



Board of Directors' Regular Meeting

April 17, 2024

6:30 PM at Quartzite Learning, 106 W. Lincoln Ave., 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
 - March 14, 2024 special meeting
 - March 20, 2024 regular meeting
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. Principal Reports (blue)
 - C. Student Support Services report (pink)
 - D. Special Education report (yellow)
 - E. Quartzite Learning Midyear Showcase
 - F. Business Manager – Mara Schneider
 - ✓ Financial report
 - ✓ Enrollment
 - ✓ Audit update
8. Consent agenda
 - A. Approve financial reports
 - B. Approve general fund voucher numbers 124611-124665 for a total of \$164,773.78; and ACH for \$1,325.11
 - C. Approve ASB voucher numbers 124666-124671 for a total of \$2,498.77 and ACH for \$45.60
 - D. Approve payroll in the amount of \$917,681.18
 - E. Personnel:
 1. Approval to hire Adam Briceland as junior high baseball assistant coach
 2. Approval to transfer Carrie Kent from paraeducator to Quartzite Learning secretary
 3. Approval to post for a paraeducator
 4. Approval to post for two summer custodial laborers
 5. Approval to post for one groundskeeping summer laborer
 6. Approval to post for two summer technology assistants
 7. Approval to post for high school golf assistant coach

8. Approval to hire Sky Griep as high school golf assistant coach
 9. Approval of Mark Holmes as a volunteer baseball coach
 10. Approval to hire Abby Fuller as junior high softball assistant coach
 11. Approve resignation/retirement of Geri Trudeau as a paraeducator, effective the end of the 2023-24 school year
 12. Approve resignation of Mandie Orne as a paraeducator
 13. Approve resignation of Emily Smith as high school volleyball c-squad coach
 14. Approval to post for high school volleyball c-squad coach
9. Superintendent Report
 - A. Professional Learning Communities (PLC) update
 - B. Board response to Curriculum Management Solutions, Inc. Audit update (tan)
 10. Old Business
 - A. Second reading Policy 2020 Course Design, Selection and Adoption of Instructional Materials & Instructional Materials Committee (gray)
 - B. Second reading Policy 2420 Standards-Based Grading (lavender)
 - C. Communication review
 11. New Business
 - A. Approve Gess Elementary summer school plan, including posting positions (green)
 - B. Approve Quartzite Learning and Jenkins summer school plan, including posting positions (pink)
 - C. Approve Open Doors summer school plan, including posting positions (yellow)
 - D. Approve Edward Don & Company's quote for Gess Elementary Thermalrite walk-in cooler/freezer and installation in the amount of \$54,844.39, excluding tax (salmon)
 - E. Approve surplus of various technology devices (blue)
 - F. Approve district nondiscrimination statement (cherry)
 - G. First reading Policy 3231 Student Records (tan)
 - H. First reading Policy 2023 Lesson Plans (lavender) RECOMMEND RETIRE
 - I. First reading Policy 2022 Electronic Resources and Internet Safety (buff)
 12. Board Reports
 - A. Director Donna Eastabrooks
 - B. Director Dan Krouse
 - C. Director Theolene Bakken
 - D. Chairperson Judy Bean
 13. Future Meeting Agenda Topics
 14. Next meeting: April 18, 2024, Special Meeting, 4:30 PM at District Office
 15. Potential executive session
 16. Adjourn

Join meeting virtually via Zoom at <https://us02web.zoom.us/j/85037028189>

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.
March 14, 2024**

The special meeting was scheduled to begin at 4:00 PM with the purpose of participating in professional learning communities (PLCs) training provided by Solution Tree, Inc. through an interactive webinar. Notice of the special meeting was given in accordance with OPMA regulations. Chairperson Bean did not call the meeting to order due to no quorum present. Chairperson Bean participated in the training.

Judy Bean
Chairperson

Jason Perrins
Secretary of the Board

CHEWELAH SCHOOL DISTRICT #36
BOARD OF DIRECTORS' REGULAR MEETING
Jenkins Jr/Sr High School, 702 E Lincoln Ave. and virtually via Zoom
March 20, 2024

Chairperson Judy Bean called the meeting to order at 6:30 PM. Directors Theolene Bakken, Donna Eastabrooks, and Dan Krouse were present. Director Position 2 is vacant. Superintendent Jason Perrins, Business Manager Mara Schneider and Administrators Erin Dell, Shawn Anderson, Tom Skok, and Julie Price were present. Nine audience members attended in person and four audience members attended virtually. Following the flag-salute, the first item of business was:

MODIFICATIONS TO THE AGENDA

Chairperson Bean notified the Board of the additions of New Business Item OSPI Planning Grant and an executive session.

APPROVAL OF THE AGENDA

Director Bakken moved to approve the agenda as amended. MC

APPROVAL OF MINUTES

- A. Director Bakken moved to approve the minutes of the February 21, 2024 regular meeting. MC
- B. Director Bakken moved to approve the minutes of the March 7, 2024 work session as printed. MC

PUBLIC COMMENTS

Jenkins Jr/Sr High School Librarian Rhonda Christian explained her project of creating a photo flip book of the older graduating class photos to create space for hanging the newest class photos. Chairperson Bean read aloud an email public comment from Luke Jeanneret with questions about administrators, fair treatment of all athletes, district hiring processes, high school weight training and number of coaches per sport.

SCHOOL COMMUNITY PRESENTATIONS

- A. Jenkins Jr/Sr High School ASB Secretary Makayla Duke reported on the following Jenkins Jr/Sr High student activities: prom will be held May 4 at Northern Quest Casino and the Mr. JHS pageant will be April 12 at the PACA theater.
- B. The Board recognized Classified Employee Week with Superintendent Perrins reading aloud the governor's recognition proclamation.
- C. Athletic Director Tom Skok presented the winter athletics wrap up including accomplishments of teams and athletes in each sport and priority athletics topics generated from parent meetings.
- D. Gess Elementary Principal Julie Price provided a written report. She thanked the Board for their support and added that the staff is working through the ELA instructional materials adoption process.
- E. Quartzite Learning Principal and Director of Student Support Services Erin Dell provided a written report.
- F. Special Education Director Sarah Gregory provided a written report.
- G. Jenkins Jr/Sr High School Principal Shawn Anderson and staff presented the school's mid-year showcase. English Language Arts (ELA) Teacher Shirley Baker reported on the actions and outcomes of the 9th Grade Success program and the status of the ELA instructional materials adoption process. Science Teacher Jenny Youngblood introduced students Anna Hungerford and Makayla Duke who spoke about the benefits of membership in and the activities of HOSA- Future Health Professionals club. They thanked the Board for the opportunities to attend leadership events. Health/Fitness Teacher Rhea Ross shared student feedback and benefits of the ski/snowboarding school offering. Social Studies Teacher Paige Campbell reported on the social studies program courses and extracurricular outings. Math Teacher Jennifer Watts demonstrated and explained the benefits for students of the movement-based classroom changes she implemented this school year. She invited the Board to visit the classroom anytime.
- H. Business Manager Mara Schneider presented the current financial and enrollment reports. She also provided in-depth information about transportation funding.

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 approve the consent agenda. MC

- A. Approve financial reports
- B. Approve general fund voucher numbers 124442-124489 for a total of \$94,260.17; and voucher numbers 124502-124571 for a total of \$150,782.27
- C. Approve capital projects fund voucher numbers 124490-124491 for a total of \$43,480.01 and voucher number 124572 for \$7,580.20
- D. Approve ASB voucher numbers 124492-124501 for a total of \$20,498.81 and voucher numbers 124573-124578 for a total of \$8,722.18
- E. Approve payroll in the amount of \$925,816.87

F. Personnel:

1. Approve resignation of Sophia Pegues as high school assistant cheer coach
2. Approval to post for high school assistant cheer coach
3. Approval to hire LaVonne Burgess as high school golf head coach
4. Approval to hire Hailey Crise as a paraeducator
5. Approve resignation of Kim Hogan as high school boys wrestling head coach
6. Approval to post for high school boys wrestling head coach
7. Approve out of endorsement teaching assignment for Micah Holmes in special education
8. Approve out of endorsement teaching assignment for Keri Ecklund for 8th Grade Algebra I, state course code 02052
9. Approval to hire Cassandra McKee as district office support specialist
10. Approval to hire Curtis Lewis as high school cheer assistant coach
11. Approve resignation of Sheila Krouse as junior high softball assistant coach
12. Approval to post for junior high softball assistant coach

SUPERINTENDENT REPORT

Superintendent Perrins reported on the following:

- A. PLC (Professional Learning Communities) update
 - Will send the directors the link to the March 14 special meeting training Solution Tree PLC training
 - Steering Committee training March 26
- B. Annual report of progress toward goals of Policy 5010 Nondiscrimination and Affirmative Action
 - No issues with the process
- C. Quarterly public records requests transparency report per Policy 6030
- D. Parent Learning Community
 - New initiative to engage parents in shared discussions of parenting challenges, best practices, resources and solutions
 - First meeting is April 22
 - Will send parent survey to prioritize topics
- E. Will meet with the Chamber of Commerce and City of Chewelah officials April 8 to discuss how to create opportunities for students to develop workforce skills with businesses in the community
- F. Assailant walk-through drill at schools with local law enforcement agencies April 25
- G. Budget Advisory Committee meeting tentatively scheduled for May 7
- H. Strategic plan review and revision will take place April 26
- I. Notified the Board of the option to attend the virtual audit exit interview Wednesday, March 27 at 11:30 AM. Directors Bean and Eastabrooks will attend.

OLD BUSINESS

- A. Director Bakken moved to approve the second reading of new Policy 0100 Commitment to Planning as amended. MC
- B. Director Bakken moved to approve the Curriculum Management Plan recognizing that the document will continue to be added to and modified as appropriate. MC
- C. Communication review
 - Chairperson Bean thanked Superintendent Perrins for sending out the District newsletter this month.
 - At Chairperson Bean's request, Student Support Services Director Dell reported the status of the Center for Educational Effectiveness (CEE) survey process, including the hope that a results report will be available for the May 2 work session.
 - Chairperson Bean requested a report at a future meeting of the advisory committees in the District and two-way communication with the committees.
 - Director Krouse asked for an update on the high school focus groups. Superintendent Perrins explained that he recently met with senior students, and he will schedule more student meetings. Jenkins also recently held a special education parents and athletics advisory meetings. Jenkins Principal Anderson will attend a Gess Elementary parent advisory committee meeting and then schedule Jenkins' first parent advisory meeting.

NEW BUSINESS

- A. Jack Knudsen and Luke Cashman of McKinstry presented the OSPI Planning Grant Investment Grade Audit Review that explained the proposed Gess Elementary facility upgrades to be funded by the OSPI Small School District Modernization Grant. Director Bakken moved to approve the OSPI Planning Grant projects with McKinstry in the amount of \$6,000,000.00. MC
- B. Director Krouse moved to approve Jenkins Jr/Sr High School student clubs and fees for 2024-25. MC
- C. Director Bakken moved to approve Gess Elementary student clubs for 2024-25. MC
- D. Director Bakken moved to approve the 2024-2029 printing equipment lease with Canon Solutions America, Inc. in the amount of \$49,680.00, excluding taxes and monthly per copy maintenance fees. MC
- E. Director Krouse moved to approve the athletics full combine agreement with Paideia High School in Valley School District. MC
- F. Director Bakken moved to approve the first reading of new Policy 3230 Searches of Students and Student Privacy. MC

- G. Review new Procedure 3220P Freedom of Expression.
- H. Review new Procedure 2415P Performance-Based Pathway for High School Graduation.
- I. Director Krouse moved to approve the surplus of 2014 Starcraft school bus type A34DL, VIN 1GB3G2BL0E1113982. MC
- J. First reading Policy 2020 Course Design, Selection and Adoption of Instructional Materials. The policy will be presented for second reading at the April 17 regular meeting.
- K. First reading Policy 2420 Standards-Based Grading. The policy will be presented for second reading at the April 17 regular meeting.

BOARD REPORTS

- A. Director Eastabrooks reported that a parent was thankful for school events being up to date on the website calendar. She provided a recap of the March 5 Technology Committee meeting. She also thanked the Jenkins staff and Principal Anderson for her visit to their school on March 18.
- B. Director Krouse gave no report.
- C. Director Bakken gave no report.
- D. Chairperson Bean gave no report.

EXECUTIVE SESSION

Chairperson Bean adjourned the regular meeting at 9:25 PM for a short recess and an executive session to discuss the performance of a public employee in accordance with RCW 42.30.110(g). The executive session is expected to end at 10:00 PM. The executive session ended at 10:00 PM and Chairperson Bean reconvened the regular meeting.

With there being no other business, the regular meeting was adjourned at 10:00 PM. The next meeting will be the April 17, 2024 regular business meeting at Quartzite Learning at 6:30 PM.

Judy Bean
Chairperson

Jason Perrins
Secretary of the Board

Gess Elementary Board Report
April 10, 2024

Upcoming Events

Gess Elementary students will enjoy the Spokane Ballet Ensemble in the performance of Act III of Swan Lake and excerpts from the Nutcracker. Watching a ballet can be a transformative experience for elementary students, offering numerous benefits. Most importantly, it provides a unique opportunity to appreciate the arts, exposing students to a different form of storytelling and cultural expression. Ballet encourages imagination and creativity, as children immerse themselves in the graceful movements and intricate choreography. I am sure we will see these movements and other unique choreography acted out on our playgrounds after this event. It can also enhance students' understanding of music, as they learn to recognize different styles and rhythms. Ms. Emily Smith and Mr. Joe Trudeau will be able to answer questions and guide students in their music and band classes discussing any questions or further explorations around this specific performance or similar ones.

Moreover, ballet promotes physical activity and coordination, inspiring students to express themselves through movement. Intentionally, we have invited Spokane Ballet Ensemble strategically to continue our work within the Gess community on culture and climate. Another positive aspect of students attending this ballet is that it can foster a sense of community and appreciation for teamwork, as students witness the collaboration of dancers, musicians, and stage crew to create a magical performance. Promoting literacy, performers from the Spokane Ballet Ensemble will be in our primary classes reading literature and answering questions about the Arts before the performance on Thursday, April 25, 2024, at 12:45 pm.

Dr. Brad Gustafson will be at Gess Elementary on April 13, 2024, from 8:00 am – 2:00 pm sharing his knowledge of how to create a culture of literacy through interactive book talks. Staff are excited and ready to take the knowledge gained from the workshop and implement it within their classrooms. Also, June 17th and June 18th staff are participating in training centered

thinking strategies as tools to support instruction and student engagement in the classroom. One intent of the training is to build a common language of thinking throughout Gess Elementary. Initially, staff were surveyed to gauge interest and availability. There was an overwhelming positive response to attending the training provided on these different dates.

Parent Advisory Board

March 21, 2024, the Gess Parent Advisory Board met and looked at data for discipline from August 2023 to December 2023 and then from January 2024 to March 11, 2024. The Parent Advisory Board noticed there was a 28.7 % decrease in behaviors from the first part of the year in comparison to the second part of the year. Some behaviors such as theft went from 11 events to zero events in the January to March 11th time period. Let's celebrate the decrease in overall behaviors.

To support teachers in the classroom this next school year we are refining the process to identify students for success team. In collaboration with administration, staff will be receiving training by Flint Simonson to support this new system and better understand behaviors.

Jenkins JR./SR. High School
April 10, 2024
Board Report

I. Professional Development

Our District Leadership PLC Team participated in professional development from Solution Tree on effective grading practices by Mr. Tim Brown. Much of the discussion was focused on effective grading of late work and assessment retakes. The PLC training led to some great discussions and directions for our leadership team to create a whole staff professional development in the spring and fall.

II. Spring Parent/Teacher Conferences

Before Spring Break, students met with their assigned pride/rock teacher and parent to explain their academic progress in a student led conference. The turnout was about 80% for the two days of student-led conferences. Students must present to a parent, guardian, or designated adult if a parent cannot make the conference.

During the student led conference students presented portions of their High School and Beyond Plan, including present levels of academic progress in their courses, goals for improvement, and current growth on their MAP assessments.

During the student led conferences, the entry way had a display of the proposed ELA adoption materials for review and feedback from parents.

III. Graduation 2024

Graduation this year will be on June 8, 2024, at 11:00 AM in the high school gymnasium. All School Board members are cordially invited to attend graduation. If you would like to be part of the distribution of diplomas during the District Graduation, please let Mr. Perrins know so that we can plan accordingly. Tickets for family members are no longer necessary for graduations unless our student FTE grows. There has been plenty of seating in the gymnasium.

IV. Special Education Inclusionary Event

On Friday, Rosa Lehrbas, one of our special education teachers at Jenkins, is organizing an inclusive event for all students to participate in the gym. She has organized a Diversity City where all the clubs in the high school have an activity in the gym to educate students on what the clubs have to offer all our students.

Classes are dismissed by grade level throughout the short day, so that students can rotate around the "Diverse City Activities/Games". Inclusive activities have been created so that all students can have fun, feel included in school activities, and be the center of attention. Sometimes our special education students feel overwhelmed at our assemblies and athletic events, this is a special way to have fun in a calm and controlled manner and environment.

This is a great example of improving our school culture for all students.

V. Science Guest Speaker

On Wednesday, April 10, 2024, a guest speaker and former scientist, Glen Schofield presented information about Trilobite Fauna. The presentation was interactive and sample trilobites were on display for the students. All 110, 7th and 8th grade students were able to participate in the science presentation.

VI. Building Speaker Additions

In March, new speakers were added to specific areas in our Jenkins buildings. For example, the principal offices and counseling offices now can effectively hear the announcements from the office when they are made. Other areas included were outside, in the CTE building and in the portables. This was a high priority for achieving our school safety building goals.

VII. RTI Meeting for 2024/25 School Year

I am leading discussion in coordination with our junior high PLC team leader, in the creation of a new Response to Intervention for our 7th and 8th grade students that focuses on reading and math systemic intervention plans. The academic achievement of the current and incoming 6th grade students is lower than we traditionally received, which has led us to review our RTI processes. We are designing a system that would use a data team model of reviewing student pre- and post-assessment data on identified academic guaranteed standards not at grade level. The RTI model of Tier II Interventions would need support from at least five teaching staff and two paraprofessional staff in

the same period to create a rotation of intervention that would work. This model would also identify students who will benefit from extension academic activities and projects. This model of RTI would use effective teaching strategies in the classroom such as station rotation for skill-based teaching and students tracking their own academic growth goals and a six-week data rotation based on assessment goal progress monitoring.

VIII. NHS Induction

On Wednesday, April 10, 2024, at 6:30 PM the National Honor Society under the leadership of Mrs. Watts, will be inducting nineteen new members into the Chewelah Chapter of the National Honor Society. I am immensely proud of these new members as they are the top of our student body in academics with strong character traits to create a well-rounded student who represents Chewelah School District.

IX. Parent Advisory Meeting

There is a Parent Advisory Meeting on April 23 from 6:00 – 7:30 PM at Jenkins High School. The meeting will have a short presentation from myself and then there will be an open discussion about building initiatives and school climate and culture efforts.

X. Effective Instructional Strategies

In March, I spent several class periods observing Shirley Baker's ELA classroom and was engrossed into her lesson on each classroom visitation. She was conducting round table discussions on what she likes to call Poetry March Madness. The students sit in a circle, and Shirley leads the class in the reading, interpretation, and analysis of a specific poem, such as, "Mending Wall," by Robert Frost. The students then, after reading two consecutive poems in a bracket, vote on the poem to advance to the next level in the tournament.

Although I am not a certified reading teacher, I love poetry and this lesson surprisingly hooked me into staying and participating in the process. Students take this activity seriously, and you can often listen to a student's own personal voice and experiences in life as they personalize the meaning of each poetic language. Personally, I am voting for "First Fall" as the undisputed champion.



Jenkins Jr / Sr High School

Home of the Cougars and Raiders

Activities for April / May

- | | |
|----------|--|
| April 10 | FFA Officers Meeting
HOSA Meeting
NHS Induction |
| April 11 | JH ASB Meeting
Japanese Club Meeting
Priority One |
| April 12 | Diversity City – Inclusion Event
Half Day for Teacher Grading
JH Krispy Kreme Fundraiser Begins (4/12 – 4/26) |
| April 17 | FFA Officer Meeting
HOSA Meeting
Automotive Trades Night |
| April 18 | JH ASB Meeting |
| April 19 | FFA State Trap Meet
Sped Community Social Outing |
| April 23 | Parent Advisory Meeting |
| April 24 | SAT Testing
FFA Officer Meeting
HOSA Meeting
Jenkins Informational Meeting for New Students/Families |

- April 25 JH ASB Meeting
- May 1 State FFA Livestock Competition
FFA Officers Meeting
Health Care Trades Night
HOSA Meeting
- May 2 FFA Plant Sale for Staff (after school)
JH ASB Meeting
- May 3 FFA Plant Sale
JH 100% Club Trip
- May 4 FFA Plant Sale
Prom
- May 8 State FFA Convention (5/8 – 5/11)
HOSA Meeting
- May 9 JH ASB Meeting
- May 11 Jr. Lilac Parade – Symphonic & 6th Grade Band



Student Support Services

Board Report – April 2024

Quartzite Learning and Open Doors

We will be reviewing our CEE survey data over the next couple of months as we work on planning for next year. This survey data in addition to student achievement data, credit completion data, and other information will be used as we update our school improvement plan for next year. We will also be discussing how we address students that need intervention and what on-site classes we plan to offer next year. With Open Doors we will be looking at a needs assessment and updating our school improvement plan as part of our work with the Office of School and System Improvement (OSSI) through OSPI. April 12th will be our final day of training for this year with the National Dropout Prevention Center and our work to be a Trauma-Skilled School. We have put many of our action items into place and in review of our plan realize that we may have been a little ambitious in what we thought we could accomplish. We will continue to review our work and move some of our action items on to next year as part of our culture goal in our school improvement plan.

Food Service

We just received reports from our use of the Happy or Not voting machines that students used to identify how they like their breakfast and lunch meals for two weeks. We will be reviewing that information and will provide a copy of the results to the board and community in the coming weeks.

Grants

We recently received notification that Title I schools had an opportunity to order free books for all students through Literacy Program with the Marine Toys for Tots Foundation. This week we were notified that we will have books arriving within the next couple of weeks as part of this program. We were able to enter the numbers of students at each grade level, but do not know what books will arrive, so we are curious to see what we will receive. We have reached the point in the year where we are working on grant and special program budgeting for next year. We continue to review building and student needs to allocate funding appropriately.

Special Education Department Board Report

April 2024

Special Education Mission Statement:

As a special education department, we believe that ALL students can achieve great things. We develop relationships with staff, families, and students to create and implement effective individualized education plans that meet student's needs across settings and domains of learning fostering independence and promoting life-long learning.

Child Count + Demographics:

This month we added 6 students to child count (4 new qualifiers, 1 transfer from another district, 1 came back on count after falling off due to our failure to meet an evaluation timeline). Additionally, two students at the junior/high school level graduated from IEP services back to general education. So, from last month we are up 4 students for a total of 132 students in Special Education.

Student Learning:

Mr. Oltman has shared with us some curriculum-based measures from the Easy CBM website that he uses monthly to progress monitor each student on their IEP goals. Many of our special education teachers use Easy CBM to collect monthly data on academic goals throughout the IEP year. In this example, a high school student with severe disabilities is working on 4th grade math skills. In this example, the student has demonstrated growth in the area of number operations and algebra but not in basic math operations. Mr. Oltman can then use this data to make changes to his instructional practice to provide more dedicated practice in targeted areas. He is also able to see the tests themselves and analyze what mathematical misunderstandings the student may have and is able to provide immediate redirection or additional practice. Easy CBM is a free/low-cost option that was created by students at the University of Oregon.

	September	March
Number Operations + Algebra	8/16	13/16
Basic Math Operations	12/16	9/16

The special education department has ordered UFLI manuals to conduct a pilot program this spring. The following staff will be selecting students and collecting data for 8 weeks to determine if this program might be a match for our intervention needs: Mr. Holmes, Mrs. McDonald, Ms. Scranton, Mrs. Foster, and myself. I'm including information about UFLI for your information and plan to include results in my June board report.

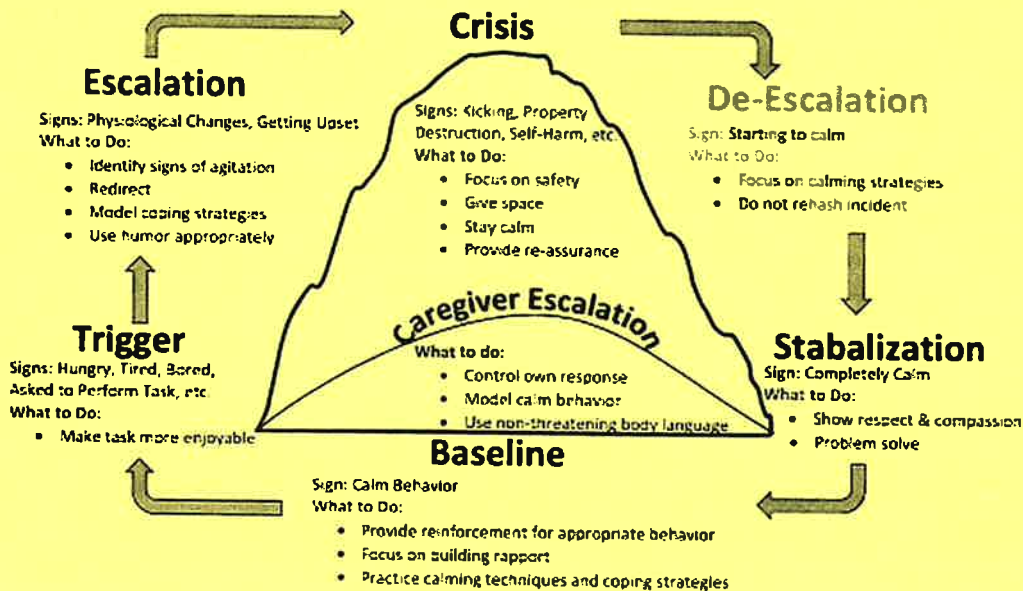
I encourage the school board and district leaders to invest resources into intervention. Students who are behind in literacy and basic mathematics struggle greatly as they progress through the school system and into the future. Not being able to read negatively impacts adults in many ways, please see attached infographic. Currently 27 of our 41 6th graders at Gess Elementary are reading at grade level, 5 of the

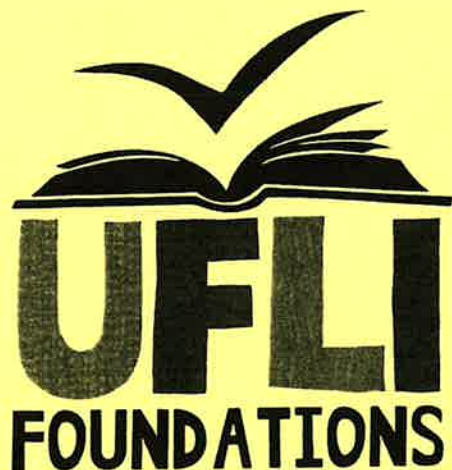
remaining students receive special education support in the area of reading. That leaves 9 students who will transition to Jenkins with inadequate reading skills without supports in place.

Professional Development:

Mr. Holmes (New Beginnings teacher) and his mentor Mrs. Jungblom are participating in the BEST Mentorship program and visited the Cheney behavior program in the fall. In March, Mrs. Krouse and I were fortunate enough to join them in visiting Candy Mountain Academy, which is an ESD school in Pasco serving students with severe behaviors. We were also able to visit James McGee Elementary School in the Pasco school district to learn more about their behavior program. It is always incredibly valuable to visit other programs, especially when the teacher does not have a 'job-alike' within the district.

True Measure Collaborative provided training to certificated special education staff during conference week. The session focused on methods for writing progress reports for each goal as required by each IEP, this led to rich conversation about IEP development and writing clear, measurable goals and present levels of educational performance within each IEP. The trainers also focused on trauma and the impacts of trauma on the brain and student behavior. Each staff member reviewed their own escalation cycle and how we process information and react during crisis situations, this was a humbling and valuable exercise. As staff who are called to respond in crisis situations it was helpful to learn more about our colleagues and how to support each other during these situations. Here is an escalation cycle for your reference.





Developed for teachers, by teachers, with teachers

What is UFLI Foundations?

UFLI Foundations is an **explicit** and **systematic** program created by the team at the University of Florida Literacy Institute (UFLI—pronounced “you fly”). The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

How does it work?

UFLI Foundations provides teachers with detailed but easy to follow lesson plans that follow this eight-step routine:

1. Phonemic Awareness
2. Visual Drill
3. Auditory Drill
4. Blending Drill
5. New Concept
6. Word Work
7. Irregular Words
8. Connected Text

Steps 1 through 4 serve as a warm-up and review of previously taught concepts. Step 5 is an explicit introduction to a new concept, including guided practice reading and spelling words. Steps 6 through 8 are opportunities to apply concepts through reading and writing activities at the word and text level.

What specific skills are targeted in the program?

UFLI Foundations targets the following foundational reading skills:

- Phoneme blending and segmentation practice
- Accuracy and automaticity of grapheme-phoneme correspondences
- Decoding automaticity of words with previously learned concepts
- Explicit introduction of new concepts
- Decoding and encoding practice
- Reading and spelling irregular words
- Reading and spelling connected text

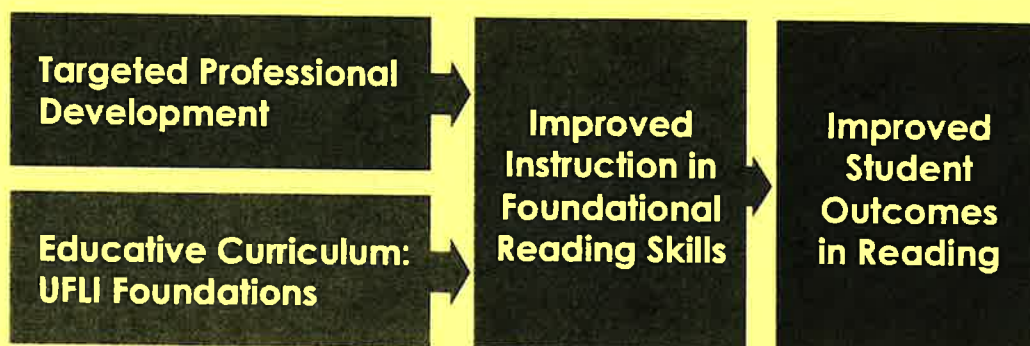
What is special about UFLI Foundations?

UFLI Foundations strikes the perfect balance between structure and responsiveness to students' needs. The program features ample opportunities for students to practice, along with built-in gradual release. It provides teachers with detailed lesson plans, an instructional slide deck to accompany each lesson, and downloadable materials for homework or center activities.

UFLI Foundations is an example of an educative curriculum. This means that simply using the materials and lesson structure will add to your professional knowledge and skills in key areas:

- The process of reading acquisition
- Key linguistic elements necessary for reading
- Evidence-based instructional methods that promote reading proficiency

Another key component that sets UFLI Foundations apart is the professional development available to prepare teachers to implement the lessons. You may choose to take advantage of webinars, videos of lesson components being taught, and other online resources that will help you make the most of UFLI Foundations.



Is UFLI Foundations aligned with the science of reading?

If you are familiar with the science of reading, you may have heard of the “simple view of reading,” (Gough & Tunmer, 1986) which states that reading comprehension is the product of decoding and linguistic comprehension. This concept can be visualized as a mathematical formula:

$$D \times LC = RC$$

The diagram shows the equation $D \times LC = RC$ in large, bold, black letters. Below the letters, three arrows point upwards to their respective positions: one arrow points to the 'D', one to the 'LC', and one to the 'RC'. Below each arrow is a label: 'Decoding' under the first arrow, 'Linguistic Comprehension' under the second, and 'Reading Comprehension' under the third.

If either decoding or linguistic comprehension is weak, the effect is multiplied. That is, you can never have better reading comprehension than the level of development of either your decoding or linguistic comprehension skills.

With this in mind, UFLI Foundations addresses the “D” part of the equation: decoding. In many instances, students fail assessments of reading comprehension not because they cannot synthesize complex ideas presented in text, but because they do not have access to such ideas because they cannot decode the text. Ensuring students can fluently decode text affords them the opportunity to apply and refine their linguistic comprehension skills, construct meaning from text, and more accurately demonstrate their understanding on assessments.

Is UFLI Foundations research-based? Is UFLI Foundations evidence-based?

UFLI Foundations is research-based. This means it was developed to align with what decades of reading research has shown to be effective. We incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for teaching children to read and spell words.

UFLI Foundations is also evidence-based. Before releasing the program, we spent two full years developing and piloting each component. We observed lessons, and we got feedback from teachers who were using the program. Most importantly, we assessed student progress, and we found that students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency.

What do you mean by “for teachers, by teachers, with teachers”?

For teachers...

For years, the most urgent and persistent request we heard from the teachers we work with was for a more effective and more easily implemented program for foundational skills instruction. While most language arts standards include learning targets for foundational reading skills for kindergarten through second grade, they are not detailed enough to build a day-by-day sequence of instruction. While most schools have an abundance of resources in the form of book rooms, basal readers, and a variety of intervention program kits, there is typically insufficient guidance for how, when, and with whom to use these materials.

In response to this persistent need, our team developed UFLI Foundations, a program that includes the necessary professional learning, resources, and scaffolding for teachers to deliver high-quality instruction in foundational reading skills.

This is how UFLI Foundations was born.

By teachers...

Every member of the UFLI team began their journey as a classroom teacher. It was their passion for teaching and expertise in reading instruction that led them to become part of Team UFLI, where they provide professional development for educators throughout the country and across the globe. UFLI faculty and staff also conduct research on effective literacy instruction and intervention and use this research to inform their work with teachers. With this collective wealth of experience and knowledge, UFLI is well-positioned to translate research into practice, never forgetting what it was like to be in the classroom searching for the best resources to help their students.

With teachers...

In the two years we have been piloting UFLI Foundations, our team has actively sought feedback from the teachers who were using it in their classrooms. Their response was overwhelmingly positive, but they did give us some valuable insights that helped us hone the program and make it even more effective and efficient to implement.

We listened.

Some features of UFLI Foundations that we have incorporated based on teacher feedback include:

- Concept-based spelling assessments for progress monitoring
- Weekly home support resources
- Pre-planned word chains for the Blending Drill
- Observation forms for instructional coaches

UFLI Foundations would not exist without the involvement and input from the teachers in our pilot schools!

What are people saying about UFLI Foundations?

"It has been so impactful to see what my students have achieved this year in their decoding and phonemic awareness. My kindergarteners now are more proficient in blending and reading than my first graders were last year."

Kindergarten teacher, 4 years of experience

"This curriculum picks out the best of all the other curricula we've had."

Kindergarten teacher, 28 years of experience

"I feel very validated. I knew this was best practice. I knew this was what we were missing."

Second grade teacher, 17 years of experience

"The rhythm, the pacing - my kids enjoy it. I don't have any issues keeping them motivated."

Interventionist, 32 years of experience

"I like the flow of the lessons. It was systematic and easy to follow"

Second grade teacher, 25 years of experience

"I know by following the lesson I'm hitting everything I need to teach."

First grade teacher, 6 years of experience

"These lessons and word lists have saved me so much planning time."

First grade teacher, 17 years of experience

"I have really enjoyed using UFLI this year and am in awe of what my kindergarteners are reading. It has been so helpful having a scope and sequence that makes sense and builds on itself. The slides make implementation very straightforward from the teacher side, and my students appreciate the consistency. I am so thankful to get be using this curriculum with my kindergarteners."

Kindergarten teacher, 4 years of experience

"UFLI has been so amazing for my kids!! They have a deep understanding of the material and are able to decode words with taught skills... I am teaching a support facilitation class this year, and the interleaved practice that UFLI provides has been so helpful for my class."

First grade support facilitation teacher, 5 years of experience

"It has been very helpful implementing the UFLI program. The program has taught me a lot about teaching phonics."

First grade teacher, 5 years of experience

"UFLI Foundations is the best part of my day."

First grade student



For more information about UFLI Foundations...

Visit our web site: ufliteracy.org

Email us: UFLIFoundations@coe.ufl.edu

US Adult Literacy Facts

US Facts

48
Million

Approximately 48 million adults in the United States cannot read above a third-grade level.¹

Member Services

51%

51% of ProLiteracy member programs put students on a waiting list due to demand exceeding program capacity.²

29%

29% of adult basic literacy students enter a program reading at or below a third-grade level.²

The Cost of Low Literacy

\$2.2
Trillion

Bringing all adults to the equivalent of a sixth-grade reading level would generate an additional \$2.2 trillion in annual income for the country.³

\$106-238
Billion

It is estimated between \$106-\$238 billion in health care costs a year are linked to low adult literacy skills.⁴

English Language Learners

50.6
Million

The US has the world's largest immigrant population. Immigrants comprise 15% of the US population.⁶

53%
Proficient

Among immigrants only half (53%) are proficient English speakers.⁷

3X
The Earnings

Workers who have less education than a high school diploma have the lowest median weekly earnings (\$592), three times less than the highest level of education.⁵



One-in-Six

The US immigrant population is projected to grow to 69 million by 2060, or to about one in six people living in the US.⁸

Incarceration

75%

75% of state incarcerated individuals did not complete high school or can be classified as low literate.¹⁰

43%

Incarcerated individuals who participate in correctional education programs are **43% less likely to recidivate** than inmates who do not.¹¹

Family Literacy



A mother's reading skill is the greatest determinant of her children's future academic success, outweighing other factors, such as neighborhood and family income.⁹

US Adult Literacy Facts

References

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2. *ProLiteracy Annual Member Statistical Report (2022)*. <https://www.proliteracy.org/resources/annual-member-statistical-report/>.
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**CHEWELAH SCHOOL DISTRICT NO. 36
FINANCIAL REPORT
2023/2024**

Beginning Cash and Investment Balance:	\$427,527.77
240 Treasurer's Balance - September 1, 2023	\$1,699,148.34
450 Investment Balance - September 1, 2023	(\$404,689.72)
241 Warrants Outstanding - September 1, 2023	<u> </u>
TOTAL CASH AND INVESTMENT BALANCE - September 1, 2023	<u><u>\$1,721,986.39</u></u>

March 31, 2024

CASH RECEIPTS FOR THE MONTH:

State Apportionment	\$1,137,731.23
District Deposits	\$8,100.92
Investments Earnings	\$5,916.55
Timber Excise Tax	\$0.00
Federal Forests	\$0.00
Federal In-Lieu-Of Taxes	\$0.00
Local Property Tax	\$91,710.85
Other:	<u>\$0.00</u>
TOTAL RECEIPTS	\$1,243,459.55

EXPENDITURES FOR MONTH:

Accounts Payable	\$317,277.21
Payroll	\$917,681.18
Transfer to/(from) Capital Projects	(\$50,000.00)
Other: Canceled Warrants	(\$396.05)
Other: ACH Return	<u>\$0.00</u>
TOTAL EXPENDITURES	<u><u>\$1,184,562.34</u></u>
MONTHLY INCREASE/(DECREASE)	<u><u>\$58,897.21</u></u>

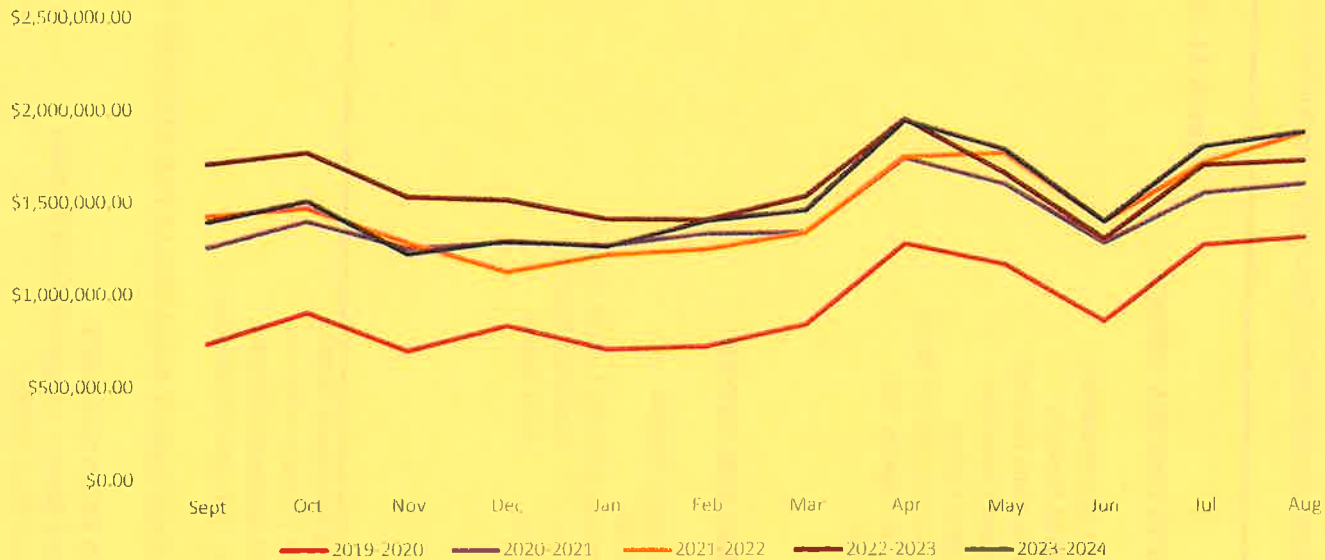
Ending Cash and Investment Balance	\$543,580.85
240 Treasurer's Balance	\$1,412,514.08
450 Investment Balance	(\$502,169.11)
241 Warrants Outstanding	<u> </u>
CASH AND INVESTMENT BALANCE AS PER STEVENS COUNTY TREASURER'S	<u><u>\$1,453,925.82</u></u>
UNASSIGNED FUND BALANCE	\$816,257.82
Fund Balance Assigned to Other Purposes	\$700,000.00
Total Fund Balance	<u><u>\$1,516,257.82</u></u>

CAPITAL PROJECTS FUND CASH & INVESTMENT BALANCE:	<u><u>\$15,795.67</u></u>
DEBT SERVICE FUND CASH & INVESTMENT BALANCE:	<u><u>\$24,627.53</u></u>
A.S.B. FUND CASH & INVESTMENT BALANCE:	<u><u>\$103,466.94</u></u>
TRANSPORTATION VEHICLE FUND CASH & INVESTMENT BALANCE:	<u><u>\$184,167.19</u></u>

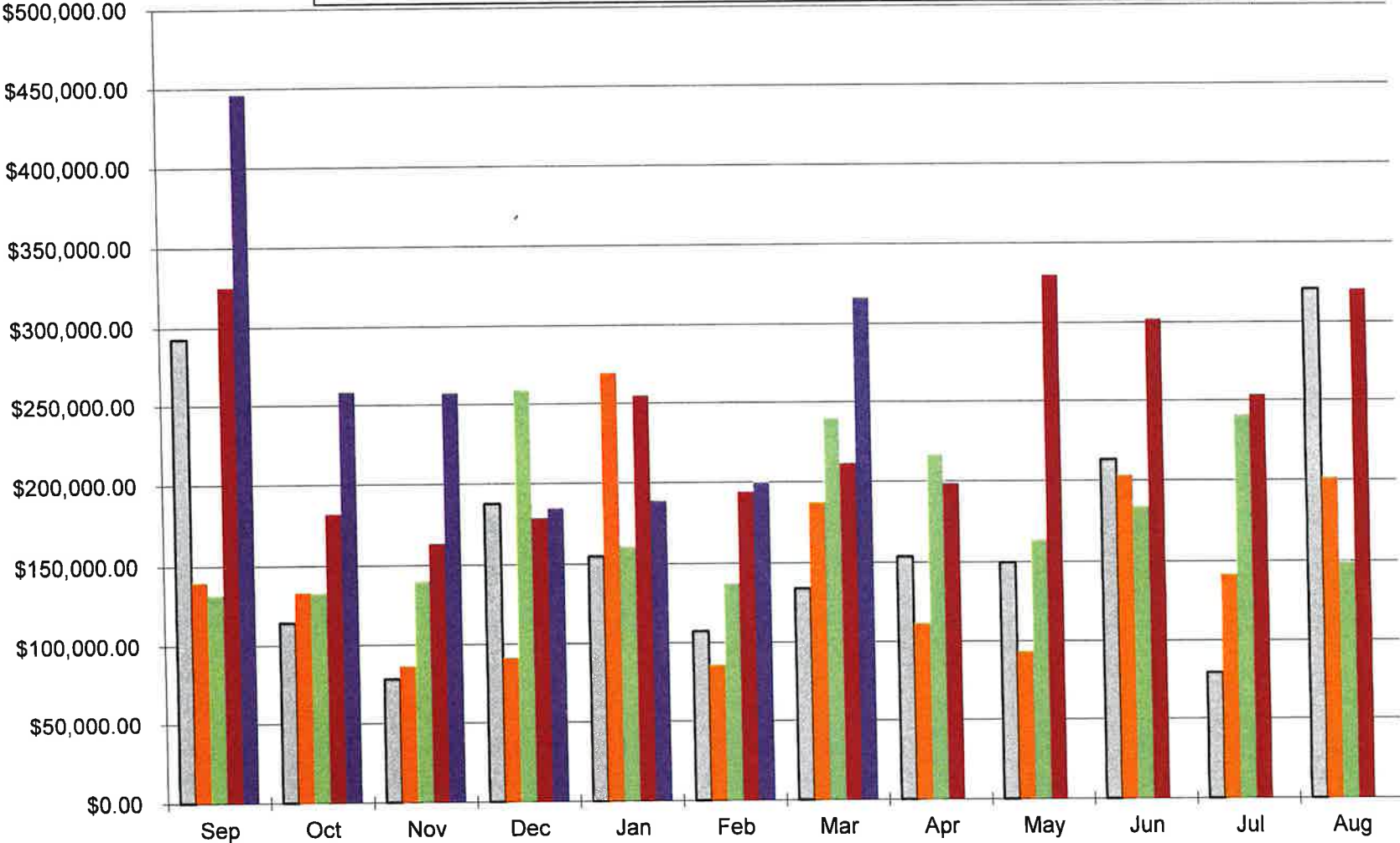
2023-2024 Financial Report
STEVENS COUNTY TREASURER'S ENDING BALANCE

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Sept	\$729,621.47	\$1,253,770.69	\$1,423,882.95	\$1,707,870.36	\$1,393,313.95	
Oct	\$897,701.70	\$1,397,150.63	\$1,468,123.60	\$1,769,516.00	\$1,504,980.40	
Nov	\$690,564.88	\$1,247,908.17	\$1,281,033.93	\$1,526,152.23	\$1,215,327.31	
Dec	\$825,477.61	\$1,280,897.48	\$1,119,975.26	\$1,509,898.40	\$1,287,086.62	
Jan	\$696,923.14	\$1,262,436.43	\$1,211,725.08	\$1,406,749.52	\$1,257,849.84	
Feb	\$711,933.16	\$1,327,993.02	\$1,243,922.79	\$1,400,593.86	\$1,395,028.61	
Mar	\$830,200.17	\$1,335,511.99	\$1,331,851.46	\$1,527,604.84	\$1,453,925.82	
Apr	\$1,271,000.43	\$1,737,993.21	\$1,745,961.23	\$1,948,117.24	\$1,939,391.62	ESTIMATE
May	\$1,156,011.59	\$1,596,745.55	\$1,766,334.68	\$1,653,812.15	\$1,785,998.73	ESTIMATE
Jun	\$847,502.15	\$1,277,412.71	\$1,392,533.42	\$1,297,422.99	\$1,393,080.79	ESTIMATE
Jul	\$1,265,319.49	\$1,549,087.60	\$1,712,306.54	\$1,698,291.09	\$1,801,072.97	ESTIMATE
Aug	\$1,305,233.44	\$1,600,211.65	\$1,873,259.90	\$1,721,986.39	\$1,880,837.05	ESTIMATE

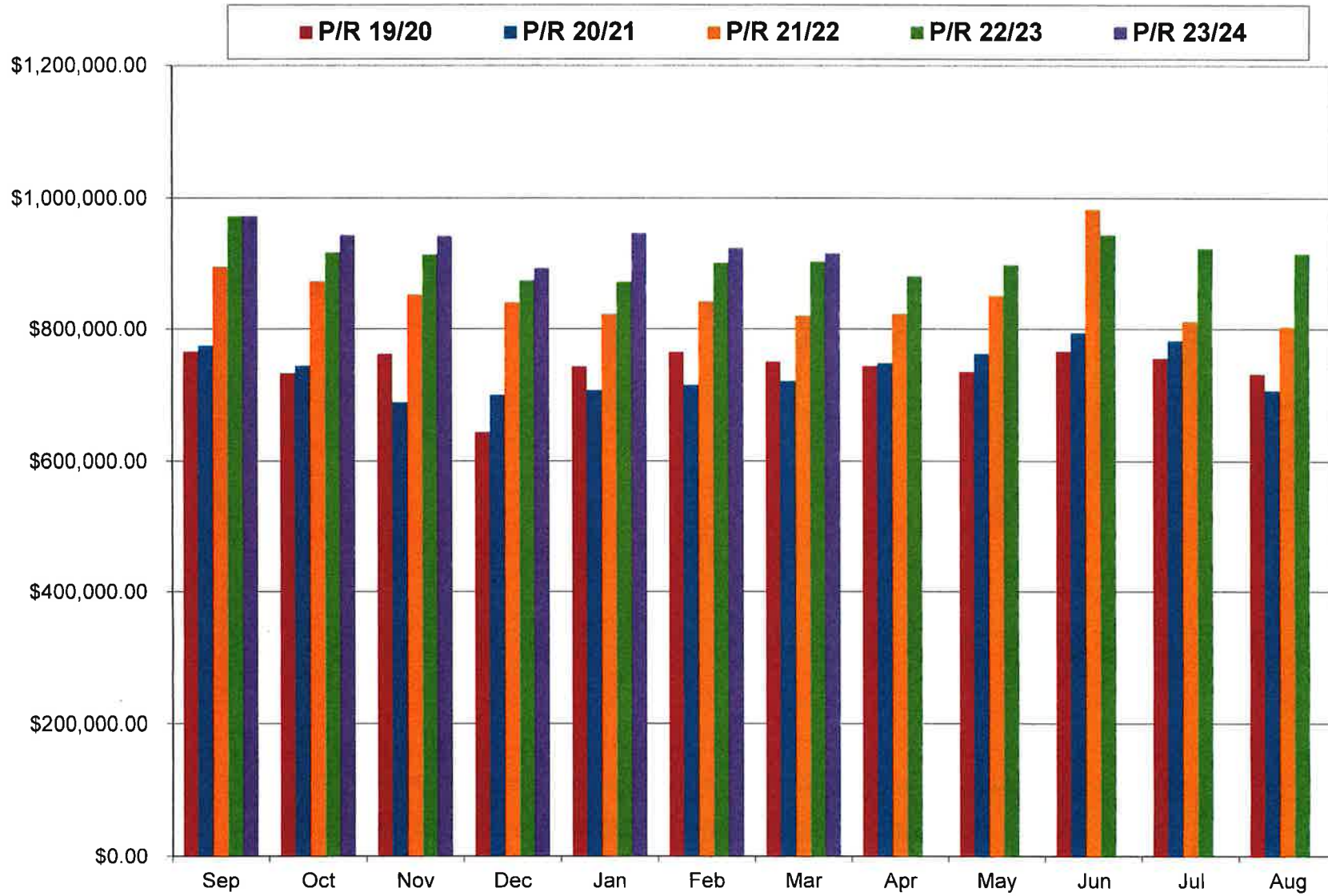
Treasurer's Ending Balance



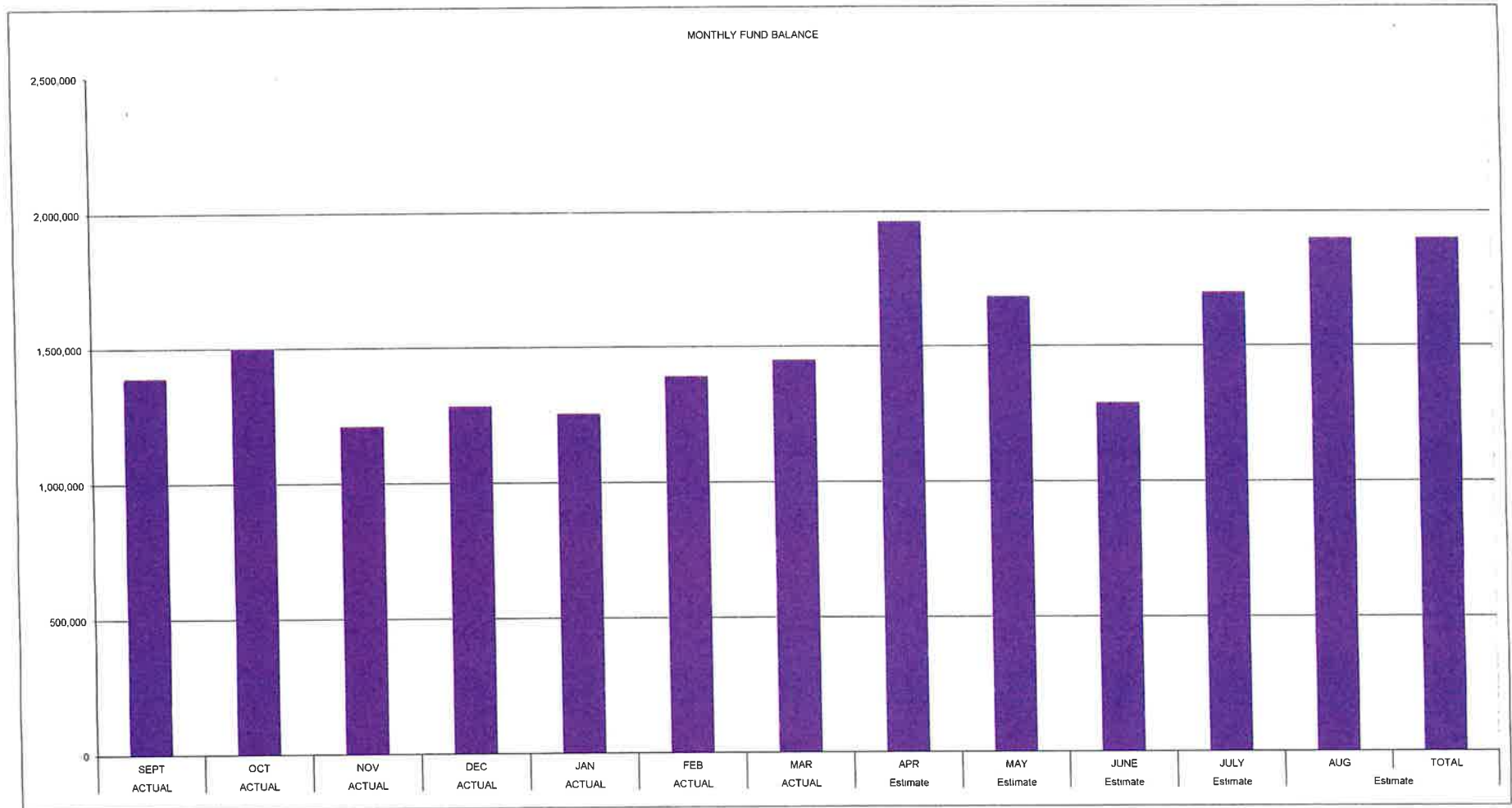
CHEWELAH SCHOOL DISTRICT NO. 36 - ACCOUNT PAYABLE EXPENDITURES



CHEWELAH SCHOOL DISTRICT NO.36 - PAYROLL EXPENDITURES



CHEWELAH SCHOOL DISTRICT													
CASH FLOW 2023-2024													
	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ACTUAL DEC	ACTUAL JAN	ACTUAL FEB	ACTUAL MAR	Estimate APR	Estimate MAY	Estimate JUNE	Estimate JULY	Estimate AUG	TOTAL
BEGINNING CASH BALANC	1,721,986	1,393,314	1,504,980	1,215,327	1,287,087	1,257,850	1,395,029	1,453,926	1,967,926	1,687,926	1,291,926	1,701,926	1,721,986
					FTE ADJUST								
REVENUE													
	0	0	0	0	0	0	0	0	0	0	0	0	1
APPORTIONMENT	1,008,361	1,015,873	935,019	1,150,009	1,068,756	1,159,054	1,137,731	1,270,000	825,000	900,000	1,620,000	1,500,000	13,589,803
PROPERTY TAXES	46,200	246,141	48,214	3,612	5,194	60,085	91,711	350,000	100,000	8,000	5,000	5,000	969,157
LOCAL RECEIPTS	29,871	47,998	3,474	7,131	38,922	27,508	8,101	5,000	5,000	16,000	5,000	5,000	199,005
OTHER	6,705	5,980	5,737	5,288	5,615	16,459	5,917	25,000	5,000	5,000	5,000	16,000	107,702
	1,091,138	1,315,992	992,444	1,166,040	1,118,487	1,263,106	1,243,460	1,650,000	935,000	929,000	1,635,000	1,526,000	14,865,667
EXPENDITURES													
A/P	446,590	259,056	257,814	184,882	189,132	200,111	316,881	260,000	270,000	345,000	270,000	385,000	3,384,467
PR	973,220	945,270	944,283	895,398	948,591	925,817	917,681	930,000	945,000	980,000	955,000	940,000	11,300,261
TRANSFER TO CPF			80,000	14,000	10,000		-50,000	-54,000					0
ENDING CASH BALANCE	1,393,314	1,504,980	1,215,327	1,287,087	1,257,850	1,395,029	1,453,926	1,967,926	1,687,926	1,291,926	1,701,926	1,902,926	1,902,926

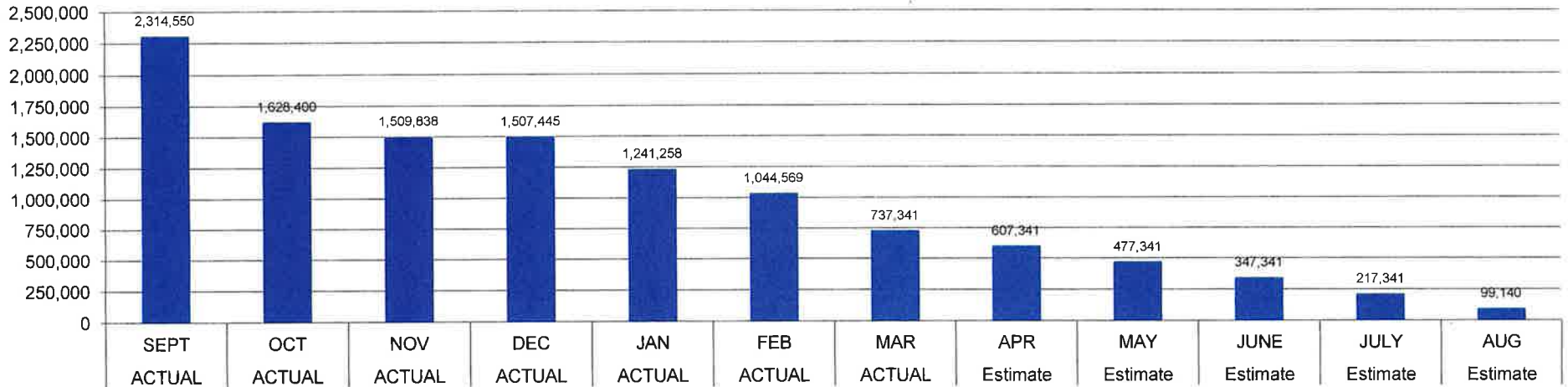


CHEWELAH SCHOOL DISTRICT

BUDGET STATUS 2023-2024

	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ACTUAL DEC	ACTUAL JAN	ACTUAL FEB	ACTUAL MAR	Estimate APR	Estimate MAY	Estimate JUNE	Estimate JULY	Estimate AUG
BUDGET	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295	14,699,295
YTD EXPENDITURES	1,493,773	2,698,811	3,892,189	4,972,534	6,105,907	7,235,920	8,470,155	9,660,155	10,875,155	12,200,155	13,425,155	14,750,155
ENCUMBRANCES	10,890,971	10,372,083	9,297,268	8,219,316	7,352,131	6,418,806	5,491,799	4,431,799	3,346,799	2,151,799	1,056,799	-150,000
BUDGET STATUS	2,314,550	1,628,400	1,509,838	1,507,445	1,241,258	1,044,569	737,341	607,341	477,341	347,341	217,341	99,140
PERCENTAGE OF BUDGET REMIANING	16%	11%	10%	10%	8%	7%	5%	4%	3%	2%	1%	1%

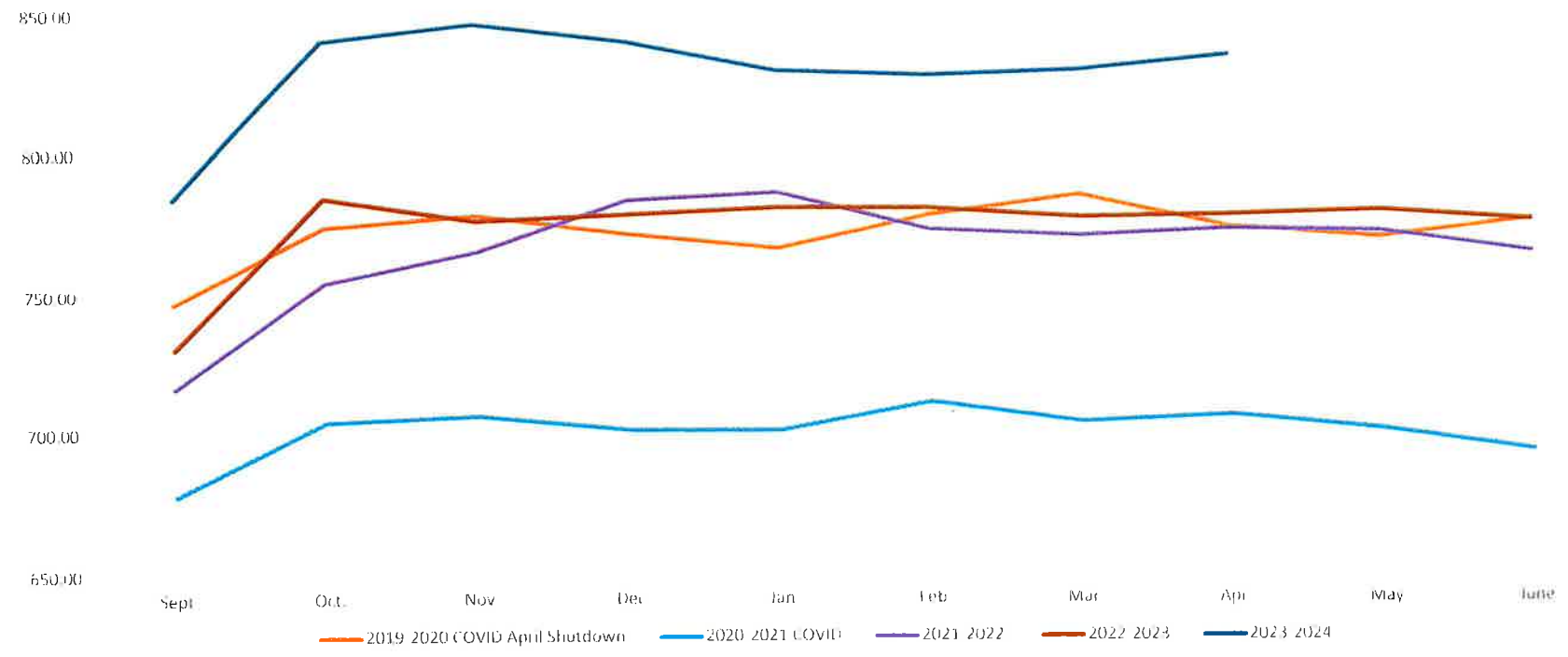
ESTIMATED BUDGET STATUS REPORT



Fiscal Year	Enrollment Trends										Average	Budget
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June		
2017-2018 Pre COVID	744.90	772.43	772.60	783.30	791.17	779.39	780.32	774.79	775.57	769.83	776.34	763.00
2018-2019 Pre COVID	767.83	804.02	798.32	797.29	794.82	796.63	798.88	795.20	789.87	792.87	796.27	730.00
2019-2020 COVID Apri	747.20	774.58	778.55	771.85	766.47	778.22	785.22	773.69	769.81	776.23	772.18	786.00
2020-2021 COVID	678.29	704.06	706.24	701.24	700.94	710.74	703.60	705.88	700.88	693.54	700.54	757.60
2021-2022	716.23	754.51	765.51	783.68	786.25	773.07	770.57	772.90	771.97	764.63	765.93	740.00
2022-2023	730.58	784.63	776.63	778.63	780.96	780.51	777.24	777.96	779.46	775.98	774.26	763.00
2023-2024	784.44	840.34	846.38	839.74	829.17	827.17	828.83	834.25			828.79	774.00

732

Enrollment Trends



10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of March, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	999,999	91,710.85	512,501.46		487,497.54	51.25
2000 LOCAL SUPPORT NONTAX	121,423	9,486.05	52,653.37		68,769.63	43.36
3000 STATE, GENERAL PURPOSE	7,561,657	702,974.74	4,585,150.62		2,976,506.38	60.64
4000 STATE, SPECIAL PURPOSE	2,866,408	270,774.68	1,602,606.95		1,263,801.05	55.91
5000 FEDERAL, GENERAL PURPOSE	20,500	.00	.00		20,500.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	2,648,065	168,663.23	1,162,686.06		1,485,378.94	43.91
7000 REVENUES FR OTH SCH DIST	30,000	.00	13,062.10		16,937.90	43.54
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	10,290.00		10,290.00-	0.00
9000 OTHER FINANCING SOURCES	80,000	.00	.00		80,000.00	0.00
Total REVENUES/OTHER FIN. SOURCES	14,328,052	1,243,609.55	7,938,950.56		6,389,101.44	55.41
B. EXPENDITURES						
00 Regular Instruction	6,551,844	460,359.38	3,720,233.62	2,405,653.17	425,957.21	93.50
10 Federal Stimulus	791,293	57,518.10	377,607.44	271,892.72	141,792.84	82.08
20 Special Ed Instruction	1,740,030	165,214.73	1,125,311.94	756,948.94	142,230.88-	108.17
30 Voc. Ed Instruction	509,232	78,203.04	380,197.73	204,743.14	75,708.87-	114.87
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,589,937	98,323.46	750,280.66	435,632.26	404,024.08	74.59
70 Other Instructional Pgms	37,083	1,636.18	11,077.13	7,748.67	18,257.20	50.77
80 Community Services	12,000	.00	1,531.81	0.00	10,468.19	12.77
90 Support Services	3,467,876	372,980.13	2,103,914.47	1,409,179.91	45,218.38-	101.30
Total EXPENDITURES	14,699,295	1,234,235.02	8,470,154.80	5,491,798.81	737,341.39	94.98
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	371,243-	9,374.53	531,204.24-		159,961.24-	43.09
F. <u>TOTAL BEGINNING FUND BALANCE</u>	2,000,000		2,047,462.06			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	1,628,757		1,516,257.82			

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of March, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	425,510	38,150.78	217,774.14		207,735.86	51.18
2000 Local Support Nontax	12,000	57.63	1,530.47		10,469.53	12.75
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	835,000	.00	661,768.43		173,231.57	79.25
5000 Federal, General Purpose	6,000	.00	.00		6,000.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	1,278,510	38,208.41	881,073.04		397,436.96	68.91
B. EXPENDITURES						
10 Sites	345,000	.00	1,004.03	6,200.00	337,795.97	2.09
20 Buildings	292,510	7,580.20	436,533.90	5,104.18	149,128.08	150.98
30 Equipment	914,558	.00	621,512.83	125,634.97	167,410.20	81.69
40 Energy	0	.00	67,700.00	14,371.00	82,071.00	0.00
50 Sales & Lease Expenditure	24,765	.00	.00	0.00	24,765.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	1,576,833	7,580.20	1,126,750.76	151,310.15	298,772.09	81.05
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)	298,323-	30,628.21	245,677.72-		52,645.28	17.65-
F. TOTAL BEGINNING FUND BALANCE	298,323		203,738.88			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	0		41,938.84-			

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of March, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	1,000	107.04	725.08		274.92	72.51
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>	<u>1,000</u>	<u>107.04</u>	<u>725.08</u>		<u>274.92</u>	<u>72.51</u>
B. EXPENDITURES						
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>	<u>0</u>	<u>.00</u>	<u>.00</u>	<u>0.00</u>	<u>.00</u>	<u>0.00</u>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	1,000	107.04	725.08		274.92-	27.49-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	24,000		23,902.45			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	25,000		24,627.53			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	25,000		24,627.53			
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			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
<u>TOTAL</u>	<u>25,000</u>		<u>24,627.53</u>			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2023 (September 1, 2023 - August 31, 2024)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of March, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	6,250	800.42	8,070.95		1,820.95-	129.14
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	240,541	.00	.00		240,541.00	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	.00		2,000.00	0.00
A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)	248,791	800.42	8,070.95		240,720.05	3.24
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. Total REV./OTHER FIN. SOURCES	248,791	800.42	8,070.95		240,720.05	3.24
D. EXPENDITURES						
Type 30 Equipment	580,791	.00	155,495.87	345,936.96	79,358.17	86.34
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
Total EXPENDITURES	580,791	.00	155,495.87	345,936.96	79,358.17	86.34
E. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
F. OTHER FINANCING USES (GL 535)	0	.00	.00			
G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)	332,000-	800.42	147,424.92-		184,575.08	55.59-
H. TOTAL BEGINNING FUND BALANCE	332,000		331,592.11			
I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	0		184,167.19			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	0		184,167.19			
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			
G/L 896 Change in Accounting Principles	0		.00			
G/L 897 Change to or within the Financi	0		.00			
TOTAL	0		184,167.19			

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

		Original Budget	APPORTIONMENT	September	October	November	December	January	February	March	April	May	June	July	August
		774	819	784.44	840.34	846.38	839.74	829.17	827.17	828.83	0	0	0	0	0
		Original Budget	APPORTIONMENT	September 9.0%	October 8.0%	November 5.0%	December 9.0%	January 8.5%	February 9.0%	March 9.0%	April 9.0% estimate	May 5.0% estimate	June 6.0% estimate	July 12.5% estimate	August 10.0% estimate
		Annual Amt.	Current	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
ENROLLMENT REVENUE SY 2023-24															
Apportionment Adjustment															
3100	Regular Apportionment	7,068,006.45	7,613,345.54	636,425.22	659,813.80	381,713.05	686,434.94	652,591.22	679,200.87	681,494.59	685,201.10	380,667.28	456,800.73	951,668.19	761,334.55
3121	Apport Spec Ed	241,005.18	239,605.95	21,384.62	19,183.19	11,931.70	21,477.08	20,873.56	21,443.12	21,480.15	21,564.54	11,980.30	14,376.36	29,950.74	23,960.60
3300	LEA (Sept through Dec)	69,703.51	69,703.51	0.00	22,402.71	42,323.97	4,976.83	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3300	LEA (Jan through Aug)	182,942.49	132,373.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	55,159.83	42,279.94	3,679.97	15,626.63	15,626.63
4100-01	General Fund Para PD&Healthy Kids&Study		199,044.17	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,913.98	9,952.21	11,942.65	24,880.52	120,310.64
4121	Special Ed	1,220,899.98	1,285,176.24	108,310.55	113,262.11	65,168.43	117,370.57	104,159.40	115,033.78	115,671.50	115,665.86	64,258.81	77,110.57	160,647.03	128,517.62
4155	Learning Assist	548,868.81	549,076.56	0.00	53,073.94	67,722.90	49,416.89	46,671.51	49,416.89	49,416.89	49,416.89	27,453.83	32,944.59	68,634.57	54,907.66
4158-03	National Board Certs	39,229.82	40,844.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	40,844.80	0.00
4158-04	State Grants	340,250.00	85,826.00	0.00	0.00	10,248.98	10,029.33	5,236.00	1,008.00	229.67	229.67	127.59	153.11	318.99	255.19
4165	Transitional 4165 (Bilingual)		2,551.89	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,197.35	1,220.75	1,464.90	3,051.87	2,441.49
4174	Highly Capable	22,648.75	24,414.95	2,038.39	2,129.81	1,225.94	2,206.70	2,084.10	2,206.70	2,146.96	7,600.00	7,200.00	9,000.00	3,800.00	0.00
4198	Food Serv	56,000.00	53,052.12	0.00	165.65	184.85	4,238.87	5,593.00	6,730.10	8,539.65	6,730.10	5,627.54	5,627.54	5,627.54	5,627.54
4199	Transportation	608,011.14	715,422.07	54,555.57	48,493.84	30,308.65	54,555.57	51,524.71	108,395.01	64,238.80	64,387.99	35,771.10	42,925.32	89,427.76	70,837.75
4300	Other State Agencies	30,500.00	60,308.89	0.00	0.00	1,238.89	0.00	14,938.98	2,844.89	16,143.40	13,289.24	13,289.24	13,289.24	13,289.24	13,289.24
6109	Transition to Kindergarten	181,240.00	156,344.04	16,322.84	14,509.19	9,068.24	16,322.84	16,322.84	16,143.40	16,244.68	13,289.24	13,289.24	100,400.07	100,400.07	100,400.07
6113	ESSER III	850,000.00	863,599.78	0.00	0.00	130,519.70	71,965.05	60,593.00	49,641.22	48,880.48	100,400.07	100,400.07	2,008.19	2,008.19	2,008.19
6113	ESSER III Other	10,000.00	11,146.00	0.00	0.00	0.00	428.10	138.78	242.23	295.95	2,008.19	2,008.19	2,008.19	2,008.19	2,008.19
6124	Fed Special ED-24	327,281.00	212,281.00	0.00	16,625.25	16,640.17	17,667.50	17,663.34	17,679.77	17,676.54	21,665.69	21,665.69	21,665.69	21,665.69	21,665.69
6138	Fed Vocational-38	16,000.00	52,776.00	0.00	0.00	1,667.06	8,487.93	1,867.47	7,939.22	41,720.00	42,272.66	48,002.89	48,002.89	48,002.89	48,002.89
6151	Fed Title I-51	508,341.00	482,419.45	0.00	0.00	75,684.54	41,490.78	41,237.04	41,720.00	42,272.66	48,002.89	48,002.89	48,002.89	48,002.89	48,002.89
6152	Fed Title II -52	178,443.00	128,268.70	0.00	0.00	49,362.36	11,967.49	8,892.26	6,256.50	0.00	10,358.02	10,358.02	10,358.02	10,358.02	10,358.02
6189	Other Community Services	12,000.00	5,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,000.00	0.00
6198	Food Service	273,000.00	331,176.00	0.00	38,802.29	41,247.99	30,972.53	25,353.75	30,582.68	38,717.07	35,000.00	33,000.00	40,500.00	17,000.00	3,823.01
619801	Fresh Fruit and Vegetable Program		23,560.00	0.00	0.00	0.00	0.00	0.00	424.36	4,020.60	3,823.01	3,823.01	3,823.01	3,823.01	3,823.01
619802	Food-Federal-Safe Schools Grant	200,000.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6198-11	School Food-Fed Supply Chain Assist	16,000.00	32,569.45	10,587.66	0.00	0.00	0.00	21,981.79	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6198-15	Food Service CEP Supp ESSER		19,891.08	19,891.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6219-	Emergency Connectivity Fund	35,759.78	811.08	0.00	0.00	0.00	0.00	811.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Apportionment Totals-		13,036,130.51	13,390,586.27	869,515.93	994,521.78	936,257.42	1,150,820.08	1,083,694.54	1,169,883.51	1,141,857.40	1,271,502.32	828,664.65	906,254.13	1,630,126.97	1,506,092.85
Balance to Apportionment report		13,036,130.51	13,390,586.27	869,515.93	994,521.78	936,257.42	1,150,820.08	1,083,694.54	1,169,883.51	1,141,857.40	1,271,502.32	828,664.65	906,254.13	1,630,126.97	1,506,092.85
1100	Taxes collected	976,489	976,489	46,200.14	246,140.75	48,214.19	3,612.21	5,194.19	60,085.07	91,710.85	350,000.00	100,000.00	8,000.00	4,000.00	5,042.45
1500	Timber Excise	23,510	23,510	0.00	0.00	0.00	0.00	0.00	11,344.06	0.00	0.00	0.00	0.00	0.00	12,165.94
2300	Interest	60,000	70,000	6,705.32	5,980.13	5,737.49	5,287.98	5,615.34	5,114.87	5,916.55	5,928.46	5,928.46	5,928.46	5,928.46	5,928.46
2000	Local Deposits	61,423	45,000	1,038.64	783.10	941.50	240.95	0.00	5,722.00	3,569.50	6,540.86	6,540.86	6,540.86	6,540.86	6,540.86
5500	Federal Forests	20,500	20,500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,500.00	0.00	0.00	0.00	0.00
6321	Medicaid	15,000	10,000	0.00	111.05	1,111.63	355.36	914.57	845.11	555.25	1,221.41	1,221.41	1,221.41	1,221.41	1,221.41
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	0.00	0.00
7000	Other SD	30,000	25,000	0.00	0.00	0.00	1,703.66	11,216.91	141.53	0.00	0.00	0.00	11,937.90	0.00	0.00
9000	LT Financing	80,000	80,000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000	Other deposits		10,290	0.00	0.00	0.00	0.00	10,290.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FFA Foundation Grant			10,290	0.00	0.00	0.00	0.00	10,290.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues		14,328,053	14,676,375	923,460.03	1,247,536.81	992,262.23	1,162,020.24	1,116,925.55	1,253,136.15	1,243,609.55	1,655,693.05	942,355.39	939,882.76	1,647,817.70	1,561,991.97
Balance to Budget Status Report		14,328,053	14,676,375	923,460.03	1,247,536.81	992,262.23	1,162,020.24	1,116,925.55	1,253,136.15	1,243,609.55	1,655,693.05	942,355.39	939,882.76	1,647,817.70	1,561,991.97

Expenditures		Annual Amt.	Current Estimate	September	October	November	December	January	February	March	April	May	June	July	August
		Actual	ACTUALS ANNUALIZ	Actual	Actual	Actual	Actual	Actual	Actual	Actual	estimate	estimate	estimate	estimate	estimate
Payroll - Certificated	Object 2	5,632,099	5,466,685	505,677.61	480,986.18	464,290.30	448,818.43	438,758.22	454,558.01	451,975.81	444,324.16	444,324.16	444,324.16	444,324.16	444,324.16
Payroll - Classified	Object 3	2,693,533	2,380,466	189,586.22	207,824.76	209,265.51	193,480.19	243,078.32	214,007.94	206,641.77	183,316.19	183,316.19	183,316.19	183,316.19	183,316.19
Benefits	Object 4	3,208,406	3,169,627	253,030.21	267,967.11	270,120.06	253,099.82	262,222.07	260,814.54	260,050.60	268,464.42	268,464.42	268,464.42	268,464.42	268,464.42
Substitute & Timesheet Estimate			275,000								35,000.00	50,000.00	85,000.00	60,000.00	45,000.00
Additional PO Estimate			450,000								55,000.00	60,000.00	130,000.00	60,000.00	145,000.00
Accounts Payable	Objects 5 through 9	3,165,247	2,945,176	545,479.37	248,259.82	249,701.82	184,946.49	189,314.13	200,632.65	315,566.84	202,254.99	202,254.99	202,254.99	202,254.99	202,254.99
Other cash decreases	per county			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures		14,699,285	14,586,954	1,493,773.41	1,205,037.87	1,193,377.69	1,080,344.93	1,133,372.74	1,130,013.14	1,234,235.02	1,188,359.76	1,208,359.76	1,313,359.76	1,218,359.76	1,288,359.76
Balance to Budget Status Report		14,699,285	14,586,954	1,493,773.41	1,205,037.87	1,193,377.69									

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 April 17, 2024, the board, by a _____ vote, approves payments, totaling \$1,370.71. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 232400004 through 232400005, totaling \$1,370.71

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		
232400004	WA STATE DEPT OF REVENUE	03/29/2024	CTAX11 20240326AAB	Comp Tax owed for Cash Account 11 through 03/31/2024	0	1,325.11	1,325.11		
	10 L 630 0000 00 0000 0000 0000		General Fund/DUE TO OTHER	GOVERNMENT UNITS		1,325.11			
232400005	WA STATE DEPT OF REVENUE	03/29/2024	CTAX11 20240326AAA	Comp Tax owed for Cash Account 11 through 03/31/2024	0	45.60	45.60		
	40 L 630 0000 00 0000 0000 0000		Associated Student Body Fund/DUE TO OTHER	GOVERNMENT UN		45.60			
						2	ACH	Check(s) For a Total of	1,370.71

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	2	ACH	Checks For a Total of	1,370.71
	0	Computer	Checks For a Total of	0.00
Total For	2	Manual, Wire Tran,	ACH & Computer Checks	1,370.71
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,370.71

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	1,325.11	0.00	0.00	1,325.11
40	Associated Student Body Fund	45.60	0.00	0.00	45.60

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 April 17, 2024, the board, by a _____ vote, approves payments, totaling \$167,272.55. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 124611 through 124671, totaling \$167,272.55

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
124611	A-L COMPRESSED GASES INC	03/29/2024	0002152863	OPEN PO FOR SUPPLIES	1000010893	156.54	156.54
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			156.54	
124612	AMAZON	03/29/2024	11DW-GR7R-4R37	Lab and Office	1400008379	124.76	3,000.80
10 E 530 0200 23 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			124.76	
			11P1-GKRV-1Y7Q	15 mm Carbide Knife Inserts Replacement for Powermatic Planer	1300008301	90.98	
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			90.98	
			11YR-LC4C-PH6J	DESK CHAIR FOR CASSIE AT DO	1000011029	131.05	
10 E 530 9700 13 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			131.05	
			13H1-WGKL-63HC	QL25% and Jenkins 75% split Graduation Decorations - Plant Pots	1300008302	161.37	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			121.03	
10 E 530 0200 24 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			40.34	
			19YJ-GNYM-61QR	cork board RETURN	1400008367	-79.18	
10 E 530 0200 23 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			-79.18	
			1CKR-7RN3-3H7Q	Barbour Field Track Hurdles pole clips	2300006928	15.15	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			15.15	

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			1CWP-D4R7-9WXR	Portable Tool Box, Indy Jones classes	1400008375	329.24	
10 E 530 0300 27 5610 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		329.24	
			1FHM-V6CN-9L71	STANDING DESK & FILE CABINET FOR DO SUPPORT SPECIALIST	1000011018	430.37	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		430.37	
			1FMF-X3DM-RC61	Sticky note flags, Algebra 1	1400008376	52.44	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		52.44	
			1GPH-VRL-11D6	Barbor Field: AED Signs X4	2300006927	72.92	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		72.92	
			1GY7-XWQV-1XWR	Blue overlay reading sheets	2100006333	21.75	
10 E 530 2100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		21.75	
			1JKN-7HL3-774D	Pens, cork board, bulletin board supplies, Saxon Math books, Educational Game	1400008367	607.74	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		158.97	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		441.26	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		7.51	
			1MDK-WKLT-D6LD	Amolen 3-d filament,Black Star, Bright Dawn, Latching Plastic Storage	1400008370	327.96	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		327.96	
			1MJL-TYKV-HFN3	CREDIT FOR AC CABLE	1400008356	-11.59	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		-11.59	
			1MK9-H4LX-4DT6	12 Plastic black clipboards, Thank you cards & envelopes	1300008299	55.77	
10 E 530 0100 23 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		27.29	
10 E 530 0100 24 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		28.48	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1P6P-CTGF-TTWV	OPEN PO FOR AMAZON- BRIANNE CHARTREY 800 BUDGET FOR ACCELERATED READING PROGRAM PRIZES	1100008085	266.46	
10 E 530 0100 22 5640 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		266.46	
			1QQP-DTCM-CQGR	Barbour Field Track Hurdles pole clips	2300006928	15.15	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		15.15	
			1WPW-JYVX-JDRN	Saxon Math, Algebra 1 common core, 3 ring binders	1400008369	388.46	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		79.33	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		309.13	
124613 AMEND MUSIC CENTER		03/29/2024	29310	Cornet Mouthpiece	1300008300	29.65	290.27
10 E 530 5288 27 5610 4300 4700 0000 0				General Fund/EXPENDITURES/TITLE IV		29.65	
			29318	Instrument Repairs: Alto Saxes,, Clarinet	1300008300	236.53	
10 E 530 5288 27 7340 4300 4700 0000 0				General Fund/EXPENDITURES/TITLE IV		236.53	
			29319	Alto Sax 2.0 Reeds	1300008300	24.09	
10 E 530 5288 27 5610 4300 4700 0000 0				General Fund/EXPENDITURES/TITLE IV		24.09	
124614 AVISTA UTILITIES		03/29/2024	031524	UTILITIES	1000010856	10,141.51	10,141.51
10 E 530 9700 65 7621 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		803.39	
10 E 530 9700 65 7621 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,463.72	
10 E 530 9700 65 7621 2200 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		2,453.18	
10 E 530 9700 65 7621 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		4,853.12	
10 E 530 9700 65 7621 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		568.10	
124615 BIGLER, VANESSA E		03/29/2024	032223	REIMBURSE FOR CLOCK HOURS ESD REGIONAL 5030 CSCP NOV 2022	0	15.00	195.00
10 E 530 0100 31 7330 4300 1550 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		15.00	
			032224	REIMBURSE FOR MEALS AT WASWUG BELLEVUE 3-9 TO 3-12-2024	0	106.00	

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10 E 530 0100 31 8580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		106.00	
			032224B	REIMBURSE FOR CLOCK HOURS ESD DRUG IMPAIEMENT TRAINING 1-25-24	0	21.00	
10 E 530 0100 31 7330 4300 1550 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		21.00	
			032224C	REIMBURSE FOR CLOCK HOURS WASWUG CONFERENCE MARCH 2024	0	38.00	
10 E 530 0100 31 7330 4300 1550 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		38.00	
			032224D	REIMBURSE FOR CLOCK HOURS ESD REGIONAL 5030 CSCP MARCH 2023	0	15.00	
10 E 530 0100 31 7330 4300 1550 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		15.00	
124616	BOSWELL, CHELSI	03/29/2024	031424	REIMBURSE FOR MEALS AT NCCE ED TECH CONFERENCE IN SEATTLE FEB 13-16, 2024	0	188.00	188.00
10 E 530 5288 31 8580 4300 4750 0000 0				General Fund/EXPENDITURES/TITLE IV		188.00	
124617	BREAD BOX	03/29/2024	98041	FOOD FOR FARM TO SCHOOL PROGRAM	1000011006	201.25	201.25
10 E 530 9816 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FARM TO SCHOOL		201.25	
124618	CANON FINANCIAL SERVICES	03/29/2024	32209526	Copier Lease Contract 05214/3091	1000010838	42.37	755.85
10 E 530 0200 23 7442 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		42.37	
			32254481	Copier Lease Contract 05214/3091	1000010838	713.48	
10 E 530 9700 83 7832 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		4.54	
10 E 530 9700 84 7831 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		658.54	
10 E 530 9700 13 7442 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		50.40	
10 E 530 0100 23 0000 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		296.24	
10 E 530 0100 23 0000 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		266.88	
10 E 530 0200 23 0000 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		41.92	
10 E 530 9700 85 1000 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		-605.04	
124619	CARNEGIE LEARNING	03/29/2024	1039217	Long Live Math National Conference	1000011031	7,200.00	7,200.00

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				General Attendee: LeAnne Jones and Jacob Lee-ESSER TO COMBAT LEARNING LOSS			
10 E 530 1300 31 7330 1100 0000 0000 0				General Fund/EXPENDITURES/ESSER III		3,600.00	
10 E 530 1300 31 7330 4300 0000 0000 0				General Fund/EXPENDITURES/ESSER III		3,600.00	
124620	CDW GOVERNMENT INC	03/29/2024	QC03548	GrandStream GXP2170 Phones	2600001729	456.92	19,775.88
10 E 530 9700 65 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		456.92	
			qd65076	Laptops for Jenkins CTE Classroom. Perkins Reserve Grant.	2600001730	18,114.89	
10 E 530 3863 32 5650 4300 0000 0000 0				General Fund/EXPENDITURES/PERKINS RESERVE		18,114.89	
			QF40243	Charging cart for Jenkins CTE Classroom. Perkins Reserve Grant.	2600001730	1,204.07	
10 E 530 3863 32 5650 4300 0000 0000 0				General Fund/EXPENDITURES/PERKINS RESERVE		1,204.07	
124621	CENTURYLINK	03/29/2024	031524	PHONE CHARGES ACCT #300738678	1000010854	417.29	417.29
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		417.29	
124622	CENTURYLINK	03/29/2024	680630493	PHONE SERVICE ACCT #84728321	1000010853	58.83	58.83
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		58.83	
124623	CHARACTER STRONG	03/29/2024	25199	schoolwide license renewal SEL & development lessons for JJSHS ESSER Social Emotional Learning	1300008305	1,074.93	1,074.93
10 E 530 1300 27 5650 4300 1665 0000 0				General Fund/EXPENDITURES/ESSER III		1,074.93	
124624	CHARLIE'S PRODUCE	03/29/2024	967942	MILK, FOOD & SUPPLIES	1000010827	940.67	4,289.20
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		146.55	
10 E 530 9811 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERV SUPPLY CHAIN ASSIST		272.12	
10 E 530 9814 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES		522.00	
			967943	MILK, FOOD &	1000010827	91.73	

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				SUPPLIES			
10 E 530 9811 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERV SUPPLY CHAIN ASSIST		91.73	
			968037	MILK, FOOD & SUPPLIES	1000010827	-46.65	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		-46.65	
			968508	MILK, FOOD & SUPPLIES	1000010827	149.33	
10 E 530 9811 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERV SUPPLY CHAIN ASSIST		149.33	
			968509	MILK, FOOD & SUPPLIES	1000010827	929.23	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		439.85	
10 E 530 9811 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERV SUPPLY CHAIN ASSIST		142.08	
10 E 530 9814 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES		347.30	
			970090	MILK, FOOD & SUPPLIES	1000010827	483.66	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		213.90	
10 E 530 9811 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERV SUPPLY CHAIN ASSIST		269.76	
			970091	MILK, FOOD & SUPPLIES	1000010827	626.60	
10 E 530 9814 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES		626.60	
			970092	MILK, FOOD & SUPPLIES	1000010827	92.69	
10 E 530 9811 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERV SUPPLY CHAIN ASSIST		92.69	
			970821	MILK, FOOD & SUPPLIES	1000010827	987.27	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		383.55	
10 E 530 9811 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERV SUPPLY CHAIN ASSIST		256.32	
10 E 530 9814 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FRESH FRUIT & VEGGIES		347.40	
			970992	MILK, FOOD & SUPPLIES	1000010827	-39.75	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		-39.75	
			970993	MILK, FOOD & SUPPLIES	1000010827	-10.06	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		-10.06	
			971366	MILK, FOOD & SUPPLIES	1000010827	84.48	
10 E 530 9811 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERV SUPPLY CHAIN ASSIST		84.48	
124625	CHENEY HIGH SCHOOL	03/29/2024	2024-101	Track- Van Kuren Invite 4/13/2024	1300008309	200.00	200.00

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10 E 530 0100 28 7580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		200.00	
124626	CHEWELAH INDEPENDENT	03/29/2024	082323	THE INDEPENDENT 2 YEAR RENEWAL SUBSCRIPTION	1100008160	58.00	130.00
10 E 530 0100 23 5640 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		58.00	
			3577	OPEN PO FOR LEGAL ADS-SMALL WORKS ROSTER	1000010859	72.00	
10 E 530 9700 13 7540 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		72.00	
124627	COMMUNITY COLLEGES OF SPOKANE	03/29/2024	CA-0000017143	OPEN PO FOR RUNNING START-FALL	1000010823	4,531.95	76,923.20
10 E 530 0100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		4,531.95	
			CA-0000017145	OPEN PO FOR RUNNING START-FALL	1000010823	8,206.77	
10 E 530 3100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/VOCATIONAL		8,206.77	
			CA-0000017148	OPEN PO FOR RUNNING START-FALL	1000010823	64,184.48	
10 E 530 0100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		59,448.54	
10 E 530 3100 27 7565 4300 3840 0000 0				General Fund/EXPENDITURES/VOCATIONAL		4,735.94	
124628	CONSOLIDATED ELECTRICAL DISTRI	03/29/2024	8190-1168869	CED T-8 Lights bulbs, Ballast JHS, Gess	2300006915	24.34	778.19
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		24.34	
			8190-1169916	CED T-8 Lights bulbs, Ballast JHS, Gess	2300006915	753.85	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		753.85	
124629	CRYSTAL SPRINGS	03/29/2024	15901662 032324	WATER AND COOLER RENTAL	1400008201	225.79	336.54
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		225.79	
			15902043 032324	WATER AND COOLER RENTAL	1000010842	110.75	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		110.75	
124630	DEER PARK HIGH SCHOOL	03/29/2024	032924	Track- Glen Wolf Invite Fee 3/29/2024	1300008308	200.00	200.00
10 E 530 0100 28 7580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		200.00	

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124631	DIRECT MAIL ENT INC	03/29/2024	044574	MAILING FOR COMMUNITY NEWSLETTER QUARTERLY	1000010834	887.58	887.58
10 E 530 9700 15 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		887.58	
124632	ESD 112	03/29/2024	1002402406	DRIVER TRAINING COURSE FOR RHONDA OTTAK JULY 15-20, 2024	2200002155	1,200.00	1,200.00
10 E 530 9900 51 7330 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		1,200.00	
124633	GREGORY, SARAH B	03/29/2024	032524	REIMBURSE FOR TRAVEL MEALS TO VISIT BEHAVIOR CLASSROOMS IN PASCO 3-21 TO 3-22-2024	0	201.26	201.26
10 E 530 1300 31 8580 1100 0000 0000 0				General Fund/EXPENDITURES/ESSER III		201.26	
124634	GRIEPP, RACHAEL D	03/29/2024	030724	REIMBURSE FOR MEALS AT NCCE ED TECH CONFERENCE IN SEATTLE FEB 13-16, 2024	0	188.00	188.00
10 E 530 5288 31 8580 1100 4750 0000 0				General Fund/EXPENDITURES/TITLE IV		188.00	
124635	JOYCE, CLOVER L	03/29/2024	031824	REIMBURSE FOR ICE CREAM SCOOPERS FOR PLAYGROUND	0	12.50	12.50
10 E 530 0100 25 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		12.50	
124636	JUNGBLOM, RENEE	03/29/2024	032524	REIMBURSE FOR TRAVEL MEALS TO VISIT BEHAVIOR CLASSROOMS IN PASCO 3-21 TO 3-22-2024	0	82.00	82.00
10 E 530 1300 31 8580 1100 0000 0000 0				General Fund/EXPENDITURES/ESSER III		82.00	
124637	KENT, CARRIE R	03/29/2024	031924	REIMBURSE FOR FOOD WORKER CARD	0	10.00	10.00
10 E 530 9800 44 7340 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		10.00	
124638	KINSHIP DOOR & HARDWARE SOLUTI	03/29/2024	26822	Best Cores: uncombined key cores IC6-H-26D	2300006929	513.25	513.25
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		513.25	
124639	KROUSE, SHEILA A	03/29/2024	032524	REIMBURSE FOR	0	82.00	82.00

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10 E 530 1300 31 8580 1100 0000 0000 0				TRAVEL MEALS TO VISIT BEHAVIOR CLASSROOMS IN PASCO 3-21 TO 3-22-2024		82.00	
			General Fund/EXPENDITURES/ESSER III				
124640	LINC FOODS	03/29/2024	44444	FARM TO SCHOOL FOOD PURCHASES	1000011016	287.92	287.92
10 E 530 9816 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FARM TO SCHOOL		287.92	
124641	LITHOGRAPH REPRODUCTIONS, INC	03/29/2024	12066	NEWSLETTER PRINTING 4XYEAR	1000010825	1,969.63	1,969.63
10 E 530 9700 15 7550 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,969.63	
124642	MORRIS, KAILEE	03/29/2024	030724	REIMBURSE FOR MEALS AT NCCE ED TECH CONFERENCE IN SEATTLE FEB 13-16, 2024	0	188.00	188.00
10 E 530 5288 31 8580 1100 4750 0000 0				General Fund/EXPENDITURES/TITLE IV		188.00	
124643	NEWESD 101	03/29/2024	1242402573	RDS Multifactor Authentication DUO Fob for Cassie McKee	1000011035	45.00	45.00
10 E 530 9700 13 5650 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		45.00	
124644	NEWPORT SCHOOL DISTRICT	03/29/2024	022123	Track- Barry Sartz Invite Fee 4/27/2024	1300008310	120.00	120.00
10 E 530 0100 28 7580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		120.00	
124645	NORTHWEST DISTRIBUTION	03/29/2024	1384070	FOOD & SUPPLIES	1000010830	-151.88	8,950.66
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		-151.88	
			3275587	FOOD & SUPPLIES	1000010830	2,822.02	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		2,822.02	
			3277117	FOOD & SUPPLIES	1000010830	5,776.72	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		5,101.36	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		675.36	
			3277267	FOOD & SUPPLIES	1000010830	503.80	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		503.80	
124646	OFFICE DEPOT	03/29/2024	357450041001	TONER CARTRIDGE & NAMEPLATE FOR DO	1000011019	102.55	102.55
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		102.55	

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124647	OXARC INC	03/29/2024	0032026802	WELDING SUPPLIES FOR 2023 - 2024	1300008131	58.91	94.96
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			58.91	
			0032030405	WELDING SUPPLIES FOR 2023 - 2024	1300008131	36.05	
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			36.05	
124648	PITNEY BOWES GLOBAL FINANCIAL	03/29/2024	3318876983	MAILING MACHINE LEASE #0040848019	1000010819	223.20	223.20
10 E 530 9700 13 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			223.20	
124649	PLANET TURF	03/29/2024	3006609	Planet turf, Paint machine, paint product for a year (sports field)	2300006916	3,716.52	3,716.52
10 E 530 0100 28 5610 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			3,716.52	
124650	PURCHASE POWER	03/29/2024	031724	POSTAGE FOR METER ACCT #8000-9090-1050-45 90	1000010850	200.00	200.00
10 E 530 0100 23 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			22.59	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			10.38	
10 E 530 2100 27 5610 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			0.88	
10 E 530 9700 13 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			137.08	
10 E 530 0200 23 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			29.07	
124651	QCL INC	03/29/2024	56475	TRANSPORTATION SERVICES DRUG TESTS	1000010840	602.00	602.00
10 E 530 9900 52 7340 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			602.00	
124652	ROCKIE HANSEN PLLC	03/29/2024	022324	LEGAL SERVICES JAN-FEB	1000010906	414.00	414.00
10 E 530 9700 11 7341 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			414.00	
124653	RWC GROUP	03/29/2024	XA106072736:01	2023-2024 BUS PURCHASES	1000010874	414.37	2,701.31
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			414.37	
			XA106073276:01	2023-2024 BUS PURCHASES	1000010874	1,372.21	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			1,372.21	
			XA106073283:01	2023-2024 BUS PURCHASES	1000010874	134.78	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			134.78	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			XA106073427:01	2023-2024 BUS PURCHASES	1000010874	779.95	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			779.95	
124654	SAUTTER, JULIE A	03/29/2024	032124	REIMBURSE FOR BOOKS-ESSER CLASSROOM READING BOOKS TO COMBAT LEARNING LOSS	0	498.30	498.30
10 E 530 1300 27 5640 1100 1660 0000 0			General Fund/EXPENDITURES/ESSER III			498.30	
124655	SCHNEIDER, MARA C	03/29/2024	031324	REIMBURSE FOR MILEAGE TO NEWESD101 FOR BUSINESS MANAGERS MEETING-NO VAN AVAILABLE 3-13-2024	0	71.82	89.82
10 E 530 9700 13 8580 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			71.82	
			031824	REIMBURSE FOR SKYWARD SMS HR BUDGET TRAINING CLOCK HOURS 3-15-24	0	18.00	
10 E 530 9700 13 7330 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			18.00	
124656	SCHOOL SPECIALTY INC	03/29/2024	208133722218	Sax canvas panels	1300008291	148.13	148.13
10 E 530 0100 27 5610 4300 1160 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			136.28	
10 E 530 5100 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/TITLE I			11.85	
124657	SEY, MARGARET M	03/29/2024	031824	REIMBURSE FOR CLASSROOM SUPPLIES	0	12.72	74.71
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			12.72	
			031824B	REIMBURSE FOR CLASSROOM SUPPLIES	0	42.54	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			42.54	
			031824C	REIMBURSE FOR CLASSROOM SUPPLIES	0	19.45	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			19.45	
124658	STEVENS CLAY, P.S.	03/29/2024	16512	LEGAL FEES TO LEASE JMS-FEB	1000010878	3,687.50	3,687.50
10 E 530 9700 11 7341 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			3,687.50	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
124659	TILLA, KALLIE J	03/29/2024	032024	REIMBURSE FOR CLASSROOM BOOKS-ESSER READING BOOKS TO COMBAT LEARNING LOSS	3	494.53	494.53
10 E 530 1300 27 5640 1100 1660 0000 0			General Fund/EXPENDITURES/	ESSER III		494.53	
124660	TONASKET HIGH SCHOOL ASB	03/29/2024	100	Tonasket Apple Pie Tournament- Wrestling	1300008306	250.00	250.00
10 E 530 0100 28 7580 4300 0000 0000 1			General Fund/EXPENDITURES/	BASIC EDUCATION		250.00	
124661	VERIZON WIRELESS	03/29/2024	9958435799	CELL PHONE SERVICES ACCT #365401170-00001	1000010841	308.67	308.67
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/	GENERAL SUPPORTIVE SERV		308.67	
124662	WASHINGTON OFFICIALS ASSOCIATI	03/29/2024	11381	Middle and High School Officiating for 2023 - 2024 School Year-FOOTBALL GAME FEES	1000010806	485.00	5,855.00
10 E 530 0100 28 7340 4300 0000 0000 1			General Fund/EXPENDITURES/	BASIC EDUCATION		485.00	
			11912	Middle and High School Officiating for 2023 - 2024 School Year-BASEBALL & FAST PITCH	1000010806	4,795.00	
10 E 530 0100 28 7340 4300 0000 0000 1			General Fund/EXPENDITURES/	BASIC EDUCATION		4,795.00	
			12217	Middle and High School Officiating for 2023 - 2024 School Year BOYS & GIRLS BASKETBALL	1000010806	575.00	
10 E 530 0100 28 7340 4300 0000 0000 1			General Fund/EXPENDITURES/	BASIC EDUCATION		575.00	
124663	WA STATE AUDITORS OFFICE	03/29/2024	L160196	STATE AUDIT-FEB	1000010820	3,753.00	3,753.00
10 E 530 9700 11 7342 0000 0000 0000 0			General Fund/EXPENDITURES/	GENERAL SUPPORTIVE SERV		3,753.00	
124664	WOODWORKERS NETWORK	03/29/2024	032224	Open PO for Woodworkers	1300008293	400.36	400.36

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				network for shop wood			
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		400.36	
124665	YCC INTERNATIONAL CORPORATION	03/29/2024	WWS240057	GLOVES FOR NURSE DISTRICT WIDE LEVY	1000011036	108.14	108.14
10 E 530 0100 26 5610 0000 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		108.14	
124666	AMAZON	03/29/2024	1MK9H4LX-9TGC	CARA MCCANNA ASSEMBLY SUPPLIES	8100006239	106.05	106.05
40 E 530 1030 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/ASSEMBLIES		106.05	
124667	BSN SPORTS	03/29/2024	922712140	Punch out number set/belt	8300007111	30.42	30.42
40 R 960 2150 00 0000 4300 0000 0000 0				Associated Student Body Fund/REVENUES/FOOTBALL		30.42	
124668	FISK, SUSAN T	03/29/2024	031824	SNACKS FOR SUCCESS REIMBURSEMENT FOR SUSAN FISK OPEN PO	8100006238	499.63	499.63
40 E 530 6104 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/BACK PACK FUN		499.63	
124669	FLORAFINDER LLC	03/29/2024	1021389	Plant Sale order	8300007126	1,317.88	1,317.88
40 E 530 4310 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/FFA		1,317.88	
124670	SMITH, DENISE M	03/29/2024	030424	Roll a Net Portable Tennis Net	8300007179	300.00	300.00
40 E 530 2350 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/TENNIS GIRLS'		322.80	
40 L 630 0000 00 0000 0000 0000 0000				Associated Student Body Fund/DUE TO OTHER GOVERNMENT UN		-22.80	
124671	WASHINGTON FLORAL SERVICE	03/29/2024	20213191	Floral supplies, cellophane, tape, wire, bowels, foam, ribbon	8300007127	202.61	244.79
40 E 530 4310 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/FFA		202.61	
			20213192	Floral supplies, cellophane, tape, wire, bowels, foam, ribbon	8300007127	42.18	
40 E 530 4310 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/FFA		42.18	
61 Computer						Check(s) For a Total of	167,272.55

	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
	61	Computer	Checks For a Total of	167,272.55
Total For	61	Manual, Wire Tran, ACH & Computer	Checks	167,272.55
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	167,272.55

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	164,773.78	164,773.78
40	Associated Student Body Fund	-22.80	30.42	2,491.15	2,498.77

Board Responsibilities/Planning in Response to Curriculum Management Solutions, Inc. Audit

✓ Visioning – in draft (December 2023)

Policies- being worked on; 1st drafts beginning in January after process of Curriculum Management identified

Curriculum Management - includes a number of facets –Policies; Curriculum Management Plan; District Improvement Plan; Curriculum Frameworks; Professional Learning Procedures & Plan; Assessment practices; Instructional Strategies & approaches/materials; Program Evaluation; Instructional Materials policy; roles & responsibilities; funding etc., need addressed

✓ Strategic Planning – WSSDA Policy 100 – Commitment to Planning-including Strategic Plan

✓ Policy 2020 – needs rewritten with Curriculum Management Plan guidance

Assessment Policy 2001– Policy is ok – needs implemented according to audit (roles & responsibilities defined)

Professional Learning No. 5520/2130– Policy ok, needs procedures & Plan (roles & responsibilities in that plan)

Program Evaluation No. 2090 policy is ok, but procedures have not been outlined; no Plan

✓ Instructional Materials Adoption Policy 2020 & 2020P & RCW 28A.405.060 --no policy aligned w/RCWs & not practiced

Chewelah School District Initiatives in Response to CMSi Audit Findings				
Initiative	Stakeholders	Responsibility	Timeline	Result/Outcome
FINDING 1:	CSD #36 has clear goals for system improvement and has engaged in collaborative planning, however Visioning and Strategic Planning need to be stronger in policy and communication along with the building of trust and mutual respect.			
STRATEGIC PLANNING	Sup, Board, Admin, Teachers, Parents, Students, Community	Superintendent	April 1, 2024	Renewed/revised Strategic Plan
Policy 100 Commitment to Planning - policy directing strategic planning, daily decisions at the building level	Sup, Board, Admin, Teachers, Students, Parents	Board/Superintendent	February 1, 2024	Board Adopted Policy 100 Commitment to Planning, March 2024

December, 2023

DIP, (supported by research) collaborative process for setting priorities or formulating goals e.g., math, ELA				
<u>FINDING 2:</u>	CSD #36 does not have a written, board adopted Curriculum Management Plan with almost no written curriculum to guide staff in the delivery of a guaranteed and viable curriculum for students. Guaranteed and viable curriculum ensures specific content is taught in specific courses/at specific grade levels, regardless of the teacher assigned to the class; and the articulated grade-level standards/learning targets can be realistically taught to mastery levels in the instructional year.			
Curriculum Management Plan	Sup, Board, Admin, Teachers, Students, Parents	Board /Superintendent	March 1 2024	Curriculum Management Plan- Design & Delivery; Adopted March 20, 2024
Curriculum Guides TOC, aligned to philosophy, beliefs Vision; Instructional Model(s); Resources/Materials; Differentiation; State & National standards; Content Objectives; Cognitive Types -DOK; Scope & Sequence- Pacing Guide; Assessments; Aligned staff development;	Admin, Teachers	Superintendent, Board, Admin, Teachers	Math- 2024 ELA-2024 SS/History-2024 Science-2024 Health & Fitness-2025 The Arts -2025 CTE-2025 Media Literacy Foreign Languages Electives	Board adopted Curriculum Docs for each content area RCW 28A.150.230, WA State/OSPI standards & CMSi, ASCD, & Kentucky Frameworks criteria

Monitoring of Curriculum				
FINDING 3:	CSD's Professional Learning Plan is not based on a research-based instructional model driven by a central vision for student learning. Recommendations include more student engagement, rigor or differentiation with clearly defined instructional support to staff.			
Professional Learning Procedures 2190P	Sup, Admin, Teacher, Students	Sup, Admin, Teachers, Classified	May, 2024	Written, Board Adopted Professional Learning Plan
Professional Learning Plan Aligned with DIP & SIPs	Sup, Admin, Teachers, Students	Sup, Admin, Teachers	June, 2024	Prof Learning Plan 2024 -2026 & aligned DIP, SIPs
Program Evaluation Procedures 2130P	Board, Sup, Admin, Teachers	Board, Sup, Admin	June, 2024	Program Evaluation Report of CSD # 36 Math program
Instructional Materials Policy No. 2020P	Sup, Board, Admin, Teachers, Parents, Students, Community	Board/Sup/Admin/Teachers/Parents	June, 2024	Adopted by Board, March 20, 2024
FINDING 4:	Not all students have equal access to programs and services in Chewelah School District. The climate related to safety and discipline needs improvement and consistency.			
Sp Ed Policy 2161; RTI-2163	Admin, Teachers, Students	Board/Sup/Sp Ed Director	August 2024	Policy reviewed, updated procedures & RTI
Equal Access to services – Policy Sp Ed 2161 & 2161 P	Sup, Board, Admin, Teachers, Parents, Students, Community	Board/Sup/Sp Ed Director	August 2024	Policy – Program Eval of practices; Equity/Access
Policy 2108 Learning Assistance /2163 -RTI	Sup, Admin, Title Director, Teachers, Students	Sup, Title I Director	August 2024	Policy updates as needed; LAP Plan

FINDING 5:	Assessment of student learning has strong policy and procedure however, increased use of sound assessment practices to inform teaching and learning in the classroom is needed [and is being delivered since August 2023].			
Implementation of on-going formative assessment; benchmark & quarterly summative assessment	Board, Sup, Admin, Director, Teachers, Students	Teachers, Students, Admin	August 2023 forward; continued training w/Dr. Larry Ainsworth & implemented	Quarterly formative assessment data used in PLCs and reported to Board; benchmark/summative assessment data reported to board quarterly and annually
Policy No. 2420 & 2420P Grading aligned with Standards- Based teaching & assessment	Board, Sup, Admin, Teachers, Students	Board, Sup, Admin, Teachers	July 1, 2024 (info provided to Board, March 2024)	Revised policy 2420, 2420P & Practices; 1 st Reading, March 2024
FINDING 6:	The district is in good financial position, but facilities need attention.			
Formalize written Facilities Plan according to Policy No. 6900	Board, Sup, Admin, Facilities Director, Teachers, Students. Community	Superintendent, Facilities Director	2024	Written Long Range Facilities Plan including Capital Projects and Maintenance
Grant Writing	Board, Sup, Admin, Facilities Director, Teachers, Students. Community	Sup, Facilities Director, Continue planning w/McKinstry	2024-2028	HVAC at Gess, etc., Grant Process is active w/McKinstry
Levy Passage	Board, Sup, Admin, Facilities Director, Teachers, Students. Community	Sup, Board, Facilities Director, Community	February 2024	Passed Levies Projects . . .

Course Design, Selection and Adoption of Instructional Materials & Instructional Materials Committee

Chewelah School Board recognizes its responsibility for the improvement and growth of the educational program of the schools in the district. RCW 28A.320.230 provides the statutory authority for the school board in the adoption of instructional materials.

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of Chewelah schools. In alignment with the Chewelah School District Curriculum Management Plan, instructional materials will be selected to ensure alignment with learning standards and enable all students to master the foundational skills and knowledge needed to be prepared for college, career and citizenship. As applicable to a given course, adopted instructional materials will be used by teachers for instruction. Approved supplementary instructional materials may be used to enhance and support adopted instructional materials.

Definitions

For this policy and procedure, the following definitions will apply:

1. Course is defined as the program of instruction for kindergarten through 12th grade students.
2. Curriculum is defined as the learning standards that teachers teach; adopted instructional materials, courses, scope and sequence, presentations, activities, assignments, projects provided for students, and assessments and other methods to evaluate learning.
3. Instructional Materials are all materials designed for use by students and their teachers as learning resources to support the curriculum and help students acquire facts, skills, concepts, and to develop cognitive processes. These instructional materials, used to help students meet State or District learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. Materials may carry different licensing types from open to all rights reserved. For the purposes of this policy, the school board recognizes the following categories of instructional materials:

Adopted Instructional Materials: These are recommended by the Instructional Materials Committee based on the work of an adoption recommendation/committee and adopted by the School Board.

Types

- a. Materials will be identified as **Core; Alternative Core; Intervention; Supplementary; and/or Temporarily Supplemental** Instructional materials OR APPROVED
 - i. **Core Instructional Materials** are the primary instructional resources for a given course. They are provided to all students to help meet learning standards and provide instruction toward course requirements.
 - ii. **Alternative Core Instructional Materials** are used in conjunction with the core instructional materials to provide instruction in established learning standards or statutory requirements that are not fully addressed by, or absent from, the core instructional materials.

b. **Approved Instructional Materials:** These are identified by certificated instructional staff and approved for use by a principal and/or the Superintendent or Superintendent's designee, and do not require Board approval.

- i. **Supplementary Instructional Materials** are supplementary to Core or Extended Core Instructional Materials and can be used in conjunction with adopted instructional materials of a course to enhance and support instruction. Supplementary instructional materials contain additional content or present content at a different level of difficulty or in a different medium.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high quality core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs and free from

Course Design:

Existing Courses The superintendent or designee will establish a regular cycle of course design review and development that includes examination by curriculum committees composed of district subject area teachers, administrators, parent and student reps as appropriate, and if needed external content area experts.

This review cycle should be based on a district review cycle, state updates to standards, and changing demographics or changing student needs for updated curriculum/courses.

The curriculum review cycle should cover each content area to ensure current course relevance.

The course design process should review and include:

- Relevance, rigor, and alignment to state learning standards;
- Efficacy of core, alternative core, and intervention instructional materials that support student learning; and
- Processes and resources used to assess student progress and address teacher professional learning needs.

Recommendations of a review may lead to:

- Affirmation of continued use of current courses and instructional materials;
- Establishment of a goal or timeline for examining new course proposals;
- Creation and assignment of tasks to curriculum content committees to propose, write, select, or revise the course design;
- Recommendation of new instructional materials selection to the Instructional Materials Committee;
- Design of course implementation and professional learning needs;
- Identification of projected budget needs in accordance with established timelines.

New Courses or Major Modifications to Existing Courses

New course offerings or major course modifications that propose significant changes to course objectives or scope will be reviewed by the content curriculum committee, the building administrator,

and the Superintendent/designee prior to being scheduled for review by the district Instructional Materials Committee with a recommendation to the Board. To ensure that the course is aligned with state/national standards; is aligned with student needs; is rigorous; utilizes appropriate instructional materials, and is carefully considered part of the school's college and career pathways. When the adoption/implementation of new or modified courses requires the adoption of new instructional resources, those recommendations will be forwarded to the **Instructional Materials Committee** for consideration by the procedures outlined below.

Instructional Material Types

Materials will be identified as **Core; Alternative Core; Intervention; Supplementary and/or APPROVED Temporarily Supplemental**. Instructional materials may be delivered in many formats, and may include textbooks, technology-based materials, or other educational media.

Open Educational Resources (OER) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high quality instructional content is available from supplemental to core instructional materials. District staff may consider OER when selecting instructional materials. OER are subject to the same selection and adoption procedures as other instructional materials outlined in this document. When Technology-based resources /instructional materials are being considered, district educational technology staff should be consulted regarding the technological impacts of the suggested program. Equity of access for students and teachers must be considered for all core materials delivered in digital formats.

Roles and responsibilities of district staff are outlined in procedures as are the criteria for selection of materials, and review procedures from stereotyping, and propaganda in historical or contemporary contexts. The Washington Models for the Evaluation of Bias Content in Instructional Materials, published by the Office of Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further to the goal of eliminating content bias: Core material will be reviewed according to procedures and ensure compliance with the selection criteria and by using instructional material evaluation tools listed on the OSPI website.

Instructional Materials Committee

The Instructional Materials Committee (IMC) is established to review and monitor procedures for the evaluation and recommendation of core materials used by the district in conformance to stated criteria. The committee will act upon requests for core material approval and will evaluate and act upon citizens' requests for reconsideration of core materials.

Course Design, Selection and Adoption of Instructional Materials Procedures & Instructional Materials Committee Procedures

Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the school district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental and will be selected according to the procedures that follow.

The principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirement of this policy and procedure.

The district office will provide technical assistance/oversight as may be necessary to accomplish this process.

Roles and Responsibilities in the Selection and Adoption of Instructional Materials & Instructional Material types are:

Superintendent – providing leadership and oversight of the curricular/course design process and review, including timelines/schedules of review; designation of curricular committees & review/development processes;

Certificated Teaching Staff -serving on curricular content review committees and IMC as appointed;

Principal - ensuring staff membership appointments to curricular committees and staff/parent/student appointment to the IMC committee;

Instructional Materials Committee (IMC) – review/consideration of all curriculum approval requests;

School Board - approval of IMC committee members and consideration/approval of recommended curriculum materials by the IMC.

Instructional Materials Committee

The Instructional Materials Committee (IMC) is established to review and monitor procedures for the evaluation and recommendation of core materials used by the district in conformance to stated criteria. The committee will act upon requests for core material approval and will evaluate and act upon citizens' requests for reconsideration of core materials.

Committee meetings will be held on a monthly schedule determined by the district. Special meetings may be called by the committee chairperson if necessary.

The superintendent or designee will provide teachers, principals, student and parent reps, and content committee chairs with copies of the committee meeting schedule and copies of materials to be considered a week prior to the scheduled meeting.

Composition of the Instructional Materials Committee will include the curriculum content representative(s); at least one elementary and one secondary teacher; at least one principal; at least two parents (state law provides that parents must make up less than one-half the committee) and a technology representative if the material requires the implementation of technology resources. Member appointees will be forwarded to the superintendent from building administrators. Membership must be approved by the Board of Directors. The chairperson and the secretary will be permanent members of the committee. Other members will serve three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

Criteria for Selection of Core Instructional Materials

Core instructional materials will be selected based upon the degree to which they:

- A. Demonstrate likelihood of impact as shown by scientific or evidence-based research;
- B. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements;
- C. Provide sufficient flexibility to meet the varied needs and abilities of the students served;
- D. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
- E. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;
- F. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
- G. Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them; and
- H. Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias.

To prevent stereotyping, and propaganda in historical or contemporary contexts, the Washington Models for the Evaluation of Bias Content in Instructional Materials, published by the Office of Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further to the goal of eliminating content bias: Core material will be reviewed to ensure compliance with the above selection criteria and by using instructional material evaluation tools listed on the OSPI website: <https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>.

Based on their evaluation, the IMC will recommend instructional materials to the board for adoption. Adoption of Core Instructional Materials will be approved by the board prior to their use in classrooms. Texts selected previous to this policy are exempt from this requirement.

Exceptional Needs or Rapidly Changing Circumstances authorizes the superintendent or designee to approve the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. Expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process. College in the High School, Advanced Placement (AP), and/or International Baccalaureate (IB) College in the High School, AP, and/or IB courses may have varying course designs as necessitated by their course credit transfer requirements.

Implementation of Core Instructional Materials Adoptions

To implement core instructional materials, the Superintendent will develop a plan to train all teachers who will utilize the adopted core instructional materials. Teachers are required to receive the identified professional learning. The professional learning will provide instruction on the proper use and best instructional practice to implement the adopted instructional materials. Additionally, a program evaluation plan will include a measure core instructional materials impact on student learning.

Pilot Testing

The Superintendent or designee may authorize the use of pilot testing for a period of one year prior to adoption through the formal process. Pilot testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, and/or assessment resources through careful experimentation for an identified purpose based on student needs.

Citizen Access to View Core Materials

Members of the community are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, in the district office, or online. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of core materials should be undertaken with the knowledge of district course objectives in mind.

Intervention Instructional Materials are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention instructional materials will be approved by the superintendent or designee based upon evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

Alternative Core Instructional Material

The superintendent, or designee, will establish procedures through which schools will be approved to use alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that selection of these alternative core materials be made by certificated staff designated by the building principal.

Supplemental Material Selection

~~Supplemental materials will not require IMC approval or board adoption. The superintendent will delegate responsibility for examining, evaluating, and selecting all supplemental and temporary~~

~~supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards aligned resources/repositories. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students. While supplemental materials do not require item by item approval of the IMC, staff are expected to thoroughly preview such materials and to give due consideration to the text complexity, developmental level of students, appropriateness of language or images, bias against racial, gender, ethnic, or other social groups, and other sensitive issues.~~

???Temporary Supplemental Material Selection Professional staff of the district will rely on reason and professional judgment in the selection of high quality temporary supplemental materials that are appropriate for the instructional program and developmental level and interests of their students.

Protest Procedure for Instructional Materials

When a parent/guardian or employee challenges any instructional materials used or restricted from use in the schools, the following steps should be taken:

1. Concerns should first be discussed with the certificated teacher and/or the school principal. All parties are urged to resolve the concern at this level.
2. If the concerns cannot be resolved through discussion at the school level, the following steps will be taken and the challenged instructional material will continue to be used until a decision is rendered:
 - a. If the challenged instructional material is supplemental in nature, at a parent's written request to the principal, the supplemental material may be asked to be withdrawn from their student. The principal will facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal will respond with a written decision. If warranted by the scope of the supplemental material, an appeal may be submitted to the Superintendent, or designee requesting review by the Instructional Materials Committee and a written decision. B. If the instructional material is core, alternative core, or intervention material, the parent/guardian or employee may register a request for reconsideration with the Superintendent or designee. This request will be forwarded to the Instructional Materials Review committee. The IMC will review the complaint and establish a timely process for public consideration of the complaint, if appropriate. All instructional material reconsideration decisions will be by majority vote of the IMC and are final. Decisions of the committee will be delivered in writing to the Superintendent, complainant, and affected staff within ten (10) school business days.

~~Adoption Date: 07.15.15~~

IMC Procedures RCW 28A. 320.230
Core Instructional Material Selection

Form 2020 A Criteria/checklist to Instructional Materials Committee

Material Recommended by: _____
Title of Material: _____ Publisher: _____
Date of Publication: _____ Type of Material _____
Copies Needed: _____ Unit Cost: _____ No. of Units _____
For use with: _____ Grade /Course _____

- A. Demonstrate likelihood of impact as shown by scientific or evidence-based research.

- B. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements by: _____
- C. Provide sufficient flexibility to meet the varied needs and abilities of the students served:

- D. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students: _____

- E. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills: _____
- F. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components): _____
- G. Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them: _____
- H. Are free of stereotyping and gender, race, class, and other forms of bias: _____

Recommended by: _____
Approved by: (Principal) _____
Approved by IMC: _____ Date _____
Approved by Board: _____ Date _____

Goals

After a thorough process that solicits input from the community on their opinions and values, and after looking at a range of instructional materials, adoption committees are directed to recommend for adoption books and other instructional materials that are selected to:

- Enable teachers to implement the district's curriculum
- Provide an effective basic education, including providing materials and/or support to help students outside of the instructional day, as appropriate
- Ensure flexibility and clarity sufficient to meet the special needs of individuals and groups
- Meet applicable standards at a minimum level of rigor
- Provide a coherent instructional sequence and stimulate student growth in conceptual thinking and factual knowledge
- Be easily understood by students, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served
- Be based on best practices and research including benchmarking from similar districts and other sources
- Have a common baseline while ensuring that different learning and teaching strategies are represented
- Provide sufficient variety so as to present opposing views of controversial issues in order that students may develop the skills of critical analysis and informed decision making
- Be culturally relevant to represent the diversity of students and contribute to the development of understanding issues of gender, ethnic, cultural, occupational and religious groups

Selection Criteria Development

The development of an adoption committee's selection criteria is guided by the following process. Prior to development of selection criteria and instructional material review, to ensure that all instructional materials are culturally relevant and do not contain cultural or racial bias, an adoption committee will review Board Policy No. 0030, Ensuring Educational and Racial Equity, and will receive an anti-bias orientation and training including the use of relevant instruments to assist in the identification of bias.

An adoption committee's selection criteria will include each of the following standards to be met in their instructional materials review. Instructional materials adopted by the Board will:

3. Follow all applicable state and federal laws;
 4. Meet state and district learning standards if available;
 5. Meet applicable standards as a minimum level of rigor;
 6. Enable teachers to implement the district's curriculum;
 7. Provide an effective basic education, including providing materials and/or support to help students outside of the instructional day, as appropriate;

8. Ensure accessibility and appropriateness for students receiving English Language Learning, Special Education, and Highly Capable services;
9. Provide a coherent instructional sequence and stimulate student growth in conceptual thinking and factual knowledge;
10. Are capable of being easily understood by students, taking into consideration the varied instructional needs, abilities, interests, and maturity levels;
11. Are based on best practices and research including benchmarking and efficacy from similar districts, schools that have used the materials, and other sources;
12. Have a common baseline while ensuring that different learning and teaching styles are represented;
13. Provide sufficient variety to present opposing views of controversial issues in order that students may develop the skills of critical analysis and informed decision-making;
14. Eliminate, in all instructional materials, bias pertaining to sex (gender), race, creed, color, religion, ancestry, national origin, age, economic status, sexual orientation, gender expression or identity, pregnancy, marital status, physical appearance, disability, honorably discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability;
15. Include in United States history, social studies, and language arts instructional materials, and reasonably include in other instructional materials, significant events, societal contributions and/or positive representations of American Indian, African American, Latino, Asian American, and LGBTQIA+ individuals and persons with disabilities; and
16. Any additional standards directed by the School Board or Instructional Materials Committee that are deemed to be appropriate for adoption.



[School Board Policy 2015 142.35 KB](#)

- [Policy Categories](#)
 - [Board Policy](#)
- [Policy Topics](#)
 - [Program Development and Resources](#)
- [Series](#)
 - [Series 2000 – Instruction](#)

Course Design, Selection and Adoption of Instructional Materials

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the course designs shall be evaluated, adapted and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

Course Design is the process that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction towards course requirements.

Alternative Core Materials are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

Supplemental Materials are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period of time and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for time periods of over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course depending on the nature and scope of the material.

Instructional Materials Committee is the body that makes core instructional materials adoption recommendations to the School Board based on superintendent-established procedures.

Course Design

The superintendent or designee will establish procedures for course design that:

- Provide for the regular review of selected content areas and implementation of any suggested changes.
- Provide for involvement of community representatives and staff members at appropriate times.

Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with:

1. Applicable state and federal laws;
2. Goals and/or learning standards of the district and state; and
3. Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.

The board is responsible for the adoption of all core materials used in the district.

The superintendent, or designee, will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent will ensure that a listing of all core instructional materials used within the school curriculum is maintained in the district and is available for public review either in-person or online.

The intent of the board is that the superintendent delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the professional staff of the district. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students.

Cross References: 2027 - District Ownership of Staff-Created Work

Legal References: RCW 28A.150.230 District school directors' responsibilities
RCW 28A.320.230 Instructional materials — Instructional materials committee
RCW 28A.405.060 Course of study and regulations — Enforcement — Withholding salary warrant for failure
Chapter 28A.640 RCW Sexual Equality
WAC 180-44-010 Responsibilities related to instruction
WAC 392-190-055 Textbooks and instructional materials — Scope — Elimination of bias

Adoption Date: 07.15.15
Chewelah School District #36
Classification: Essential
Revised Dates: 04.99; 06.11; 04.15

STANDARDS-BASED GRADING

Chewelah School District Assessment Policy No. 2001 clarifies the Purposes of Assessment; Assessment Quality; Users of Assessment; Administrative Direction; and refers to the District Assessment Matrix. Assessment Procedures 2001P articulate the need for different types of assessments; roles and responsibilities in the selection of assessments; administration of assessments; the interpretation and reporting of assessment data; staff assessment competencies; and the role of assessment data in program evaluation (and Needs Assessment).

Grading is one component of Assessment used to report learning achievement to the student, parents/guardians, the school system and other educational entities e.g., colleges, employers.

The district will issue grades and written or electronic progress reports, and provide opportunities for parent conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to effect improvement. These written and verbal reports will be designed to provide information helpful to the student, teacher, counselor and parent.

The district will comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term, individually and cumulatively.

The superintendent or designee will establish a system of reporting student progress and will require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher will specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected for failure to attend or participate, provided on that day there was a graded participation activity.

Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.

Further:

1. Grading procedure will be directly aligned to CCSS, Next Gen, College in the High School, state/district standards.

2. Criterion-referenced standards will be use to assign grades and scores.

a) Individual achievement of stated learning goals will be the only basis for scores/grades.

b) Effort, participation, attitude and other behaviors will not be included in grades, but will be reported separately, unless they are part of the learning goal.

3. Late submission of assessment evidence should be handled as follows:

a) Teacher may set due dates and deadlines for all scored assessment evidence that will be part of a student grade.

b) There will be no score reduction penalties for late submission or assessment evidence.

c) Late submission of assessment evidence may lead to parent contact and will be noted for inclusion in comment and/or learning skills side of the report card.

d) Late submission of assessment may lead to an invitation or requirement to attend a support session during the school day, before school, after school hours.

e) Students may request and may receive extension of timelines.

4. Student Absences will be handled as follows:

a) Students will not be penalized only for absence.

b) Absent students will be given makeup opportunities for all missed summative assessments (scored assessment evidence that will be part of student grades) without penalty.

5. Incomplete assessment evidence will be handled as follows:

6. Assessment evidence that I (Insufficient Evidence/Incomplete) not submitted will be identified in the grade book as NS (Not Submitted). Zeros will not be used.

7. Students are expected to complete all required work and will be given opportunities and support to do so.

8. In determining grades, teachers must decide whether they have sufficient evidence of achievement. If not, the grade will be an I (Insufficient Evidence/Incomplete). The I will remain on the report card/transcript until such time as the student provides the missing evidence. Where credits are involved, an I means no credit until the missing work is completed and the grade updated.

9. Teachers will provide feedback on formative assessment.

a) Formative assessment will not be included directly in grades.

b) Scores from summative assessments will be used primarily to determine grades.

10. Where repetitive measures are made of the same or similar knowledge/skills or behaviors, the more recent score(s) will replace the previous score(s) for grade determination.

a) Second chance (or more) assessment opportunities will be made available to students: students will receive the highest mark (not an average score) for any multiple opportunities to "retest"/demonstrate evidence of learning.

11. Grading is an exercise in professional judgement wherein the educator seeks to ensure that the grade the student receives is an accurate representation of his/her/their performance.

a) Consideration will be given to the use of statistical measures other than the mean for grade calculation, for example, the mean or mode.

b) Grades will be weighted carefully to ensure the intended importance is given to each learning goal/target and to each assessment.

12. Teachers will use quality assessments. Each assessment must meet five standards of quality:

a) **Purpose** - why?;

b) **Target** alignment – e.g., assessment items are aligned with Guaranteed Standard/Learning Targets in Content and Context, DOK;

c) **Design** – The design of the assessments matches the Context and Cognitive level e.g., DOK with Quality written item(s) adequate Sampling (how much evidence is required), Bias free;

d) **Communication** -identifies who needs assessment information and the purpose of the information (How and to whom assessment results will be communicated);

e) **Student Involvement** -student are involved in the assessment process and understand its purpose e.g., students know the assessed target prior to teaching/learning.

13. Teachers will record evidence of student achievement on a regular basis.

14. Teaches will discuss assessment with students in an age-appropriate manner prior to instruction. Where feasible students will be involved in decisions about the method of assessment and scoring criteria.

15. Teachers will provide students and parents/guardian a written overview (e.g., syllabus, report card) of assessment including scoring criteria in an understandable language during the first week of class in each course or grade.

16. Teachers will provide students with a written overview of assessment (e.g., syllabus) in clear/understandable terms indicating how each summative assessment will contribute to the course evaluation or grade.

17. The district will issue grades and written or electronic progress reports, and provide opportunities for parent conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to effect improvement. These written and verbal reports will be designed to provide information that will be helpful to the student, teacher, counselor and parent.

18. The district will comply with the scoring/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term, individually and cumulatively.

Legal References

RCW 28A.150.240(2)(g) Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty

RCW 28A.600.030 Grading policies — Option to consider attendance

RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent, or guardian Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

WAC 392-210 Student testing and evaluation - Washington state honors award program

WAC 392-415 Secondary education - Standardized high school transcript

Cross References

3520 - Student Fees, Fines, or Charges

3122 - Excused and Unexcused Absences

District Policy 2001 Assessment & Assessment 2001P

Section

2000 - Instruction

Title

Grading and Progress Reports 2420

Last Revised 06.21

Prior Revised Dates

10.07; 12/01/2011

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the district's responsibility to keep parents informed of student welfare and progress in school.

The district will issue grades and written or electronic progress reports, and provide opportunities for parent conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to effect improvement. These written and verbal reports will be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district will comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term, individually and cumulatively.

The superintendent or designee will establish a system of reporting student progress and will require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher will specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected for failure to attend or participate, provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.

Legal References

RCW 28A.150.240(2)(g) Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty

RCW 28A.600.030 Grading policies — Option to consider attendance

RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent, or guardian Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

WAC 392-210 Student testing and evaluation - Washington state honors award program

WAC 392-415 Secondary education - Standardized high school transcript

Cross References

3520 - Student Fees, Fines, or Charges

3122 - Excused and Unexcused Absences

Grading and Progress Reports

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades, written progress, reports and parent conferences on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These written and verbal reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district shall comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students grade point shall be reported for each quarter; individually and cumulatively at semester.

The board directs the superintendent to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each semester, each secondary teacher shall specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Individual students who feel that an unjust application of attendance or tardiness factors has been made, may follow the appeal process for resolving the differences.

A student's grade report may be withheld until such time the student pays for any school property that has been lost or willfully damaged. Upon payment for damages or the equivalency through voluntary work, the grade report will be released. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors.

Cross References:	Board Policy	3122	Excused and Unexcused Absences
		3520	Student Fines, Fees and Charges

Adoption Date: 01.16.08
Chewelah School District #36
Revised: 05.20.09
Classification: Priority

Legal References:	RCW28A.150.240(2g)	Basic Education Act of 1977-- Certificated teaching & administrative staff as accountable for classroom teaching--Scope-- Responsibilities--Penalty
	28A.635.060	Defacing or injuring school property--Liability of parent or guardian
	28A.600.030	Grading policies--Option to consider attendance
	WAC392-400-235	Discipline--Conditions & limitations
	180-44-010	Responsibilities related to instruction
	392-415	Secondary Education-- Standardized High School Transcript
	392-210	Washington State Honors Award Program

Adoption Date: 01.16.08
Chewelah School District #36
Revised: 05.20.09
Classification: Priority

Building: Gess Elementary

2024 Summer School Staffing Needs

Staff Name	Assignment Description	Days (Circle)	Hrs/Day	Start Date	End Date	Staff Start Time	Staff End Times	Student Start Times	Student End Times
Teachers		M T W TH F		6/17/2024	7/3/2024	8:00 AM	12:30 PM	8:30 AM	12:30 PM
Teacher #1		M T W TH F	4.5	6/17/2024	7/3/2024	8:00 AM	12:30 PM	8:30 AM	12:30 PM
Teacher #2		M T W TH F	4.5	6/17/2024	7/3/2024	8:00 AM	12:30 PM	8:30 AM	12:30 PM
Teacher #3		M T W TH F	4.5	6/17/2024	7/3/2024	8:00 AM	12:30 PM	8:30 AM	12:30 PM
Teacher #4		M T W TH F	4.5	6/17/2024	7/3/2024	8:00 AM	12:30 PM	8:30 AM	12:30 PM
		M T W TH F							
		M T W TH F							
		M T W TH F							
		M T W TH F							
Para		M T W TH F							
Para #1		M T W TH F	4.5	6/17/2024	7/3/2024	8:00 AM	12:30 PM	8:30 AM	12:30 PM
Para #2		M T W TH F	4.5	6/17/2024	7/3/2024	8:00 AM	12:30 PM	8:30 AM	12:30 PM
Para #3		M T W TH F	4.5	6/17/2024	7/3/2024	8:00 AM	12:30 PM	8:30 AM	12:30 PM
		M T W TH F							
		M T W TH F							
Cook - required		M T W TH F	4.5	6/17/2024	7/3/2024	8:00 AM	12:30 PM	8:30 AM	12:30 PM
Nurse - required		M T W TH F	4.5	6/17/2024	7/3/2024	8:00 AM	12:30 PM	8:30 AM	12:30 PM
		M T W TH F							
Other Staff (custodian, student helpers, etc.)		M T W TH F							
2 Bus Drivers		M T W TH F	3.0 per day	6/17/2024	7/3/2024				

Food Service -		
	Approximate Number of students to be served	Serving time
Breakfast	60	8:30 am - 9:00 am
Lunch	60	12:00 pm - 12:30 pm

2024 Summer School Plans

Building: Gess Elementary

Dates of Summer School: 6/17/2024 7/3/2024

Funding Source: ESSR **\$ Amount:** 22,581.00

Funding Source: ESSR **\$ Amount:**

Focus of Summer School: Reading

Students targeted for summer school:
Title/General Education

Estimated student attendance: about 60 students

Cost to student: 0

Staffing Requirements:
Teachers 4 teachers
Paras 3paras
Custodian 1 custodian
Cook 1 cook
Nurse 1 Nurse
Other 2 Bus drivers

2024 Summer School Plans

Building: Quartzite Learning and Jenkins

Dates of Summer School: 6/17/2024 - 7/26/2024

Funding Source: ESSER	\$ Amount: \$5,000
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Funding Source:	\$ Amount:
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Focus of Summer School:

Summer school will allow any student enrolled through Quartzite Learning that is behind in coursework or credits to work on getting caught up and completing classes. Courses will be offered through our current online program offerings and be open to students in grades 6-12 during the 23-24 school year. A teacher will be monitoring the online system 5 days per week. Students from Jenkins Jr/Sr High are also welcome to enroll to complete credit retrieval courses.

Students targeted for summer school:

Quartzite Learning students in grades 6-12 during the 23-24 school year that are behind on coursework/credits. Jenkins Jr/Sr High School students that have been identified as needing credit retrieval.

Estimated student attendance: 30

Cost to student: \$0

Staffing Requirements:

Teachers	<u>1</u>
Paras	<u> </u>
Custodian	<u> </u>
Cook	<u> </u>
Other	<u> </u>

Building: Chewelah Open Doors

2024 Summer School Staffing Needs

Staff Name	Assignment Description	Days (Circle)	Hrs/Day	Start Date	End Date	Staff Start Time	Staff End Times	Student Start Times	Student End Times
Teachers		M T W TH F							
Open Doors Teacher		M T W TH F	7	6/18/2024	8/14/2024	8:30 AM	4:00 PM	by appt	by appt
		M T W TH F							
		M T W TH F							
		M T W TH F							
		M T W TH F							
		M T W TH F							
		M T W TH F							
		M T W TH F							
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		M T W TH F							
Para		M T W TH F							
		M T W TH F							
		M T W TH F							
		M T W TH F							
		M T W TH F							
		M T W TH F							
Other Staff (cook, nurse, custodian, student helpers, etc.)		M T W TH F							
		M T W TH F							
		M T W TH F							
		M T W TH F							
		M T W TH F							

Food Service -		
	Approximate Number of students to be served	Serving time
Breakfast		
Lunch		

2024 Summer School Plans

Building: Chewelah Open Doors

Dates of Summer School: 6/19/2024 - 8/14/2024

Funding Source:	OD LAP High Poverty	\$ Amount:	\$4,500
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Funding Source:		\$ Amount:	
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Focus of Summer School:

Open Doors summer school will focus on maintaining contact with students and helping them progress in earning their GED and support for their next steps.

Students targeted for summer school:

Open Doors students that wish to continue working through the summer towards their GED and support with their next steps.

Estimated student attendance: 10

Cost to student: \$0

Staffing Requirements:

Teachers	<u>1</u>
Paras	<u> </u>
Custodian	<u> </u>
Cook	<u> </u>
Other	<u> </u>



To:
GESS ELEMENTARY SCHOOL (d/c
02)
JASON TAPIA
405 E LINCOLN ST
CHEWELAH , WA 99109
509-685-6800

Project:
GESS ELEMENTARY SCHOOL (d/c
02) - THERMALRITE WALK-IN
W/INSTALL
405 E LINCOLN ST
CHEWELAH , WA 99109

From:
Edward Don & Company
Cameron Danby
9801 Adam Don Parkway
Woodridge, WA 60517-8136
(708)442-9400

Customer ID: 0001219926

Job Reference Number: 1489464

Table with 5 columns: Item, Qty, Description, Sell, Sell Total. Row 1: 1 ea WALK-IN COMBO BOX, \$34,344.39. Row 2: 1 ea ENGINEERED CALCULATIONS IF REQUIRED, \$3,960.10.

Item	Qty	Description	Sell	Sell Total
3	1 ea	INSTALLATION ORCA MECHANICAL 24 7 LLC Model No. WALK-IN This is a quote to install customer provided combo box and refrigeration equipment. This is for up to 50 feet of copper for a total of 100 feet. This does not include drain lines. If permits are needed the quote includes up to \$500 anything more expenses ***Electrical not included ****Does not included seismic ***Crane or lift not included ***Plumbing of new drains not included (see note above) ***Core drilling/making seal of penetrations not included ***Metal Roof curbs/ wood curbs not included ***Pitch pockets and roof penetrations not included	\$20,500.00	\$20,500.00
			ITEM TOTAL:	\$20,500.00
			Total	\$54,844.39

Washington State Contract #10921 for Foodservice Equipment and Supplies

All items quoted as alternate or optional are not included in any totals. This quotation is valid for 30 days from date of quotation, unless otherwise specified.

FOB Destination, freight charges are prepaid by the Edward Don company to Chewelah, WA

Freight charges do not include lift gate, inside delivery, delivery notification, crating fees, driver verification, un crating, setting-in place, final connections, installation, Hazmat fees or trash removal, unless specifically stated in the quote above.
REFUSE FREIGHT DAMAGED EQUIPMENT. In the event of freight damage, please note 'damaged/refused' on the bill of lading and contact Cameron Danby so we can start working on a replacement.

CANCELLATION AND RETURN POLICY

Any standard stocked item is returnable at no cost to the end user, as long as it is unused, in the original crating/packaging, and we are notified of the return within 30 days of receipt. There will be no restocking or freight cost to the end user.

Products shipped directly from the supplier are subject to restocking and freight fees. Custom items are non-returnable. Custom items will be noted on the quote and may include an approval drawing.

Prices are valid for 30 days from the date of this

quote and are subject to manufacturer price increases.

IMPORTANT NOTICE: Never trust wiring instructions or ACH or other banking information sent via email. Cyber criminals are hacking email accounts and sending emails with fake wiring instructions and bank information. These emails are convincing and sophisticated. Always independently confirm wiring instructions and ACH or other banking information in person or via a telephone call to a trusted and verified phone number. Never wire or transfer money without double-checking that the wiring instructions and ACH or other banking information are correct.

This quote is for product only and final billing will include freight, taxes, and any vendor special charges related to this order. Customer specifically acknowledges and accepts such additional charges upon acceptance of this quote. To the extent that these charges are not incorporated into the Customer's purchase order, Customer agrees to accept responsibility notwithstanding any purchase order language to the contrary. Prices are valid for 30 days from the date of this quote and are subject to manufacturer price increases.

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: \$54,844.39

CHEWELAH SCHOOL DISTRICT INVENTORY

Date Inventory Completed: 4/1/24

Inventory Completed by: Nick Cook

Bldg: Gess, Jenkins

Location/Room #: Tech Storage

<i>Quantity</i>	<i>Item Description</i>	<i>Model #/Brand</i>	<i>Serial Number</i>	<i>Value</i>
19	Desktop Computer Manufactured 2014 3.5GHz Intel Xeon 16GB RAM 240GB SSD	Lenovo ThinkStation E32	MJ0BJBT MJ02UTOH MJ013GKN MJ02UTOD MJ013GKT MJ01CAWB MJ013GKZ MJ02UTOF MJ013GKP MJ013HML MJ013HMF MJ02UTOE MJ02UTOA MJ01BJBV MJ013GKR MJ02UTOB MJ01BJBP MJ01BJBX MJ01BJBS	\$5
6	Desktop Computer Manufactured 2014	Lenovo ThinkStation E32	MJ0H2V8 MJ00GH7G	\$5

NONDISCRIMINATION STATEMENT

The Chewelah School District will provide equal access to all programs and activities without discrimination based on 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 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 and admissions criteria, contact the CTE Director at (509) 685-6800, extension 1005 or the admissions office at (509) 685-6800, extension 2009. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs.

The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator

Erin Dell
PO Box 47
Chewelah, WA 99109
509-685-6800, ext. 1005
edell@chewelakh12.us

Section 504/ADA Coordinator

Sarah Gregory
PO Box 47
Chewelah, WA 99109
509-685-6800, ext. 4121
sgregory@chewelakh12.us

Civil Rights Compliance Coordinator

Jason Perrins
PO Box 47
Chewelah, WA 99109
509-685-6800, ext. 1001
jperrins@chewelakh12.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 Student Services Director Erin Dell at 509-685-6800 ext. 1005 or edell@chewelakh12.us.

Board approved

STUDENT RECORDS

The district will maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students will be treated in a confidential and professional manner. The district will use reasonable methods to ensure that teachers and other school officials obtain access to only those education records for which they have legitimate educational interests. When information is released in compliance with state and federal law the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.

The district will retain records in compliance with the current, approved versions of the Local Government General Records Retention Schedule (CORE) and the School Districts and Educational Service Districts Records Retention Schedule, both of which are published on the Secretary of State's website at www.sos.wa.gov/archives/recordsretentionschedules.aspx.

Student records are the property of the district but will be available in an orderly and timely manner to students and parents. "Parent" includes the state Department of social and Health Services when a minor student has been found dependent and placed in state custody. A parent or adult student may challenge any information in a student record believed inaccurate, misleading or in violation of the privacy or other rights of the student.

Student records will be forwarded to other school agencies upon request. A high school student may grant authority to the district, permitting prospective employers to review the student's transcript. Parental or adult student consent will be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law.

~~A diploma may not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment.~~

The superintendent will establish procedures governing the content, management and control of student records.

Cross References: Board Policy 3115
3211
3520
4020
4040

Students Experiencing Homelessness –
Enrollment Rights and Services
Gender-Inclusive Schools
Student Fees, Fines, Charges
Confidential Communications
Public Access to District Records

Legal References: 42 U.S.C 11431 et seq.
20 U.S.C. § 1232g
CFR 34, Part 99

McKinney-Vento Homeless Assistance
Act
Family Educational Rights and Privacy
Act
Family Educational Rights and Privacy
Act Regulations

42 CFR § 2.14	Minor patients
RCW 9.02.100	Reproductive privacy – Public policy
RCW 28A.150.510	Transmittal of education records to DSHS – Disclosure of educational records – Data sharing agreements – Comprehensive needs requirement document – Report
RCW 28A.195.070	Official transcript withholding – Transmittal of information
RCW 28A.225.151	Reports
RCW 28A.225.330	Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules
RCW 28A.230.120	High school diplomas — Issuance — Option to receive final transcripts — Notice
RCW 28A.230.180	Educational and career opportunities in the military, student access to information on, when
RCW 28A.600.475	Exchange of information with law enforcement and juvenile court officials – Notification of parents and students.
RCW 28A.605.030	Student education records – Parental review—release of records— Procedure.
RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent or guardian – Withholding grades, diploma, or transcripts – Suspension and restitution – Voluntary work program as alternative – Rights protected
RCW 40.24.030	Address Confidentiality Program — Application — Certification
RCW 70.02.220	Sexually transmitted diseases— Permitted and mandatory disclosures
RCW 70.02.240	Mental health services—Minors— Permitted disclosures
WAC 392-500-025	Pupil tests and records — Pupil personnel records — School district policy in writing

Chapter 392-415 WAC	Secondary education — standardized high school transcript
WAC 181-87-093	Failure to assure the transfer of student record information or student records
Chapter 246-105 WAC	Immunization of child care and school children against certain vaccine-preventable diseases
Chapter 392-172A WAC	Rules for the provision of special education
Chapter 392-182 WAC	Student Health Records
WAC 392-121-182	Alternative learning experience requirements
WAC 392-122-228	Alternative learning experiences for juvenile students incarcerated in adult jail facilities

Management Resources: *Policy News*, April 2001

Compliance Office Provides FERPA Update

Policy News, December 2003 Updated Legal References for Catheterization, Facilities Planning and Student Records Policies

2010 – February Issue

2013 – February Issue

2014 – December Issue

Records Retention Schedule for School Districts and ESDs (updated 2014)

2018 – December Policy Issue

2023 - July Issue

Adoption Date: 02.19.97
Chewelah School District #36
Revised: 02.18.04, 01.18.23
Classification: Essential

RECOMMEND YET I KE

LESSON PLANS

To insure proper planning and continuity of instruction, each teacher shall prepare lesson plans for daily instruction. To facilitate effective instruction and in preparation for possible substitute teachers, lesson plans must be prepared sufficiently in advance of class presentation. The format for the lesson plans will be specified by the building principal, shall be reviewed on a regular basis and must be readily available in the event a substitute teacher is needed.

Legal References: WAC 180-44-010

Responsibilities related to instruction

Adoption Date: 03.18.09
Chewelah School District #36
Revised:
Classification: Optional

ELECTRONIC RESOURCES AND INTERNET SAFETY

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

Electronic Resources

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

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

Internet Safety

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

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

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

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

Cross References: 5281 - Disciplinary Action and Discharge
 4040 - Public Access to District Records
 4400 - Election Activities
 3241 - Student Discipline
 3231 - Student Records
 3207 - Prohibition of Harassment, Intimidation, and Bullying
 2025 - Copyright Compliance
 [2023 – Digital Citizenship and Media Literacy \(NEW WSSDA Policy Apr 2024\)](#)
 2020 - Course Design, Selection and Adoption of Instructional Materials

Legal References: 18 USC 2510-2522 Electronic Communication Privacy Act
 Pub. L. No. 110-385 Protecting Children in the 21st Century Act

Management Resources: [2024 – March Issue](#)
 [Human-Centered AI Guidance for K-12 Public Schools.pdf](#)
 2015 - June Policy Issue
 2012 - October Issue
 2012 - February Issue
 Policy News, June 2008 Electronic Resources
 Policy News, June 2001 Congress Requires Internet Blocking at School
 Policy News, August 1998 Permission required to review e-mail

Adoption Date: 8.21.00
Chewelah School District #36
Revised: 06.20.12, 12.16.20
Classification: Encouraged