics that are not part of the instructional learning planned. Depending on the search, teachers may be asked to deal with the situation. Searches regarding terms that related to concerns of self-harm, weapons, etc. will be dealt with immediately by administration or our school counselor.

Please preview all films, videos, DVDs, or other media prior to showing them to the students. Media is not intended to simply entertain. It must be utilized in a learning situation where it correlates with a subject or learning experience being taught. All media shown must be age appropriate.

All movies shown must have a 'G' rating. PG movies need parent permission slips. Movies must also be on the library/media district approval list to be shown. School district policy (2350) allows the use of materials consistent with a G-rating regarding content.

### **Telephone Use**

Students are not allowed to use the phone except in an emergency or with their teacher's permission. Please check your voicemail and return calls to parents in a timely manner.

### **Visitors & Volunteers**

Volunteers are always welcome at Gess. At this time, parents and other visitors who are spending time in the classroom **must have a visitor's pass** and sign in at the office. If you have a visitor in your classroom, please make sure he/she has checked in at the office. We do not host student visitors in our classrooms. ANYTIME adults are working with students they must have a volunteer clearance form on file.

Chewelah School District policy requires that volunteers who work without the direct supervision of a school employee must undergo a Washington State Criminal check every year. This requires the individual to go through a background check with the Washington State Patrol. Forms may be picked up from the office. Volunteers will need to follow DOH and CDC guidelines.

### **Washington State Observances**

Constitution day

Veteran's Day

Temperance and Good Citizenship Day

Martin Luther King Jr. Day

### **Website**

The Chewelah School District web page is a point of contact and a source of information for our patrons. All staff must login to the website to ensure they are listed in the staff directory. If you have a web page, please make sure it is updated. If you have information, you feel should be on the Gess

web page, please run it past administration and our new Technology Director Nick Cook will upload information.

## MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

This policy provides all staff, students, volunteers, and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults.

The Chewelah School District board of directors expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students. Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established and maintained professional boundaries.

The interactions and relationships between staff members and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the schools.

Staff members will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve an educational or physical, mental and/or emotional health purpose. An educational purpose is one that relates to the staff member's duties in the district. Additionally, staff members are expected to be sensitive to the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will discuss issues with their building administrator or supervisor whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of this policy.

The Chewelah School District board of directors supports the use of technology to communicate for educational purposes. However, district employees are prohibited from inappropriate online socializing or from engaging in any conduct on social networking Web sites that violates the law, district policies or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination, consistent with the district's policies, acceptable use agreement and collective bargaining agreements, as applicable.

The superintendent or designee will develop staff protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

### Legal References:

RCW 28A.400

Crimes against children

RCW 28A.405.470

Crimes against children - Mandatory termination of certificated employees - Appeal - Recovery of salary or compensation by district.

RCW 28A.405.475

Termination of certificated employee based on guilty plea or conviction of certain felonies - Notice to superintendent of public instruction - Record of notices.

RCW 28A.410.090

Revocation or suspension of certificate or permit to teach - Criminal basis - Complaints - Investigation - Process.

RCW 28A.410.095

Violation or noncompliance - Investigatory powers of superintendent of public instruction - Requirements for investigation of alleged sexual misconduct towards a child - Court orders - Contempt - Written findings required.

RCW 28A.410.100

Revocation of authority to teach - Hearings.

WAC 181-87

Professional Certification - Acts of Unprofessional Conduct



**NONDISCRIMINATION FOR SCHOOL PUBLICATIONS  
AND PUBLIC ANNOUNCEMENTS**

The Chewelah School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

The Chewelah School District offers classes in many career and technical education program areas under its open admissions policy. For more information about particular course offerings, contact the admissions office at (509) 685-6800, extension 2011. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

**Title IX Coordinator**

Erin Dell  
PO Box 47  
Chewelah, WA 99109  
509-685-6800, Ext. 2003  
[sbaker@chewelahr12.us](mailto:sbaker@chewelahr12.us)

**Section 504/ADA Coordinator**

Sarah Gregory  
PO Box 47  
Chewelah, WA 99109  
509-685-6800, Ext. 4002  
[sgregory@chewelahr12.us](mailto:sgregory@chewelahr12.us)

**Compliance Coordinator for State Law (RCW 28A.640/28A.642)**

Jason Perrins  
PO Box 47  
Chewelah, WA 99109  
509-685-6800, Ext. 2002  
[jperrins@chewelahr12.us](mailto:jperrins@chewelahr12.us)

The Chewelah School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. For information regarding translation services or transitional bilingual education programs, contact Jason Perrins.

<p><b>Before School</b></p> <ul style="list-style-type: none"> <li>• Teacher supervision begins at 8 am</li> <li>• Student will walk clockwise through building to classroom</li> <li>• Coats, backpacks will be hung in assigned location</li> <li>• Students will gel in</li> <li>•</li> </ul>	<p><b>Recess</b></p> <ul style="list-style-type: none"> <li>• Scheduled 15 minutes</li> <li>• Walking clockwise- social distanced</li> <li>• Teacher (specialist) will pick them up from outside</li> <li>• Classes will release as has been done in the past so that students will enter building in social distancing manner</li> </ul>	<p><b>Student Lunch Time</b></p> <ul style="list-style-type: none"> <li>• <b>Information coming</b></li> </ul>	<p><b>Cleaning Desk - Students</b></p> <p>Teacher - Fill bucket with warm water to start the day and a squirt of soap</p> <ul style="list-style-type: none"> <li>• Using soapy water, student cleans desk</li> </ul>
<p><b>Washing Hands</b></p> <ul style="list-style-type: none"> <li>• Socially distanced</li> <li>• Student takes a pump of soap</li> <li>• Rubbing soap into hands, goes to the end of the line to wait, social distanced</li> <li>• Rinse hands off at sink</li> </ul>		<p><b>Bathroom</b></p> <ul style="list-style-type: none"> <li>• Student signs out, using own pencil, puts pencil back on their desk</li> <li>• Takes sticky note to the bathroom</li> <li>• Only 3 allowed in bathroom at a time, sticky note is put on the sign as going in</li> <li>• If 3 notes on sign, wait socially distanced outside</li> <li>• When leaving bathroom, take sticky note off sign Throw note away in classroom</li> </ul>	<p><b>New Students</b></p> <ul style="list-style-type: none"> <li>• Registration is accepted into the office</li> <li>• Student assigned to teacher</li> <li>• Appointment scheduled for teacher to meet with student and family for onboarding, typically 3 pm the day following registration Office will advise teacher of new student and scheduled appointment</li> </ul>

# PBIS Matrix

## GESS ELEMENTARY EXPECTATION MATRIX 2022-2023

	<b>Safe</b>	<b>Responsible</b>	<b>Respectful</b>	<b>Kind</b>
<b>Arrival</b>	<ul style="list-style-type: none"> <li>● Hands and feet to self.</li> <li>● Walking feet.</li> </ul>	<ul style="list-style-type: none"> <li>● Line up right away.</li> <li>● Enter the building with your class.</li> <li>● Be ready to learn.</li> <li>● Take care of your needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Voice at level 0, 1 or 2.</li> <li>● Be polite.</li> <li>● Follow adult, teacher, and safety patrol directions quickly.</li> </ul>	<ul style="list-style-type: none"> <li>● Be friendly to others.</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>● Hands by your side</li> <li>● Face forward</li> <li>● Walk in a straight line</li> </ul>	<ul style="list-style-type: none"> <li>● Stop at checkpoints</li> <li>● Have a pass</li> </ul>	<ul style="list-style-type: none"> <li>● Be considerate of others</li> <li>● Look at artwork with eyes only</li> <li>● Use level 1 or 2 voices.</li> </ul>	<ul style="list-style-type: none"> <li>● Smile or silent wave</li> </ul>
<b>Main Office</b>	<ul style="list-style-type: none"> <li>● Hands and feet to self.</li> <li>● Walking feet.</li> </ul>	<ul style="list-style-type: none"> <li>● Have hall pass.</li> <li>● Go straight to the office.</li> <li>● Be honest when speaking to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>● Voice at correct level 0, 1, 2</li> <li>● Wait your turn to speak.</li> <li>● Follow directions quickly.</li> </ul>	<ul style="list-style-type: none"> <li>● Say please and thank you.</li> <li>● Be positive.</li> </ul>
<b>Think Room</b>	<ul style="list-style-type: none"> <li>● Calm body</li> <li>● Stay in your spot.</li> <li>● Keep hands and feet to self.</li> </ul>	<ul style="list-style-type: none"> <li>● Arrive and leave with permission.</li> <li>● Complete your task.</li> <li>● Learn and accept consequences</li> </ul>	<ul style="list-style-type: none"> <li>● Polite words and actions.</li> <li>● Follow adult directions.</li> <li>● Voice at correct level. 1 or 2.</li> </ul>	<ul style="list-style-type: none"> <li>● Be positive</li> <li>● Be ready to fix mistakes.</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>● Hands and feet to self.</li> <li>● Walking feet.</li> </ul>	<ul style="list-style-type: none"> <li>● Wait patiently in line.</li> <li>● Eat your own food.</li> <li>● Raise your hand for help.</li> <li>● Stay in your seat.</li> </ul>	<ul style="list-style-type: none"> <li>● Voice at correct level 0, 1 or 2.</li> <li>● Clean up after yourself.</li> <li>● Follow directions quickly.</li> </ul>	<ul style="list-style-type: none"> <li>● Be friendly to others.</li> <li>● Say "Please and Thank you."</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>● Hands and feet to self.</li> <li>● Walking feet.</li> </ul>	<ul style="list-style-type: none"> <li>● Line up right away.</li> <li>● Enter the assembly with your class.</li> <li>● Be ready to listen.</li> <li>● Give Me Five</li> </ul>	<ul style="list-style-type: none"> <li>● Voice at correct level 0, 1</li> <li>● Sit on bottom, criss cross legs, hands in lap.</li> <li>● Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>● Listening ears.</li> <li>● Positive audience.</li> <li>● Give space.</li> </ul>

			quickly.	
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li>● Hands and feet to self</li> <li>● Wash Hands</li> <li>● Feet stay on the floor.</li> <li>● Inform an adult if there are spills or messes.</li> </ul>	<ul style="list-style-type: none"> <li>● Go, Flush, Wash, Leave</li> <li>● Be clean.</li> <li>● Use facilities correctly.</li> <li>● 1 pump of soap.</li> <li>● Always ask for Hall/Bathroom Pass</li> </ul>	<ul style="list-style-type: none"> <li>● Voices at level 0 or 1.</li> <li>● Knock on stall doors.</li> <li>● 1 person in the stall at a time.</li> </ul>	<ul style="list-style-type: none"> <li>● Honor the privacy of others.</li> <li>● Take turns.</li> </ul>
<b>Dismissal</b>	<ul style="list-style-type: none"> <li>● Students and teachers leave the classroom together.</li> <li>● Students go directly to their dismissal location.</li> <li>● Hands and feet to self.</li> <li>● Walking feet.</li> </ul>	<ul style="list-style-type: none"> <li>● Follow the dismissal plan.</li> <li>● Changes to plan need a parent note to Blue Desk.</li> <li>● Have everything ready to go.</li> </ul>	<ul style="list-style-type: none"> <li>● Voice level 0, 1 or 2.</li> <li>● Be polite.</li> <li>● Follow adult, teacher, and safety patrol directions quickly.</li> </ul>	<ul style="list-style-type: none"> <li>● Be friendly to others.</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>● Hands, Feet and Body To Self: Bubble Space</li> <li>● Rocks, snow, and nature stay on the ground.</li> <li>● Use play equipment correctly.</li> <li>● Stay in designated areas.</li> <li>● Food stays in the building.</li> <li>● School appropriate games</li> </ul>	<ul style="list-style-type: none"> <li>● Follow hallway expectations to and from the playground.</li> <li>● Ask for a pass to get inside.</li> <li>● Pick up the playground.</li> <li>● Freeze when the whistle blows and listen for instructions.</li> </ul>	<ul style="list-style-type: none"> <li>● When involved in a conflict: Walk, Talk, or Rock Paper Scissors.</li> <li>● Ask a playground monitor for help.</li> <li>● Follow directions quickly.</li> <li>● Follow the rules of the games.</li> </ul>	<ul style="list-style-type: none"> <li>● Use kind words and actions</li> <li>● Try to include everyone.</li> <li>● Check in on kids.</li> </ul>
<b>Give Me Five</b>	<ul style="list-style-type: none"> <li>● Hands, feet to self.</li> <li>● Body is still and calm.</li> </ul>	<ul style="list-style-type: none"> <li>● Eyes watching</li> <li>● Ears listening</li> </ul>	<ul style="list-style-type: none"> <li>● Voices Level 0.</li> </ul>	<ul style="list-style-type: none"> <li>● Ready to participate.</li> </ul>

# **Lesson Plans for teaching common area expectations.**

## GESS GATOR CHARACTER LESSON PLAN

AREA: THINK ROOM

TIME ALLOTTED: 15 minutes

### GESS GATORS in the THINK ROOM

Be Safe	Be Responsible	Be Respectful	Be Kind
<ol style="list-style-type: none"><li>1. Calm body</li><li>2. Stay in your spot.</li><li>3. Keep hands and feet to self.</li></ol>	<ol style="list-style-type: none"><li>1. Arrive and leave with permission.</li><li>2. Complete your task.</li><li>3. Learn and accept consequences</li></ol>	<ol style="list-style-type: none"><li>1. Polite words and actions.</li><li>2. Follow adult directions.</li><li>3. Voice at correct level. 1 or 2.</li></ol>	<ol style="list-style-type: none"><li>1. Be positive</li><li>2. Be ready to fix mistakes.</li></ol>

### TEACH

A. Overview of lesson:

“Today we will be learning about our Think Room and how we can use it correctly. We will talk about how we can follow our Gator Expectations: Be Safe, Responsible, Respectful, and Kind in our Think Room.”

B. Guided Discovery: “Who can tell us what we are going to learn and practice today?”

C. Definition of Expectations: See above Matrix for expectations. Discuss the rules of Think Room. Remind students that “the think room is a place to reflect on mistakes. Some students will use the think room as a break space. Kids might be playing on one side of the room and some kids might be working on Think Slips and Problem Solving. Everyone is different and your job is to worry about yourself.”

D. Show different areas of the room. Desks, break area, place for slips, teacher desk.

E. Show Think Slips: MODEL Arrival. Show coming into the room calm, quiet, with referral form in hand. Model handing the form to the teacher and sitting where asked and filling out the form. Model sitting at a desk and “filling one out” Remind kids they can draw a picture of what happened on the back if they can not write.

F. **MODEL**

A. Demonstrate examples of not following expectations.

- a. Be Safe– show examples of running, throwing, touching other students or supplies.

- b. Be Responsible—show examples of leaving without permission, show crumpling think sheets or refusing to do it, show arguing about who's fault it is that you are in the think room.
  - c. Be Respectful—Show example of voice at a level 3. Show example of ignoring teacher directions and playing with something they should be.
  - d. Be Kind—Show examples of negative self talk or negative talk to others “I am the worst, I am a bad kid”. “You just want me to be in trouble” Show examples of refusing to fix a problem. “I will not apologize to Jimmy because he is mean.”
- B. Have students demonstrate examples of following expectations.
- a. Be Safe- Calm body at desks and on the floor, hands and feet in their own area.
  - b. Be Responsible—Show kids filling out a think sheet.
  - c. Be Respectful—Quiet voices and accepting consequences/meeting with a teacher
  - d. Be Kind—Positive self talk “I made a mistake I can learn from!”
- C. Discussion: “Tell me what Safe, Responsible, Respectful and Kind looks, feels, or sounds like when in the Think Room.”

#### **PRACTICE:**

- A. Students practice Think Room and follow expectations with an adult monitoring.
- B. Debrief with students. “ Are there any questions about the Think Room and how to use it like a Gator?”



## GESS GATOR CHARACTER LESSON PLAN

AREA: ARRIVAL

TIME ALLOTTED: 15 minutes

### GESS GATORS at ARRIVAL

Be Safe	Be Responsible	Be Respectful	Be Kind
<ol style="list-style-type: none"><li>1. Hands and feet to self.</li><li>2. Walking feet.</li></ol>	<ol style="list-style-type: none"><li>1. Line up right away.</li><li>2. Enter the building with your class.</li><li>3. Be ready to learn.</li><li>4. Take care of your needs.</li></ol>	<ol style="list-style-type: none"><li>1. Voice at correct level 0, 1 or 2.</li><li>2. Be polite.</li><li>3. Follow adult, teacher, and safety patrol directions quickly.</li></ol>	<ol style="list-style-type: none"><li>1. Be friendly to others.</li></ol>

### TEACH

A. Overview of lesson:

“Today we will be learning about arriving at the school and how we can do it correctly. We will talk about how we can follow our Gator Expectations: Be Safe, Responsible, Respectful, and Kind as we arrive at school.”

B. Guided Discovery: “Who can tell us what we are going to learn and practice today?”

C. Definition of Expectations: See above Matrix for expectations. Discuss the rules of Arrival. Remind students that “arrival is when we get to school. Some students will have different jobs to do at arrival. Some might need breakfast, some might need to go to the playground. Everyone is different and your job is to worry about yourself.”

D. Talk about different areas of the arrival: Bus, adult drop off, walkers.

E. Remind kids that there is a system in place. 1. Enter the building. 2. Drop off backpack. 3. Go to breakfast or the playground.

F. Review how to get a tardy slip when late.

### MODEL

A. Demonstrate examples of not following expectations.

- a. Be Safe-- show example of running, rough housing, touching other students.
- b. Be Responsible--Show example of “forgetting” to go to breakfast. Show example of being really tired on arrival, show example of not lining up with the group.

- c. Respectful—Show example of a loud level 3 voice talking to friends. Show examples of ignoring teacher directions. Show examples of being impolite to someone in line or an adult who is greeting you.
- d. Be Kind—Show example of being grouchy to kids and teachers. Being upset someone is cutting, or rushing to be first in the building.
- D. Have students demonstrate examples of following expectations.
  - a. Be Safe- Walking into the building, walking from the bus. Following directions.
  - b. Be Responsible—Model having all supplies and arriving on time. Going to the correct location ect.
  - c. Be Respectful—Quiet voices. Following directions (line up here, wait at the blue desk ect.)  
Be Kind—Friendly attitude when entering the building. Saying good morning to kids and teachers.
- E. Discussion: “Tell me what Safe, Responsible, Respectful and Kind looks, feels, or sounds like when arriving.”

**PRACTICE:**

- C. Students practice Arrival and follow expectations with an adult monitoring.
- D. Debrief with students. “ Are there any questions about Arrival and how to behave like a Gator?”

## GESS GATOR CHARACTER LESSON PLAN

AREA: DISMISSAL

TIME ALLOTTED: 15 minutes

### GESS GATORS at DISMISSAL

Be Safe	Be Responsible	Be Respectful	Be Kind
<ol style="list-style-type: none"> <li>1. Students and teachers leave the classroom together.</li> <li>2. Students go directly to their dismissal location.</li> <li>3. Hands and feet to self.</li> <li>4. Walking feet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow the dismissal plan. Changes to plan need a parent note to Blue Desk.</li> <li>2. Have everything ready to go.</li> </ol>	<ol style="list-style-type: none"> <li>1. Voice at correct level 0, 1 or 2.</li> <li>2. Be polite.</li> <li>3. Follow adult, teacher, and safety patrol directions quickly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be friendly to others.</li> </ol>

### TEACH

A. Overview of lesson:

“Today we will be learning about Dismissal at school and how we can do it correctly. We will talk about how we can follow our Gator Expectations: Be Safe, Responsible, Respectful, and Kind as we leave school.”

B. Guided Discovery: “Who can tell us what we are going to learn and practice today?”

C. Definition of Expectations: See above Matrix for expectations. Discuss the rules of Dismissal. Remind students that “Dismissal is when we leave school. Some students will have different jobs to do at dismissal. Some might need to take a bus, some might need to go to the bus. Everyone is different and your job is to worry about yourself.”

D. Talk about different areas of the dismissal: Bus, adult pick up, walkers.

E. Remind kids that there is a system in place. 1. Gather everything needed to go home. 2. Go directly to your dismissal location with permission and adult support.

F. Review how to change transportation home. A hand written note or email from an adult at home is required. If going home with another child, both families are required to have handwritten permission. 2 notes are needed.

## MODEL

- B. Demonstrate examples of not following expectations.
- a. Be Safe– show example of running, rough housing, touching other students. Leaving without permission. Trying to leave with someone not approved by parent.
  - b. Be Responsible–Show examples of “forgetting” something in the classroom. Stopping to talk with friends in the hallway.
  - c. Respectful–Show example of a loud level 3 voice talking to friends. Show examples of ignoring teacher directions. Show examples of being impolite to someone in line or an adult who is talking to you.
  - d. Be Kind–Show example of being grouchy to kids and teachers. Being upset someone is cutting, or rushing to be first out of the building. Refusing to line up with class.
- F. Have students demonstrate examples of following expectations.
- a. Be Safe- Walking out of the building, walking to the bus. Following directions.
  - b. Be Responsible–Model having all things ready for going home, model being flexible when things are left, “oh I can get that tomorrow” and lining up on time. Going to the correct location ect.
  - c. Be Respectful–Quiet voices. Following directions (line up here, wait at the blue desk ect.)  
Be Kind–Friendly attitude when leaving the building. Saying good bye to kids and teachers.
- G. Discussion: “Tell me what Safe, Responsible, Respectful and Kind looks, feels, or sounds like when leaving our school at the end of the day?”

## PRACTICE:

- E. Students practice dismissal and follow expectations with an adult monitoring.
- F. Debrief with students. “ Are there any questions about Dismissal and how to behave like a Gator?”

## GESS GATOR CHARACTER LESSON PLAN

AREA: BATHROOM

TIME ALLOTTED: 15 minutes

### GESS GATORS in BATHROOM

Be Safe	Be Responsible	Be Respectful	Be Kind
<ol style="list-style-type: none"> <li>1. Hands and feet to self</li> <li>2. Wash Hands</li> <li>3. Feet stay on the floor.</li> <li>4. Inform an adult if there are spills or messes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Go, Flush, Wash, Leave</li> <li>2. Be clean.</li> <li>3. Use facilities correctly.</li> <li>4. 1 pump of soap.</li> <li>5. Always ask for Hall/Bathroom Pass</li> </ol>	<ol style="list-style-type: none"> <li>1. Voices at level 0 or 1.</li> <li>2. Knock on stall doors.</li> <li>3. 1 person in the stall at a time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Honor the privacy of others.</li> <li>2. Take turns.</li> </ol>

### TEACH

G. Overview of lesson:

“Today we will be learning bathrooms at school and how we can use them correctly. We will talk about how we can follow our Gator Expectations: Be Safe, Responsible, Respectful, and Kind as we use the bathroom.”

H. Guided Discovery: “Who can tell us what we are going to learn and practice today?”

I. Definition of Expectations: See above Matrix for expectations. Discuss the rules of Bathroom. Remind students that “We have many bathrooms in our school, and we have to make sure we are using our facilities correctly so that everyone is safe and comfortable. There are a lot of expectations in the bathroom.”

J. Talk about different areas of the bathroom: Stalls, toilets, sinks, hand dryers ect.

K. Remind kids that there is a system in place. The steps of using the bathroom are, “Go, Flush, Wash, Leave.”

L. Review how to ask to use the restroom from the classrooms and from the playground. A hall pass and permission from an adult is required.

### MODEL

C. Demonstrate examples of **not** following expectations.

- a. Be Safe– show example of running, rough housing, leaving without washing, standing on the toilet ect.
- b. Be Responsible–Show examples of “forgetting” to ask permission. Stopping to talk with friends in the hallway. Using too much soap. ect
- c. Respectful–Show example of a loud level 3 voice talking to friends. Show examples of cutting in line.
- d. Be Kind–Show example of bugging others in the stalls. Show examples of saying unkind things.

H. Have students demonstrate examples of following expectations.

- a. Be Safe- Walking, hands to self, feet on ground.
- b. Be Responsible–Model having a hall pass, or permission. Model go, flush, wash, leave. Going to the correct location ect.
- c. Be Respectful–Quiet voices.  
Be Kind–Friendly attitude when in the restroom, privacy.

c. Discussion: “Tell me what Safe, Responsible, Respectful and Kind looks, feels, or sounds like when in the bathroom at Gess?”

**PRACTICE:**

- G. Students practice bathroom expectations and follow expectations with an adult monitoring.
- H. Debrief with students. “ Are there any questions about Bathroom expectations and how to behave like a Gator?”

## GESS GATOR CHARACTER LESSON PLAN

AREA: HALLWAY

TIME ALLOTTED: 15-20 minutes

### GESS GATORS in HALLWAY

Be Safe	Be Responsible	Be Respectful	Be Kind
<ol style="list-style-type: none"><li>1. Hands by your side</li><li>2. Face forward</li><li>3. Walk in a straight line</li></ol>	<ol style="list-style-type: none"><li>1. Stop at checkpoints</li><li>2. Have a pass</li><li>3. Use your inside voice.</li></ol>	<ol style="list-style-type: none"><li>1. Be considerate of others</li><li>2. Look at artwork with eyes only</li><li>3. Use your inside voice</li></ol>	<ol style="list-style-type: none"><li>1. Smile or silent wave</li></ol>

### TEACH

A. Overview of lesson:

“Today we will be learning about expectations in our hallway. We will talk about how we can follow our Gator Expectations: Be Safe, Responsible, Respectful, and Kind as we walk in the hallway.”

B. Guided Discovery: “Who can tell us what we are going to learn and practice today?”

C. Definition of Expectations: See above Matrix for expectations.

Discuss the rules of the hallway. Remind students that “Being in the hallway is when we leave our classrooms to go anywhere in or out of the building. Some students will have different jobs to do in the hallways, some classes might be going to music, some might be going to recess, and some kids might be going to the blue desk or the nurse.. Everyone is different and your job is to worry about yourself.”

### MODEL

A. Demonstrate examples of not following expectations:

1. Be Safe- Show an example of not keeping hands by your side (i.e., flapping arms, elbowing, poking, touching the walls). Give an example of walking backward, skipping, jumping, or running. Talk with students about how a person might not be following the Be Safe expectation in the hallway.

2. Be Responsible- Show examples of not stopping at a checkpoint, yelling in the hall, and/or not having a pass. Talk with students about how a person might not be following the Be Responsible expectation in the hallway.
3. Be Respectful- Show examples of not being considerate (i.e., destroying work on the walls, running, yelling). Give an example of a non-silent wave. Talk with students about how else a person might not be following the expectations for Be Respectful in the hallway.
4. Be Kind- Show examples of making mean faces, losing control if someone cuts in line or bumps a kid.

B. Choose some students to “show” examples of following the expectations.

1. Safe- Show example of how to walk correctly in hallways. Show walking feet, hands at side, facing forward.
2. Responsible—Show going directly to the location. Show using a hallpass.
3. Respectful—Show correct voice level in the hallways. Show staying in line/staying to the side.
4. Kind—Model smiling and waving.

C. Discussion: “Tell me what safe, responsible, respectful and kind looks like, sounds like, or feels like in our hallways.

### **PRACTICE:**

D. Students practice Hallways expectations and follow expectations with an adult monitoring.

E. Debrief with students. “ Are there any questions about Hallway expectations and how to behave like a Gator?”



## GESS GATOR CHARACTER LESSON PLAN

AREA: LUNCHROOM

TIME ALLOTTED: 15 minutes

### GESS GATORS at LUNCH

Be Safe	Be Responsible	Be Respectful	Be Kind
<ol style="list-style-type: none"> <li>1. Hands and feet to self.</li> <li>2. Walking feet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Wait patiently in line.</li> <li>2. Eat your own food.</li> <li>3. Raise your hand for help.</li> <li>4. Stay in your seat.</li> </ol>	<ol style="list-style-type: none"> <li>1. Voice at correct level 0, 1 or 2.</li> <li>2. Clean up after yourself.</li> <li>3. Follow directions quickly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be friendly to others.</li> <li>2. Say "Please and Thank you."</li> </ol>

### TEACH

G. Overview of lesson:

"Today we will be learning about Lunch at the school and how we can do it correctly. We will talk about how we can follow our Gator Expectations: Be Safe, Responsible, Respectful, and Kind as we eat lunch at school."

H. Guided Discovery: "Who can tell us what we are going to learn and practice today?"

I. Definition of Expectations: See above Matrix for expectations. Discuss the rules of Lunchroom. Remind students that "the lunchroom/cafeteria is where we eat at school. Some students will get hot lunch and some will bring some from school. Some might eat breakfast at school too. Everyone is different and your job is to worry about yourself."

J. Talk about different areas of the lunchroom: food area, tables, line up spot, bathroom doors and outside doors.

K. Remind kids that there is a system in place. 1. Enter the cafeteria. 2. Hot or Cold lunch? 3. Go to table, eat, clean, recess.

L. Review how to get help if needed. Raise your hand for help!

### MODEL

D. Demonstrate examples of not following expectations.

d. Be Safe- show examples of running, rough housing, touching other students.

- e. Be Responsible—Show example of rushing people in line. Show example of “trading” food. Show example of walking around the tables.
- f. Respectful—Show example of a loud level 3 voice talking to friends. Show examples of ignoring teacher directions. Show examples of being impolite to someone in line or an adult who is greeting you.
- g. Be Kind—Show example of being grouchy to kids and teachers. Being upset someone is cutting, or rushing to be first in the lunchroom.
- I. Have students demonstrate examples of following expectations.
  - a. Be Safe- Walking into the lunchroom. Hands to self.
  - b. Be Responsible—Model going to line for hot/cold lunch. Show staying in a spot.
  - c. Be Respectful—Quiet voices. Following directions (line up here, sit here ect.)  
Be Kind—Friendly attitude when entering the lunchroom. Saying hello, please, thank you to kids and teachers.
- J. Discussion: “Tell me what Safe, Responsible, Respectful and Kind looks, feels, or sounds like when in the lunchroom.”

**PRACTICE:**

- I. Students practice Lunchroom and follow expectations with an adult monitoring.
- J. Debrief with students. “ Are there any questions about the lunchroom and how to behave like a Gator?”

## GESS GATOR CHARACTER LESSON PLAN

AREA: ASSEMBLY

TIME ALLOTTED: 15 minutes

### GESS GATORS at ASSEMBLY

Be Safe	Be Responsible	Be Respectful	Be Kind
<ol style="list-style-type: none"> <li>1. Hands and feet to self.</li> <li>2. Walking feet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Line up right away.</li> <li>2. Enter the assembly with your class.</li> <li>3. Be ready to listen.</li> <li>4. Give Me Five</li> </ol>	<ol style="list-style-type: none"> <li>1. Voice at correct level 0, 1</li> <li>2. Sit on bottom, criss cross legs, hands in lap.</li> <li>3. Follow directions quickly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening ears.</li> <li>2. Positive audience.</li> <li>3. Give space.</li> </ol>

### TEACH

A. Overview of lesson:

“Today we will be learning about Assemblies at school and how we can do it correctly. We will talk about how we can follow our Gator Expectations: Be Safe, Responsible, Respectful, and Kind as we participate in assemblies at school.”

B. Guided Discovery: “Who can tell us what we are going to learn and practice today?”

C. Definition of Expectations: See above Matrix for expectations. Discuss the expectations of Assemblies. Remind students that “assemblies are when we get together as a school and talk/learn/celebrate together. Sometimes only part of our school will meet together. We all have to follow expectations to make sure we can enjoy assemblies together.”

D. Talk about different areas of the assembly: front, chairs for teachers, walkway.

E. Remind kids that there is a system in place. 1. Enter the assembly with class. 2. Sit in classroom lines. 3. Criss cross, hands in lap, body still and listening.

F. Review asking teacher for help if needed.

### MODEL

G. Demonstrate examples of not following expectations.

- a. Be Safe– show examples of running, rough housing, touching other students, standing up before it is time.

- b. Be Responsible—show examples of not being with class. Roaming the isles, trying to stay in the entryway. Refusing to be with group.
- c. Respectful—show example of not sitting correctly (i.e legs out, hands back, laying) Show example of a loud level 3 voice talking to friends, whistling, clapping. Show examples of ignoring teacher directions.
- d. Be Kind—Show examples of poking kids, bugging classmates with noise ect.

H. Have students demonstrate examples of following expectations.

- a. Be Safe- Walking into the assembly, sitting with class. Hands to self.
- b. Be Responsible—Model being a good audience member. Listening watching ect. Model sitting with class and following directions from teachers
- c. Be Respectful—model a quiet voice and quiet body when speakers are talking. Model clapping when appropriate.
- d. Be Kind—Friendly attitude when sitting by classmates, personal space.

E. Discussion: “Tell me what Safe, Responsible, Respectful and Kind looks, feels, or sounds like when arriving.”

**PRACTICE:**

F. Students practice Assemblies and follow expectations with an adult monitoring.

G. Debrief with students, “ Are there any questions about Assemblies and how to behave like a Gator?”

## GESS GATOR CHARACTER LESSON PLAN

AREA: MAIN OFFICE/NURSE

TIME ALLOTTED: 15 minutes

### GESS GATORS at MAIN OFFICE AND NURSE

Be Safe	Be Responsible	Be Respectful	Be Kind
1. Hands and feet to self. 2. Walking feet.	1. Have hall pass. 2. Go straight to the office. 3. Be honest when speaking to an adult.	1. Voice at correct level 0, 1, 2 2. Wait your turn to speak. 3. Follow directions quickly.	1. Say please and thank you. 2. Be positive.

#### TEACH

- A. Overview of lesson:
- B. "Today we will be learning about the Main Office and Nurses Office at school and how we can use it correctly. We will talk about how we can follow our Gator Expectations: Be Safe, Responsible, Respectful, and Kind as we use the office at school."
- C. Guided Discovery: "Who can tell us what we are going to learn and practice today?"
- D. Definition of Expectations: See above Matrix for expectations. Discuss the expectations of Main Office. Remind students that "the main office/blue desk is where we go if we have questions or need help. Sometimes there will be adults getting help at the blue desk and you will have to wait. Sometimes kids will be there for the nurse. The office is a very busy place and we have to follow expectations so that everything goes smoothly."
- E. Talk about different areas of the Office: Blue desk, chairs for waiting, nurses office, principal's office. ect.
- F. Remind kids that there is a system in place. Introduce office staff and their roles and how they can help students and teachers.

#### MODEL

- G. Demonstrate examples of not following expectations.
  - a. Be Safe– show examples of running to blue desk, rough housing while waiting your turn, wandering around the office.

- b. Be Responsible—show examples of stopping in various places before getting to blue desk, (i.e get a drink, bathroom, chat with friends ect.) Show example of not being honest, (i.e no permission, wanting a snack even though they have had breakfast ect)
- c. Respectful—Show example of a loud level 3 voice. Ignoring Directions, interrupting others or cutting in line.
- d. Be Kind—Show examples of being impatient while waiting, not using manners when asking for help ect.

II. Have students demonstrate examples of following expectations.

- e. Be Safe- Walking to office from hallway. Hands to self,
  - f. Be Responsible—Show waiting turn ect. Model deciding that the blue desk is not really needed, “I can ask my teacher for a bandaid”.
  - g. Be Respectful—model a quiet voice and quiet body when speakers are talking.
  - h. Be Kind—Friendly attitude when waiting.
- I. Discussion: “Tell me what Safe, Responsible, Respectful and Kind looks, feels, or sounds like when at the Blue Desk or Nurse.”

**PRACTICE:**

F. Students practice Main Office and follow expectations with an adult monitoring.

G. Debrief with students, “ Are there any questions about The Main Office and how to behave like a Gator?”

## GESS GATOR CHARACTER LESSON PLAN

AREA: GIVE ME FIVE

TIME ALLOTTED: 15 minutes

### GESS GATORS: GIVE ME FIVE

Be Safe	Be Responsible	Be Respectful	Be Kind
1. Hands and feet to self. 2. Body is still and calm.	1. Eyes watching 2. Ears listening	1. Voices Level 0.	1. Ready to participate.

#### TEACH

H. Overview of lesson:

I. "Today we will be learning about a quick way Gator's can give their attention to a speaker right away. This is called Give Me Five. We will talk about how we can follow our Gator Expectations: Be Safe, Responsible, Respectful, and Kind when we Give Five at school.

J. Guided Discovery: "Who can tell us what we are going to learn and practice today?"

K. Definition of Expectations: Give me five is a verbal or non verbal cue to get students to do five really important things right away. This is useful when we are at assemblies or when we need to get student's attention quickly. There are 5 steps to follow.

L. Talk about 5 steps. When this signal, (Demonstrate "Give me Five" is given kids are expected to (hold up one finger at a time while talking about each step) 1. Mouth is quiet  
2. Ears are listening 3. Eyes are watching 4. Hands are free. 5. Body is still. Some kids might stick their own five in the air to show they are doing all 5 things.

#### PRACTICE:

"I am going to say give me five and I want to see if student is able to remember all 5 steps."

Practice a few times with 1 student. Practice whole group (have students whisper to each other and you say "give me five". And have them model expected behavior.

Model **not** following expectations. Have a student be the teacher and say "give me five". You display unwanted behavior as if you are a student, "talking, looking at ceiling, turning around in seat ect."

Model correctly following expectations when a student says, "give me five".

Have students practice whole group one more time. You say give me five and have the whole group so all 5 steps.



## GESS GATOR CHARACTER LESSON PLAN

AREA: Playground

TIME ALLOTTED: 15 minutes

### GESS GATORS at Recess

Be Safe	Be Responsible	Be Respectful	Be Kind
<ul style="list-style-type: none"> <li>● Hands, Feet and Body To Self: Bubble Space</li> <li>● Rocks, snow, and nature stay on the ground.</li> <li>● Use play equipment correctly.</li> <li>● Stay in designated areas.</li> <li>● Food stays in the building.</li> <li>● School appropriate games</li> </ul>	<ul style="list-style-type: none"> <li>● Follow hallway expectations to and from the playground.</li> <li>● Ask for a pass to get inside.</li> <li>● Pick up the playground.</li> <li>● Freeze when the whistle blows and listen for instructions</li> </ul>	<ul style="list-style-type: none"> <li>● When involved in a conflict: Walk, Talk, or Rock Paper Scissors.</li> <li>● Ask a playground monitor for help.</li> <li>● Follow directions quickly.</li> <li>● Follow the rules of the games.</li> </ul>	<ul style="list-style-type: none"> <li>● Use kind words and actions</li> <li>● Try to include everyone.</li> <li>● Check in on kids.</li> </ul>

### TEACH

M. Overview of lesson:

N. "Today we will be learning about the Playground at school and how we can use it correctly. We will talk about how we can follow our Gator Expectations: Be Safe, Responsible, Respectful, and Kind as we use the playground at school."

O. Guided Discovery: "Who can tell us what we are going to learn and practice today?"

P. Definition of Expectations: See above Matrix for expectations. Discuss the expectations of Recess. Remind students that "the playground where we play when we are outside at recess. Kids need to play outside to help their bodies and brains stay healthy."

Q. Talk about different areas of the Playgrounds: Little kids side, big kids side, ect

R. Remind kids that there is a system in place. Talk about recess supervisors, how to ask for help, how to ask for a hall pass ect.

## MODEL

### S. Demonstrate examples of not following expectations.

- a. Be Safe– show examples of rough housing, touching others, grabbing, wresting. Show throwing rocks. Show climbing up the slide.
- b. Be Responsible–show examples of coming in without a hall pass, show running to be first in line. Model not picking up supplies.
- c. Respectful–Show examples of kids having a problem and not getting help. Model eating candy and throwing candy wrapper on the ground. Model not following adult directions.
- d. Be Kind–Show examples of being impatient while waiting in line. Teasing other kids, not being a team player, saying unkind things.

### H. Have students demonstrate examples of following expectations.

- i. Be Safe- hands and feet to self, body in bubble.
- j. Be Responsible– Asking for a hall pass for bathroom and nurse.
- k. Be Respectful– Following adult directions and cleaning playground equipment up.
- l. Be Kind–including others, checking to see if kids are all right. Smiling and saying kind words.

I. Discussion: “Tell me what Safe, Responsible, Respectful and Kind looks, feels, or sounds like when on the playground?”

## PRACTICE:

F. Students practice Playground and follow expectations with an adult monitoring.

G. Debrief with students. “ Are there any questions about the playground and how to behave like a Gator?”

## Quartzite Learning Staff Handbook Updates 23-24

Page 7: Added grading scale and procedures to handbook. We realized that the grading scale does not appear in the student handbook either and would like to add it there as well.

# STAFF HANDBOOK

QUARTZITE LEARNING



2023-2024

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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 Quartzite Learning office for instructions and procedures required by NEWESD 101.

## Attendance

Students and their parents are responsible for complying with District policy and the compulsory attendance laws of Washington State. Documentation of two-way weekly contact (see Weekly Contact section for more information) between the teacher and student serves as a student's attendance record in an ALE program in Washington State.

### Truancy in ALE (WAC 392-550-040)

- Teacher will inform the parent by notice through direct personal contact whenever the child has failed to make weekly contact without valid justification.
  - Notice must inform the parent of the potential consequences of additional missed weekly contacts.
- After the second consecutive (in a row) week of missed contact without valid justification or the third cumulative (total) week of missed contact without valid justification, the school will schedule a conference with the parent and child to discuss the missed contact, administer a screener, and develop a data-based intervention plan to reduce the child's missed contact.
  - The purpose of the conference is to understand the underlying reasons for the missed contact and to develop an intervention plan to address them.
  - Middle school and high school students will be administered the WARNS or other screener to identify barriers to attendance.
  - If the parent does not attend the conference, it may be conducted with the student and school official. The parent will then be notified of the steps to be taken to eliminate the child's missed weekly contact.
- If the above steps are not successful in substantially reducing the student's missed weekly contacts without valid justification, the school will file a truancy petition with the juvenile court system.

- The petition will be filed no later than the fifth consecutive or sixth cumulative missed weekly contact without valid justification. The petition may be filed earlier and may include previous history of unexcused absences.
- The truancy petition will be stayed and the student and parent will be referred to a community truancy board or other coordinated means of intervention.

## Buses

Many students ride the bus to and from school. Students are not to be released to catch the bus at the end of the day until 2:40. Students that ride the bus are not to come and go during the day other than students in grades 9-12 that have open campus privilege during lunch. Once students that ride the bus are at school they are expected to stay there until they leave for the day.

## 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

## Closed Campus

Students in K-8 attending classes, a scheduled tutoring time, or working on-site, must be accompanied by a parent/guardian in order to leave the facility. Once the class is complete students in grades K-8 may leave campus with a parent or may walk if a parent has provided a note or phone call to staff stating that they give permission for their child to walk home. In the event that a friend of the family or a relative will be picking up the student, a note must be provided to staff granting permission. Students in grades 9-12 are permitted to leave campus after the class or work time has ended or to get lunch unless the parent/guardian requests differently. Students may not come and go as they please during the day and if they leave, they may not come back to ride the bus home. Once they are at school they are expected to stay there until they leave for the day.

## 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 teacher has been issued a laptop for school use. Teachers must not share system or program passwords with students. Students must not have access to attendance or grading systems, or any other teacher access to a program. Allowing students access to these records violates Federal law.

## Discipline

Students are expected to behave in a safe and cooperative manner while participating in all program activities. Consequences for violations of these expectations will be consistent with school board policy 3214.

Students who are disruptive, defiant, unsafe, rude, or offensive at any time, will be brought to the attention of their parents. Teachers should be making contact home regarding student behavior. If disruptive behavior continues, the student will be referred to the Principal (using the to be developed referral process) and subject to school discipline. Behavior may cause the student to lose the privilege to attend Quartzite Learning.

### Discipline Tips

- 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.
- As a teacher, learn not to take things personally when a student misbehaves. Instead concentrate on identifying the reason(s) behind the behavior.
- 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.
- Discipline needs to be fair. Consider how serious the offense is in relation to the specific standard.
- Make sure the student understands you accept them but you cannot accept the behavior. Separate the person from the action.
- Good discipline comes slowly. Patience is the key in working for good discipline. Remember to restate expectations.

## 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.

### Lock Down Drills

In case of an armed intruder, the buildings 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.



There are a variety of different scenarios that could happen in an active shooter situation. Every staff member will need to use all their senses in making quick decisions for the safety of their students and themselves. This could mean that you lockdown in the classroom and secure your classroom door(s). It could mean, depending on your location, that you must get students to a safer place away from where you believe the shooting is taking place. As a staff member you must be the leader in the classroom.

If there is an active shooter situation during a non-classroom time such as lunch or during passing time, it is evident that there will be much confusion and there will be no perfect answer in how to respond. Staff will need to do their best, in a situation such as this, to minimize harm, whatever that may look like.

Beginning in the 2022/23 school year, there may be a School Resource Officer (SRO) on campus or in the district who will facilitate incident command and first order response to an active shooter.

## 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.

## Field Trips

Field trips have a place in the educational system and should be carefully planned 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.

## Grading Scale and GPA Points

Grades for students 7-12 will be posted in Skyward through Gradebook upon completion of the course. Courses must appear accurately on student schedule and on the WSLP before grades can be posted. The following standard grading scale will be used.

93-100 A (4.0)	87-89 B+ (3.3)	77-79 C+ (2.3)	67-69 D+ (1.3)
90-92 A- (3.7)	83-86 B (3.0)	73-76 C (2.0)	60-66 D (1.0)
	80-82 B- (2.7)	70-72 C- (1.7)	0-59 F (0.0)

## Mandatory Reporting

School staff are considered mandatory reporters if student neglect and/or physical and sexual abuse if suspected. Please report any concerns to the school counselor.

## McKinney Vento Act

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 the school counselor, Kellie Tanner.

## Monthly Progress Reviews

Monthly evaluation to determine satisfactory or unsatisfactory progress completed during the month being reviewed or by the 5th school day of the following month. The evaluation must:

- Be conducted by a certificated teacher.
- Be communicated to the student, and for grades K–8, also to the student’s parent(s).
- Be based on the learning goals and performance objectives in the WSLP.
- Be consistent with the district student evaluation and grading procedures and based on teacher’s judgment.

- Include direct personal contact unless the prior month's evaluation was satisfactory, or the evaluation is conducted in the final month of the year at which time it may be in the form of delivery of final grades.
- Include an intervention plan within 5 days if progress is determined to be unsatisfactory. This should be a plan for success, developed in collaboration with the student and family. An intervention plan must include:
  - Increased contact with a teacher or change in the method of contact,
  - Modification of the learning goals or performance objectives, and/or
  - Modification of the WSLP course or content.

All monthly progress reviews will be completed in the SchoolData ALE Management tool. Reviews then need to be printed and signed by the teacher, student, and parent. If not shared in person, the method of sharing the monthly progress review needs to be written on the signature line.

## Purchases

Purchases and ordering need to be coordinated with the office. If you are purchasing through Amazon, you may add it to the building account cart and then email the office with what it is and what it is for. Please email all purchase requests to the office for other vendors, providing as much detail as you need with what is needed. Orders will be placed on Fridays. When orders are received, they will be checked in through the office before they are delivered to the appropriate staff member.

## Sexual Harassment Procedures

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. See District Policy 5013.

## Staff Meetings

It is the responsibility of all staff members to attend staff meetings unless prior arrangements have been made with the principal. General staff meetings will be held as needed every two weeks and calendar invites will be sent ahead time with agenda items. Please contact the principal if you have suggestions for agenda items. Other meetings may be called as necessary.

## Substitutes and Staff Absences

All staff absences need to be entered by the staff member into Red Rover Absence Management system. If you are unable to schedule your absence or substitute on your own, please contact Toni in the office.

Staff who will be absent and have a substitute need to leave notes and plans for their substitute. This should include any lesson plans for classes they are teaching, roster of students in classes or working onsite, any notes for other students that might stop by, and any other special instructions.

## Supervision of Students

Students should not be left unattended in a classroom and teachers should know where their students are at all times. Please coordinate with other teachers if a student is asking to work in a different room and coordinate supervision of the student.

## 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 and supplies picked up, turn off the lights and lock your windows and door.

### Check out of School Equipment and Materials

All materials and technology must be checked out to a student or staff member using our Follett library system. This is to ensure that accurate inventory is kept and all materials are accounted for.

## Weekly Contact

Weekly contact between the student and certificated teacher for the purpose of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the WSLP.

- For the first month, an ALE student must have evidence of participation on or before the count day.
- For the subsequent months, an ALE student must have:
  - Two-way weekly contact with a certificated teacher related to the instructional goals outlined in the WSLP. Contact can be:
    - Direct personal contact in person or by email, telephone, instant messaging, or interactive video.
    - In-person instructional contact may be accomplished in a group setting between the certificated teacher and multiple students.
    - Synchronous digital instruction contact may be accomplished in a group setting between the teacher and multiple students.

For students participating in regularly scheduled classes, including in-person classes or synchronous digital classes, evidence of weekly contact may include attendance records. For students who are not participating in regularly scheduled classes, evidence of contact must include the date of the contact, the certificated teacher who made the contact, the method of communication by which the contact was

accomplished, and documentation to support the subject of the communication. **All weekly contact needs to be documented in the SchoolData ALE Management tool on a weekly basis.** Weekly contact needs to be specific to the week and site-specific course work from the week and not be a general statement.

## Workday

Certificated staff workday hours will be from 7:50 – 3:20 daily with a half hour duty free lunch. Requests to modify working hours need to be discussed with the principal and have prior approval.

## Written Student Learning Plan (WSLP)

By state definition a WSLP must have the following:

- Beginning and end dates.
- Estimate of the student's weekly hours by a certificated teacher.
- For online and remote courses, a description on how weekly contact will be met.
- Description of the ALE course work and course type.
- Responsible certificated teacher for each course.
- Required instructional materials for each course.
- Description on how and when the monthly evaluation will be provided.
- Syllabus outlining whether the ALE course meets state academic learning requirements and other goals and objectives, including a course name and course code. This may be met through individual course syllabi or other similarly detailed descriptions of learning requirements. It should be easily accessible to all stakeholders (e.g., in student files, a centralized notebook, or online) and clearly identify the requirements a student must meet to successfully complete the course or coursework. State course codes are updated annually and can be found on the OSPI CEDARS website.
- Dated approval by a certificated teacher.

In addition to the state requirements, any textbook course for a student must also have a pacing guide or something similar for the student and parent to use to track their progress.

All written student learning plans will be created in the SchoolData ALE Management tool. After approval, the WSLP needs to be printed and signed by the teacher, student, and parent. Any adjustments to the student's schedule or instructional materials during the year must be updated on the WSLP.

**JENKINS JR/SR HIGH SCHOOL**

# **Staff Handbook**



**CHEWELAH**  
**SCHOOL DISTRICT 36**

**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**

A staff member in charge of an injured student at the time of an 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 accidents 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 later must first contact the JSHS 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 for each meeting. Club representatives 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 shared staff 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 followed:

- 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 instructions 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.
- Staff should not allow students to leave a dance and return. Advisors/chaperones may escort students to their vehicle to get money, or personal items.

## **ANNOUNCEMENTS**

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 Cheryl Sawyer by a reasonable time to be included in that day's bulletin. Daily bulletins will be emailed to students.

## **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 the approval of a 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 a 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 A.*

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 fulfil 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 are 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 Absences**

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:

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

Although a student may be unexcused from school it is still in our best interest as a system to allow the student to make up the work that they missed. In some situations, an unexcused absence may result in missed work, projects, or presentations.

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.

### **TARDINESS (UNEXCUSED)**

Tardiness will be part of classroom discipline procedures as outlined in the Parent/Student Handbook. Tardiness occurs when a student is up to 10 minutes late. If a student is more than two minutes late, please send them to the office for a Tardy Slip. This helps to minimize disruptions in your classroom and to increase student accountability.

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.

## **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 must be given specific "DIRECTIONS" to go directly to the office. If needed, have another student or classified staff, escort the student to the office and call the secretary so she knows to expect the student. The teacher will complete

a Classroom Exclusion Form and if needed follow up with a Skyward Disciplinary Referral. 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. Do not 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 Classroom Exclusion Form explaining the misbehavior or cause for disciplinary action. Call the office to inform staff that a student is on the way. Teachers can request a meeting with the student and parent before the student is allowed back into the classroom. In some situations, it may be best practice to call the principal(s) to the classroom to assist with a disruptive student who is a risk to themselves or others.

### **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.

### **Discipline Tips**

- 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.
- As a teacher, learn not to take things personally when a teenager misbehaves. Instead concentrate on identifying the reason(s) behind the behavior.

- 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.
- Discipline needs to be fair. Consider how serious the offense is in relation to the specific standard.
- Make sure the student understands you accept them, but you cannot accept the behavior. Separate the person from the action.
- Good discipline comes slowly. Patience is the key to working for good discipline. Remember to restate expectations.

## **DRESS CODE**

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**

### **Evacuations**

(FIRE DRILLS – BOMB THREATS – AFTER EARTHQUAKE)

A phone system pre-recording of emergency evacuations, or the principal or designee, will denote a fire drill or other evacuation drills. **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. **Students are to be kept at least 50 feet away from the building.** All occupants of the building are required to exit. The principal or designee will announce when students and staff may re-enter the building.

Teachers will take their attendance record and emergency folders with them for all emergencies. You are responsible to account for all students in your classroom. If you are missing a student, they must be located by administration. The teacher will notify the administrator who is checking student attendance status with a "Red" or "Green" sign if a student is missing and the name of the student. If you have a student in your group who should be in a different classroom you will also communicate this information to the administrator as well.

## Lock Down Drills

In the 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 response. Staff and students will be instructed on lockdown procedures. It is essential that procedures are followed to maximize the safety of everyone in the school.

There are a variety of different scenarios that could happen in an active shooter situation. Every staff member will need to use all their senses in making quick decisions for the safety of their students and themselves. This could mean that you lockdown in the classroom and secure your classroom door(s). It could mean, depending on your location, that you must get students to a safer place away from where you believe the shooting is taking place. As a staff member you must be the leader in the classroom.

If there is an active shooter situation during a non-classroom time such as lunch or during passing time, it is evident that there will be much confusion and there will be no perfect answer in how to respond. Staff will need to do their best, in a situation such as this, to minimize harm, whatever that may look like.

Beginning in the 2022/23 school year, there may be a School Resource Officer (SRO) on campus or in the district who will facilitate incident command and first order response to an active shooter

## 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 the 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 for all formal observations and some informal observations.

- The general philosophy is that there will be no surprises in 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 from leaving 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 B*

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 C*

### **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.

### **GRADING AND LESSON PLANS**

Teachers are expected to use Skyward for recording and tracking student grades. 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.

The following grading scale will be used at Jenkins.

### **GRADING SCALE**

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

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**

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 communication using provided postcards or other forms of communication home such as email, texts, or phone calls.

## **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 for 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 timelines and due dates for progress notices. The teacher will process any progress notices issued after these dates.

## **PURCHASES**

All purchases are to follow district or A.S.B. policy. A request for a purchase can be obtained from the office. Requests should be submitted to the ASB bookkeeper using the appropriate purchase order form. The purchase requests will go to the ASB for approval. If permission for purchase is granted you may then order your supplies, etc. Please do not expect purchase orders to be issued the same day you submit a request. If you have

any questions about purchase procedures, please talk to the ASB bookkeeper and/or the principal. There may also be situations when you will need to talk to the ASB advisor.

When orders are received you will secure the packing slip and you 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. **All merchandise purchased without prior approval or following the proper procedures will 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 synchronized 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 to the employee's supervisor prior to the effective day of the leave.

## **SEXUAL HARASSMENT PROCEDURES– See Appendix D Chewelah School District Policy #5011**

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 encouraged 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 for 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 charts
- Discipline Forms

- Student Exclusion Form
- 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 the 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. To access your voicemail, on the phone, add a zero before your extension number.

## **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 and supplies 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/Media Center**

If you have a large group to take to the media center, make proper arrangements with the media center assistant in advance. Passes should be sent with students showing why they are being sent to the-media center. If a student would like to check out a book that is not currently in the media center, they can talk to the media center assistant regarding how to access the book from the Chewelah City Library. It is strongly encouraged that all students sign up to receive a City Library Card through our English department.

### **Scheduling of Building**

Revised August 2022

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 of 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

### **Check out of School Equipment**

Staff members wishing to personally checkout school equipment must fill out and turn in an Equipment Request Form to the JJSHS office.

### **WORKDAY**

The regular building hours for teachers shall be stated in the negotiated CEA contract.



August 16, 2023

Dear Jenkins Staff,

The summer support staff, and I, would like to welcome you back to school this fall. We are so excited to start the new school year. The custodial staff have been working extremely hard this summer, literally cleaning around all the HVAC construction taking place in the building. The new sidewalk construction and landscaping around the school has given our building a needed uplift. The work has been amazing.

We hired some great staff this summer to join our 7-12 team. Sophia Pegues is our new assistant cheer coach and paraprofessional, who is a recent graduate of the University of Chicago. We also hired Valerie Smith as a paraprofessional who has a B.S. and M.S. in mathematics from Montana State University and the University of Idaho. Our new teachers this year are Marnie Hartill who will be teaching our CTE technology courses and KC Carter who will be teaching our science courses including chemistry and in the future a physics class. Tom Skok will continue as our Jenkins associate principal but will also be taking on the role of our district athletic director. Rhea Ross, our PE and health teacher, has agreed to assist the elementary school as a half-time associate principal. One key to building successful schools is hiring and retaining the most effective and professional teachers, coaches, and support staff available. I believe that we once again hired the best of the best this year!

During the Strategic Planning process in 2021–2022, the Chewelah School District (CSD) made a three-year commitment to dive deep into the practice of instructional development through professional learning communities. Mrs. Carlson is one of the certificated leads for this CSD committee from Gess. The committee is looking for two additional leads from the elementary school to join the team. At Jenkins, Kirsten French, Mikhaila Schulz, and Jennifer Watts make up the backbone of our district representation. We will be rotating Jennifer into appropriate professional development as she is needed in her math classroom for her advanced students.

Our professional development focus this year, through Solution Tree, is on PLC Question #2: effective assessment practices including fair grading. This ties in well with our 9<sup>th</sup> Grade Success Grant. The Success Grant focuses on fair grading practices and engagement strategies with a fine focus on student attendance.

Last year, teachers throughout Chewelah School District identified priority standards at their grade level and specific content areas they teach. To support next steps in developing an integrated teaching and learning system, the district is providing training by Dr. Larry Ainsworth over the 2023-2024 school year. Initial training for certificated staff will be provided on August 23 & 24.

Also, Thursday, August 24th, True Measure Collaborative will work with each building regarding Universal Design for Learning, to ensure that all students receive appropriate accommodations. This is a training course for all certificated staff. Paraprofessionals are expected to attend and can submit a timesheet. True Measure Collaborative will coach the special education department and select general education teachers throughout the school year. Thanks to Erin Dell for securing the grant used to provide this specialized training.

Sincerely,

Shawn Anderson, Principal

Jenkins Jr./Sr. High School

AGENDA

August 22 – 24

**August 22, 2023**

*(Classified Staff Schedule is 8:00 AM – 11:30 AM)*

Certified Staff Schedule will be a full day.

8:00 – 9:30 District Welcome Back at Gess Outside Under the Pavilion.

9:45 – 11:30 Jenkins Staff Welcome Back (Location TBD)

Shawn and PLC Team Presentations

11:30 – 12:15 District Provided Lunch at Gess

12:15 – 1:15 Training on Suicide Prevention/Intervention and Character Strong by Vanessa

1:15 – 2:30 Five Star Training by Chelsi Boswell

2:30 – 3:30 Homeroom Training in Computer Lab by Erin Dell

**August 23, 2023**

11:30 – 1:00 PLC and Individual Classroom Time

1:00 – 1:30 All Staff Meeting: Location TBD

1:30 – 3:00 Dr. Larry Ainsworth: Assessment Professional Development

Location: Room #12 Forsberg and Room #17 Watts

3:00 – 4:30 Individual Classroom Time

4:00 – 5:00 FYI: New Student Orientation in the Cafeteria

4:30 – 5:00 Staff BBQ at Gess

5:00 – 7:00 Open House at Jenkins



**August 24, 2023**

*(Classified Staff will attend the PD from 8:00 – 11:30)*

8:00 – 11:30 True Measure Special Education Training

11:30 – 12:00 Med Training for Specific Para and Office Support Staff Invited by Nurse Kassi

Duty Free Lunch

12:00 – 3:30 Dr. Larry Ainsworth: Assessment Training

Location Same as Wednesday.

**2023-24 MASTER SCHEDULE - JENKINS JR/SR HIGH SCHOOL 06.22.23**

NAME	1	2	3	4	5	6	7
CAMPBELL	5 CIHS POLI200/100	5 US HIST	5 PREP	5 CWA/ECON	5 US HIST	5 US HIST	5 US HIST
BAKER	3 CIHS ENG 11	3 ENG 11	3 CIHS ENG 12	3 ENG 10	3 ENG 12	3 ENG 10	3 PREP
ROSS	MZ LIFE FIT	MZ 7/8 HLTH/PE	MZ 7/8 HLTH/PE	MZ PREP	MZ TEAM SPORTS	MZ WEIGHTS	MZ WEIGHTS
FRENCH	2 HON ENG10	2 PREP	2 ENG 9	2 ENG 9	2 DANCE	2 LEADERSHIP Creative Writing	2 HON ENG 9
CARTER	4 PREP	4 EARTH-SPACE	4 EARTH-SPACE	16 BIO	16 EARTH-SPACE	4 BIO	4 CHEM
BOSWELL	18 ALG 2	18 ALG 2	18 GEOM	18 CIHS MATH 101/130	18 HON GEOM	18 PREP	18 JOURNALISM
OLTMAN	15 MATH C	15 MATH B	15 ENG C	15 7/8 ENG	15 SPED	15 7/8 MATH	15 PREP
LEHRBAS	1 LRN SERVICES	1 INC PE	1 MATH A	1 ENGLISH A	1 PREP	1 LRN SERVICE	1 ADL
SMITH, L.	AR PAINTING	AR POTTERY	AR DRAWING	AR POTTERY	AR PREP	AR POTTERY	AR JH ART
MARKEL	AG FLORAL DESIGN	AG AFNR/ANIMAL	AG AFNR/PLANT	AG AFNR/PLANT	AG PREP	AG WBL	AG INTRO TO AG
LEE	13 7 MATH	13 ALG 1	13 8TH MATH	13 7 MATH	13 8TH MATH	13 INT ALG	13 PREP
SHOEMAKER	SH PREP	SH CONSTRUCTION	SH WOODS	SH METALS	SH AG MECH	SH Hydrolics/Pneumatic small engine	SH METALS
WATTS	17 ALG I	17 CIHS CALC 172/173	17 FINANCIAL MATH	17 CIHS PRE-CALC 153/154	17 GEOM	17 PREP	17 GEOM
HARTIL	6 COMP SCI	6 7/8 COMP	6 7/8 COMP	6 PREP	6 COMP SCI	6 7/8 COMP SCI	6 COMP SCI
TRUDEAU	BN ELEM BAND	BN PREP	BN CONCERT BAND	4 US HIST	4 CIHS USH 111/112	BN SYM BAND	16 ELEM BAND
YOUNGBLOOD	SH BIO	SH HLTH SCI/CAPSTONE	SH HEALTH	SH PREP	SH BIOLOGY	SH ANATOMY	SH ENV SCI
FORSBERG	12 7/8 SCI	12 7/8 SCI	12 PREP	12 7/8 SCI	12 7/8 SCI	12 ENGINEER	12 ACCEL
JOHNSTONE	LIB CREDIT OPTIONS	LIB CREDIT OPT	16 PREP	LIB CREDIT OPTIONS	16 MATH EXT	16 MATH EXT	16 MATH EXT
JOHNSON	11 ENG 8	11 ELA EXT	11 ELA EXT	11 ENG 8	11 ENG 7	11 PREP	11
SCHULZ	14 07/08 US HIST	14 07/08 US HIST	14 ENG 7	14 07/08 US HIST	14 PREP	14 07/08 US HIST	14 7/8 Leadership



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## Commitments

- If/Then
- Actions

### Collective Commitments

**Professional Learning**

With the goal of PLT as a group, the support of all members, PLT will work collectively to build a strong and effective learning community, being the best of all worlds.

If I need to ask for help, I will ask for it. I will not be afraid to ask for help. I will not be afraid to ask for help. I will not be afraid to ask for help.

### Collective Commitments

**Teacher**

With the goal of PLT as a group, the support of all members, PLT will work collectively to build a strong and effective learning community, being the best of all worlds.

If I need to ask for help, I will ask for it. I will not be afraid to ask for help. I will not be afraid to ask for help. I will not be afraid to ask for help.

### Collective Commitments

**Support Staff**

With the goal of PLT as a group, the support of all members, PLT will work collectively to build a strong and effective learning community, being the best of all worlds.

If I need to ask for help, I will ask for it. I will not be afraid to ask for help. I will not be afraid to ask for help. I will not be afraid to ask for help.

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## Mission/Vision

- District Promise
  - We teach to ready our future generation.
- Jenkin's Vision
- District Goals
  - Academic
  - Culture

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## Welcome Back

Professional Learning Communities

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### PLCs Year 1

- Guaranteed Standards
- District wide guaranteed standards documents
- PLC Summits




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### Critical Questions

- Question 1: What do we want all students to know and be able to do?
- Question 2: How will we know if they learn it?
- Question 3: How will we respond when some students do not learn?
- Question 4: How will we extend learning for students who are already proficient?




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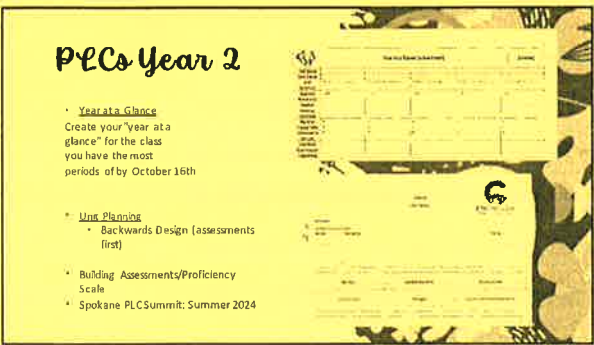
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### PLCs Year 2

- Year at a Glance  
Create your "year at a glance" for the class you have the most periods of by October 16th
- Unit Planning
  - Backwards Design (assessments first)
- Building Assessments/Proficiency Scale
- Spokane PLC Summit: Summer 2024




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## PLC Planner

- How do we access the document?
- Elements of the document



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## Creating Norms

- Making norms meaningful and effective
- Come up with your PLC's norms
- Designate your roles (These can be rotating)



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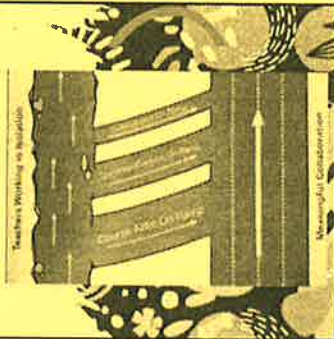
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## PLCs At Work

- What does a PLC look like?
- Singleton PLC: Freeway Analogy
  - Different PLC's will take different ramps, but the destination is the same.



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**Unit Planner**

- How to fill it out



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**Document Access**

- How to find our PLC documents easily
- Adding a folder to your favorites in One Drive



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**Have a great school year!**



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## INSURANCE

All insurance programs of the district shall will be managed as part of the district's risk management program.

### Liability Insurance

The district shall will maintain sufficient liability insurance to protect it against claims for the negligent or wrongful acts of its staff or agents. The amount and terms of such insurance protection shall will be reviewed annually as part of the district's risk management program.

The board shall will hold individual board members, administrators, staff or agents of the district harmless and defend them from any financial loss, including reasonable attorneys' fees, arising out of any act or failure to act, provided that at the time of the act or omission complained of the individual so indemnified was acting within the scope of his/her responsibilities or employment and in compliance with the policies and procedures of the district.

The district shall will provide its staff with insurance protection while they are engaged in the maintenance of order and discipline and in the protection of students, other staff and property. Such insurance protection must include liability insurance covering injury to persons and property and insurance protecting staff from loss or damage of their personal property incurred while so engaged.

A member of the board of directors or the superintendent is immune from civil liability for damages for any discretionary decision or failure to make a discretionary decision within his or her official capacity, but liability shall will remain on the district for the tortious conduct of the board members and superintendent. The superintendent shall will obtain errors and omissions insurance in the amounts deemed necessary by the board.

### Property Damage Insurance

The district shall will maintain a comprehensive insurance program which shall will provide adequate coverage, as determined by the board, in the event of loss or damage to school buildings and/or equipment, including motor vehicles.

### Staff Insurance

The district shall will develop and maintain an effective program of insurance for its staff. Such programs may include, but are not limited to, unemployment compensation, industrial accident and/or injury insurance, liability and medical insurance.

The district may make available medical, dental, vision, liability, life, health, health-care, accident, disability ~~or~~ and salary protection or insurance, direct agreements as defined in chapter 48.150 RCW, or any one of or a combination of these types of insurance and may contribute all or part of the cost of such insurance to the extent permitted by law.

### Unemployment Insurance

The district shall will participate in the program lawfully available for fulfilling its unemployment insurance obligation that is most financially and administratively efficient. The unemployment compensation program will be reviewed annually by the board.



Staff eligible under the terms of the unemployment compensation pool agreement with the educational service district ~~shall will~~ be provided with the unemployment benefits to which they are entitled. The district ~~shall will~~ maintain the records required by the state employment security department and retain them for not less than four years.

### Workers' Compensation

~~Workers' compensation is an insurance program which covers~~ The district is self-insured through NEWESD 101 to provide industrial benefits to employees who sustain job-related injuries and occupational diseases. School staff members are covered by a self-insured program which The trust has been approved by the Washington State Department of Labor and Industries to administer industrial insurance benefits. Employees of a self-insured business have the same rights and responsibilities as other workers insured through the state of Washington. The staff member is Employees are protected in two ways:

- A. Medical costs resulting from job injuries or diseases are paid under the claim; and
- B. Injured employees are paid a partial wage while off work because of a job injury or illness due to on-the-job causes under the claim when certified off work by their doctor.

When ~~a staff member~~ an employee is injured on the job with a time loss and is unable to perform his or her duties as a result of an on-the-job injury or occupational disease and certified off work by a doctor, the employee may elect to use leave as follows (provided the employer does to elect to keep the employee on full salary through means other than use of accrued leave); the district will grant full sick leave for the first three (3) days provided the staff member has accumulated sick leave to cover the absence. For each day covered by workers' compensation the employee may use accumulated sick leave to make up the difference between the workers' compensation payments and the employee's regular salary. In such instances, total pay shall not exceed the staff member's regular pay.

1. Choose unpaid leave, thus receiving only his or her entitled temporary total disability (TTD) benefits, or
2. Elect to use a full day of accumulated leave (sick, annual or other similar benefit) in addition to TTD benefits, or
3. Elect to use a proportionate share of accumulated leave to make up the difference between the workers' compensation payments and the employee's regular pay at the time of injury.

The superintendent or designee will develop procedures to assure the legal administration of workers' compensation benefits. The district will deal fairly with employees and give equal consideration to their interests regarding industrial insurance benefits.

### Medical Insurance

Medical plans are offered in the district on a payroll deduction plan. Staff may select from among those plans which are made available by the district's approval. The district ~~shall will~~ make a contribution toward approved insurance premiums for each full-time staff member each month in an amount which is determined each year. The district may provide prorated contributions toward premiums for less than full-time staff. In the event of any fully-funded legislative changes for payment of insurance premiums, such funds ~~shall will~~ be provided

~~automatically as additional contributions.~~ Per state law, the district will offer eligible employees all benefits offered by the School Employees Benefits Board (SEBB), administered by the Washington State Health Care Authority (HCA). The district will pay the employer contributions to the HCA for SEBB insurance coverage for all eligible employees and their dependents as mandated by state laws and the rules promulgated by the HCA.

When a staff member is on leave and the staff member's accumulated paid leave has been exhausted, the district ~~shall~~ will notify the staff member that the medical insurance benefits are exhausted and the premium is due. The district ~~shall~~ will accept the premium from the staff member and remit it to the carrier each month during the term of an approved leave of absence.

~~In compliance with COBRA (Consolidated Omnibus Budget Reconciliation Act), the district will offer continuing health care coverage on a self-pay basis to staff members and their dependents following termination (for reasons other than gross misconduct), a reduction in hours, retirement, death, or loss of coverage eligibility to the dependent. These health benefits will be identical to the coverages offered to full-time staff members. For terminated or reduced-hour staff members, the coverage may last up to 18 months or until they become eligible for other health insurance, whichever is earlier. In the event of the staff member's retirement, divorce, separation or death, or loss of dependent eligibility the coverage may last up to 36 months for the staff member and/or qualified beneficiary. The full policy premium plus a 2% administration fee will be paid by the staff member or the beneficiary to the district. COBRA regulations are covered in WAC 182-31 and the specifics are not required to be included in board policy according to WSSDA.~~

Cross Reference:	Board Policy 2151 Board Policy 5401 Board Policy 6500 Board Policy 6535 Board Policy 6540	Interscholastic Activities Sick Leave Risk Management Student Insurance School District Responsibility for Privately Owned Property
Legal Reference:	RCW 28A.320.060  RCW 28A.320.100  RCW 28A.335.010  RCW 28A.400.350	Officers, employees or agents of school districts or educational service districts, insurance to protect and hold personally harmless Actions against officers, employees or agents of school districts and educational service districts — Defense, costs, fees — Payment of obligation School buildings, maintenance, furnishing and insuring Liability, life, health, health care, accident, disability and salary insurance authorized – when required — Premiums

RCW 28A.400.370	Mandatory insurance protection for employees
RCW 4.24.470	Liability of officials and members of governing body of public agency - Definitions
RCW 4.96.010	Tortious conduct of <del>political sub-division</del> <u>local government entities</u> — Liability for damages
RCW 41.50.160	Restoration of withdrawn contributions
RCW 50.20.050	Disqualification for leaving work voluntarily without good cause
RCW 50.44.030(3)	Political subdivisions, instrumentalities of this state and other state
RCW 50.44.050	Benefits payable, terms and conditions — “Academic year” defined
RCW 51.32.090	Temporary total disability — Partial restoration of earning power — Return to available work — When employer continues wages - Limitations
29 U.S.C. §§ 1161-1168	Consolidated Omnibus Budget Reconciliation Act
Chapter 296-15 WAC	Worker's compensation self-insurance rules and regulations
<u>Chapter 51.14 RCW</u>	<u>Self-Insurers</u>
<u>Chapter 182-30 WAC</u>	<u>Procedures</u>
<u>Chapter 182-31 WAC</u>	<u>Eligible school employees</u>

Management Resources: 2010 – June Issue

**Adoption Date: 2.19.97**  
**Chewelah School District**  
**Revised: 8.27.08**  
**Classification: Priority Encouraged**

## CAPITAL ASSETS/THEFT-SENSITIVE ASSETS

### Capital Assets

The District will maintain a comprehensive capital assets record-keeping system. The goal of the capital assets program is to protect the District against losses that would significantly affect the District's students, staff, property, budget or the ability of the District to continue to fulfill its stewardship responsibilities.

For purpose of this policy, "capital assets" will mean land, improvements to land, easements, building improvements, vehicles, machinery, equipment, works of art and historical treasures, infrastructure and all other tangible and intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period which:

- A. Retains its shape and appearance with use;
- B. Is nonexpendable, meaning if the item is damaged or some of its parts are lost or worn out, it may be more feasible to repair it than to replace it with an entirely new item;
- C. It does not lose its identity when incorporated into a more complex unit;
- D. Is valued no less than \$5,000 unless a lesser amount is set by the district; and
- E. Has a life expectancy of at least one year.

Federal law requires a physical inventory of federally-funded assets at least once every two years. Reconciled inventory reports will be provided to the Board. Such report will identify lost, damaged or stolen capital assets. Missing capital assets will be removed from district property records by a vote of the Board.

No equipment will be removed for personal or non-school use.

### Leases

In accordance with Governmental Accounting Standards Board (GASB) ~~Statement No. 87~~ guidance, the District's capitalization policy is as follows:

Lease assets and subscription-based informational technology with total payments ~~over the lease term~~ per year of \$10,000.00 or greater will be accounted for per GASB 87 and GASB 96 rules.

### Theft-Sensitive Assets

For purposes of this policy, "theft-sensitive" are those items identified by the District as most subject to loss. A list of theft-sensitive assets will be maintained by the District. The District should establish procedures for internal controls and conduct an annual inventory of theft-sensitive assets.

The Superintendent will develop procedures to implement this policy, including maintenance requirements and sales procedures to ensure the highest possible return.

Cross References: Board Policy 6570

Property, Data and Records  
Management

Legal References:	RCW 28A.335.090	Conveyance and acquisition of property — Management — Appraisal
	34 CFR § 80.32	Uniform Administrative requirements for grants and cooperative agreements to state and local governments – Equipment
	7 CFR § 3015, 3016	Agriculture
	45 CFR § 92.32	Health and Human Services
	Office of Management and Budget (OMB) Circular A-87	Cost Principles for State, Local, and Indian Tribal Governments, Attachment B(19)

Management Resources:	2012 – June Issue	
	Policy News, June 2008	Capital Assets/Theft-Sensitive Assets
	Policy News, April 2006	Fixed Assets

**Adoption Date: 6.21.06**  
**Chewelah School District #36**  
**Revised: 04.06; 06.08, 12.08, 07.22**  
**Classification: Essential**

## CAPITALIZATION THRESHOLD FOR LEASES AND SUBSCRIPTION-BASED INFORMATION TECHNOLOGY ARRANGEMENTS (SPITAS)

The Board acknowledges that the Governmental Accounting Standards Board (GASB) has issued Statements 87 and 96, covering Leases and Subscription-Based Information Technology Arrangements (SBITAs). Within the guidelines of these Statements, the district may establish a liability threshold for reporting either a lease or a SBITA that are considered to be *de minimis* when compared to the district's financial capacity. These leases or SBITAs must have a maximum possible term of greater than one year to be included.

For the purpose of this policy, the following definitions are used, in accordance with the Statements referenced above:

1. A lease is a contract which conveys control of the right to use another entity's nonfinancial asset for the time specified in the contract for an exchange or exchange-like transaction.
2. A subscription-based information technology arrangement (SBITA) is a contract that conveys the right to use another entity's software, alone or in combination with tangible capital assets, for the time specified in the contract for an exchange or exchange-like transaction. Software that is insignificant to the cost of the underlying asset is excluded.

The value of leases or SBITAs under this policy will be determined using the methodology outlined in the original Statements and current accepted industry practice. Each lease or SBITA will be considered individually.

For capitalization purposes, those leases or SBITAs with a value that equals or exceeds \$10,000.00 and has a maximum possible term in excess of one year will be capitalized and recorded as a liability on the district's financial statements in accordance with the Statements referenced above. Any lease or SBITA that does not meet this threshold, or which has a maximum term of less than one year, will not be reported as a liability on the district's financial statements.

Legal References: GASB Statement No. 87, Leases, Issued 06/17  
GASB Statement No. 96, Subscription-Based Information Technology  
Arrangements, Issued 05/20

**Adoption Date:**  
Chewelah School District #36  
**Revised:**  
**Classification: Encouraged**

## MEETING CONDUCT, ORDER OF BUSINESS, AND QUORUM

The board will schedule its meetings in compliance with the law, and as deemed by the board to be in the best interests of the district and community. The board will function through (1) regular meetings, (2) special meetings, and (3) emergency meetings.

### Regular Meetings

Regular meetings are held at 6:30 PM on the date and location as indicated in the schedule listed. An agenda of the business that the board will transact will be posted on the district website, or the website shared or hosted by another public agency not less than twenty-four (24) hours in advance of the published start time of the meeting.

If the board adjourns to times other than a regular meeting time, the board will provide notice of the meeting in the same manner as provided for special meetings. All regular meetings of the board will be held within the district boundaries. In cases of emergency, fire, flood, earthquake, or other emergency, the presiding officer *chair/president* may provide for a location other than that of the regular meeting, a remote meeting with no physical location, or a meeting at which physical attendance is limited. In the instances of remote or limited in-person meetings, the District will provide a real-time telephonic, electronic, internet, or other readily available means of remote access that do not require an additional cost to access the meeting. When a regular meeting date falls on a legal holiday, the meeting will be held on the next business day.

The District will hold remote or physical attendance limited meetings only in cases of emergency declared by federal, state or local government, or in cases of local emergency, fire, flood, earthquake or other emergency, and at such meetings will provide real-time telephonic, electronic, internet or other readily available means of remote access that do not require an additional cost to attend the meeting.

The schedule for regular meetings will be:

January	Work Session	6:30 pm	1 <sup>st</sup> Thursday	District Office
January	Business Meeting	6:30 pm	3 <sup>rd</sup> Wednesday	Gess Elementary
February	Work Session	6:30 pm	1 <sup>st</sup> Thursday	District Office
February	Business Meeting	6:30 pm	3 <sup>rd</sup> Wednesday	Jenkins Jr./Sr. High
March	Work Session	6:30 pm	1 <sup>st</sup> Thursday	District Office
March	Business Meeting	6:30 pm	3 <sup>rd</sup> Wednesday	Quartzite Learning
April	Business Meeting	6:30 pm	3 <sup>rd</sup> Wednesday	District Office
May	Work Session	6:30 pm	1 <sup>st</sup> Thursday	District Office
May	Business Meeting	6:30 pm	3 <sup>rd</sup> Wednesday	District Office
June	Work Session	6:30 pm	1 <sup>st</sup> Thursday	District Office
June	Business Meeting	6:30 pm	3 <sup>rd</sup> Wednesday	District Office
July	Work Session	6:30 pm	1 <sup>st</sup> Thursday	District Office
July	Business Meeting	6:30 pm	3 <sup>rd</sup> Wednesday	District Office
August	Work Session	6:30 pm	1 <sup>st</sup> Thursday	District Office
August	Business Meeting	6:30 pm	4 <sup>th</sup> Wednesday	District Office
September	Work Session	6:30 pm	1 <sup>st</sup> Thursday	District Office

September	Business Meeting	6:30 pm	3 <sup>rd</sup> Wednesday	District Office
October	Work Session	6:30 pm	1st Thursday	District Office
October	Business Meeting	6:30 pm	3 <sup>rd</sup> Wednesday	District Office
November	Work Session	6:30 pm	1st Thursday	District Office
November	Business Meeting	6:30 pm	3 <sup>rd</sup> Wednesday	District Office
<i>(Moved to Monday of fourth week in November if Thanksgiving is also in 3<sup>rd</sup> week.)</i>				
December	Work Session	6:30 pm	1st Thursday	District Office
December	Business Meeting	6:30 pm	3 <sup>rd</sup> Wednesday	District Office

### Special Meetings

Special meetings may be called by the *chair/president* or at the request of a majority of the board members. A written notice of a special meeting, stating the time and place of the special meeting and the business to be transacted will be delivered to each board member. Written notice will also be delivered to each newspaper and radio or television station that has filed a written request for such notices. Written notice may be delivered personally, by mail, facsimile, or email. The notice must be posted on the District's website unless the District does not have an employee whose job description or employment contract provides a duty to maintain or update the website.

The District must also prominently display the notice at the main entrance of the District's headquarters as well as at the location of the meeting if the meeting is held at a location other than the headquarters and is not held as a remote meeting. During a declared emergency that prevents a meeting from being held in-person with reasonable safety, the District may post notice of a remote meeting without a physical location on the District website, or the website hosted or shared by another agency.

All required notices must be delivered or posted not less than twenty-four (24) hours prior to the meeting.

A board member waives the written notice requirement if that board member:

- Submits a written waiver of notice to the board secretary at or prior to the time the meeting convenes. The waiver may be given by telegram, fax, or email; or
- Is actually present at the time the meeting convenes.

The board will not take final disposition on any matter other than those items stated in the meeting notice. If the District calls a special meeting of the board to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage, or when the required notice cannot be posted or displayed with reasonable safety, including but not limited to declared emergencies in which travel to physically post notice is barred or advised against, the board may meet immediately with no prior notice.



### **Emergency Meetings**

If the District determines, by reason of fire, flood, earthquake, or other emergency, that there is a need for expedited action by the board to meet the emergency, the *chair/president* may provide for a meeting site other than the regular meeting site, for a remote meeting without a physical location, or for a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency. The *chair/president* may provide for an emergency meeting without providing notice.

If, after the declaration of an emergency by a local or state government or agency, or by the federal government, the District determines that it cannot hold a board meeting with its members or with public attendance in person with reasonable safety because of the emergency, the District will either:

1. Hold a remote meeting without a physical location, or
2. Hold a meeting at which the physical attendance by some or all members of the public is limited due to the declared emergency.

Members of the board may appear at a remote meeting telephonically or by other electronic means that allows for real-time, remote communication.

For a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency, the District must provide an option for the public to listen to the proceedings telephonically or by using a readily available alternative in real-time that does not require any additional cost for participation. Free readily available options include, but are not limited to, broadcast by the public agency on a locally available cable television station that is available throughout the jurisdiction or other electronic, internet, or other means of remote access that does not require any additional cost for access to the program. The District may also permit the other electronic means of remote access.

The District will provide notice for remote meetings or meetings at which the physical attendance by some or all members of the public is limited due to a declared emergency according to this Policy. The notice for meetings pursuant to a declared emergency must include instructions on how the public may listen live to proceedings and how the public may access any other electronic means of remote access offered by the District.

The District will not take final disposition on any matter during a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency unless the District has provided an option for the public to listen to the proceedings, except for an executive session, pursuant to this Policy.

### **Public Notice**

The board will give proper public notice for any special meeting; whenever a regular meeting is adjourned to another time. The board may provide notice for an emergency meeting in accordance with this Policy.

All meetings will be open to the public with the exception of executive or closed sessions

authorized by law. The board will take final action resulting from executive session discussions during a meeting open to the public as required by law.

Individuals with disabilities who may need a modification to participate in a meeting and those who may have difficulty physically attending a meeting should contact the superintendent's office 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.

During the interim between meetings, the office of the superintendent, as board secretary, will be the office of the board. The District's public records will be open for inspection in the manner provided by and subject to the limitation of the law.

### **Quorum and Voting**

A quorum consists of the majority of all board members. For school boards with five members, three board members constitute a quorum. A quorum is required for the transaction of business, including voting. Board members are not required to be physically present to attend a board meeting. Any or all board members may attend a board meeting and vote via any communication platform that provides real-time verbal communication without being in the same physical location with those in attendance. Additionally, any meeting held via a communication platform must: 1) include proper notice with any required passwords or authorization codes; 2) be known and accessible to the public; and 3) accommodate any member of the public who wishes to participate.

The board will take no action by secret ballot at any meeting required to be open to the public. Generally, the board votes on motions and resolutions by "voice" vote, unless a board member requests to vote by oral roll call, in which case the board will do so. A motion passes when a majority of those board members present and voting vote in favor. However, a majority vote of all board members is required to elect or select a superintendent or board officer and the board must vote on these matters by an oral roll call the board will vote by an oral roll call whenever required by law.

### **Meeting Conduct and Order of Business**

The board will conduct all board meetings in a civil, orderly, and business-like manner. The board uses *Roberts Rules of Order (Revised)* as a guide, except when board bylaws or policies supersede such rules. During board meetings, board members will refrain from communicating electronically (e.g., by email, text, social media) with their fellow board members.

The board will use the agenda to establish its regular order of business. However, either the superintendent or a board member may request additions or changes to the prepared agenda, and the board may adopt a revised agenda or order of business by a majority vote of the board members present. At a special meeting, the board may take final action only on that business contained in the notice of the special meeting.

It is unlawful for any member of the public to knowingly carry onto, or to possess on, any area of a facility being used for official school board meetings, a dangerous weapon, including but not limited to a firearm, "nun-chu-ka sticks," "throwing stars," air gun or pistol, stun gun, or other

dangerous weapon as listed in RCW 9.41.280. The board will ensure that signs providing notice of the restrictions on possessions of firearms and other weapons are posted at facilities being used for official meetings of the board.

### **Public Attendance and Comment**

Any member of the public may attend board meetings, including individuals who do not live within district boundaries. The board will not require people to sign in, complete questionnaires, or establish other conditions for attendance.

The board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of public comment with the exception of emergency situations, the board will provide a period at or before every regular meeting at which final action is to take place for public comment. During public comment period, visitors may address the board on any topic within the scope of the board's responsibility. Public comment may occur orally or through written comments submitted before the meeting. Written comments must adhere to the standards of civility discussed below and must be received 24 hours before the board meeting. All written public comments timely submitted will be distributed to each board member.

The board may structure the oral public comment period, including determining the total time allotted for public comment and equally apportioning the minutes for each speaker. The board is not obligated to provide additional public comment time to accommodate everyone in attendance who wishes to speak. Any structure the board imposes will be content neutral.

The board may require those who wish to speak (but not all attendees) to sign in so that the board has a tally of individuals who wish to speak and can call them forward. When called forward, individuals will identify themselves and proceed to make comments within the time limits established by the board.

The board is not obligated to respond to questions or challenges made during the public comment period and the board's silence will not signal agreement or endorsement of the speaker's remarks. The board may control the time, place, and manner of public comment. The chair/president may terminate an individual's statement when the allotted time has passed and may interrupt a speaker to require the same standard of civility that the board imposes on itself.

Examples of uncivil comments include comments that:

- Are libelous or slanderous under a legal standard;
- Are an unwarranted invasion of privacy;
- Are obscene or indecent pursuant to the Federal Communications Act or any rule or regulation of the Federal Communications Commission;
- Violate school district policy or procedure related to harassment, intimidation, or bullying of students, or policy or procedure related to nondiscrimination;
- Incite an unlawful act on school premises or violate a lawful school regulation; or
- Create a material and substantial disruption of the orderly operation of the board meeting

The board as a whole has the final decision in determining the appropriateness of all such rulings and can maintain order by removing those who are disruptive. However, the board recognizes the

distinction between uncivil discourse, which it will not tolerate, and comments about the board, district, and / or staff that are negative yet still civil in nature. The board will exercise its authority to maintain order in a content neutral manner.

In addition to the public comment period at the beginning of the meeting, the board may identify the agenda items that require or would benefit from opportunity for public comment and provide those opportunities as part of the meeting agenda before taking final action. Individuals or groups who wish to present to the board on an agenda item are encouraged to request and schedule such presentations in advance. Opportunity for public comment—both oral and written—is required before the board adopts or amends a policy that is not expressly or by implication authorized under state or federal law, but which will promote the education of K-12 students, or will promote the effective, efficient, or safe management and operation of the District. Additionally, the board will provide an opportunity for a representative of a firm eligible to bid on materials or services solicited by the board to present about his or her firm.

### Meeting Recordings

Effective June 30, 2024, all regular and special meetings of the board at which final action is taken or formal public testimony is accepted, except executive sessions or emergency meetings, will be audio recorded. Such recordings will be maintained for at least one year. The recording will include the comments of the directors and the comments of members of the public if formal testimony is accepted at the meeting.

#### Cross References:

1220 - Board Officers and Duties of Board Members  
1410 - Executive or Closed Sessions  
1420 - Proposed Agenda and Consent Agenda

#### Legal References:

RCW 28A.330.020 Certain board elections, manner and vote required - Selection of personnel, manner  
RCW 28A.320.040 Bylaws for board and school government  
RCW 28A.330.070 Office of board — Records available for public inspection  
RCW 28A.343.370 Vacancies  
RCW 28A.343.380 Meetings  
RCW 28A.343.390 Quorum — Failure to attend meetings  
RCW 42.30.030 Meetings declared open and public  
RCW 42.30.050 Interruptions - Procedure  
RCW 42.30.060 Ordinances, rules, resolutions, regulations, etc., adopted at public meetings — Notice — Secret voting prohibited  
RCW 42.30.070 Times and places for meetings - Emergencies - Exception  
RCW 42.30.080 Special Meetings  
RCW 9.41.280 Possessing dangerous weapons on school facilities – Penalty – Exceptions

42 U.S.C. §§12101-12213 Americans with Disabilities Act

Management Resources:

2023 – July Issue

2022 – June Issue

2018 - August 2018 - August Policy Issue

2014 - June Issue

2013 - April Issue

2012 - June Issue

Policy News, June 2005 Special Meeting Notice Requirements

**Adoption Date: 01.16.02**

**Chewelah School District #36**

**Revised: 02.04.00; 06.05, 01.21.09, 4.20.11, 4.20.16, 3.21.18, 2.19.20, 11.18.20, 10.06.22**

**Classification: Essential**

## TRANSITION TO KINDERGARTEN PROGRAM

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

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

### Eligibility, Recruitment, and Enrollment

The term "screening process and tools" means using one or more instruments or methods of assessing and measuring the ability and need of an individual student.

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

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

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

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

Cross References:                      3110 - Qualification of Attendance and Placement

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

**Adoption Date:**  
**Chewelah School District 36**  
**Classification: Essential**  
**Revised Dates:**

## PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING OF STUDENTS

The District board is committed to a safe and civil educational environment ~~for all students, employees, parents/legal guardians, volunteers, and community members~~ that is free from harassment, intimidation, or bullying of any student. As defined in legislation Chapter 28A.600 RCW (Students), “Harassment, intimidation or bullying” means any intentional electronic, written, verbal, or physical act including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A 642.010, or other distinguishing characteristics, when the act:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

“Other distinguishing characteristics” can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

This policy and accompanying procedure do not govern harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

### **Behaviors/Expressions**

This policy recognizes that ‘harassment,’ ‘intimidation,’ and ‘bullying’ are separate but related behaviors towards a student. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however, this differentiation should not be considered part of the legal definition of these behaviors.

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images directed toward a student.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.



### **Training**

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community for students and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure.

### **Prevention**

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying toward students. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

### **Interventions**

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

### **Students with Individual Education Plans or Section 504 Plans**

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

### **Retaliation/False Allegations**

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone a student for reporting harassment, intimidation, or bullying, being identified as a targeted student, or participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees who knowingly report or corroborate false allegations will be subject to appropriate discipline. However, students or employees will not be disciplined for making a report in good faith. ~~However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.~~

### **Compliance Officer**

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ~~ensure~~ oversee policy implementation. The name and contact information for the compliance officer will be communicated throughout the

district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Cross References:                   2161 - Special Education and Related Services for Eligible Students  
  3205 - Sexual Harassment of Students Prohibited  
  3210 - Nondiscrimination  
  3211 - Gender-Inclusive Schools  
  3241 - Student Discipline

Legal References:                   RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures — Model policy and procedure — Training materials — Posting on web site — Rules — Advisory committee  
  WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure – School districts.

Management Resources:           2023 – July Issue  
  2019 - August Policy Alert  
  2019 - July Policy Issue  
  Office for Civil Rights Dear Colleague Letter: Responding to Bullying of Students with Disabilities (OCR 10/21/2014)  
  2014 - December Issue  
  2010 - December Issue  
  2008 - April Issue  
  2002 - April Issue

**Adoption Date: 07.17.02**  
**Chewelah School District 36**  
**Revised: 11.16.11, 01.15.2020**  
**Classification: Essential**

## HIGHLY CAPABLE PROGRAMS

In order to develop the abilities of each ~~Highly Capable Program~~ student, the district will offer a highly capable program which provides kindergarten through twelfth grade students ~~selected~~ who qualify for the program access to basic education programs that accelerates learning and enhances instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

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

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

The superintendent will establish procedures consistent with state guidelines for ~~nomination, assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking implementing universal referral, screening, assessment, identification, and placement of highly capable students. The procedures will include prioritizing equitable identification of low-income students; use of universal screening for identification and placement decisions; use of local norms, unless more restrictive than national norms; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.~~

Legal References: RCW 28A.185.030

WAC 392-170

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

Management

Resources:

2023 – July Issue

2018 – August Policy Issue

*Policy and Legal News,*  
September 2013

*Policy News,* April 2008

Highly Capable Program WAC  
overhauled  
Highly Capable Programs

**Adoption Date: 02.19.97**

**Chewelah School District #36**

**Revised: 05.20.09, 01.21.15**

**Classification: Essential**