CHEWELAH
SCHOOL DISTRICT 36
We Teach To Ready Our Younger Generations

Board of Directors' Work Session
November 2, 2023 at 6:30 PM
District Office, 210 N Park St.

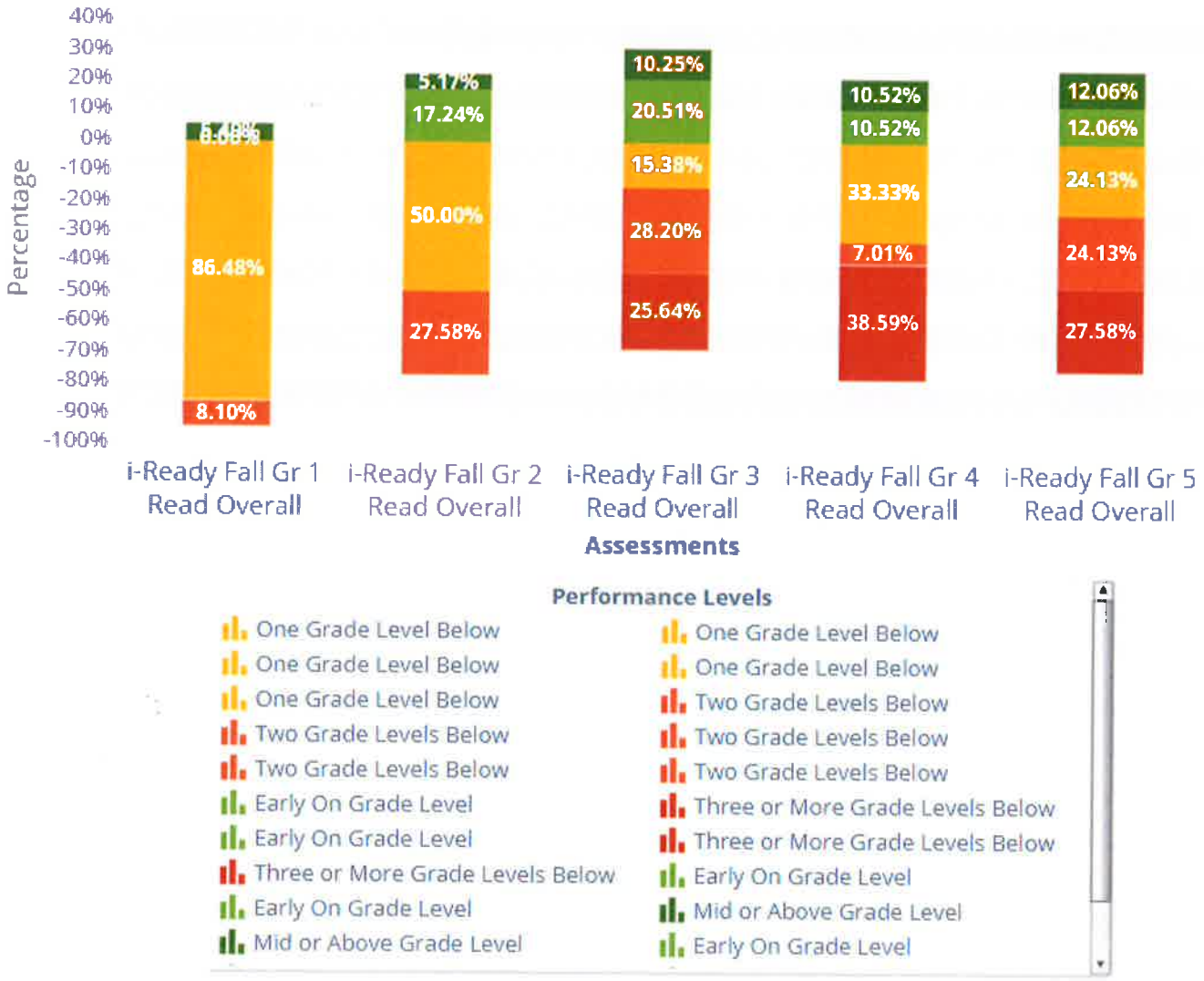
1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Superintendent Report
6. Student learning data report – Erin Dell
7. Crisis response report and second reading Policy 3432 Emergencies – Superintendent Perrins
8. District policy and vision – Chairperson Bean
9. Adjourn

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office, at 509-685-6800, 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.

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for Students in Chewelah School District (23/24) on i-Ready Fall Reading Assessments



i-Ready Fall Gr 1 Read Overall

Students Taking Test: 37 • Minimum Passing Score: 434.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Two Grade Levels Below	100	347	✗	3	8.1%
One Grade Level Below	347	434	✗	32	86.48%
Early On Grade Level	434	458	✓	0	0%
Mid or Above Grade Level	458	800	✓	2	5.4%

i-Ready Fall Gr 2 Read Overall

Students Taking Test: 58 • Minimum Passing Score: 489.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Two Grade Levels Below	100	419	✗	16	27.58%
One Grade Level Below	419	489	✗	29	50%
Early On Grade Level	489	513	✓	10	17.24%
Mid or Above Grade Level	513	800	✓	3	5.17%

i-Ready Fall Gr 3 Read Overall

Students Taking Test: 39 • Minimum Passing Score: 511.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Three or More Grade Levels Below	100	419	✗	10	25.64%
Two Grade Levels Below	419	474	✗	11	28.2%
One Grade Level Below	474	511	✗	6	15.38%
Early On Grade Level	511	545	✓	8	20.51%
Mid or Above Grade Level	545	800	✓	4	10.25%

i-Ready Fall Gr 4 Read Overall

Students Taking Test: 57 • Minimum Passing Score: 557.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	100	474	✗	22	38.59%
Two Grade Levels Below	474	496	✗	4	7.01%
One Grade Level Below	496	557	✗	19	33.33%
Early On Grade Level	557	579	✓	6	10.52%
Mid or Above Grade Level	579	800	✓	6	10.52%

i-Ready Fall Gr 5 Read Overall

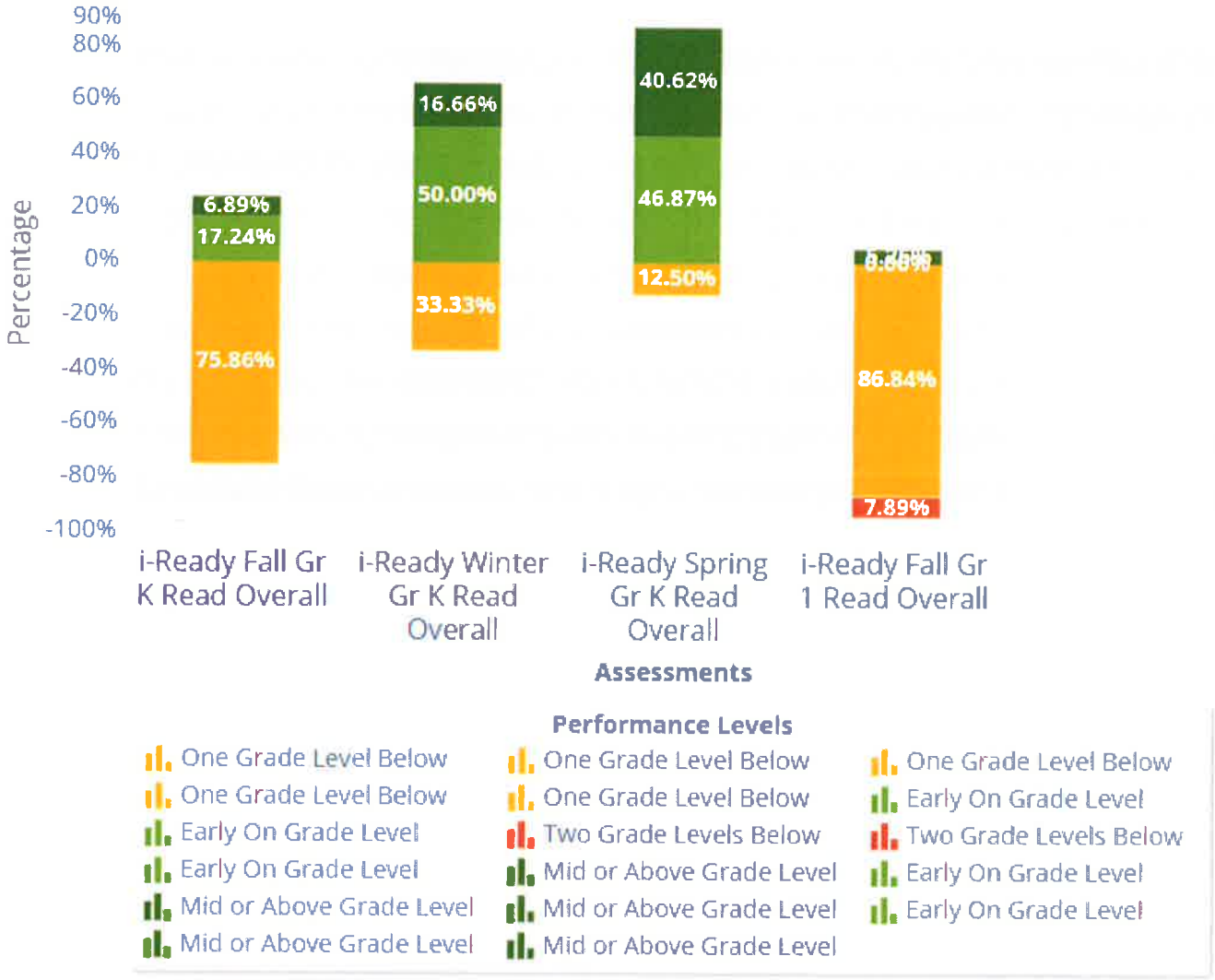
Students Taking Test: 58 • Minimum Passing Score: 581.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	100	496	✗	16	27.58%
Two Grade Levels Below	496	542	✗	14	24.13%
One Grade Level Below	542	581	✗	14	24.13%
Early On Grade Level	581	609	✓	7	12.06%
Mid or Above Grade Level	609	800	✓	7	12.06%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 1 during 23-24



i-Ready Fall Gr K Read Overall

Students Taking Test: 29 • Minimum Passing Score: 362.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
One Grade Level Below	100	362	✗	22	75.86%
Early On Grade Level	362	396	✓	5	17.24%
Mid or Above Grade Level	396	800	✓	2	6.89%

i-Ready Winter Gr K Read Overall

Students Taking Test: 30 • Minimum Passing Score: 362.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
One Grade Level Below	100	362	✗	10	33.33%
Early On Grade Level	362	396	✓	15	50%
Mid or Above Grade Level	396	800	✓	5	16.66%

i-Ready Spring Gr K Read Overall

Students Taking Test: 32 • Minimum Passing Score: 362.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
One Grade Level Below	100	362	✗	4	12.5%
Early On Grade Level	362	396	✓	15	46.87%
Mid or Above Grade Level	396	800	✓	13	40.62%

i-Ready Fall Gr 1 Read Overall

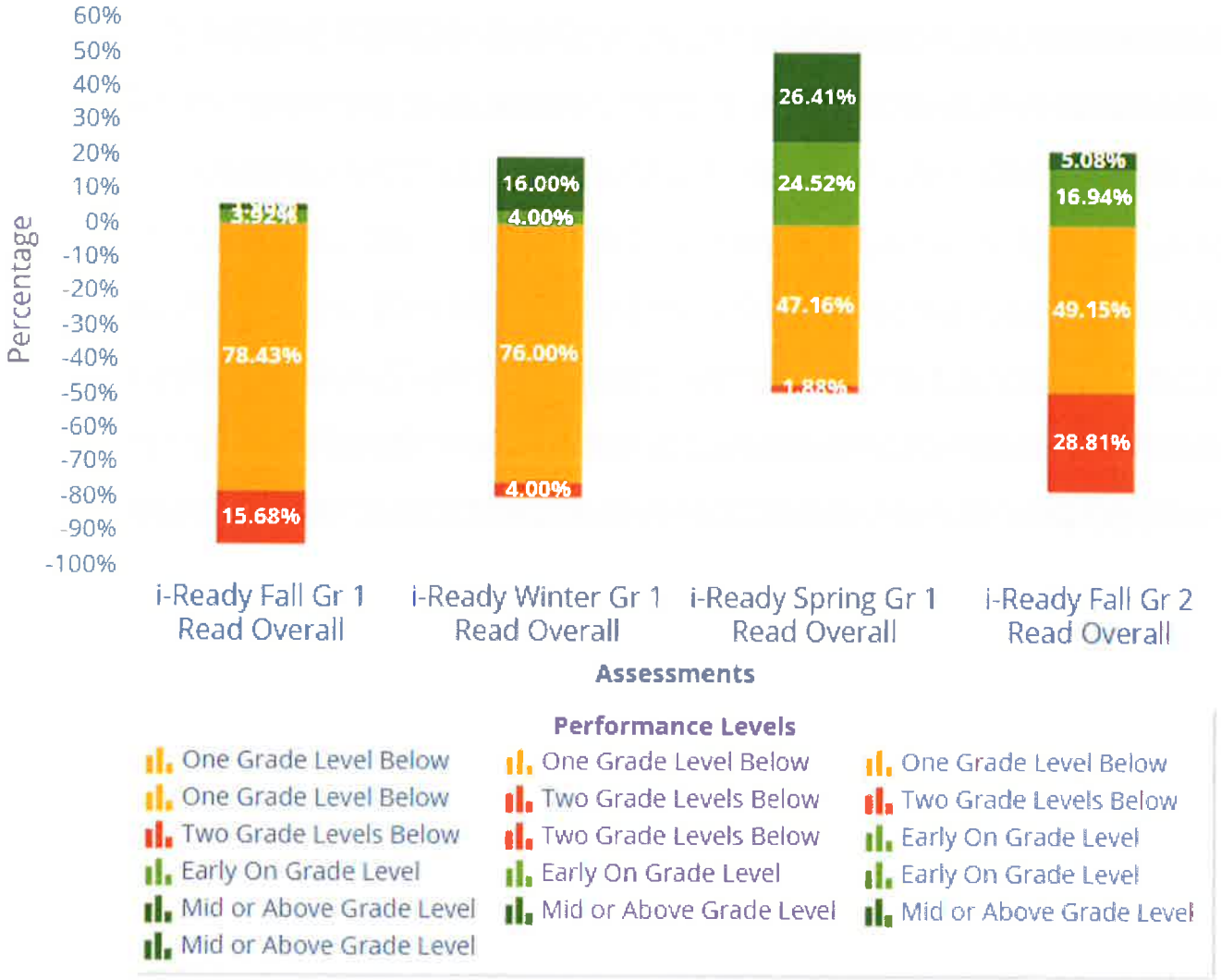
Students Taking Test: 37 • Minimum Passing Score: 434.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	100	347	✗	3	7.89%
One Grade Level Below	347	434	✗	33	86.84%
Early On Grade Level	434	458	✓	0	0%
Mid or Above Grade Level	458	800	✓	2	5.26%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 2 during 23-24



i-Ready Fall Gr 1 Read Overall

Students Taking Test: 51 • Minimum Passing Score: 434.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	100	347	✗	8	15.68%
One Grade Level Below	347	434	✗	40	78.43%
Early On Grade Level	434	458	✓	2	3.92%
Mid or Above Grade Level	458	800	✓	1	1.96%

i-Ready Winter Gr 1 Read Overall

Students Taking Test: 50 • Minimum Passing Score: 434.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	100	347	✗	2	4%
One Grade Level Below	347	434	✗	38	76%
Early On Grade Level	434	458	✓	2	4%
Mid or Above Grade Level	458	800	✓	8	16%

i-Ready Spring Gr 1 Read Overall

Students Taking Test: 53 • Minimum Passing Score: 434.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	100	347	✗	1	1.88%
One Grade Level Below	347	434	✗	25	47.16%
Early On Grade Level	434	458	✓	13	24.52%
Mid or Above Grade Level	458	800	✓	14	26.41%

i-Ready Fall Gr 2 Read Overall

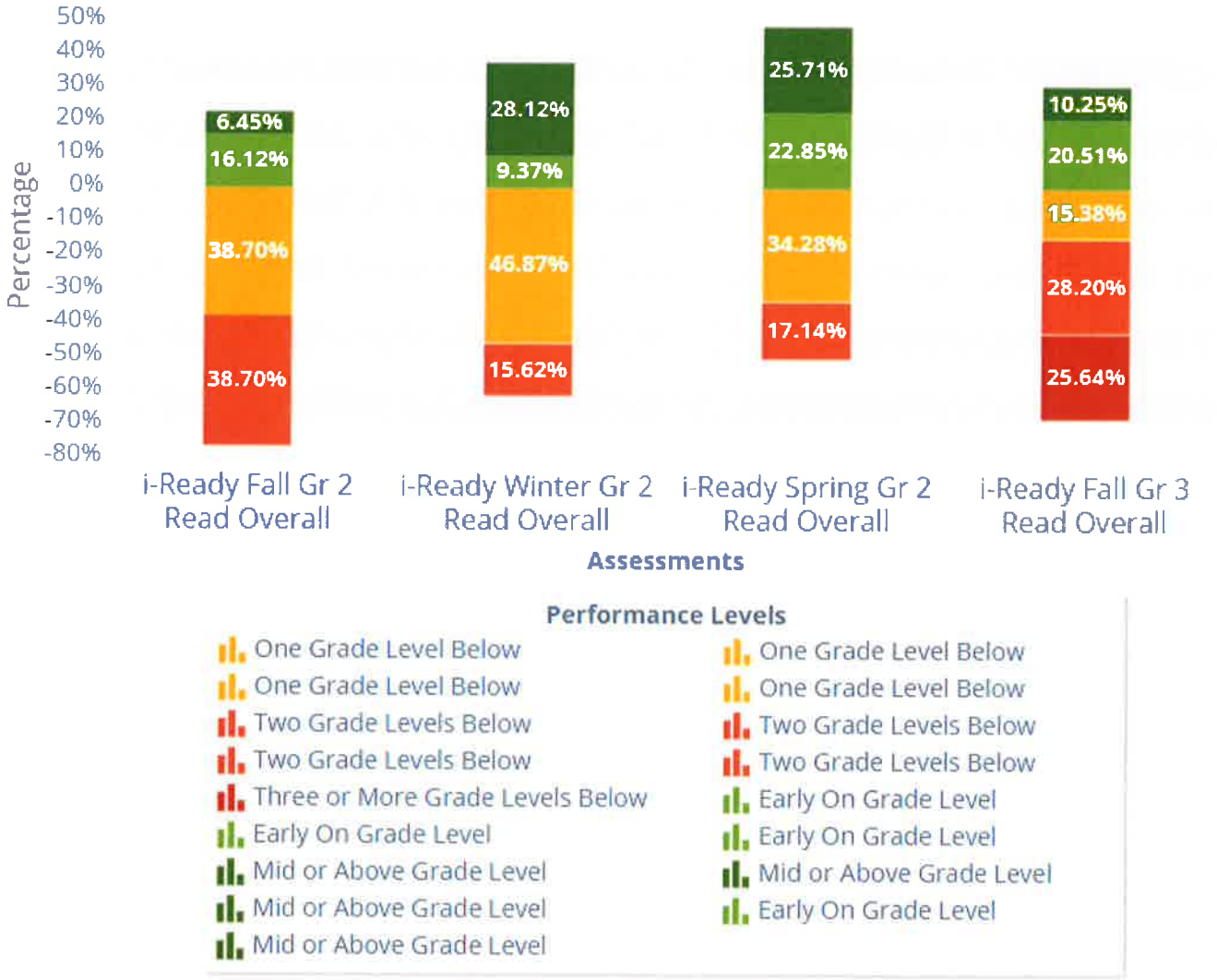
Students Taking Test: 58 • Minimum Passing Score: 489.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	100	419	✗	17	28.81%
One Grade Level Below	419	489	✗	29	49.15%
Early On Grade Level	489	513	✓	10	16.94%
Mid or Above Grade Level	513	800	✓	3	5.08%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 3 during 23-24



i-Ready Fall Gr 2 Read Overall

Students Taking Test: 31 • Minimum Passing Score: 489.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	100	419	✗	12	38.7%
One Grade Level Below	419	489	✗	12	38.7%
Early On Grade Level	489	513	✓	5	16.12%
Mid or Above Grade Level	513	800	✓	2	6.45%

i-Ready Winter Gr 2 Read Overall

Students Taking Test: 32 • Minimum Passing Score: 489.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	100	419	✗	5	15.62%
One Grade Level Below	419	489	✗	15	46.87%
Early On Grade Level	489	513	✓	3	9.37%
Mid or Above Grade Level	513	800	✓	9	28.12%

i-Ready Spring Gr 2 Read Overall

Students Taking Test: 35 • Minimum Passing Score: 489.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	100	419	✗	6	17.14%
One Grade Level Below	419	489	✗	12	34.28%
Early On Grade Level	489	513	✓	8	22.85%
Mid or Above Grade Level	513	800	✓	9	25.71%

i-Ready Fall Gr 3 Read Overall

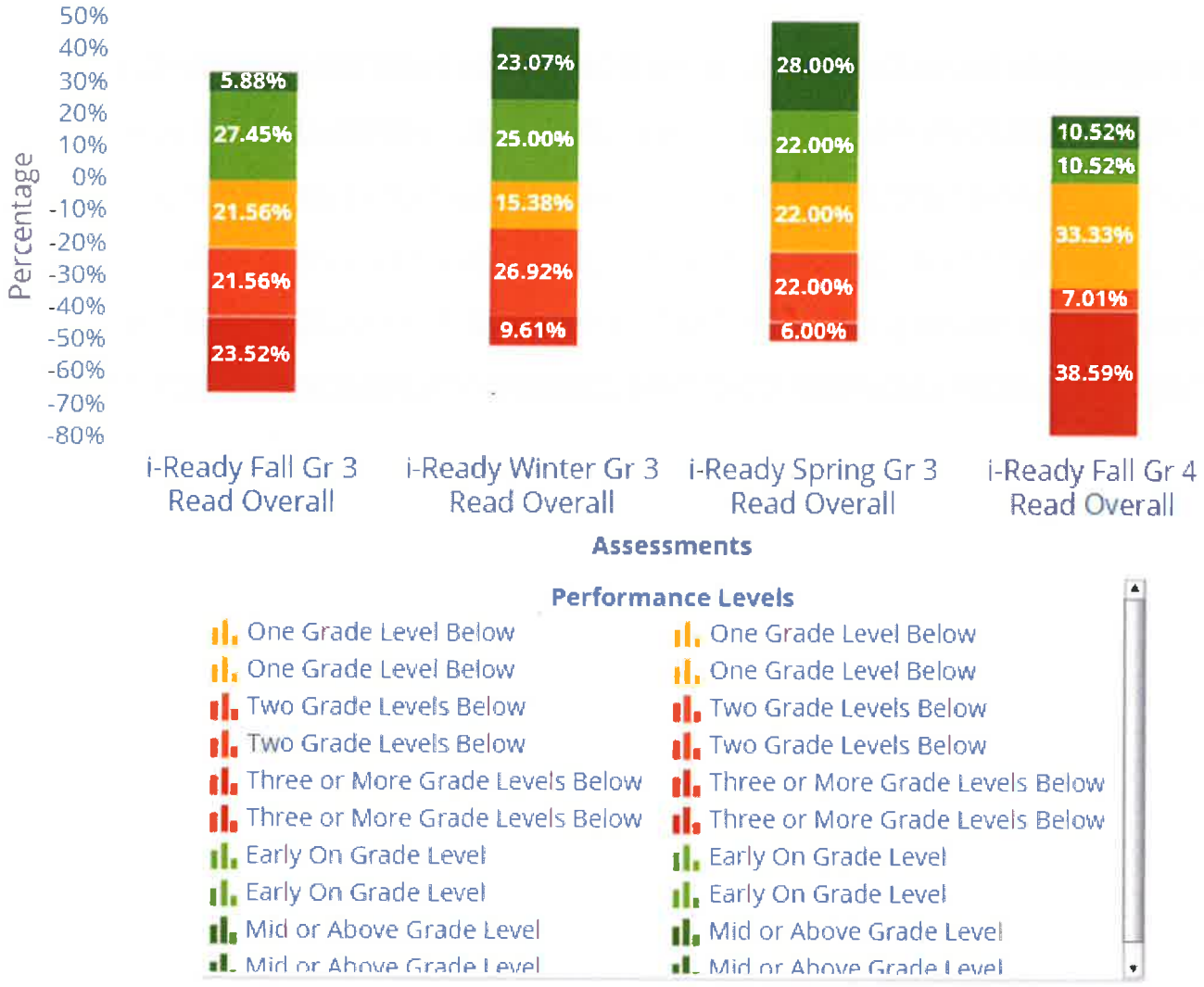
Students Taking Test: 39 • Minimum Passing Score: 511.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Three or More Grade Levels Below	100	419	✗	10	25.64%
Two Grade Levels Below	419	474	✗	11	28.2%
One Grade Level Below	474	511	✗	6	15.38%
Early On Grade Level	511	545	✓	8	20.51%
Mid or Above Grade Level	545	800	✓	4	10.25%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 4 during 23-24



i-Ready Fall Gr 3 Read Overall

Students Taking Test: 51 • Minimum Passing Score: 511.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Three or More Grade Levels Below	100	419	✗	12	23.52%
Two Grade Levels Below	419	474	✗	11	21.56%
One Grade Level Below	474	511	✗	11	21.56%
Early On Grade Level	511	545	✓	14	27.45%
Mid or Above Grade Level	545	800	✓	3	5.88%

i-Ready Winter Gr 3 Read Overall

Students Taking Test: 52 • Minimum Passing Score: 511.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Three or More Grade Levels Below	100	419	✗	5	9.61%
Two Grade Levels Below	419	474	✗	14	26.92%
One Grade Level Below	474	511	✗	8	15.38%
Early On Grade Level	511	545	✓	13	25%
Mid or Above Grade Level	545	800	✓	12	23.07%

i-Ready Spring Gr 3 Read Overall

Students Taking Test: 50 • Minimum Passing Score: 511.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Three or More Grade Levels Below	100	419	✗	3	6%
Two Grade Levels Below	419	474	✗	11	22%
One Grade Level Below	474	511	✗	11	22%
Early On Grade Level	511	545	✓	11	22%
Mid or Above Grade Level	545	800	✓	14	28%

i-Ready Fall Gr 4 Read Overall

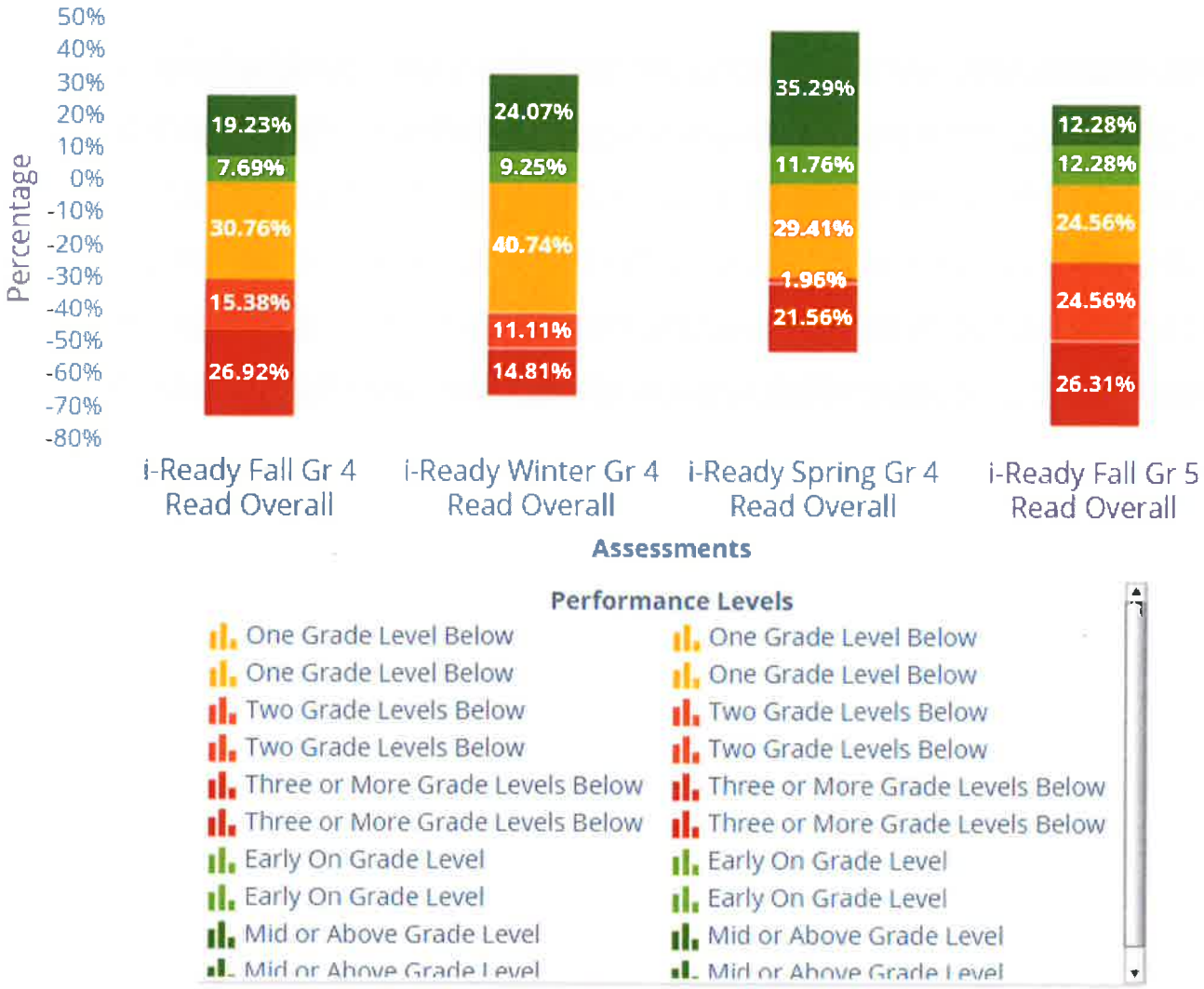
Students Taking Test: 57 • Minimum Passing Score: 557.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Three or More Grade Levels Below	100	474	✗	22	38.59%
Two Grade Levels Below	474	496	✗	4	7.01%
One Grade Level Below	496	557	✗	19	33.33%
Early On Grade Level	557	579	✓	6	10.52%
Mid or Above Grade Level	579	800	✓	6	10.52%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 5 during 23-24



i-Ready Fall Gr 4 Read Overall

Students Taking Test: 52 • Minimum Passing Score: 557.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	100	474	✗	14	26.92%
Two Grade Levels Below	474	496	✗	8	15.38%
One Grade Level Below	496	557	✗	16	30.76%
Early On Grade Level	557	579	✓	4	7.69%
Mid or Above Grade Level	579	800	✓	10	19.23%

i-Ready Winter Gr 4 Read Overall

Students Taking Test: 54 • Minimum Passing Score: 557.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	100	474	✗	8	14.81%
Two Grade Levels Below	474	496	✗	6	11.11%
One Grade Level Below	496	557	✗	22	40.74%
Early On Grade Level	557	579	✓	5	9.25%
Mid or Above Grade Level	579	800	✓	13	24.07%

i-Ready Spring Gr 4 Read Overall

Students Taking Test: 51 • Minimum Passing Score: 557.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	100	474	✗	11	21.56%
Two Grade Levels Below	474	496	✗	1	1.96%
One Grade Level Below	496	557	✗	15	29.41%
Early On Grade Level	557	579	✓	6	11.76%
Mid or Above Grade Level	579	800	✓	18	35.29%

i-Ready Fall Gr 5 Read Overall

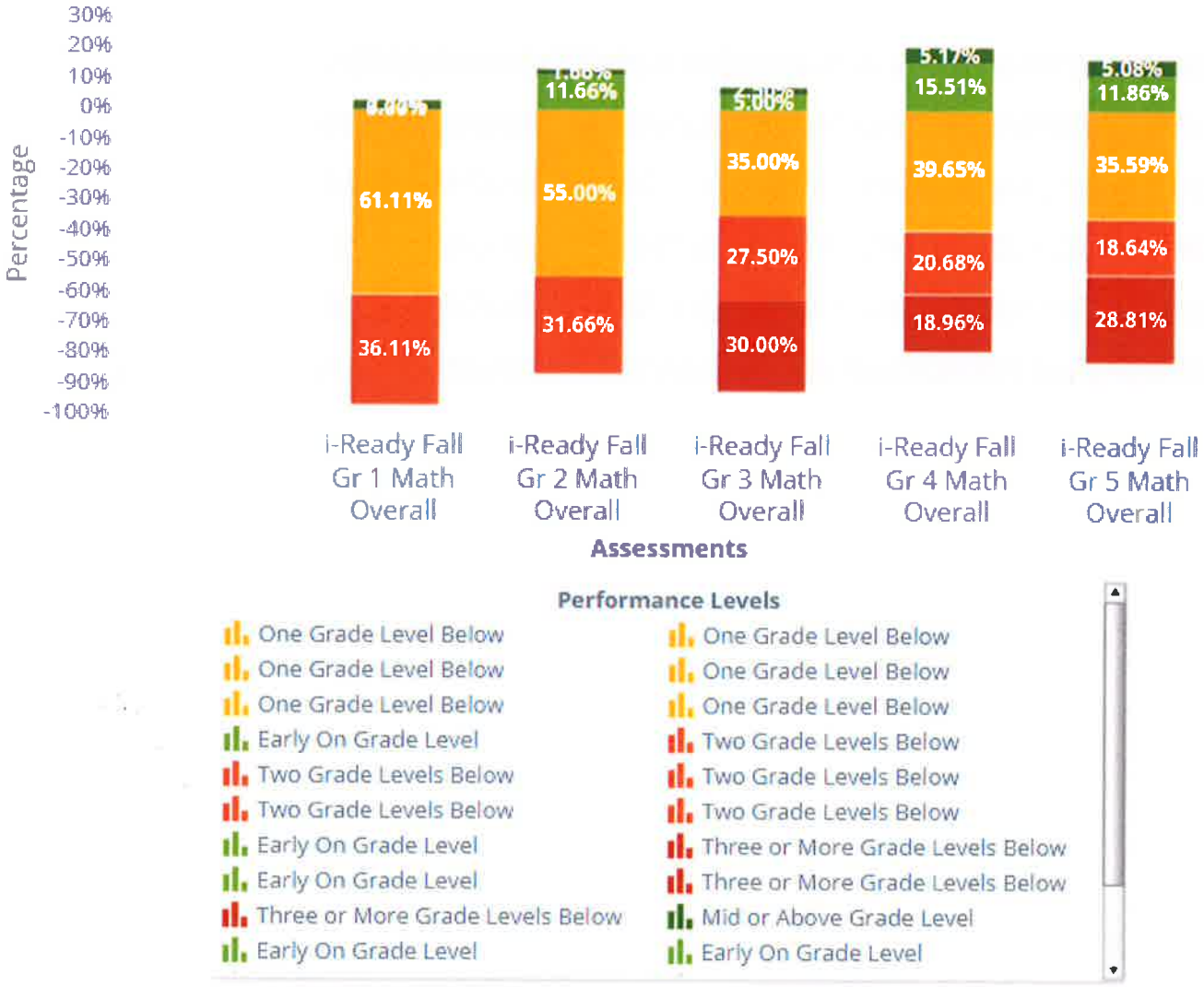
Students Taking Test: 57 • Minimum Passing Score: 581.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	100	496	✗	15	26.31%
Two Grade Levels Below	496	542	✗	14	24.56%
One Grade Level Below	542	581	✗	14	24.56%
Early On Grade Level	581	609	✓	7	12.28%
Mid or Above Grade Level	609	800	✓	7	12.28%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for Students in Chewelah School District (23/24) on i-Ready Fall Math Assessments



i-Ready Fall Gr 1 Math Overall

Students Taking Test: 36 • Minimum Passing Score: 402.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Two Grade Levels Below	0	347	✗	13	36.11%
One Grade Level Below	347	402	✗	22	61.11%
Early On Grade Level	402	413	✓	0	0%
Mid or Above Grade Level	413	800	✓	1	2.77%

i-Ready Fall Gr 2 Math Overall

Students Taking Test: 60 • Minimum Passing Score: 428.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Two Grade Levels Below	0	387	✗	19	31.66%
One Grade Level Below	387	428	✗	33	55%
Early On Grade Level	428	441	✓	7	11.66%
Mid or Above Grade Level	441	800	✓	1	1.66%

i-Ready Fall Gr 3 Math Overall

Students Taking Test: 40 • Minimum Passing Score: 449.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Three or More Grade Levels Below	0	387	✗	12	30%
Two Grade Levels Below	387	413	✗	11	27.5%
One Grade Level Below	413	449	✗	14	35%
Early On Grade Level	449	464	✓	2	5%
Mid or Above Grade Level	464	800	✓	1	2.5%

i-Ready Fall Gr 4 Math Overall

Students Taking Test: 58 • Minimum Passing Score: 465.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	0	413	✗	11	18.96%
Two Grade Levels Below	413	434	✗	12	20.68%
One Grade Level Below	434	465	✗	23	39.65%
Early On Grade Level	465	482	✓	9	15.51%
Mid or Above Grade Level	482	800	✓	3	5.17%

i-Ready Fall Gr 5 Math Overall

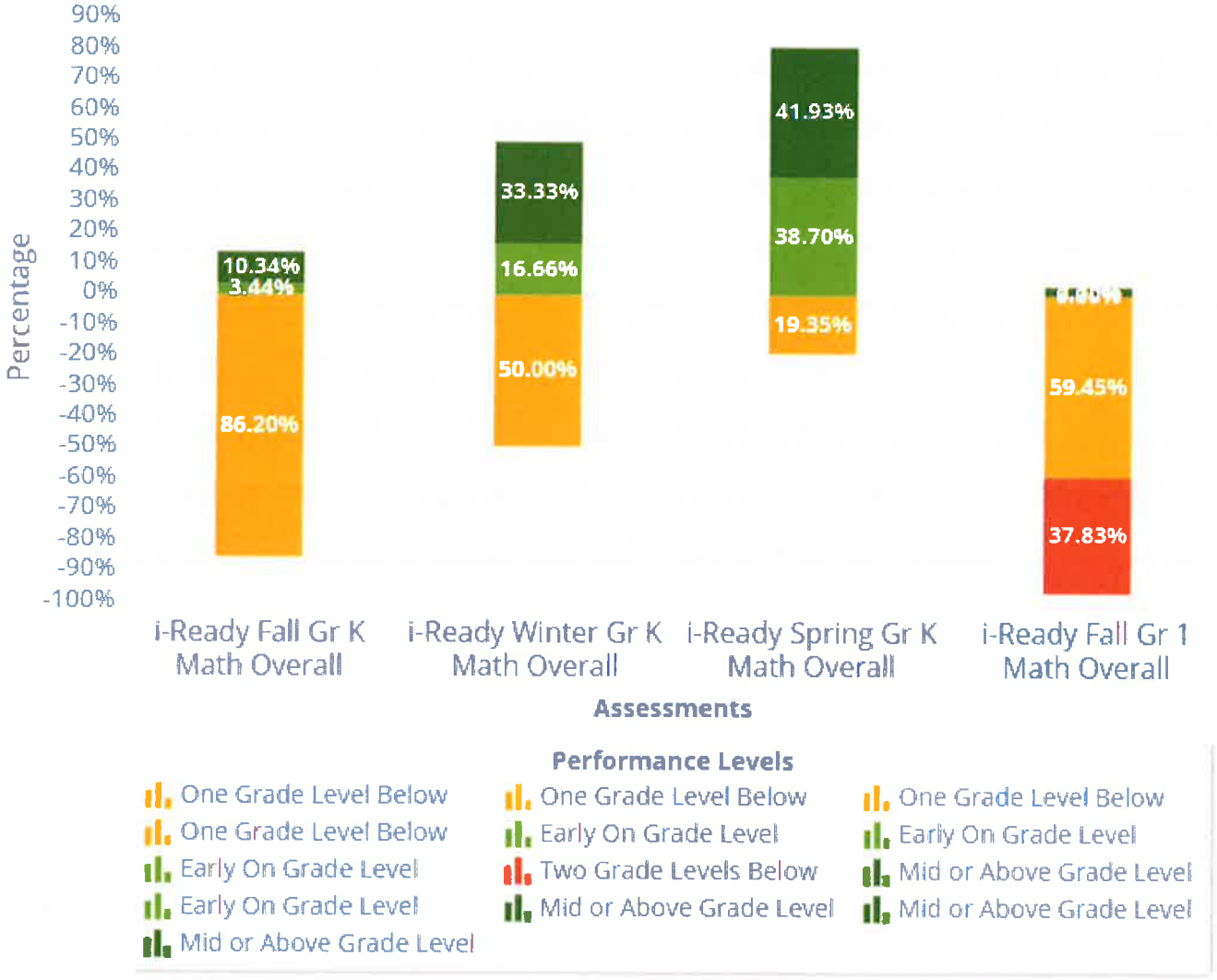
Students Taking Test: 59 • Minimum Passing Score: 480.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	0	434	✗	17	28.81%
Two Grade Levels Below	434	450	✗	11	18.64%
One Grade Level Below	450	480	✗	21	35.59%
Early On Grade Level	480	498	✓	7	11.86%
Mid or Above Grade Level	498	800	✓	3	5.08%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 1 during 23-24



i-Ready Fall Gr K Math Overall

Students Taking Test: 29 • Minimum Passing Score: 362.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
One Grade Level Below	0	362	✗	25	86.2%
Early On Grade Level	362	373	✓	1	3.44%
Mid or Above Grade Level	373	800	✓	3	10.34%

i-Ready Winter Gr K Math Overall

Students Taking Test: 30 • Minimum Passing Score: 362.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
One Grade Level Below	0	362	✗	15	50%
Early On Grade Level	362	373	✓	5	16.66%
Mid or Above Grade Level	373	800	✓	10	33.33%

i-Ready Spring Gr K Math Overall

Students Taking Test: 31 • Minimum Passing Score: 362.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
One Grade Level Below	0	362	✗	6	19.35%
Early On Grade Level	362	373	✓	12	38.7%
Mid or Above Grade Level	373	800	✓	13	41.93%

i-Ready Fall Gr 1 Math Overall

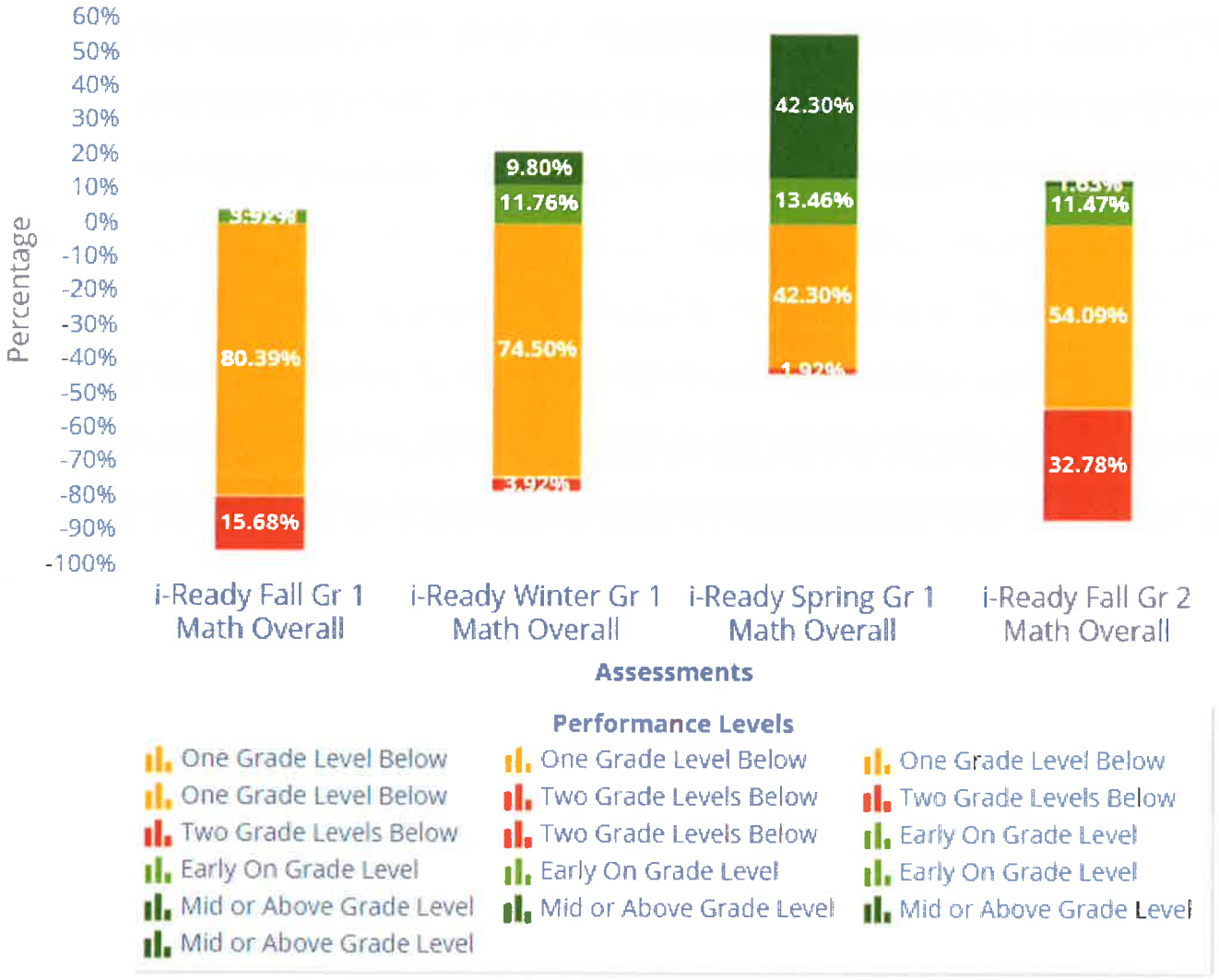
Students Taking Test: 36 • Minimum Passing Score: 402.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	0	347	✗	14	37.83%
One Grade Level Below	347	402	✗	22	59.45%
Early On Grade Level	402	413	✓	0	0%
Mid or Above Grade Level	413	800	✓	1	2.7%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 2 during 23-24



i-Ready Fall Gr 1 Math Overall

Students Taking Test: 51 • Minimum Passing Score: 402.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	0	347	✗	8	15.68%
One Grade Level Below	347	402	✗	41	80.39%
Early On Grade Level	402	413	✓	2	3.92%
Mid or Above Grade Level	413	800	✓	0	0%

i-Ready Winter Gr 1 Math Overall

Students Taking Test: 51 • Minimum Passing Score: 402.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	0	347	✗	2	3.92%
One Grade Level Below	347	402	✗	38	74.5%
Early On Grade Level	402	413	✓	6	11.76%
Mid or Above Grade Level	413	800	✓	5	9.8%

i-Ready Spring Gr 1 Math Overall

Students Taking Test: 52 • Minimum Passing Score: 402.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	0	347	✗	1	1.92%
One Grade Level Below	347	402	✗	22	42.3%
Early On Grade Level	402	413	✓	7	13.46%
Mid or Above Grade Level	413	800	✓	22	42.3%

i-Ready Fall Gr 2 Math Overall

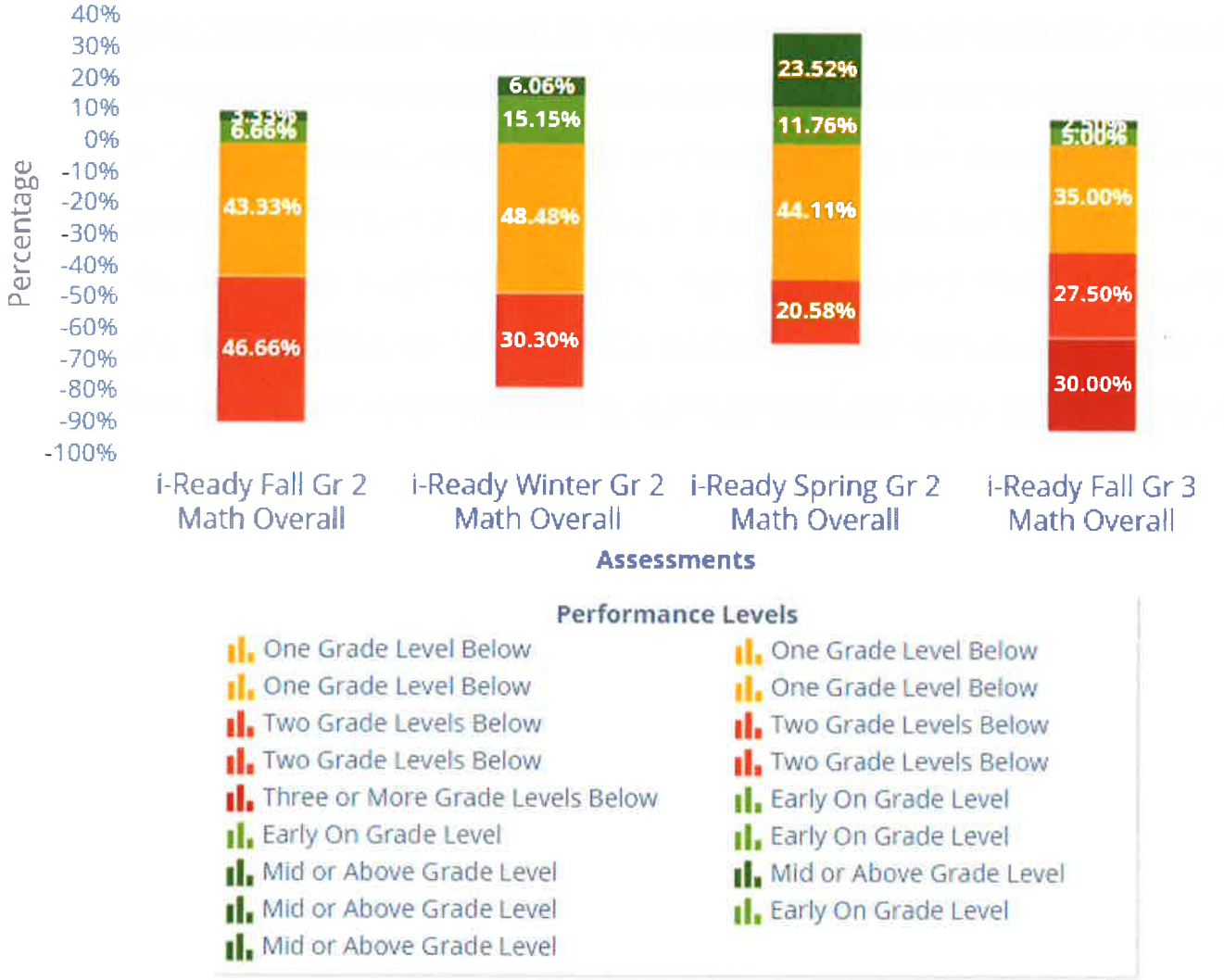
Students Taking Test: 60 • Minimum Passing Score: 428.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	0	387	✗	20	32.78%
One Grade Level Below	387	428	✗	33	54.09%
Early On Grade Level	428	441	✓	7	11.47%
Mid or Above Grade Level	441	800	✓	1	1.63%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 3 during 23-24



i-Ready Fall Gr 2 Math Overall

Students Taking Test: 30 • Minimum Passing Score: 428.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	0	387	✗	14	46.66%
One Grade Level Below	387	428	✗	13	43.33%
Early On Grade Level	428	441	✓	2	6.66%
Mid or Above Grade Level	441	800	✓	1	3.33%

i-Ready Winter Gr 2 Math Overall

Students Taking Test: 33 • Minimum Passing Score: 428.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	0	387	✗	10	30.3%
One Grade Level Below	387	428	✗	16	48.48%
Early On Grade Level	428	441	✓	5	15.15%
Mid or Above Grade Level	441	800	✓	2	6.06%

i-Ready Spring Gr 2 Math Overall

Students Taking Test: 34 • Minimum Passing Score: 428.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Two Grade Levels Below	0	387	✗	7	20.58%
One Grade Level Below	387	428	✗	15	44.11%
Early On Grade Level	428	441	✓	4	11.76%
Mid or Above Grade Level	441	800	✓	8	23.52%

i-Ready Fall Gr 3 Math Overall

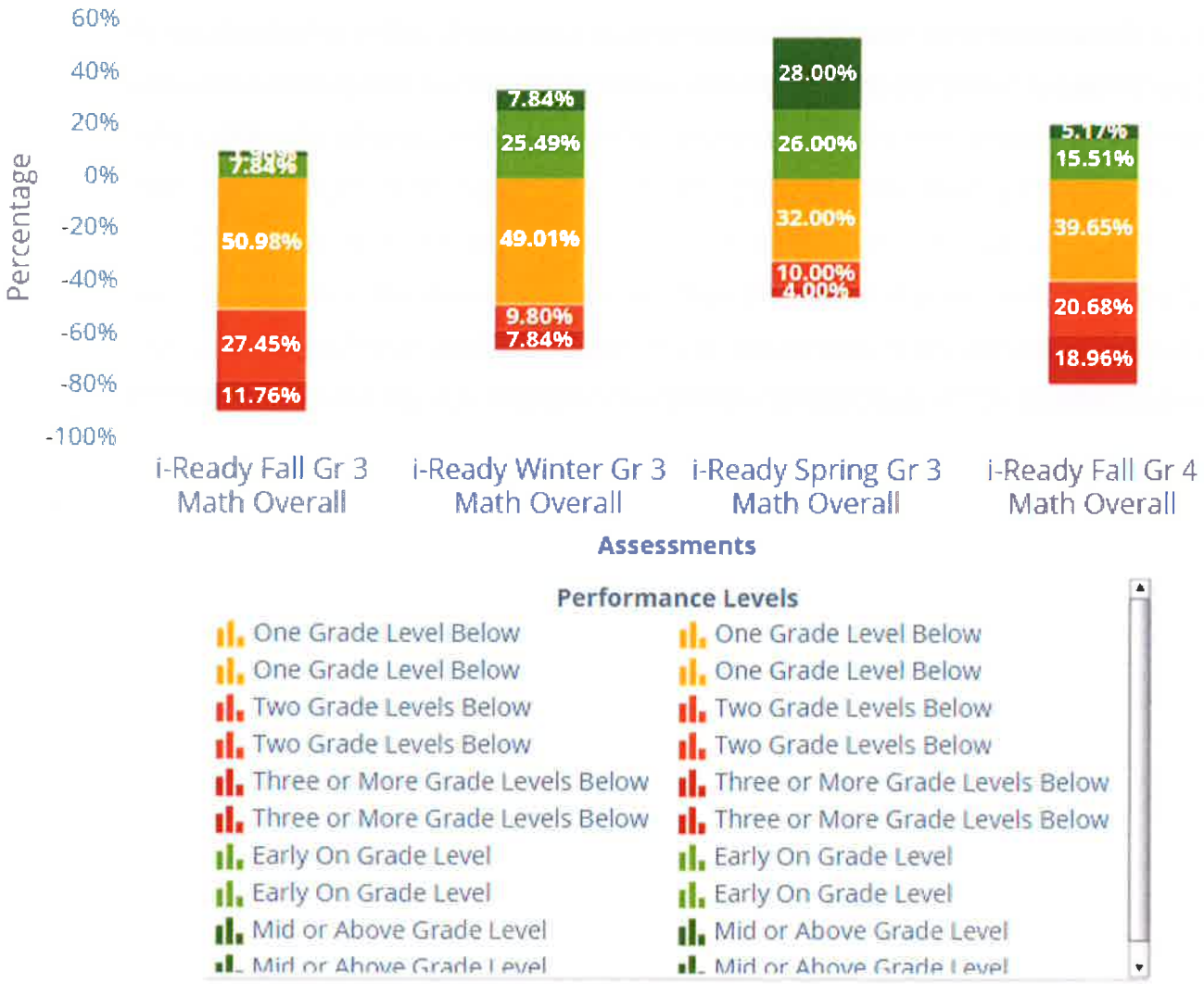
Students Taking Test: 40 • Minimum Passing Score: 449.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Three or More Grade Levels Below	0	387	✗	12	30%
Two Grade Levels Below	387	413	✗	11	27.5%
One Grade Level Below	413	449	✗	14	35%
Early On Grade Level	449	464	✓	2	5%
Mid or Above Grade Level	464	800	✓	1	2.5%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 4 during 23-24



i-Ready Fall Gr 3 Math Overall

Students Taking Test: 51 • Minimum Passing Score: 449.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	0	387	✗	6	11.76%
Two Grade Levels Below	387	413	✗	14	27.45%
One Grade Level Below	413	449	✗	26	50.98%
Early On Grade Level	449	464	✓	4	7.84%
Mid or Above Grade Level	464	800	✓	1	1.96%

i-Ready Winter Gr 3 Math Overall

Students Taking Test: 51 • Minimum Passing Score: 449.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	0	387	✗	4	7.84%
Two Grade Levels Below	387	413	✗	5	9.8%
One Grade Level Below	413	449	✗	25	49.01%
Early On Grade Level	449	464	✓	13	25.49%
Mid or Above Grade Level	464	800	✓	4	7.84%

i-Ready Spring Gr 3 Math Overall

Students Taking Test: 50 • Minimum Passing Score: 449.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	0	387	✗	2	4%
Two Grade Levels Below	387	413	✗	5	10%
One Grade Level Below	413	449	✗	16	32%
Early On Grade Level	449	464	✓	13	26%
Mid or Above Grade Level	464	800	✓	14	28%

i-Ready Fall Gr 4 Math Overall

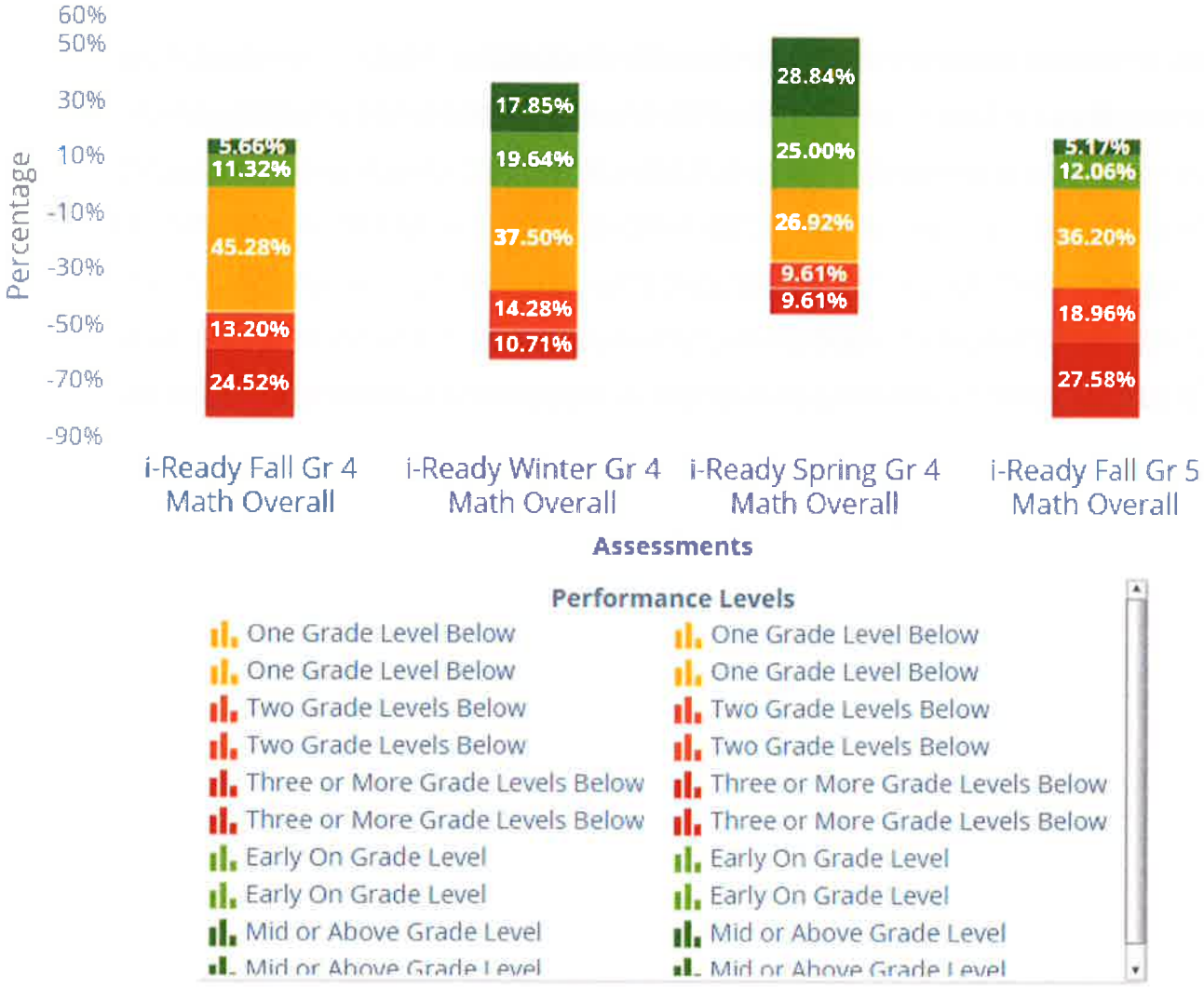
Students Taking Test: 58 • Minimum Passing Score: 465.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	0	413	✗	11	18.96%
Two Grade Levels Below	413	434	✗	12	20.68%
One Grade Level Below	434	465	✗	23	39.65%
Early On Grade Level	465	482	✓	9	15.51%
Mid or Above Grade Level	482	800	✓	3	5.17%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 5 during 23-24



i-Ready Fall Gr 4 Math Overall

Students Taking Test: 53 • Minimum Passing Score: 465.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Three or More Grade Levels Below	0	413	✗	13	24.52%
Two Grade Levels Below	413	434	✗	7	13.2%
One Grade Level Below	434	465	✗	24	45.28%
Early On Grade Level	465	482	✓	6	11.32%
Mid or Above Grade Level	482	800	✓	3	5.66%

i-Ready Winter Gr 4 Math Overall

Students Taking Test: 56 • Minimum Passing Score: 465.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Three or More Grade Levels Below	0	413	✗	6	10.71%
Two Grade Levels Below	413	434	✗	8	14.28%
One Grade Level Below	434	465	✗	21	37.5%
Early On Grade Level	465	482	✓	11	19.64%
Mid or Above Grade Level	482	800	✓	10	17.85%

i-Ready Spring Gr 4 Math Overall

Students Taking Test: 52 • Minimum Passing Score: 465.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Three or More Grade Levels Below	0	413	✗	5	9.61%
Two Grade Levels Below	413	434	✗	5	9.61%
One Grade Level Below	434	465	✗	14	26.92%
Early On Grade Level	465	482	✓	13	25%
Mid or Above Grade Level	482	800	✓	15	28.84%

i-Ready Fall Gr 5 Math Overall

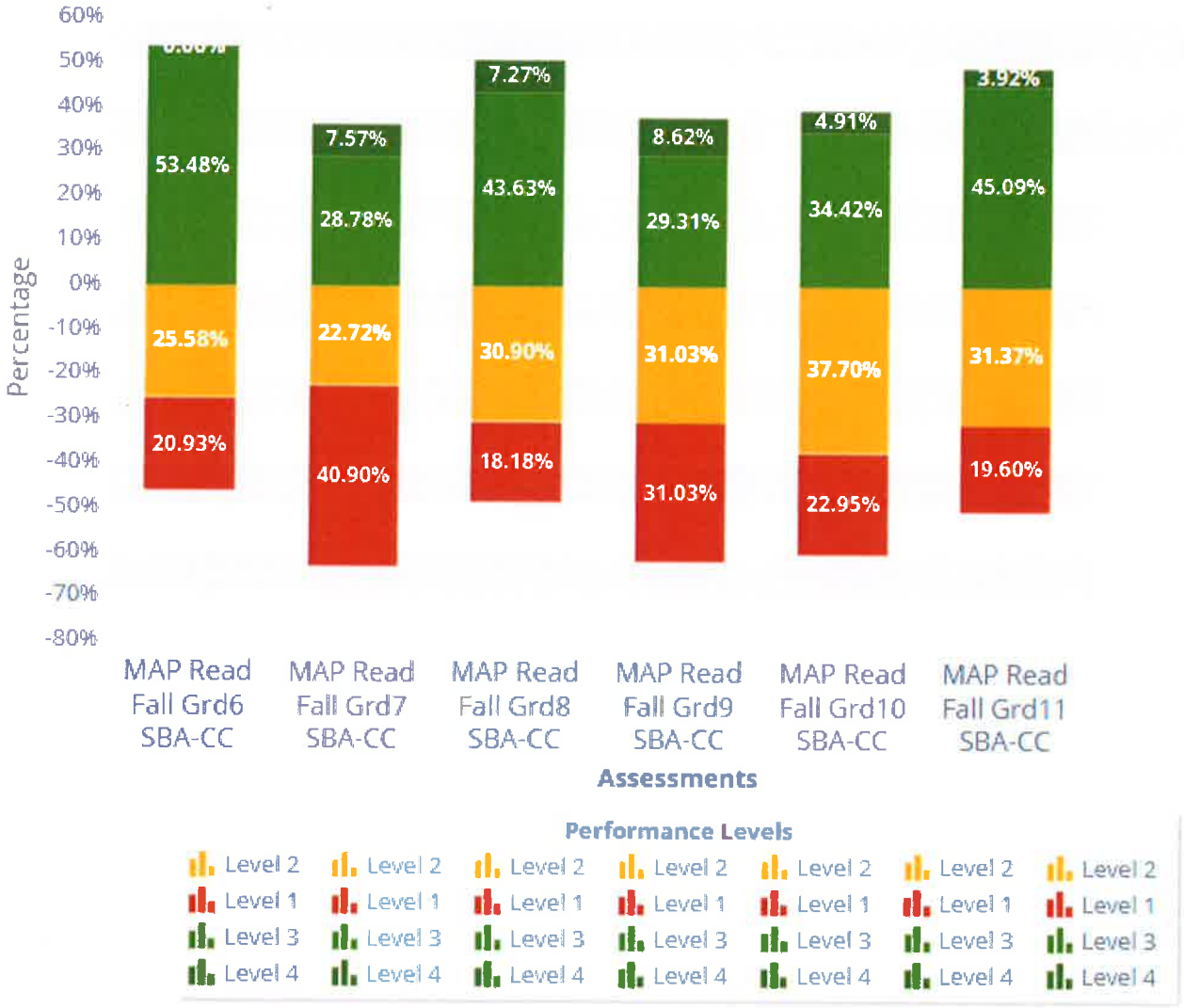
Students Taking Test: 58 • Minimum Passing Score: 480.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Three or More Grade Levels Below	0	434	✗	16	27.58%
Two Grade Levels Below	434	450	✗	11	18.96%
One Grade Level Below	450	480	✗	21	36.2%
Early On Grade Level	480	498	✓	7	12.06%
Mid or Above Grade Level	498	800	✓	3	5.17%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for Students in Chewelah School District (23/24) on MAP Reading Assessments



MAP Read Fall Grd6 SBA-CC

Students Taking Test: 43 • Minimum Passing Score: 211.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Level 1	100	197	✗	9	20.93%
Level 2	197	211	✗	11	25.58%
Level 3	211	225	✓	23	53.48%
Level 4	225	350	✓	0	0%

MAP Read Fall Grd7 SBA-CC

Students Taking Test: 66 • Minimum Passing Score: 215.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Level 1	100	203	✗	27	40.9%
Level 2	203	215	✗	15	22.72%
Level 3	215	229	✓	19	28.78%
Level 4	229	350	✓	5	7.57%

MAP Read Fall Grd8 SBA-CC

Students Taking Test: 55 • Minimum Passing Score: 219.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Level 1	100	206	✗	10	18.18%
Level 2	206	219	✗	17	30.9%
Level 3	219	235	✓	24	43.63%
Level 4	235	350	✓	4	7.27%

MAP Read Fall Grd9 SBA-CC

Students Taking Test: 58 • Minimum Passing Score: 225.00

Performance Levels	Score Min	Score Max	Meets Standard	Students #	Students %
Level 1	100	212	✗	18	31.03%
Level 2	212	225	✗	18	31.03%
Level 3	225	240	✓	17	29.31%
Level 4	240	325	✓	5	8.62%

MAP Read Fall Grd10 SBA-CC

Students Taking Test: 61 • Minimum Passing Score: 226.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	214	✗	14	22.95%
Level 2	214	226	✗	23	37.7%
Level 3	226	242	✓	21	34.42%
Level 4	242	325	✓	3	4.91%

MAP Read Fall Grd11 SBA-CC

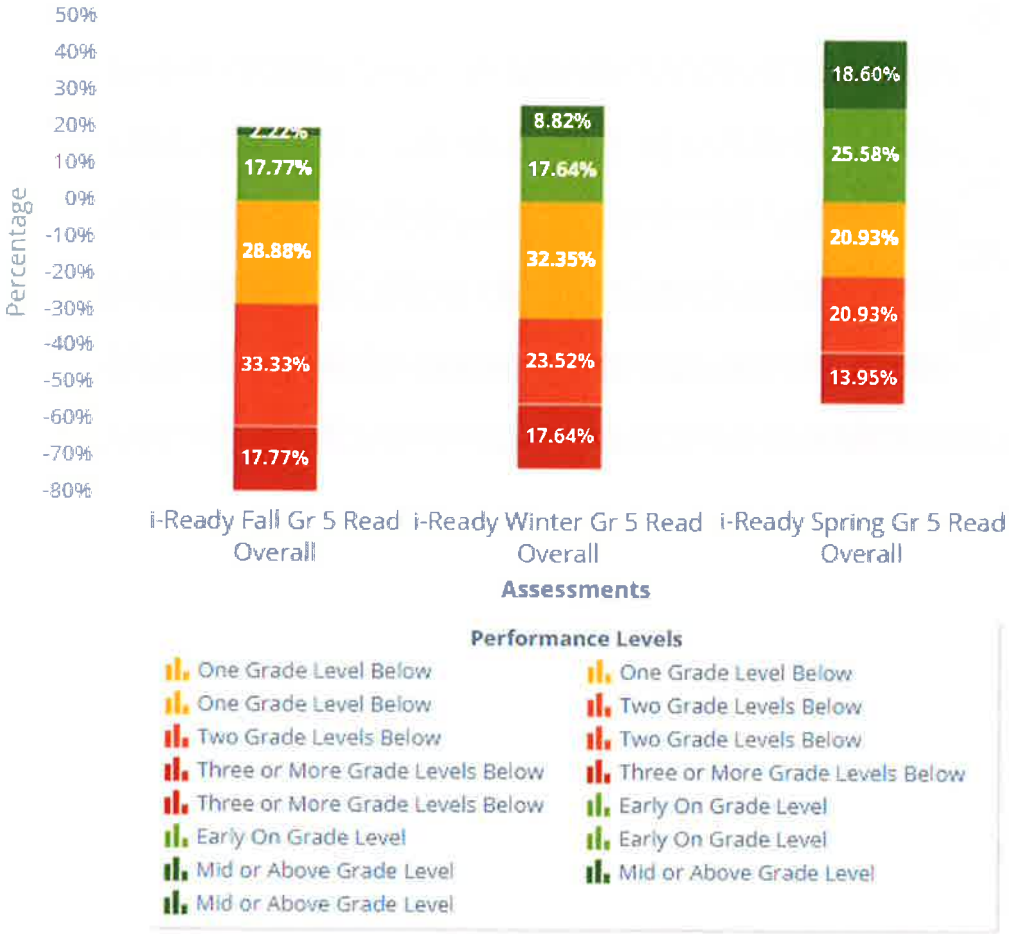
Students Taking Test: 51 • Minimum Passing Score: 227.00

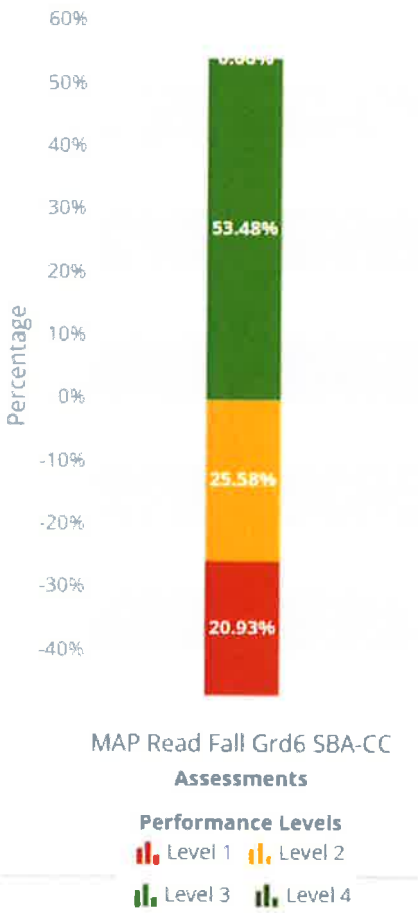
Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	214	✗	10	19.6%
Level 2	214	227	✗	16	31.37%
Level 3	227	245	✓	23	45.09%
Level 4	245	325	✓	2	3.92%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for Grade 6





i-Ready Fall Gr 5 Read Overall

Students Taking Test: 45 • Minimum Passing Score: 581.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Three or More Grade Levels Below	100	496	✗	8	17.77%
Two Grade Levels Below	496	542	✗	15	33.33%
One Grade Level Below	542	581	✗	13	28.88%
Early On Grade Level	581	609	✓	8	17.77%
Mid or Above Grade Level	609	800	✓	1	2.22%

i-Ready Winter Gr 5 Read Overall

Students Taking Test: 34 • Minimum Passing Score: 581.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Three or More Grade Levels Below	100	496	✗	6	17.64%
Two Grade Levels Below	496	542	✗	8	23.52%
One Grade Level Below	542	581	✗	11	32.35%
Early On Grade Level	581	609	✓	6	17.64%
Mid or Above Grade Level	609	800	✓	3	8.82%

i-Ready Spring Gr 5 Read Overall

Students Taking Test: 43 • Minimum Passing Score: 581.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Three or More Grade Levels Below	100	496	✗	6	13.95%
Two Grade Levels Below	496	542	✗	9	20.93%
One Grade Level Below	542	581	✗	9	20.93%
Early On Grade Level	581	609	✓	11	25.58%
Mid or Above Grade Level	609	800	✓	8	18.6%

MAP Read Fall Grd6 SBA-CC

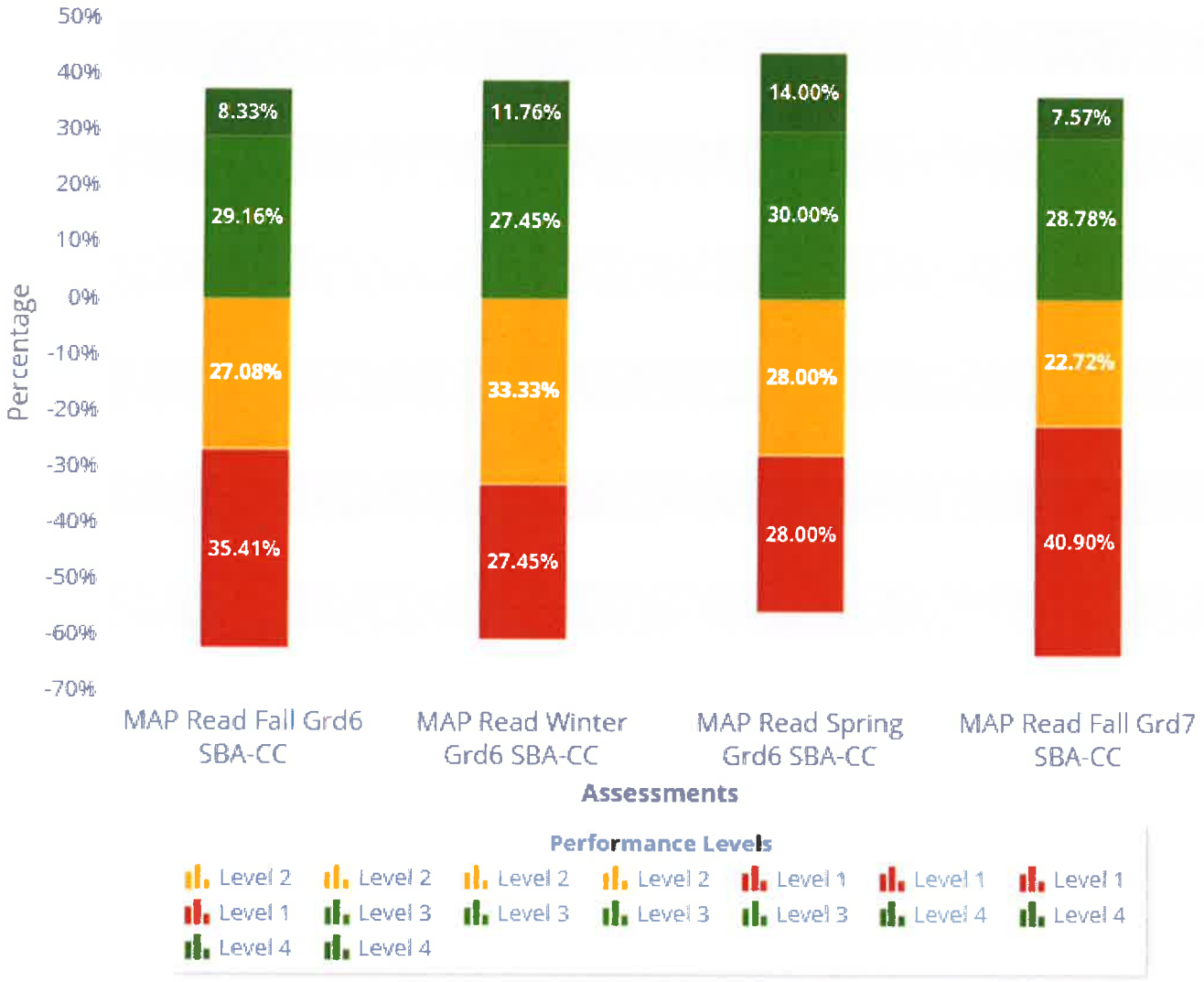
Students Taking Test: 43 • Minimum Passing Score: 211.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	197	✗	9	20.93%
Level 2	197	211	✗	11	25.58%
Level 3	211	225	✓	23	53.48%
Level 4	225	350	✓	0	0%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 7 during 23-24



MAP Read Fall Grd6 SBA-CC

Students Taking Test: 48 • Minimum Passing Score: 211.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	197	✗	17	35.41%
Level 2	197	211	✗	13	27.08%
Level 3	211	225	✓	14	29.16%
Level 4	225	350	✓	4	8.33%

MAP Read Winter Grd6 SBA-CC

Students Taking Test: 51 • Minimum Passing Score: 214.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	202	✗	14	27.45%
Level 2	202	214	✗	17	33.33%
Level 3	214	227	✓	14	27.45%
Level 4	227	350	✓	6	11.76%

MAP Read Spring Grd6 SBA-CC

Students Taking Test: 50 • Minimum Passing Score: 216.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	204	✗	14	28%
Level 2	204	216	✗	14	28%
Level 3	216	228	✓	15	30%
Level 4	228	350	✓	7	14%

MAP Read Fall Grd7 SBA-CC

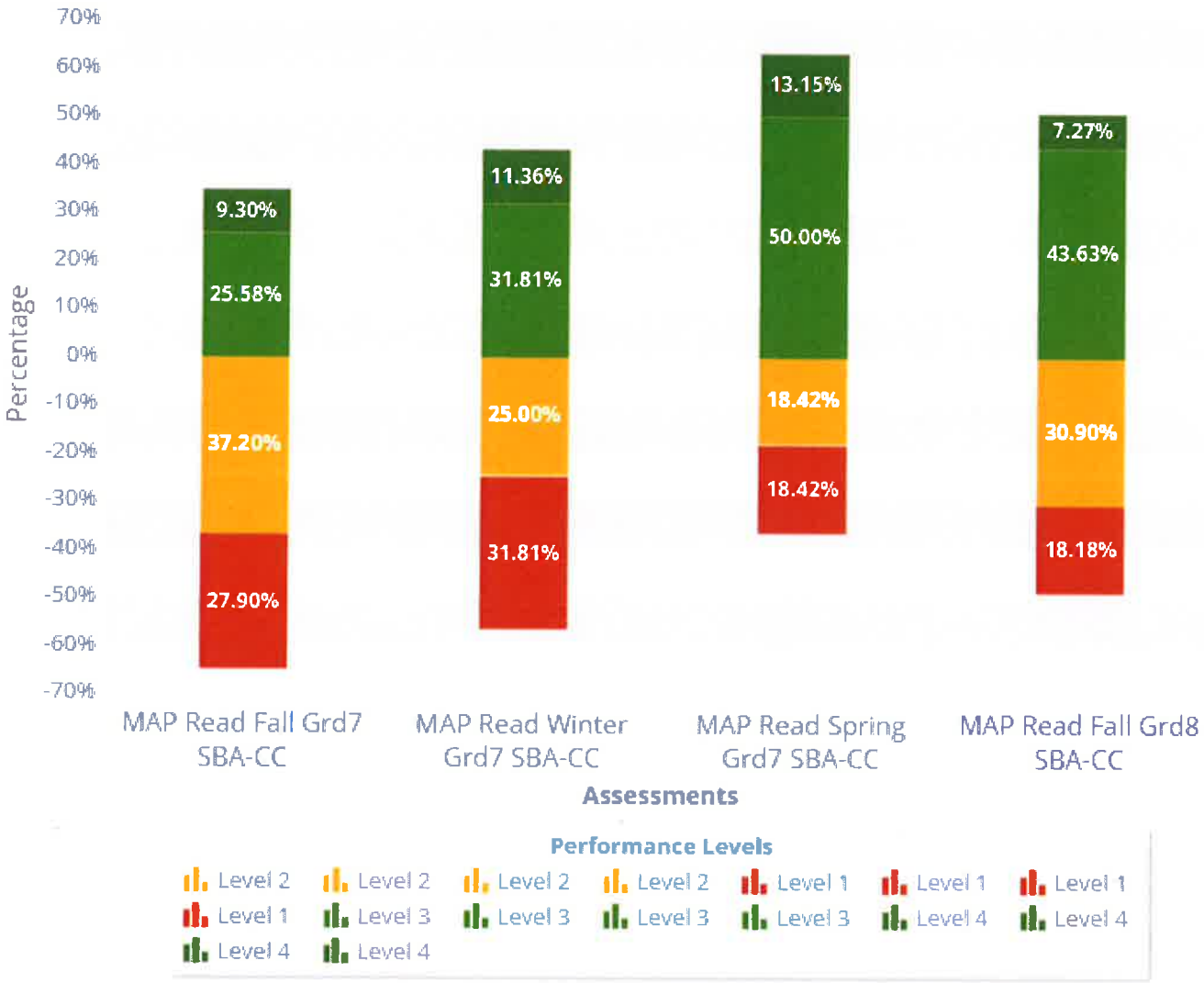
Students Taking Test: 66 • Minimum Passing Score: 215.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	203	✗	27	40.9%
Level 2	203	215	✗	15	22.72%
Level 3	215	229	✓	19	28.78%
Level 4	229	350	✓	5	7.57%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 8 during 23-24



MAP Read Fall Grd7 SBA-CC

Students Taking Test: 43 • Minimum Passing Score: 215.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	203	✗	12	27.9%
Level 2	203	215	✗	16	37.2%
Level 3	215	229	✓	11	25.58%
Level 4	229	350	✓	4	9.3%

MAP Read Winter Grd7 SBA-CC

Students Taking Test: 44 • Minimum Passing Score: 218.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	206	✗	14	31.81%
Level 2	206	218	✗	11	25%
Level 3	218	231	✓	14	31.81%
Level 4	231	350	✓	5	11.36%

MAP Read Spring Grd7 SBA-CC

Students Taking Test: 38 • Minimum Passing Score: 219.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	208	✗	7	18.42%
Level 2	208	219	✗	7	18.42%
Level 3	219	232	✓	19	50%
Level 4	232	350	✓	5	13.15%

MAP Read Fall Grd8 SBA-CC

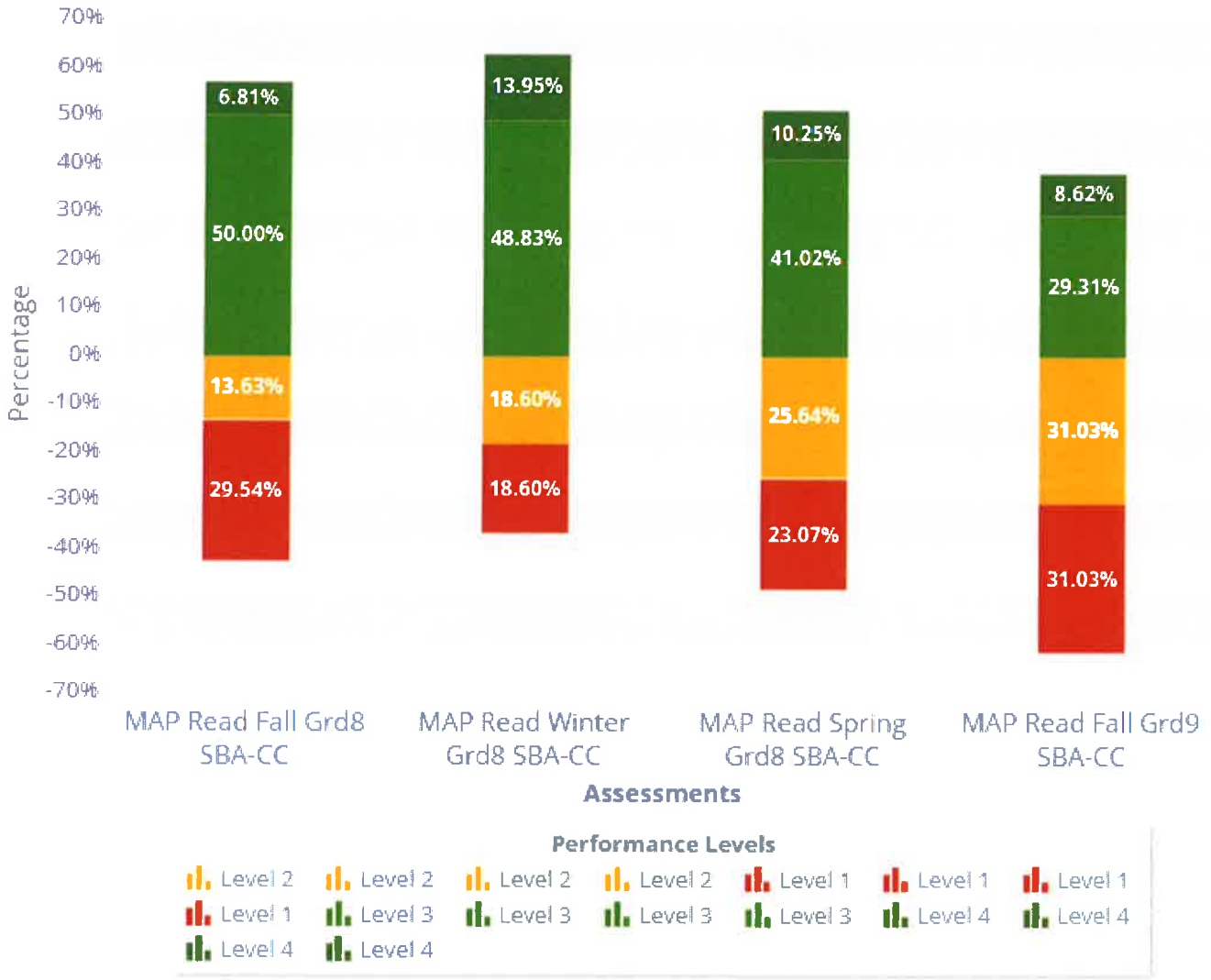
Students Taking Test: 55 • Minimum Passing Score: 219.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	206	✗	10	18.18%
Level 2	206	219	✗	17	30.9%
Level 3	219	235	✓	24	43.63%
Level 4	235	350	✓	4	7.27%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 9 during 23-24



MAP Read Fall Grd8 SBA-CC

Students Taking Test: 44 • Minimum Passing Score: 219.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	206	✗	13	29.54%
Level 2	206	219	✗	6	13.63%
Level 3	219	235	✓	22	50%
Level 4	235	350	✓	3	6.81%

MAP Read Winter Grd8 SBA-CC

Students Taking Test: 43 • Minimum Passing Score: 222.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	209	✗	8	18.6%
Level 2	209	222	✗	8	18.6%
Level 3	222	236	✓	21	48.83%
Level 4	236	350	✓	6	13.95%

MAP Read Spring Grd8 SBA-CC

Students Taking Test: 39 • Minimum Passing Score: 223.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	211	✗	9	23.07%
Level 2	211	223	✗	10	25.64%
Level 3	223	237	✓	16	41.02%
Level 4	237	350	✓	4	10.25%

MAP Read Fall Grd9 SBA-CC

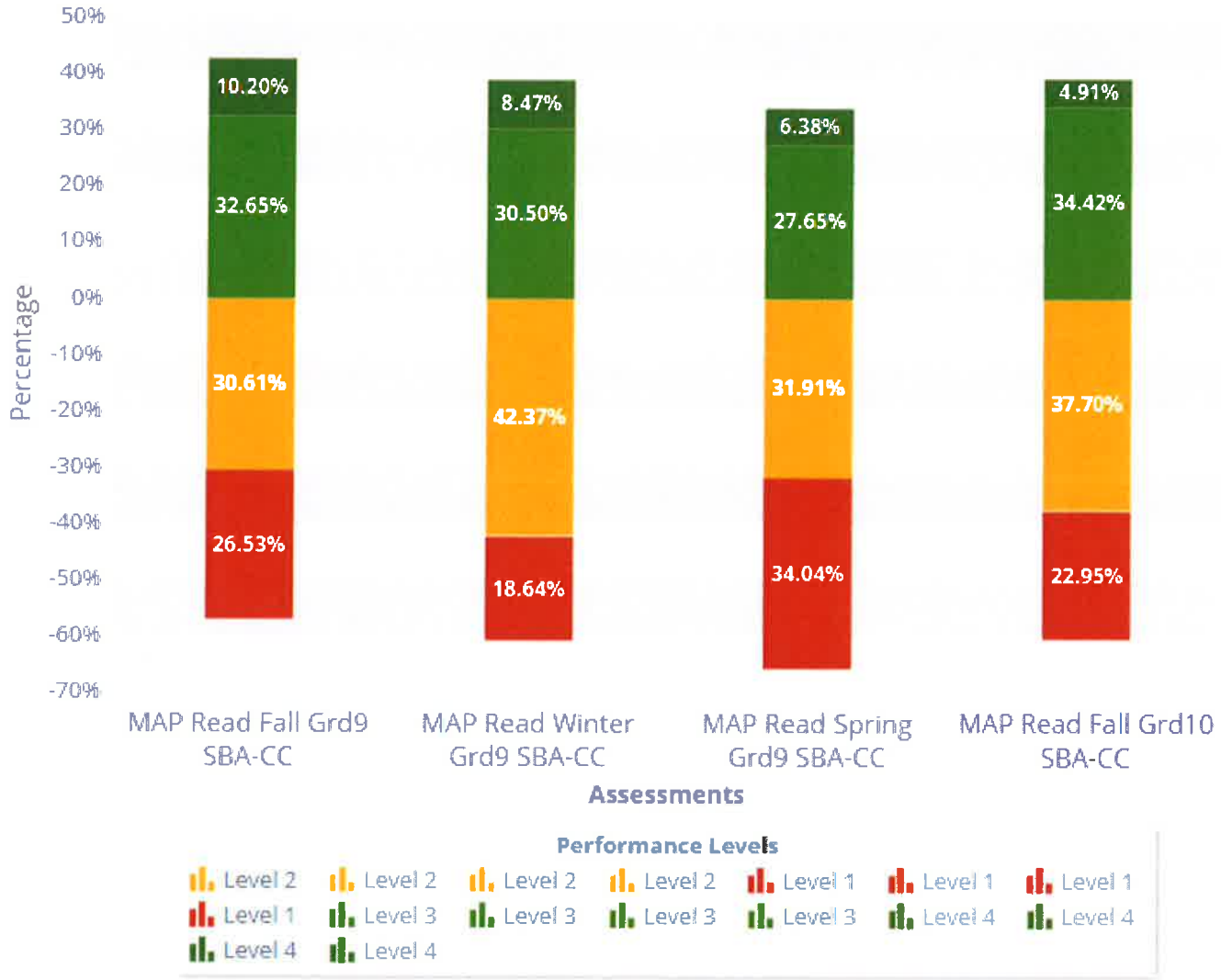
Students Taking Test: 58 • Minimum Passing Score: 225.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	212	✗	18	31.03%
Level 2	212	225	✗	18	31.03%
Level 3	225	240	✓	17	29.31%
Level 4	240	325	✓	5	8.62%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 10 during 23-24



MAP Read Fall Grd9 SBA-CC

Students Taking Test: 49 • Minimum Passing Score: 225.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	212	✗	13	26.53%
Level 2	212	225	✗	15	30.61%
Level 3	225	240	✓	16	32.65%
Level 4	240	325	✓	5	10.2%

MAP Read Winter Grd9 SBA-CC

Students Taking Test: 59 • Minimum Passing Score: 225.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	213	✗	11	18.64%
Level 2	213	225	✗	25	42.37%
Level 3	225	241	✓	18	30.5%
Level 4	241	325	✓	5	8.47%

MAP Read Spring Grd9 SBA-CC

Students Taking Test: 47 • Minimum Passing Score: 226.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	213	✗	16	34.04%
Level 2	213	226	✗	15	31.91%
Level 3	226	242	✓	13	27.65%
Level 4	242	325	✓	3	6.38%

MAP Read Fall Grd10 SBA-CC

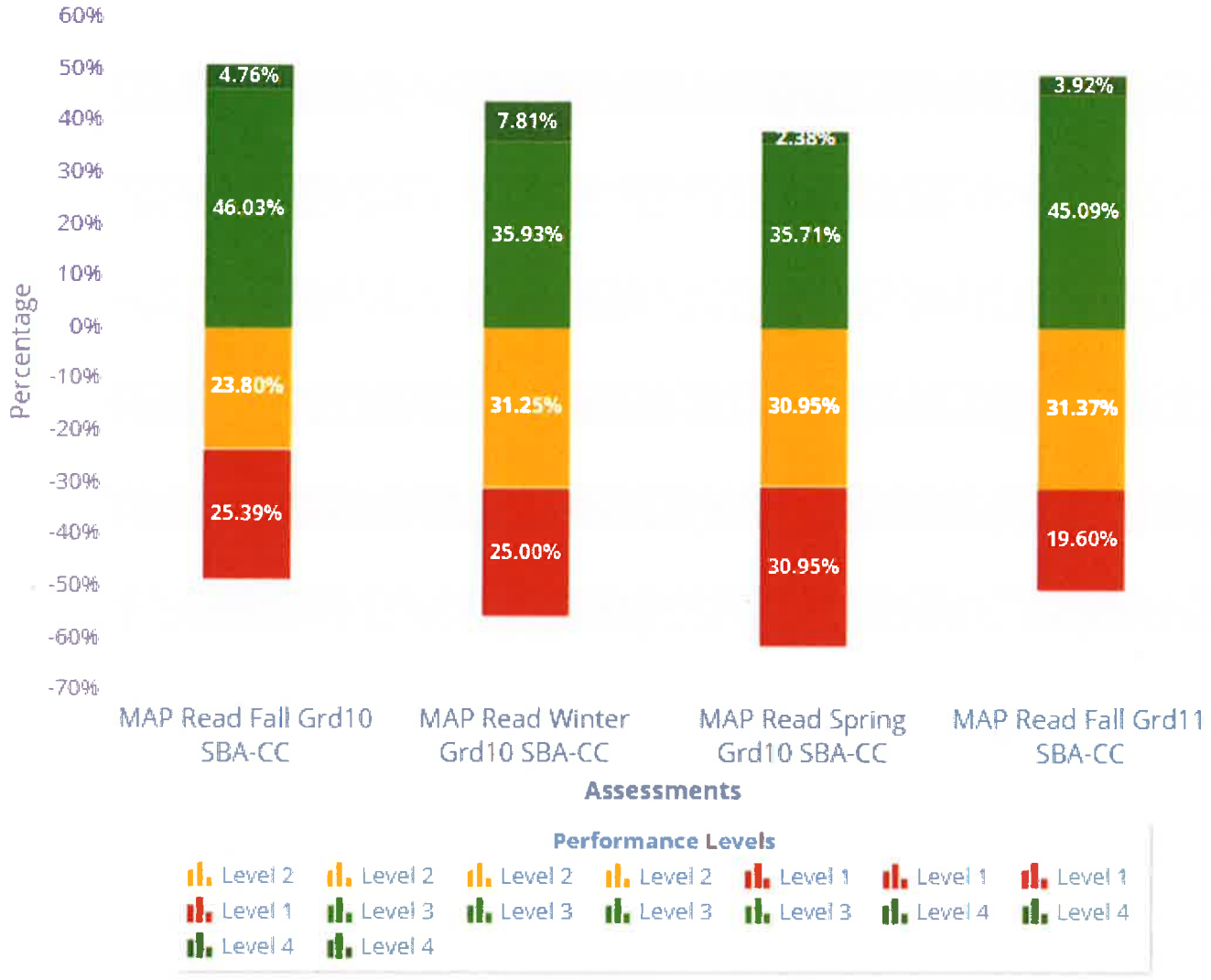
Students Taking Test: 61 • Minimum Passing Score: 226.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	214	✗	14	22.95%
Level 2	214	226	✗	23	37.7%
Level 3	226	242	✓	21	34.42%
Level 4	242	325	✓	3	4.91%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 11 during 23-24



MAP Read Fall Grd10 SBA-CC

Students Taking Test: 63 • Minimum Passing Score: 226.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	214	✗	16	25.39%
Level 2	214	226	✗	15	23.8%
Level 3	226	242	✓	29	46.03%
Level 4	242	325	✓	3	4.76%

MAP Read Winter Grd10 SBA-CC

Students Taking Test: 64 • Minimum Passing Score: 227.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	214	✗	16	25%
Level 2	214	227	✗	20	31.25%
Level 3	227	242	✓	23	35.93%
Level 4	242	325	✓	5	7.81%

MAP Read Spring Grd10 SBA-CC

Students Taking Test: 42 • Minimum Passing Score: 227.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	214	✗	13	30.95%
Level 2	214	227	✗	13	30.95%
Level 3	227	244	✓	15	35.71%
Level 4	244	325	✓	1	2.38%

MAP Read Fall Grd11 SBA-CC

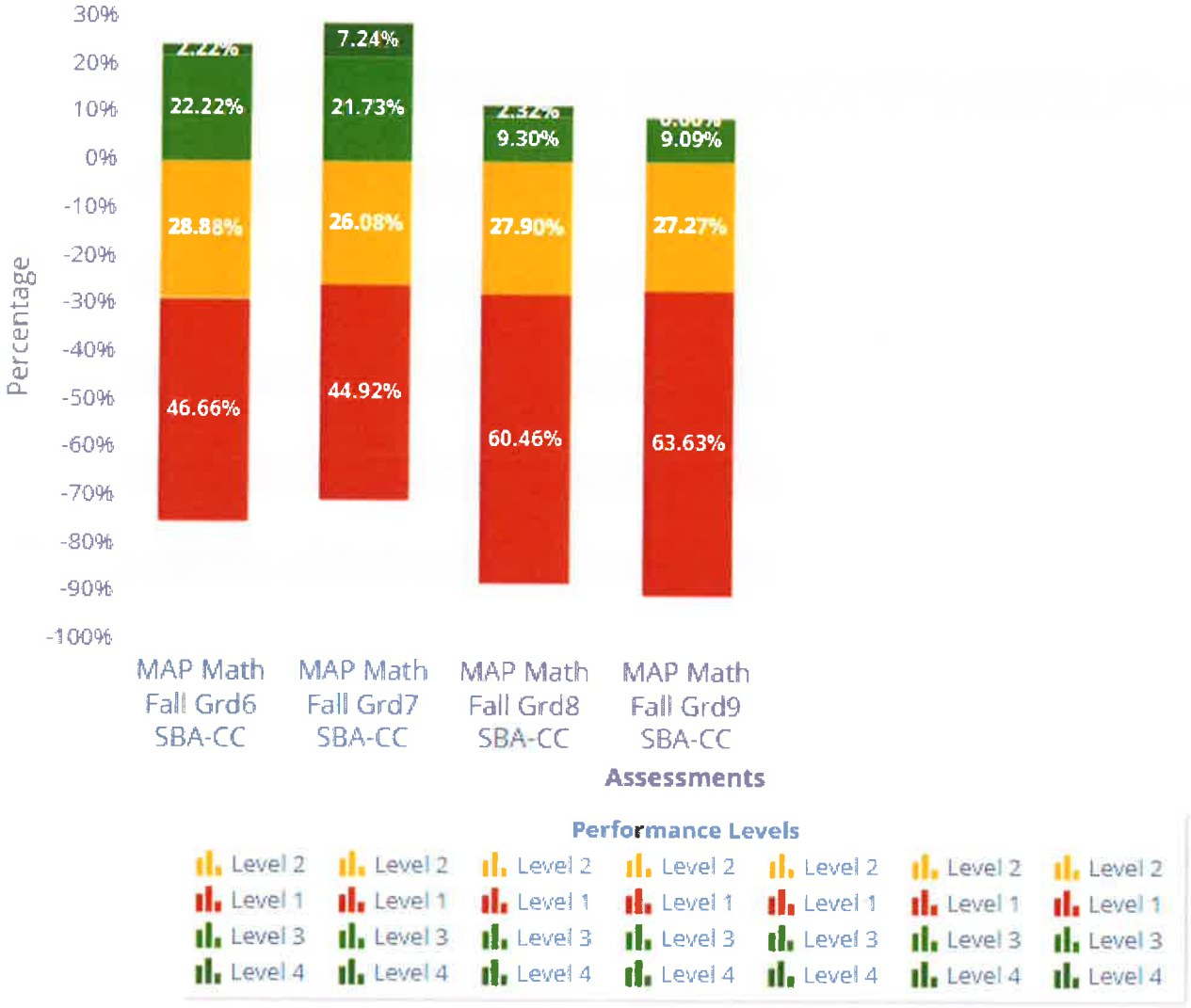
Students Taking Test: 51 • Minimum Passing Score: 227.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	214	✗	10	19.6%
Level 2	214	227	✗	16	31.37%
Level 3	227	245	✓	23	45.09%
Level 4	245	325	✓	2	3.92%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for Students in Chewelah School District (23/24) on MAP Math Assessments



MAP Math Fall Grd6 SBA-CC

Students Taking Test: 45 • Minimum Passing Score: 217.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	205	✗	21	46.66%
Level 2	205	217	✗	13	28.88%
Level 3	217	226	✓	10	22.22%
Level 4	226	350	✓	1	2.22%

MAP Math Fall Grd7 SBA-CC

Students Taking Test: 69 • Minimum Passing Score: 224.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	211	✗	31	44.92%
Level 2	211	224	✗	18	26.08%
Level 3	224	234	✓	15	21.73%
Level 4	234	350	✓	5	7.24%

MAP Math Fall Grd8 SBA-CC

Students Taking Test: 43 • Minimum Passing Score: 232.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	219	✗	26	60.46%
Level 2	219	232	✗	12	27.9%
Level 3	232	242	✓	4	9.3%
Level 4	242	350	✓	1	2.32%

MAP Math Fall Grd9 SBA-CC

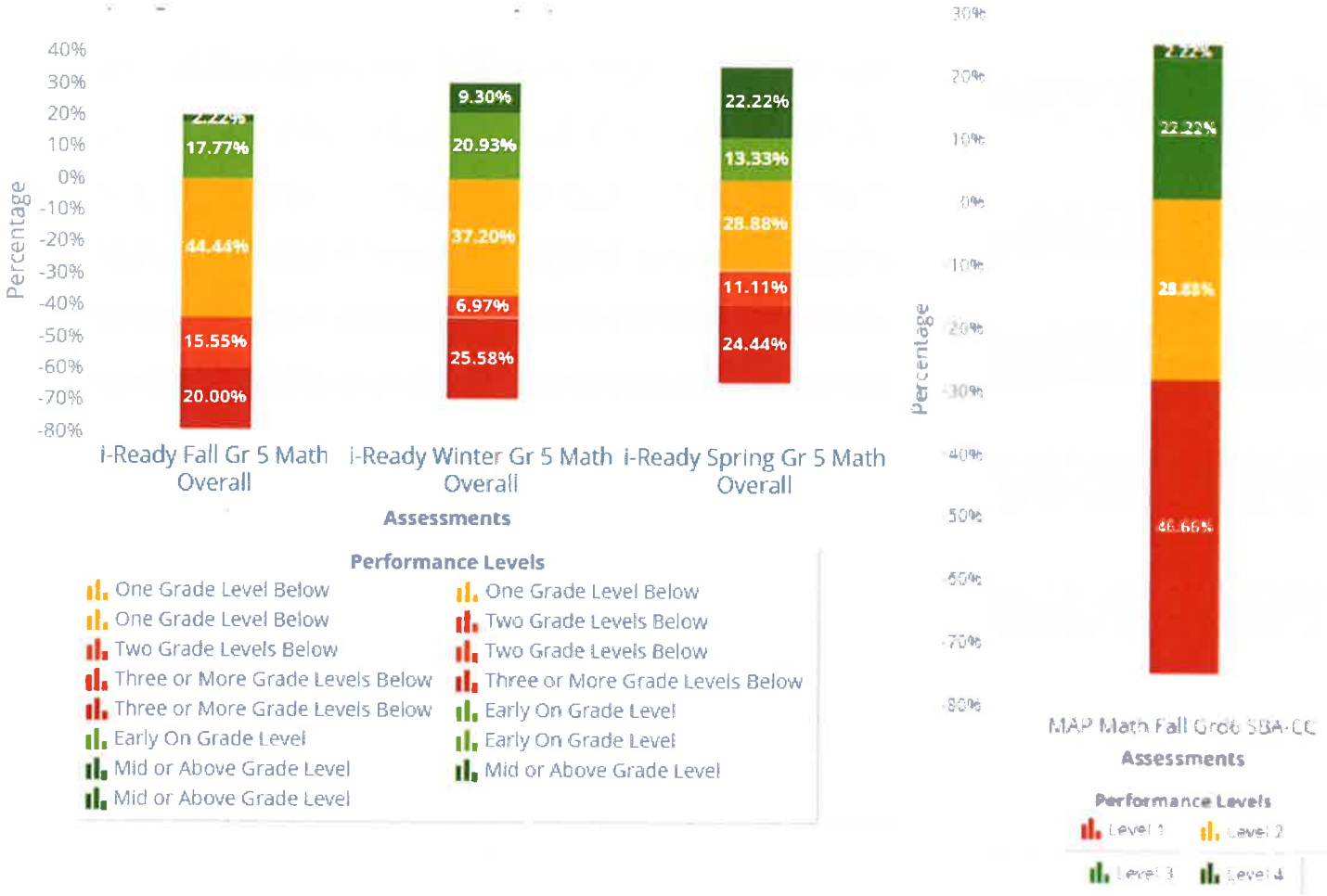
Students Taking Test: 11 • Minimum Passing Score: 241.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	229	✗	7	63.63%
Level 2	229	241	✗	3	27.27%
Level 3	241	255	✓	1	9.09%
Level 4	255	325	✓	0	0%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 6 during 23-24



i-Ready Fall Gr 5 Math Overall

Students Taking Test: 45 • Minimum Passing Score: 480.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Three or More Grade Levels Below	0	434	✗	9	20%
Two Grade Levels Below	434	450	✗	7	15.55%
One Grade Level Below	450	480	✗	20	44.44%
Early On Grade Level	480	498	✓	8	17.77%
Mid or Above Grade Level	498	800	✓	1	2.22%

i-Ready Winter Gr 5 Math Overall

Students Taking Test: 43 • Minimum Passing Score: 480.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Three or More Grade Levels Below	0	434	✗	11	25.58%
Two Grade Levels Below	434	450	✗	3	6.97%
One Grade Level Below	450	480	✗	16	37.2%
Early On Grade Level	480	498	✓	9	20.93%
Mid or Above Grade Level	498	800	✓	4	9.3%

i-Ready Spring Gr 5 Math Overall

Students Taking Test: 45 • Minimum Passing Score: 480.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Three or More Grade Levels Below	0	434	✗	11	24.44%
Two Grade Levels Below	434	450	✗	5	11.11%
One Grade Level Below	450	480	✗	13	28.88%
Early On Grade Level	480	498	✓	6	13.33%
Mid or Above Grade Level	498	800	✓	10	22.22%

MAP Math Fall Grd6 SBA-CC

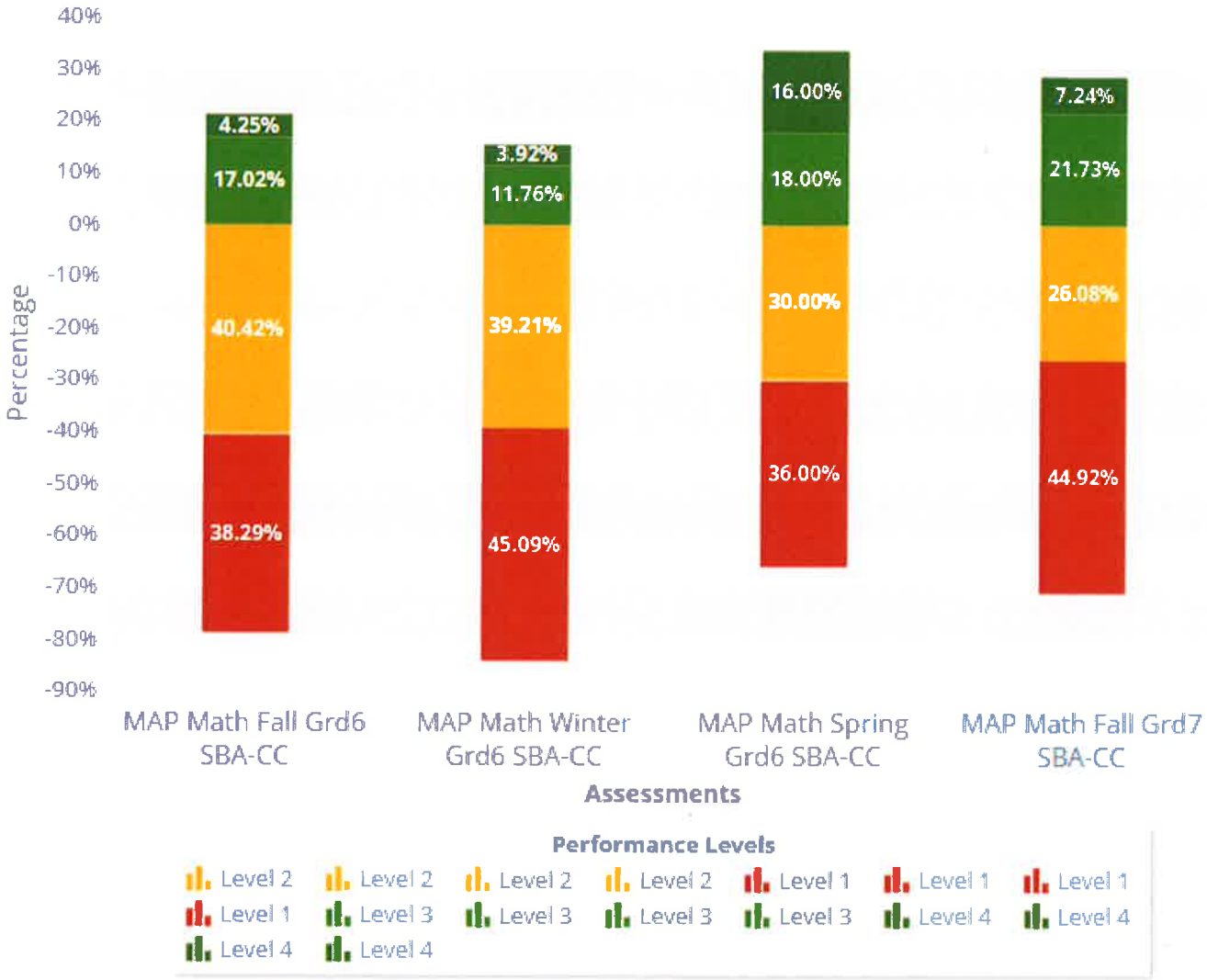
Students Taking Test: 45 • Minimum Passing Score: 217.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	205	✗	21	46.66%
Level 2	205	217	✗	13	28.88%
Level 3	217	226	✓	10	22.22%
Level 4	226	350	✓	1	2.22%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for student in Grade 7 during 23-24



MAP Math Fall Grd6 SBA-CC

Students Taking Test: 47 • Minimum Passing Score: 217.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	205	✗	18	38.29%
Level 2	205	217	✗	19	40.42%
Level 3	217	226	✓	8	17.02%
Level 4	226	350	✓	2	4.25%

MAP Math Winter Grd6 SBA-CC

Students Taking Test: 51 • Minimum Passing Score: 222.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	210	✗	23	45.09%
Level 2	210	222	✗	20	39.21%
Level 3	222	231	✓	6	11.76%
Level 4	231	350	✓	2	3.92%

MAP Math Spring Grd6 SBA-CC

Students Taking Test: 50 • Minimum Passing Score: 225.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	213	✗	18	36%
Level 2	213	225	✗	15	30%
Level 3	225	234	✓	9	18%
Level 4	234	350	✓	8	16%

MAP Math Fall Grd7 SBA-CC

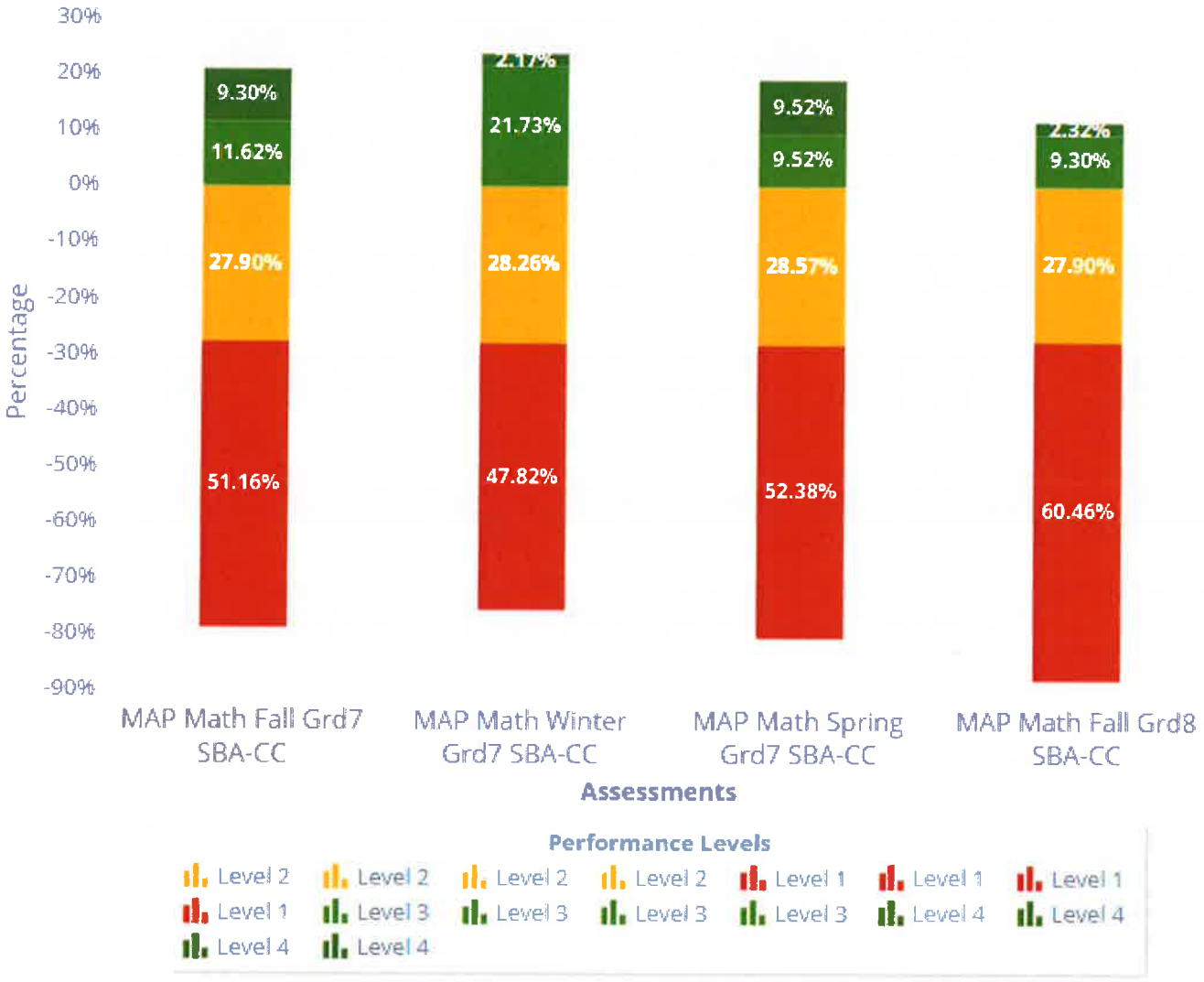
Students Taking Test: 69 • Minimum Passing Score: 224.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	211	✗	31	44.92%
Level 2	211	224	✗	18	26.08%
Level 3	224	234	✓	15	21.73%
Level 4	234	350	✓	5	7.24%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 8 during 23-24



MAP Math Fall Grd7 SBA-CC

Students Taking Test: 43 • Minimum Passing Score: 224.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	211	✗	22	51.16%
Level 2	211	224	✗	12	27.9%
Level 3	224	234	✓	5	11.62%
Level 4	234	350	✓	4	9.3%

MAP Math Winter Grd7 SBA-CC

Students Taking Test: 46 • Minimum Passing Score: 228.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	214	✗	22	47.82%
Level 2	214	228	✗	13	28.26%
Level 3	228	238	✓	10	21.73%
Level 4	238	350	✓	1	2.17%

MAP Math Spring Grd7 SBA-CC

Students Taking Test: 42 • Minimum Passing Score: 231.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	217	✗	22	52.38%
Level 2	217	231	✗	12	28.57%
Level 3	231	241	✓	4	9.52%
Level 4	241	350	✓	4	9.52%

MAP Math Fall Grd8 SBA-CC

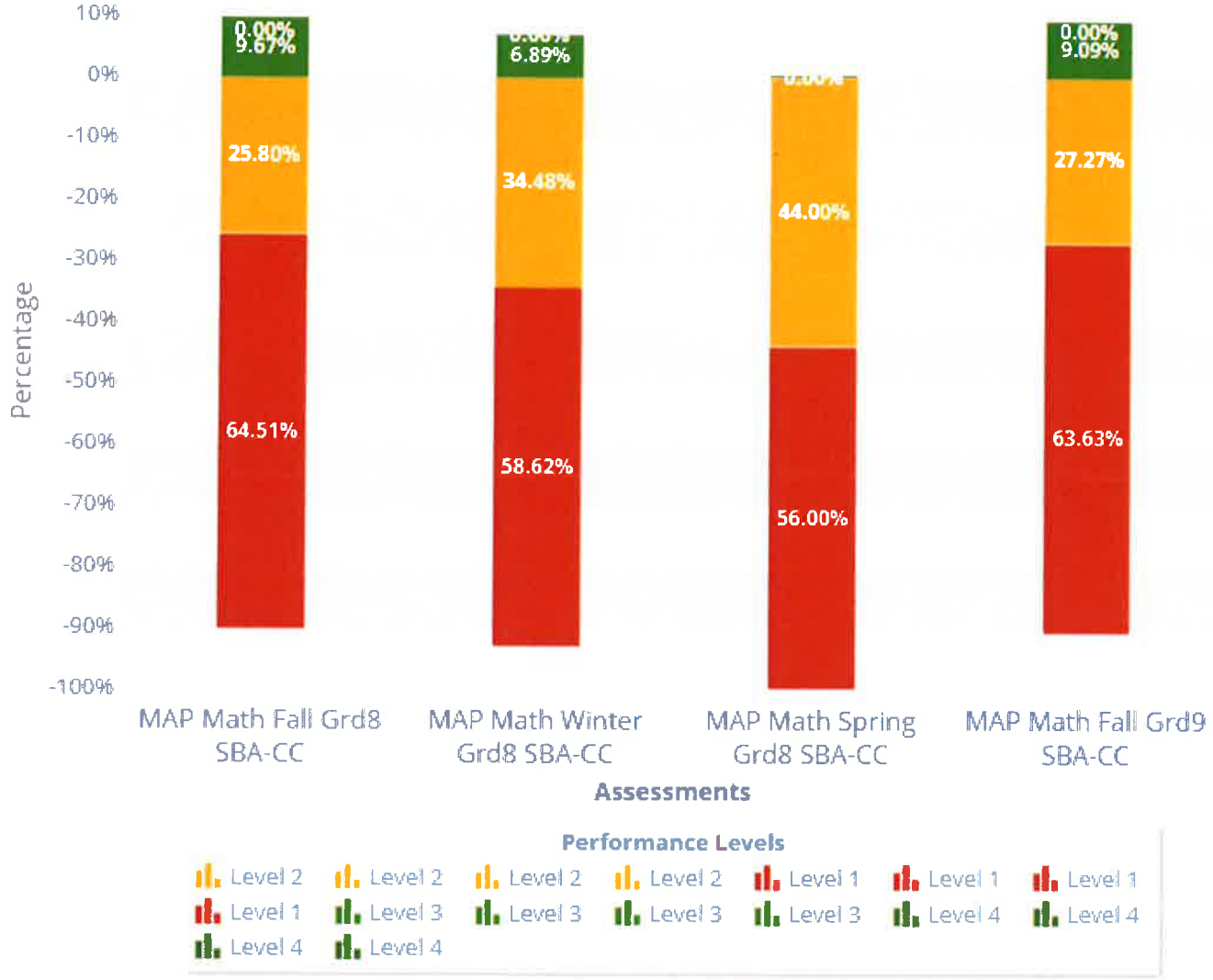
Students Taking Test: 43 • Minimum Passing Score: 232.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	219	✗	26	60.46%
Level 2	219	232	✗	12	27.9%
Level 3	232	242	✓	4	9.3%
Level 4	242	350	✓	1	2.32%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for students in Grade 9 during 23-24



MAP Math Fall Grd8 SBA-CC

Students Taking Test: 31 • Minimum Passing Score: 232.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	219	✗	20	64.51%
Level 2	219	232	✗	8	25.8%
Level 3	232	242	✓	3	9.67%
Level 4	242	350	✓	0	0%

MAP Math Winter Grd8 SBA-CC

Students Taking Test: 29 • Minimum Passing Score: 235.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	222	✗	17	58.62%
Level 2	222	235	✗	10	34.48%
Level 3	235	245	✓	2	6.89%
Level 4	245	350	✓	0	0%

MAP Math Spring Grd8 SBA-CC

Students Taking Test: 25 • Minimum Passing Score: 237.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	224	✗	14	56%
Level 2	224	237	✗	11	44%
Level 3	237	247	✓	0	0%
Level 4	247	350	✓	0	0%

MAP Math Fall Grd9 SBA-CC

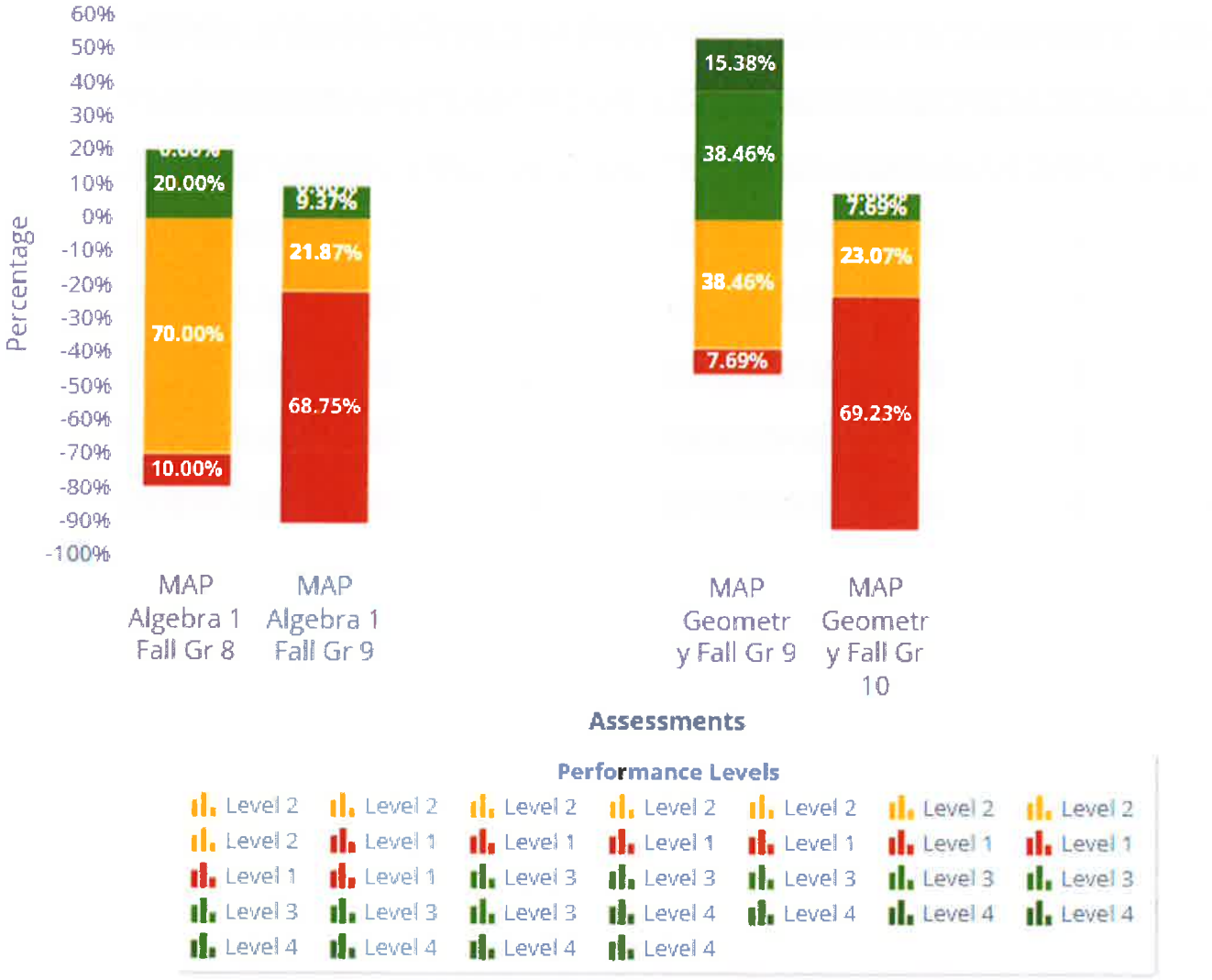
Students Taking Test: 11 • Minimum Passing Score: 241.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	229	✗	7	63.63%
Level 2	229	241	✗	3	27.27%
Level 3	241	255	✓	1	9.09%
Level 4	255	325	✓	0	0%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for Students in Chewelah School District (23/24) on MAP Math Subject Assessments



MAP Algebra 1 Fall Gr 8

Students Taking Test: 10 • Minimum Passing Score: 238.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	223	✗	1	10%
Level 2	223	238	✗	7	70%
Level 3	238	248	✓	2	20%
Level 4	248	325	✓	0	0%

MAP Algebra 1 Fall Gr 9

Students Taking Test: 32 • Minimum Passing Score: 241.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	229	✗	22	68.75%
Level 2	229	241	✗	7	21.87%
Level 3	241	255	✓	3	9.37%
Level 4	255	325	✓	0	0%

MAP Geometry Fall Gr 9

Students Taking Test: 13 • Minimum Passing Score: 241.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	229	✗	1	7.69%
Level 2	229	241	✗	5	38.46%
Level 3	241	255	✓	5	38.46%
Level 4	255	325	✓	2	15.38%

MAP Geometry Fall Gr 10

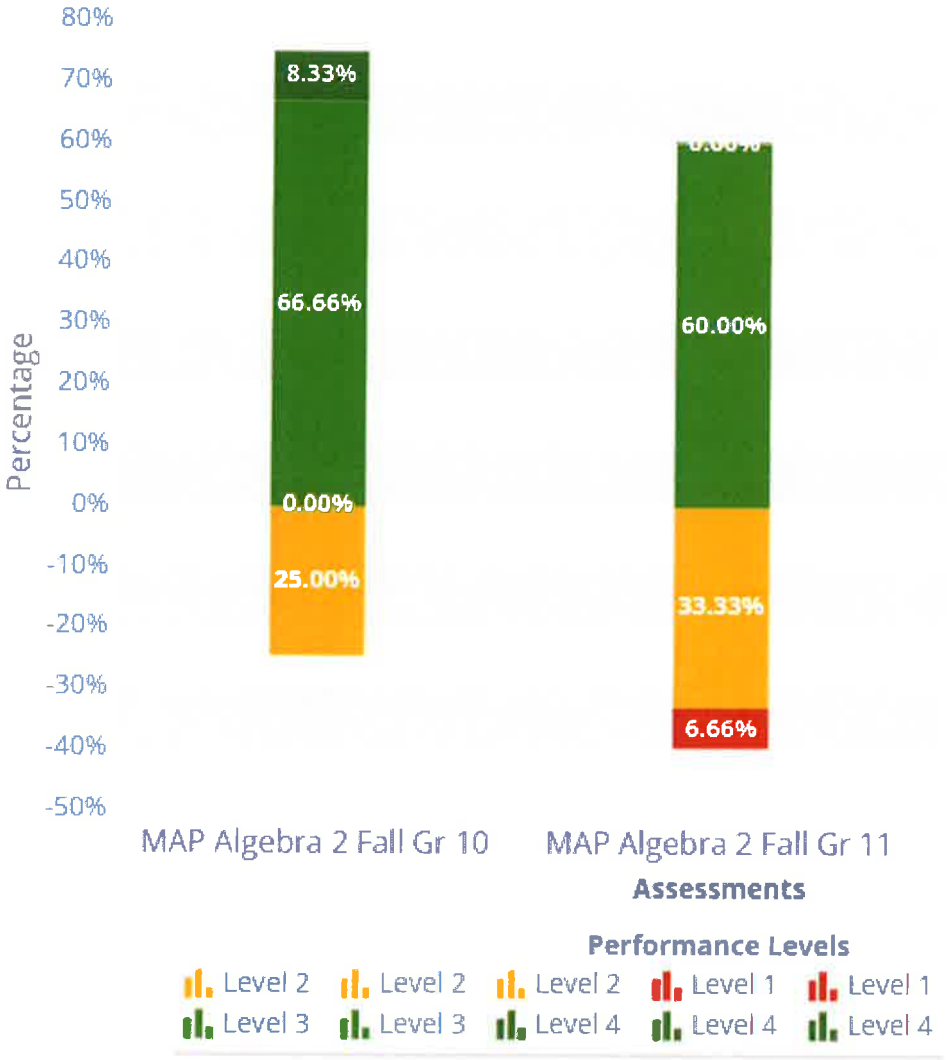
Students Taking Test: 39 • Minimum Passing Score: 242.00

Performance Levels	Score		Meets Standard	Students	
	Min	Max		#	%
Level 1	100	229	✗	27	69.23%
Level 2	229	242	✗	9	23.07%
Level 3	242	257	✓	3	7.69%
Level 4	257	325	✓	0	0%

Annual Performance Level Percentages

Chewelah School District

Performance Level Percentages for Students in Chewelah School District (23/24) on MPA Math Subject Assessments



MAP Algebra 2 Fall Gr 10

Students Taking Test: 12 • Minimum Passing Score: 242.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	229	✗	0	0%
Level 2	229	242	✗	3	25%
Level 3	242	257	✓	8	66.66%
Level 4	257	325	✓	1	8.33%

MAP Algebra 2 Fall Gr 11

Students Taking Test: 15 • Minimum Passing Score: 245.00

Performance Levels	Score			Students	
	Min	Max	Meets Standard	#	%
Level 1	100	231	✗	1	6.66%
Level 2	231	245	✗	5	33.33%
Level 3	245	261	✓	9	60%
Level 4	261	325	✓	0	0%

IN AN EMERGENCY
TAKE ACTION

ACTIVE ASSAILANT: LOCKDOWN, ALERT staff, NOTIFY 911, COUNTER, EVACUATE, (to be used in any order)

Use situational awareness to determine best response.

Account for staff and students when SAFE.

SECURE! (...the building, and teach)

Get inside. Lock outside doors. Stay inside.

STUDENTS
Return to inside of building
Conduct business as usual

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Business as usual

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend if situation changes

EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if directed to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard:

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead the safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

BOMB or ACTIVE THREAT PROCEDURES

quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb or active threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb or Active Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb or active threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb or active threat is received by e-mail:

- Call _____
- Do not delete the message.

of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**** Refer to your local bomb threat emergency response plan for evacuation criteria***

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security

2014

BOMB or ACTIVE THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

(For BOMB Threat) Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

(THREAT) Exact Words of Threat:

_____

_____

_____

Information About Caller:

- Where is the caller located? (background/level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points:

Caller's Voice	Background Sounds	Threat Language
Female	Animal noises	Incoherent
Male	House noises	Message read
Accent	Kitchen noises	Taped message
Angry	Street noises	Irrational
Calm	Booth	Profane
Clearing throat	PA system	Well-spoken
Coughing	Conversation	
Cracking voice	Music	
Crying	Motor	
Deep	Clear	
Deep breathing	Static	
Disguised	Office machinery	
Distinct	Factory machinery	
Excited	Local	
Laughter	Long Distance	
Lisp		
Loud	**Other Information:**	
Nasal		
Normal	_____	
Ragged		
Rapid	_____	
Raspy		
Slow	_____	
Slurred		
Soft	_____	
Stutter		

ACTIVE ASSAILANT-LANCE* CSD

If confronted by an armed and active assailant, you are empowered **and** have the authority to:

- **Say** "LOCKDOWN, LOCKDOWN, LOCKDOWN +*location and details of threat*"
- **Call 9-1-1**
- **Announce** continued updates regarding the threat (identification/location of individual)
- **Call** the office to relay the situation information
- **Activate** BLUE LIGHT
- **Anticipated First Responder:** Law Enforcement

CHEWELAH
SCHOOL DISTRICT 36

LANCE: USE IN ANY ORDER NECESSARY!

Lockdown – Life Safety
ALERT -- Internal Staff
Notify – Call 9-1-1
Counter – Engage/Defend
Evacuate/Escape – **If Safe**

Situational Awareness: Consder the Following

- **Close AND Lock doors – consider barricades, OR EVACUATE if safe to do so**
- **Turn off lights**
- **Out of sight of interior windows**
- **Move to entry door wall (staying away from the door itself) and spread-out**
- **Prepare to Counter (defend/engage) the assailant in door is breached**
- **Silence all phones**
- ***Do Not* pull the Fire Alarm**
- **Stay out-of-sight and remain as quiet as possible**
- **DO NOT leave safe location until released by authorities**
- **Account for students and staff when safe to do so**

Staff/Student/Volunteer	Principal/Designee	Superintendent/Designee
• LANCE actions • **Students/staff move to safe locations/outdoor rally points** • Staff without students assist in classrooms as needed (when safe) • Promote/maintain a calm atmosphere • Provide first-aid care for injured • Account for students and staff – *report* missing **or** extra students and staff to the office. (email) • Prepare for evacuation and reunification • **Lockdown** - Do not open doors until released by law enforcement • **Evacuate/Escape** - remain in safe location until released by law enforcement	• Initiate lockdown (if not already done) • **Students/staff move to safe locations** • Verify 9-1-1 has been notified • Notify District Office (ensure on-going updates are provided) • Provide medications through trained staff • Prepare for evacuation and reunification – may be off-site • As available, provide further instructions to staff • Prepare for mental health needs • Document injuries, damaged property, and incident events • Account for and locate all missing student/staff • Prepare for reunification.	• Initiate Incident Command System • Notify other district buildings, and board chair • Notify Transportation Dept. • Maintain ongoing communication with 9-1-1 dispatch • Identify selected location(s) for reunification • Notify ESD Regional Safety Center Team for additional support, if necessary. • Begin reunification procedures and neighborhood bus canvasing • Begin social media notifications/ instructions to parents • Notify neighboring school districts • Coordinate media inquiries • Coordinate post-trauma counseling assistance • Determine if/how long for school closure • Notify ClearRisk Solutions • Convene "all-staff' information or planning meeting if necessary • Document incident • Conduct After-Action Review

LANCE: L = Lockdown & Life Safety, A = Alert, N = Notify, C = Counter (fight/engage), E Evacuate/Escape

DURING PASSING TIME:

- Proceed to the nearest safe location.
- Begin Lockdown or escape procedures (LANCE).

BEFORE 1st PERIOD:

- Proceed to nearest safe location.
- Students can seek shelter outside the building or on a bus if safer than entering the building.
- If a situation develops prior to a bus's arrival, transportation will be notified to proceed to the pre-arranged staging area and await instructions.
- If a situation develops during a bus arrival, the bus driver will depart with the students on the bus and drive to the pre-arranged or safe area.
- Students who have already exited the bus should evacuate and seek safety at a designated safe location.

DURING CLASS:

- Lock all doors. Barricade!
- Close, lock and cover all windows and glass panels.
- Move to entry-door wall (staying away from the door itself) and spread out if possible.
- Reduce room lights and **everyone** needs to be quiet: DON'T speak – use sign language (finger to lips to be quiet, etc.).
- Maintain a calm atmosphere and provide for the emotional needs of your students.
- **Lockdown:** Do not open doors until released by law enforcement.
- **Evacuate/Escape:** remain in safe location until instructed by officials, superintendent or designee. School bus canvasing will occur in close neighborhoods and be a safe refuge location.
- Report any unusual situations immediately to the building Administrator.

MEAL/ASSEMBLY TIME:

- Proceed to nearest safe location.
- If in transit to/from cafeteria and/or "commons" area, Lockdown in any available room or evacuate.

OUTSIDE - P.E. - RECESS: Blue Light

- Staff shall be notified (by cell phone, portable radio, lockdown alarm, blue flashing lights).
- Proceed to a safe public location, and stay away from campus until released by authorities.
- School bus canvasing will occur in close neighborhoods and be a safe refuge location.

AFTER DISMISSAL:

- Those outside the building should leave the campus and seek shelter.
- If a situation develops during bus loading, the bus driver will leave immediately and drive to the pre-arranged or safe area.

STAFF WITHOUT STUDENTS:

- Immediately enter any lockable room and quietly await the all clear or Evacuate.
- Staff in the administrative area should quickly go to their building-specific Safe location.

SPORTING – DANCE – PLAYS EVENTS:

- Staff and students will take shelter to the nearest safe location (inside or out).

LANCE: L = Lockdown & Life Safety, A = Alert, N = Notify, C = Counter (fight/engage), E Evacuate/Escape

LOCKDOWN- CSD #36

You are empowered **and** have the authority to:

- **Say** "LOCKDOWN, LOCKDOWN, LOCKDOWN, Locks, Lights and Out of Sight."
- Lock ALL classroom and office doors. Turn off the LIGHTS, move out of line of sight of the corridor window(s).
- **Call 9-1-1**
- **Activate BLUE LIGHT**
- **Anticipated First Responder:** Law Enforcement

LOCKDOWN is utilized to protect staff and students using the security of the locked classroom or office location, IF a threat is INSIDE the building.

REMEMBER: "LOCKDOWN, LOCKS, LIGHTS, OUT of SIGHT."

Situational Awareness: Consider the following

- Close AND Lock doors – consider barricades
- Move away from interior windows
- Reduce room lights
- Move to entry door wall (staying away from the door itself) and spread-out if possible
- Silence all phones
- *Do Not* pull the Fire Alarm
- **Stay out-of-sight and *ALL* remain as quiet as possible**

Staff/Student/Volunteer	Principal/Designee	Superintendent/Designee
• **Students/staff move to safe locations** • Staff without students assist in classrooms as needed (when safe) • Promote/maintain a calm atmosphere • Provide first-aid care for injured • Account for students and staff – *report* missing **or** extra students and staff to the office. • Increase situational awareness and listen for changes in alert status or required protection. • **Lockdown** - Do not open doors until authorized by law enforcement or the appropriate authorities.	• Initiate lockdown (if not already done) • **Students/staff move to safe locations** • Verify 9-1-1 has been notified • **Notify District Office** (ensure on-going updates are provided) • Provide medications through trained staff • Account for and locate all missing student/staff • Prepare for evacuation and reunification – may be off-site. Prepare for parent pick up process. • As available, provide further instructions to staff • Prepare for mental health needs • Document injuries, damaged property, and incident events • **Debrief with staff** • Learn where injured students are being transported by EMT	• Initiate Incident Command System • Notify other district buildings, and board chair • Notify Transportation Dept. • Maintain ongoing communication with 9-1-1 dispatch • Identify location(s) for reunification (Civic Center, other schools, or Old MS with Transportation • Begin reunification procedures and neighborhood bus canvasing • Begin social media notifications/ instructions to parents • Notify neighboring school districts • Coordinate media inquiries • Coordinate post-trauma counseling assistance • Determine if/how long for school closure, if applicable • Notify ESD/ClearRisk Solutions • Convene "all-staff' information or planning meeting if necessary • Document incident • Conduct After-Action Review

If the situation develops into an ACTIVE ASSAILANT, initiate LANCE: L = Lockdown & Life Safety, A = Alert, N = Notify, C = Counter (fight/engage), E Evacuate/Escape

DURING PASSING TIME:

- Proceed to the nearest safe location.
- Begin Lockdown procedures.

BEFORE 1st PERIOD:

- Proceed to nearest safe location.
- Students can shelter outside the building or on a bus if safer than entering the building.
- If a situation develops prior to a bus's arrival, transportation will be notified to proceed to the pre-arranged staging area and await instructions.
- If a situation develops during the arrival of a bus, the bus driver will gather any child onto the bus who may have just exited and immediatley drive to the pre-arranged or safe area.

DURING CLASS:

- Lock all doors.
- Close, lock and cover all windows and glass panels.
- Move to entry-door wall (staying away from the door itself) and spread out if possible.
- Reduce room lights and **everyone** needs to be quiet: DON'T speak – use sign language (finger to lips to be quiet, etc.).
- Maintain a calm atmosphere and provide for the emotional needs of your students.
- **Lockdown:** Do not open doors until instructed by authorities, law enforcement.
- Report any unusual situations immediately to the building Administrator.

MEAL/ASSEMBLY TIME:

- Proceed to nearest safe location.
- If in transit to/from cafeteria and/or "commons" area, Lockdown in any secureable location.

OUTSIDE - P.E. - RECESS: BLUE LIGHT

- Staff shall be contacted with information by portable radio, cell phone, lockdown alarm, or blue flashing exterior lights.
- Proceed to a safe public location, and stay away from campus until given the all clear.
- Do not return to a building under LOCKDOWN.

AFTER DISMISSAL:

- Those outside the building should leave the campus and seek shelter.
- If a situation develops during bus loading, the bus driver will load students waiting to board that and immediately drive to the pre-arranged or safe area.

STAFF WITHOUT STUDENTS:

- Immediately enter any lockable room and quietly await the all clear.
- Staff in the administrative area should quickly go to their building-specific Safe location.

SPORTING – DANCE – PLAYS EVENTS:

- Staff and students will take shelter to the nearest safe location (inside or out).

If the situation develops into an ACTIVE ASSAILANT initiate LANCE: L = Lockdown & Life Safety, A = Alert, N = Notify, C = Counter (fight/engage), E Evacuate/Escape

Press Conference Scenario – Teacher Misconduct
#1

A 61-year-old, 5th grade male teacher in your district was just arrested today on five counts of lewd conduct with five separate children under the age of 16. One of the alleged victims is a former student. The alleged conduct took place over the past six years. The teacher is a 10-year veteran in your school district and is beloved by his students and fellow teachers. The news has sent shock waves through your district. Parents are understandably concerned and angry that their students might also be victims. Social media is lighting up with information that this teacher left a previous job in another state under a cloud of suspicion, even though no charges were ever filed.

The local and regional media is clamoring for information. Your crisis team decides to hold a press conference at 4:00 pm today to address the issue.

Your team has 45 minutes to do the following:

Step 1 – Draft a statement to read to the media – 1-2 minutes long
Step 2 – Anticipate the toughest questions you are going to get and develop your responses
Step 3 - Select a school spokesperson and practice answering the tough questions
Step 4 – Conduct a press conference

Press Conference Scenario – Student Protests
#5

Your school district has many Muslim and Jewish students. Recent events in the Middle East have heightened tensions between these students. Last week, a group of Jewish students walked out of class to demonstrate against the Hamas attack on Israel. Yesterday, a group of Muslim students held their own demonstration on school property.

The Muslim protestors were met with a few Jewish students and fights broke out. Several students were injured. The local media covered the event and the footage has gone viral.

The district is facing mounting criticism on how it has handled the situation from school board members, parents and community members.

The local and regional media is clamoring for information. Your crisis team decides to hold a press conference at 4:00 pm today to address the issue.

Your team has 45 minutes to do the following:

Step 1 – Draft a statement to read to the media – 1-2 minutes long
Step 2 – Anticipate the toughest questions you are going to get and develop your responses
Step 3 - Select a school spokesperson and practice answering the tough questions
Step 4 – Conduct a press conference

JEFFREY BELL CONSULTING
Public Affairs Expertise

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Crisis Communication Top 10 List

- Follow your Values – Not your instincts
  - Honesty
  - Openness
  - Accountability
- If you have bad news – Be the first to communicate
  - Control the narrative
  - There are no secrets
  - Your first words are the most important
  - CAP
    - Concern
    - Action
    - Perspective
- If you make a mistake – Say so
  - Take responsibility
- No actions or words are neutral
  - Everything either helps or harms
  - Don't revictimize the victims
- Message from your stakeholder's perspective
  - Address their concerns
- Your employees are your most important stakeholder/ally
  - Often overlooked and kept in the dark
- Be pro-active with the Media
  - Choose the right, trained spokesperson
  - Feed the beast
- Engage in Social Media
  - 24-hour monitoring and respond quickly, if warranted
- Resolve the Crisis
  - Deal directly with the core crisis
  - Make necessary policy and personnel changes
  - Be prepared for good and bad days – stay positive
- If you do it right, you will have a stronger organization and better reputation than before the crisis

P.O. Box 1708 | Newport, WA. | 99156-1708

EMERGENCIES

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

District and school plans shall:

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

A. ~~**Fire Drills**~~

~~Students shall receive instruction so that in case of fire or sudden emergency they shall be able to leave their particular building in the shortest time possible, or take such other steps as the particular emergency demands, and without confusion or panic. Fire drills shall be held monthly.~~

~~The superintendent is directed to develop emergency evacuation procedures for each building.~~

Drills

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

Basic Functional Drills

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

- **Shelter-in-Place**

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

- **Lockdowns**

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

- **Evacuations**

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

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

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

~~B.~~ **Earthquakes: Drop-Cover-Hold on**

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

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

Additional Drills

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

- **Pandemic/Epidemic**

The Board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee ~~shall~~ will serve as a liaison between

the school district and local health officials. The district liaison, in consultation with local health officials, ~~shall~~ will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

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

~~C.~~ Bomb Threats

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

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

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

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

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

Cross References:	4310 - District Relationships with Law Enforcement and other Government Agencies
Legal References:	RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations — Fees RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, schools, and educational service districts — Reports — Drills — Rules
Management Resources:	2017 - July Issue 2013 - June Issue

June 2008 OSPI School Safety Planning Manual
Policy News, August 2008 School Safety Plans
Policy News, October 2006 Pandemic Flu Planning for School Districts
Policy News, February 1999 Fire drills Required Monthly

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