

Chewelah School District #36 – *Where Dreams Begin*

Board of Director's Regular Meeting December 16, 2020 at 6:30 PM

Due to COVID restrictions the meeting will be remote via internet connection

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Approval of the minutes for the November 18, 2020 regular meeting and the December 3, 2020 special meeting
6. Call for nominations for chairperson to serve during the ensuing year
7. Election of chairperson (roll call vote)
8. Assumption of office by newly elected chairperson
9. Call for nominations for vice chairperson to serve during the ensuing year
10. Election of vice chairperson (roll call vote)
11. Call for nominations for calendar committee representative
12. Election of calendar committee representative
13. Call for nominations for the WIAA representative
14. Election of WIAA representative
15. Public Comments: Individuals interested in speaking are asked to sign the public comment sign-in form. Speaking time for public comments is limited to three minutes. Please recognize the Board has the option to decline verbal public comments and only allow written public comments to be submitted.

Please know that concerns related to personnel are not heard in a regular open meeting but may be heard in an executive session with the Superintendent and Board of Directors. Disagreements with staff decisions need to be submitted through the district's grievance policy #4312 or other pertinent grievance procedures.

16. Business Manager financial report
17. Consent agenda:
 - A. Approve financial reports
 - B. Approve general fund voucher numbers 119244—119273 for a total of \$22,725.74
 - C. Approve ASB voucher numbers 119274—119275 for a total of \$369.47
 - D. Approve payroll in the amount of \$688,425.04
 - E. Personnel:
 1. Approval to post for a maintenance position
 2. Approve resignation of Cameron Gump as the head football coach
 3. Approval to post for a head football coach
 4. Approve resignation of Kaya Landers as the head volleyball coach
 5. Approval to post for a head volleyball coach
 6. Approve resignation of teacher Denice Ross at the end of the 2020-21 school year
18. Information reports and suggestions for future agenda items:
 - A. Director Kyra Rolstad
 - B. Director Bryan Tidwell
 - C. Director Dan Krouse
 - D. Director Theolene Bakken
 - E. Chairperson Judy Bean
 - F. Student ASB Director Kailee Parrott
 - G. Superintendent – Rich McFarland
 - ✓ Student enrollment
 - ✓ Fiscal planning process

- ✓ Northeast Tri County Health Department update
- ✓ Staff survey

19. Old Business:

- A. Fourth reading of Policy 2001 Assessment (buff)
- B. Fourth reading of Policy 6900 Long-Range Facility Planning (yellow)
- C. Third reading of Policy 2021 Library Information and Technology Programs (goldenrod)
- D. Third reading of Policy and Procedure 2022 Electronic Resources and Internet Safety (grey)
- E. Third reading of Policy 2023 Digital Citizenship and Media Literacy (pink)

20. New Business:

- A. Approve the CDW-G LLC invoice in the amount of \$81,345.60 for computer purchases (green)
- B. Approve to suspend Policy and Procedure 1630 Evaluation of the Superintendent (blue)
- C. First reading of policy and procedure 1630 Evaluation of the Superintendent (blue)
- D. Approve 2021 Board Calendar (purple)

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

CHEWELAH SCHOOL DISTRICT #36
BOARD MEETING
November 18, 2020

Chairperson Judy Bean called the meeting to order at 6:30 PM, November 18, 2020, in the Gess Elementary gym. Directors present were Dan Krouse, Theolene Bakken, and Kyra Rolstad. Director Bryan Tidwell joined the meeting via an internet Zoom connection. Administrators present were Rich McFarland, Julie Price, and Shawn Anderson. Administrator Erin Dell joined the meeting via an internet Zoom connection. There were zero audience members present and ten audience members present via internet connection. Following the flag-salute, the first item of business was:

APPROVAL OF THE AGENDA: Director Rolstad moved to approve the agenda. MC

APPROVAL OF THE MINUTES: Director Bakken moved to approve the minutes of the October 21, 2020 regular meeting as amended. MC. Director Bakken moved to approve the minutes of the November 5, 2020 special meeting. MC

PUBLIC COMMENTS: There were no public comments.

BUSINESS MANAGER REPORT: Business Manager Mara Schneider reviewed the yearend financial report. The ending fund balance ended the year higher than projected due to reduced expenses from the COVID school closure in March year and the additional CARES act funding the district received. Schneider also reviewed the projected ending fund balance at the end of the 2020-21 school year with the projected revenue decrease based on the drop in student enrollment of 70 students and the anticipated expenditures. This leaves the ending projected fund balance well below the 7.75% fund balance set by the Board. Superintendent McFarland stressed that changes made this year, will reduce the impact of needed changes for the next year school year. McFarland will be meeting with union leadership at the end of the month to discuss the financial challenges that the District is facing this year and next school year. The Board will set the vision and priority for necessary changes. Attrition will help but will not meet the financial challenges. The Board will need to decide how far down they are willing to reduce the ending fund balance. Chairperson Bean asked how soon the Board needs to set a direction on the ending funding balance. They should be prepared to provide guidance at the December board meeting. Bean asked the administration to provide suggested cuts to meet a 3%, 3.5%, 4.0% and a 5% ending fund balance by the end of the school year. Bean also asked for a projection on the 2022 ending fund balance.

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

- A. Approve financial reports
- B. Approve general fund voucher numbers 119126—119172 for a total of \$62,841.04 and voucher numbers 119177—119219 for a total of \$64,580.36
- C. Capital Project voucher number 119220 for a total of \$8,508.13
- D. Approve ASB voucher numbers 119173—119176 for a total of \$1,187.85 and voucher numbers 119221—119222 for a total of \$1,440.94
- E. Approve payroll in the amount of \$743,594.95
- F. Approve TVF voucher number 119223 for a total of \$113,817.48
- G. Personnel:
 1. Approval hire Jay Timm as a bus driver
 2. Approve resignation of bus driver Maureen Haflett
 3. Approve resignation of maintenance employee Rich Williams
 4. Approval to hire Ed Anegon as Knowledge Bowl advisor

REPORTS AND PRESENTATIONS:

- Director Kyra Rolstad asked how the staff is feeling and are students opting for remote learning rather than attending school. Superintendent McFarland shared that there are students opting for full remote learning and with the latest proclamation from the Governor, some students have chosen to do full remote learning. Hot spots for internet connection have been deployed to families with hot spots still available upon request. The District has received some state funding to help with the cost of hotspots. Rolstad inquired about the availability of substitutes; administrators answered that for now we are able to cover absences. Currently, the district has 12 students who are in quarantine due to exposure or are quarantining in prepare for the Thanksgiving holiday. Anderson stated that staff are stressed and want to know what the plan is.
- Director Bryan Tidwell thanked everyone for all the planning on making this school year work with the challenges presented by the pandemic and is grateful to the diligence of the local health department.
- Director Dan Krouse commented on the recent contact tracing and wanted to know what can be improved and what went well. At the elementary, the protocols worked well, families were notified, and then the whole district was notified. Overall, everything went well, and the plan proved to be solid.

- Director Theolene Bakken is aware that a budget shortfall is coming and questioned what the district doing to make it a cooperative and collaborative process to make reductions.
- Chairperson Judy Bean thanked the District Office for the financial documents. The building reports indicate that the system is working to support our students even with the other challenges in the district.
- Student ASB Director Kailee Parrott reported that Jenkins had their first virtual veterans day assembly. The ASB is planning a food drive and a scavenger hunt to promote student interaction.

SUPERINTENDENT REPORT:

- Student enrollment: Superintendent McFarland discussed current student enrollment which only increased by one student from last month. There has been some movement of students transferring from Quartzite Learning to Jenkins Jr./Sr. High School.
- Superintendent McFarland shared the health department’s latest recommendations for schools and their concern about the community transmission rate at 371 cases per 100,000 in Stevens County. The health department is recommending a dial-back and focus on areas of greatest transmission in restaurants, bars, gyms, etc. Schools have done a good job of reducing the risk of transmission in the schools. COVID cases seem to be coming from the community and not from within the schools. The good news is that the vaccine appears to be effective and the first doses will be available in December for front-line workers. The health department’s intent is for schools to stay the course and keep students in a hybrid school model.
- Superintendent McFarland shared information from a recent superintendent meeting and their interaction with the legislature in reviewing the state’s budget forecast and apportionment. The latest state forecast is looking better than it was forecasted back in June which is welcome news. Districts are hoping for relief on transportation, but it is unknown at this time. The administration met this week to review the budget documents and will be meeting with union leadership on November 30th. Director Bakken stressed that she wants a collaborative process.

PRESENTATIONS: The building principals discussed currently used assessments in their buildings.

OLD BUSINESS:

- Third reading of Policy 2001 Assessment
- Third reading of Policy 6900 Long-Range Facility Planning
- Director Bakken moved to approve the third reading of Policy 5340 Professional Learning. MC
- Director Bakken moved to approve the second reading of Policy 2023F Checklist for Digital Citizenship, Media Literacy, Electronic Resources, and Internet Safety. MC
- Second reading of Policy 2021 Library Information and Technology Programs
- Second reading of Policy and Procedure 2022 Electronic Resources and Internet Safety
- Second reading of Policy 2023 Digital Citizenship and Media Literacy

NEW BUSINESS:

- Director Bakken moved to approve the first Reading of Policy 1400 Meeting Conduct, Order of Business and Quorum. MC
- Director Bakken moved to approve the Assistant Athletic Coach job description as amended. MC
- Director Bakken moved approve the Assistant Athletic Coach job description with the change to report to the Head Coach. MC
- Director Tidwell moved to approve the Head Athletic Coach job description as amended. MC
- Director Bakken moved to approve the Quartzite Learning staff to student ratio at 1 to 45. MC. Director Tidwell would like to address this ratio in the future and Director Bakken also would also like to compare this ratio with other ALE programs.

With there being no other business, the meeting was adjourned at 9:17 PM. The next regular board meeting will be December 16, 2020 at 6:30 PM in the Gess gym.

Chairperson

Clerk

**CHEWELAH SCHOOL DISTRICT #36
SPECIAL BOARD MEETING
December 3, 2020**

Chairperson Judy Bean called the special meeting to order at 6:30 PM, December 3, 2020, at the District Office. Directors present were Kyra Rolstad, Dan Krouse, and Theolene Bakken. Director Bryan Tidwell joined the meeting via an internet connection. Superintendent Rich McFarland was present and administrators Shawn Anderson, Erin Dell, and Julie Price were present via an internet connection. There were seventeen audience members present via internet connection. Following the flag salute, the first item of business was:

Director Rolstad moved to modify the agenda with the addition of superintendent evaluation discussion. MC

Vision Planning

Directors Bakken and Tidwell presented a process that St. Louis Schools conducted to complete goal and vision setting. Tidwell suggested using local resources to complete a visioning workshop with community and staff. With the current pandemic situation, board members agreed that focus groups need to be delayed. Director Tidwell and Bakken will develop five or six questions for a community survey. Other directors were asked to submit their ideas so that Bakken and Tidwell can incorporate them into the final questions. The Board will move forward in conducting a community survey asking for community input on priorities for the school district. Community feedback will be compared with the 2009 vision statement to see how priorities and perceptions have changed.

Board goal setting and student achievement

The Board discussed student assessment and the challenges students are facing with COVID restrictions. Each board member was asked to write a smart goal addressing each of the following areas for the next work session: student achievement, communication/community engagement, and vision. Chairperson Bean will send each member the guidelines for constructing smart goals.

Superintendent evaluation

After discussion, the Board talked about doing a meeting to set superintendent goals and evaluation in December and then do the formal evaluation in June. It was agreed to set goals based on superintendent standards 2, 3, and 6. The Board also discussed suspending policy and procedure 1630 Superintendent Evaluation until January or February.

With there being no other business, the meeting was adjourned at 8:59 PM. The next regular board meeting will be Wednesday, December 18, 2020 at 6:30 PM at Gess Elementary.

Chairperson

Clerk

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

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

November 30, 2020

CASH RECEIPTS FOR THE MONTH:

State Apportionment	\$567,406.30
District Deposits	\$534.64
Investments Earnings	\$335.14
Timber Excise Tax	\$0.00
Federal Forests	\$0.00
Federal In-Lieu-Of Taxes	\$0.00
Local Property Tax	\$58,212.60
Other:	<u>\$0.00</u>
TOTAL RECEIPTS	\$626,488.68

EXPENDITURES FOR MONTH:

Accounts Payable	\$87,874.60
Payroll	\$688,425.04
Transfer to Debt Service	\$0.00
Other: Canceled Warrants	(\$568.50)
Other: ACH Return	<u>\$0.00</u>
TOTAL EXPENDITURES	<u><u>\$775,731.14</u></u>

MONTHLY INCREASE/(DECREASE) (\$149,242.46)

Ending Cash and Investment Balance	
240 Treasurer's Balance	\$270,597.72
450 Investment Balance	\$1,233,598.80
241 Warrants Outstanding	(<u>\$256,288.35</u>)
CASH AND INVESTMENT BALANCE AS PER STEVENS COUNTY TREASURER'S	<u><u>\$1,247,908.17</u></u>

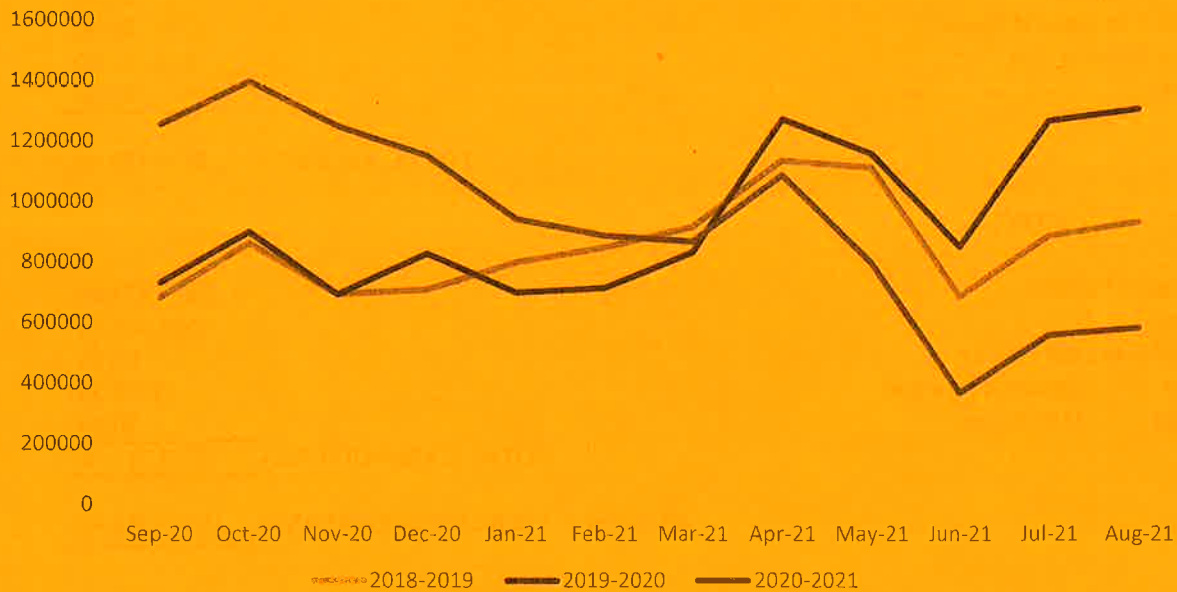
CAPITAL PROJECTS FUND CASH & INVESTMENT BALANCE:	<u>\$224,908.32</u>
DEBT SERVICE FUND CASH & INVESTMENT BALANCE:	<u>\$22,777.79</u>
A.S.B. FUND CASH & INVESTMENT BALANCE:	<u>\$71,536.05</u>
TRANSPORTATION VEHICLE FUND CASH & INVESTMENT BALANCE:	<u><u>\$43,553.53</u></u>

2020-2021 Financial Report

STEVENS COUNTY TREASURER'S ENDING BALANCE

Month	2018-2019	2019-2020	2020-2021	Notes
Sep-18	\$680,414.19	\$729,621.47	\$1,253,770.69	
Oct-18	\$860,825.08	\$897,701.70	\$1,397,150.63	
Nov-18	\$691,678.42	\$690,564.88	\$1,247,908.17	
Dec-18	\$705,965.84	\$825,477.61	\$1,150,000.00	ESTIMATED
Jan-19	\$796,837.46	\$696,923.14	\$940,000.00	ESTIMATED
Feb-19	\$846,010.08	\$711,933.16	\$885,000.00	ESTIMATED
Mar-19	\$913,671.08	\$830,200.17	\$865,000.00	ESTIMATED
Apr-19	\$1,134,166.21	\$1,271,000.43	\$1,085,000.00	ESTIMATED
May-19	\$1,110,470.36	\$1,156,011.59	\$795,000.00	ESTIMATED
Jun-19	\$683,435.77	\$847,502.15	\$365,000.00	ESTIMATED
Jul-19	\$883,439.17	\$1,265,319.49	\$555,000.00	ESTIMATED
Aug-19	\$930,540.70	\$1,305,233.44	\$580,000.00	ESTIMATED

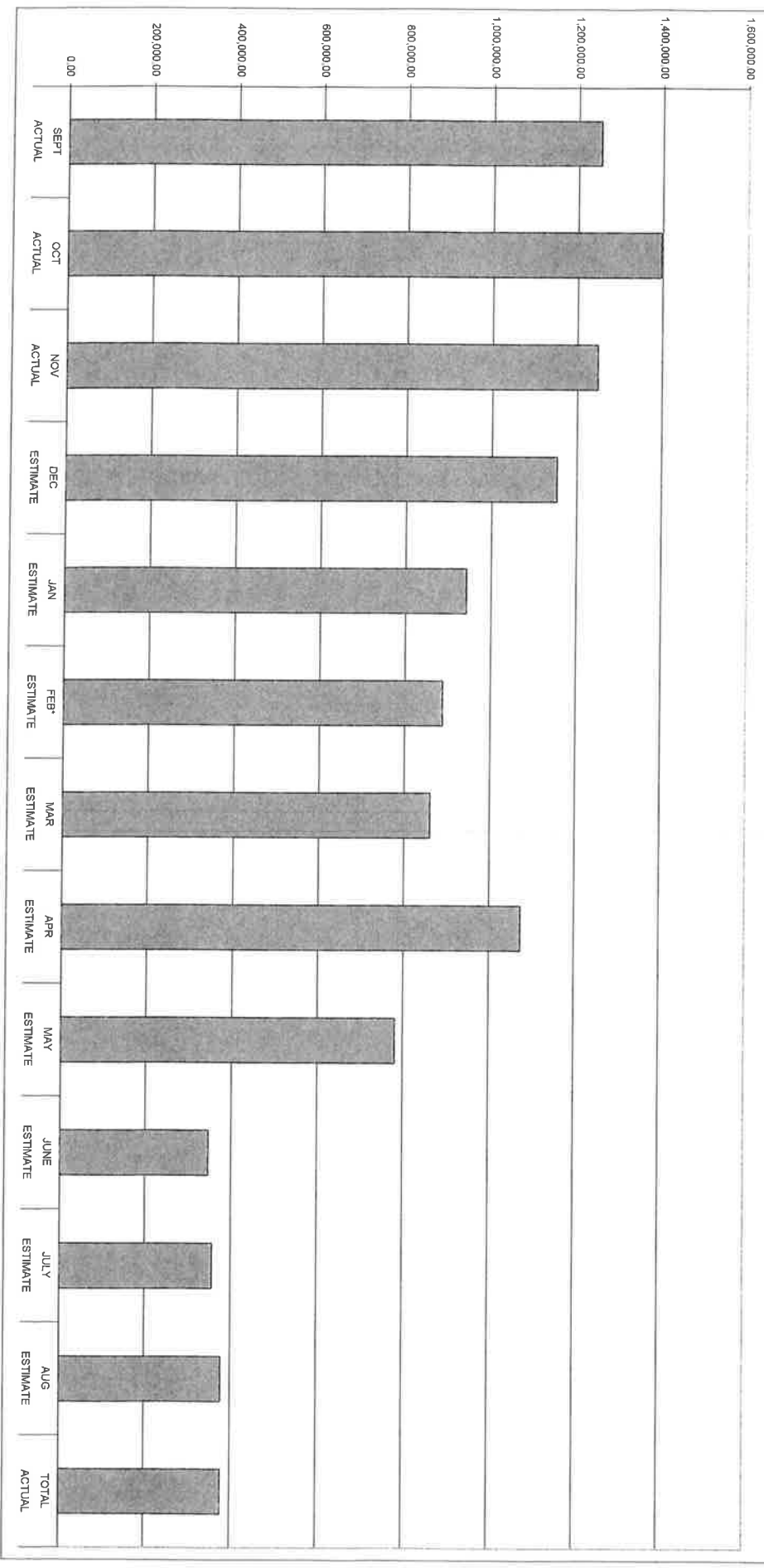
Treasurer's Ending Balance



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

	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ESTIMATE DEC	ESTIMATE JAN	ESTIMATE FEB*	ESTIMATE MAR	ESTIMATE APR	ESTIMATE MAY	ESTIMATE JUNE	ESTIMATE JULY	ESTIMATE AUG	ACTUAL TOTAL
BEGINNING FUND BALANCE	1,305,233.44	1,253,770.69	1,397,150.63	1,247,908.17	1,152,908.17	941,408.17	887,408.17	859,408.17	1,074,408.17	781,408.17	346,408.17	356,408.17	1,305,233.44
REVENUE													
APPORTIONMENT	9%	8%	5%	9%	8.5%	9%	9%	9%	5%	6%	12.5%	10%	100%
PROPERTY TAXES	788,322.07	770,657.62	567,406.30	775,000.00	730,000.00	770,000.00	770,000.00	770,000.00	525,000.00	535,000.00	950,000.00	1,030,000.00	8,981,385.99
LOCAL RECEIPTS	53,363.93	246,123.81	58,212.60	4,000.00	2,000.00	35,000.00	100,000.00	340,000.00	85,000.00	10,000.00	8,000.00	5,000.00	948,700.34
OTHER	19,960.88	4,188.32	534.64	15,000.00	1,000.00	5,000.00	1,000.00	5,000.00	1,000.00	15,000.00	1,000.00	1,000.00	69,683.84
EXPENDITURES	863,901.44	1,021,171.70	626,488.68	1,000,000.00	733,500.00	826,000.00	872,000.00	1,135,000.00	612,000.00	565,000.00	960,000.00	1,051,000.00	10,061,061.82
A/P	140,479.27	134,196.81	87,306.10	190,000.00	200,000.00	110,000.00	140,000.00	160,000.00	155,000.00	220,000.00	180,000.00	250,000.00	1,966,982.18
PR	774,884.92	743,594.95	688,423.04	700,000.00	745,000.00	770,000.00	760,000.00	760,000.00	750,000.00	780,000.00	770,000.00	780,000.00	9,021,904.91
TRANSFER													0.00
ENDING FUND BALANCE	1,253,770.69	1,397,150.63	1,247,908.17	1,152,908.17	941,408.17	887,408.17	859,408.17	1,074,408.17	781,408.17	346,408.17	356,408.17	377,408.17	377,408.17

MONTHLY FUND BALANCE

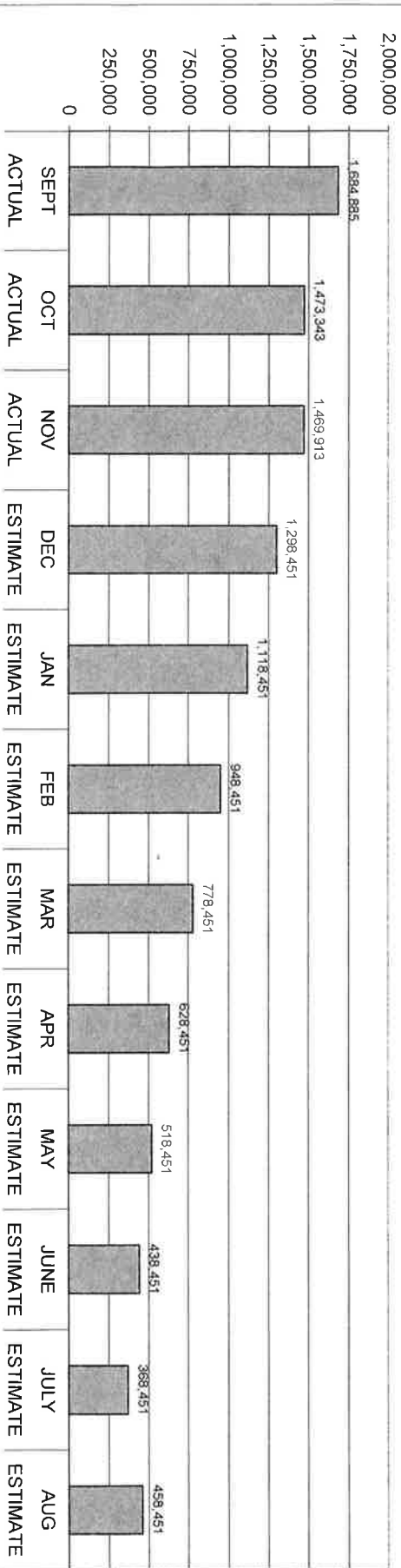


CHEWELAH SCHOOL DISTRICT

BUDGET STATUS 2020-2021

	ACTUAL	ACTUAL	ACTUAL	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG					
BUDGET	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451	11,618,451
YTD EXPENDITURES	1,070,262	1,925,471	2,727,509	3,620,000	4,570,000	5,450,000	6,350,000	7,270,000	8,180,000	9,180,000	10,130,000	11,160,000					
ENCUMBRANCES	8,863,303	8,219,637	7,421,029	6,700,000	5,930,000	5,220,000	4,490,000	3,720,000	2,920,000	2,000,000	1,120,000	0					
BUDGET STATUS	1,684,885	1,473,343	1,469,913	1,298,451	1,118,451	948,451	778,451	628,451	518,451	438,451	368,451	458,451					
PERCENTAGE OF BUDGET REMAINING	15%	13%	13%	11%	10%	8%	7%	5%	4%	4%	3%	4%					

ESTIMATED BUDGET STATUS REPORT



**CHEWELAH SCHOOL DISTRICT #36
FINANCIAL REPORT**

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

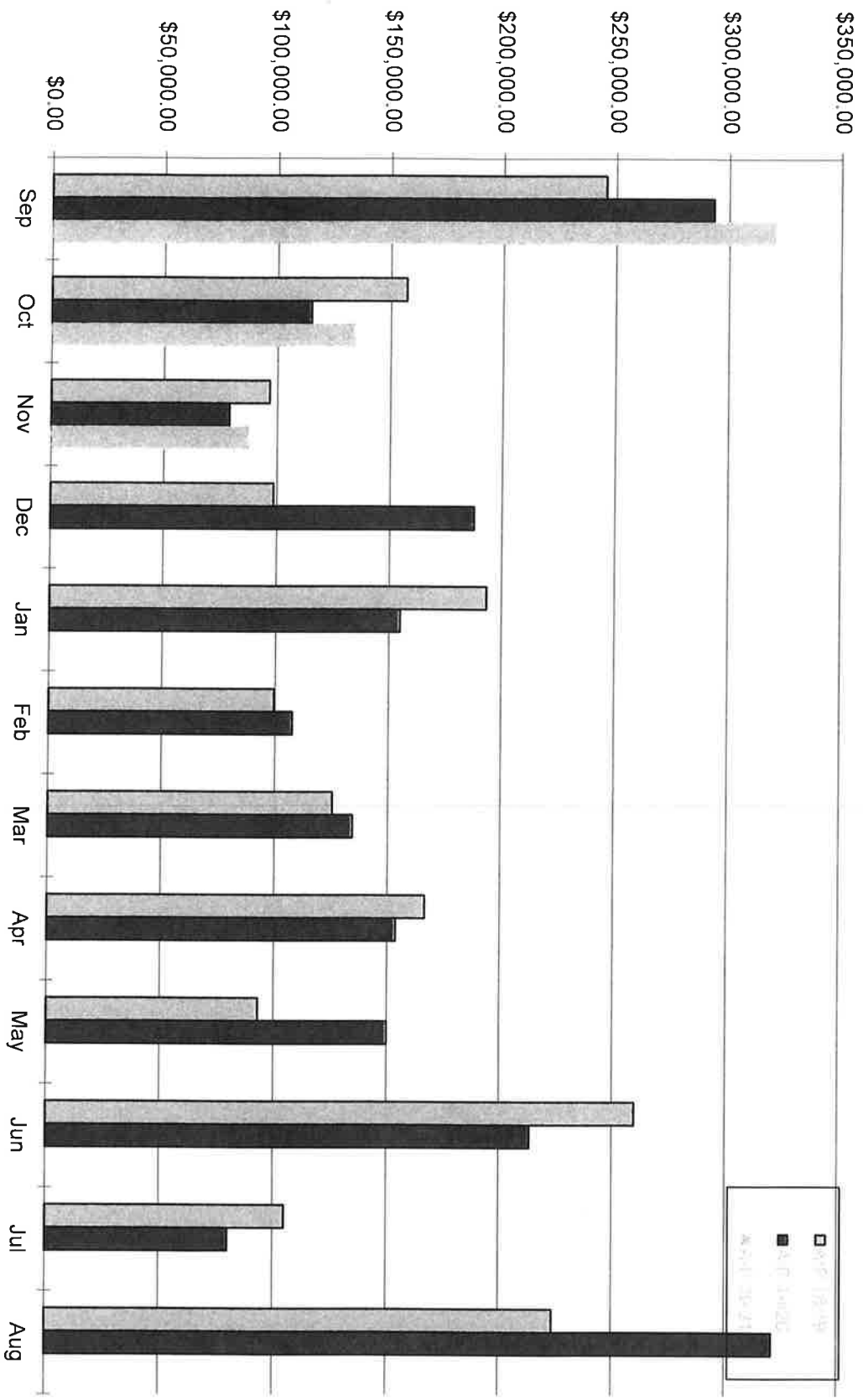
MONTH	2018-2019	2019-2020	2020-2021		MONTHLY +/-
	MONTHLY +/-	MONTHLY +/-	REVENUES	EXPENDITURES	
SEPTEMBER	\$ (192,335)	\$ (200,919)	\$863,901	\$915,364	(\$51,463)
OCTOBER	\$ 180,411	\$ 168,080	\$1,021,172	\$877,792	\$143,380
NOVEMBER	\$ (169,147)	\$ (207,137)	\$626,489	\$775,731	(\$149,242)
DECEMBER	\$ 14,287	\$ 134,913			\$0
JANUARY	\$ 90,872	\$ (128,554)			\$0
FEBRUARY	\$ 49,173	\$ 15,010			\$0
MARCH	\$ 67,661	\$ 118,267			\$0
APRIL	\$ 220,495	\$ 440,800			\$0
MAY	\$ (23,695)	\$ (114,989)			\$0
JUNE	\$ (427,034)	\$ (308,509)			\$0
JULY	\$ 200,003	\$ 417,817			\$0
AUGUST	\$ 47,102	\$ 39,914			\$0

**CHEWELAH SCHOOL DISTRICT #36
FINANCIAL REPORT**

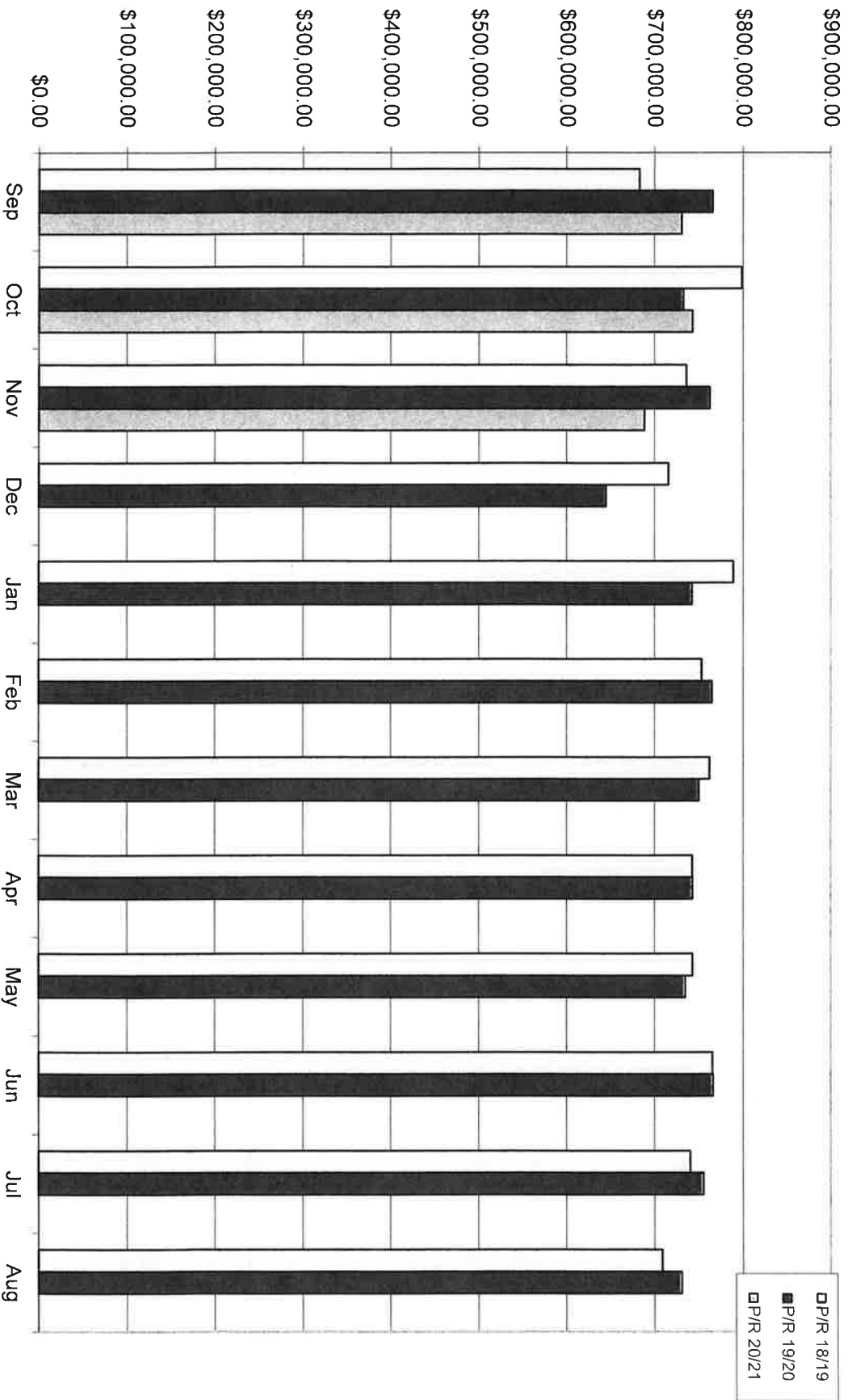
MONTHLY ACCOUNTS PAYABLE AND PAYROLL AMOUNTS FOR THREE YEARS

MONTH/YR	A/P 18/19	P/R 18/19	MONTH/YR	A/P 19/20	P/R 19/20	MONTH/YR	A/P 20/21	P/R 20/21
SEPT	\$245,513.49	\$683,075.78	SEPT	\$293,016.35	\$765,848.80	SEPT	\$320,943.66	\$730,841.26
OCT	\$156,987.80	\$798,777.74	OCT	\$114,812.95	\$732,874.54	OCT	\$134,196.81	\$743,594.95
NOV	\$96,363.06	\$736,380.75	NOV	\$78,601.39	\$762,509.47	NOV	\$87,306.10	\$688,425.04
DEC	\$98,432.20	\$715,981.04	DEC	\$187,560.31	\$644,412.71	DEC		
JAN	\$193,374.15	\$789,184.43	JAN	\$154,814.32	\$742,961.22	JAN		
FEB	\$99,311.85	\$753,617.85	FEB	\$107,557.53	\$764,946.65	FEB		
MAR	\$125,292.34	\$762,456.45	MAR	\$134,285.19	\$750,446.00	MAR		
APR	\$166,536.07	\$743,142.49	APR	\$153,673.34	\$743,588.27	APR		
MAY	\$93,000.79	\$743,564.69	MAY	\$149,870.79	\$734,914.65	MAY		
JUNE	\$259,767.25	\$765,652.08	JUNE	\$213,271.98	\$766,136.85	JUNE		
JULY	\$104,966.63	\$740,888.00	JULY	\$79,853.83	\$755,548.19	JULY		
AUG	\$223,413.08	\$708,928.75	AUG	\$320,943.66	\$730,841.26	AUG		
TOTAL	\$1,862,958.71	\$8,941,650.05	TOTAL	\$1,988,261.64	\$8,895,028.61	TOTAL	\$542,446.57	\$2,162,861.25

CHEWELAH SCHOOL DISTRICT NO. 36 - ACCOUNT PAYABLE EXPENDITURES



CHEWELAH SCHOOL DISTRICT NO.36 - PAYROLL EXPENDITURES



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

For the CHEWELAH SCHOOL DISTRICT School District for the Month of November, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	979,058	58,212.60	359,700.34		619,357.66	36.74
2000 LOCAL SUPPORT NONTAX	143,240	707.20-	21,650.13		121,589.87	15.11
3000 STATE, GENERAL PURPOSE	6,977,708	369,243.57	1,427,142.75		5,550,565.25	20.45
4000 STATE, SPECIAL PURPOSE	2,047,574	99,225.26	404,422.06		1,643,151.94	19.75
5000 FEDERAL, GENERAL PURPOSE	22,792	.00	.00		22,792.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	1,103,875	99,161.87	188,030.24		915,844.76	17.03
7000 REVENUES FR OTH SCH DIST	29,500	.00	.00		29,500.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	.00		.00	0.00
9000 OTHER FINANCING SOURCES	29,200	.00	.00		29,200.00	0.00
Total REVENUES/OTHER FIN. SOURCES	11,332,947	625,136.10	2,400,945.52		8,932,001.48	21.19
B. EXPENDITURES						
00 Regular Instruction	5,962,544	419,813.64	1,401,380.34	3,924,179.86	636,983.80	89.32
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	1,370,548	106,152.23	330,271.90	928,890.91	111,385.19	91.87
30 Voc. Ed Instruction	436,170	33,664.17	110,235.26	320,939.33	4,995.41	98.85
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,053,361	70,133.17	270,641.04	690,228.59	92,491.37	91.22
70 Other Instructional Pgms	22,209	2,411.27	10,988.93	20,105.07	8,885.00-	140.01
80 Community Services	14,000	2,535.08	2,535.08	0.00	11,464.92	18.11
90 Support Services	2,759,619	167,328.78	601,456.58	1,536,685.21	621,477.21	77.48
Total EXPENDITURES	11,618,451	802,038.34	2,727,509.13	7,421,028.97	1,469,912.90	87.35
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>	285,504-	176,902.24-	326,563.61-		41,059.61-	14.38
F. <u>TOTAL BEGINNING FUND BALANCE</u>	865,000		1,588,183.32			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	579,496		1,261,619.71			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restricted for Carryover	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	45,000	.00
G/L 872 Committd to Econmc Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	534,496	1,261,619.71
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	579,496	1,261,619.71

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

For the CHEWELAH SCHOOL DISTRICT School District for the Month of November, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	382,542	21,659.49	42,454.60		340,087.40	11.10
2000 Local Support Nontax	2,500	37.19	92,116.38		89,616.38-	> 1000
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	8,750	.00	.00		8,750.00	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	12,000	.00	.00		12,000.00	0.00
Total REVENUES/OTHER FIN. SOURCES	405,792	21,696.68	134,570.98		271,221.02	33.16
B. EXPENDITURES						
10 Sites	0	.00	.00	0.00	.00	0.00
20 Buildings	0	.00	.00	0.00	.00	0.00
30 Equipment	466,592	8,508.13	26,390.60	145,060.73	295,140.67	36.75
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	466,592	8,508.13	26,390.60	145,060.73	295,140.67	36.75
C. OTHER FIN. USES TRANS. OUT (GL 536)	29,200	.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)	90,000-	13,188.55	108,180.38		198,180.38	220.20-
F. TOTAL BEGINNING FUND BALANCE	90,000		105,533.04			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	0		213,713.42			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	2,761-	200,502.51
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	2,761	13,210.91
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	0	213,713.42

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

For the CHEWELAH SCHOOL DISTRICT School District for the Month of November, 2020

	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	250	6.29	11.45		238.55	4.58
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	250	6.29	11.45		238.55	4.58
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>	0	.00	.00	0.00	.00	0.00
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	12,000	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	11,750-	6.29	11.45		11,761.45	100.10-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	12,000		22,766.34			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	250		22,777.79			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	250		22,777.79			
G/L 835 Restricted For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	250		22,777.79			

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

For the CHEWELAH SCHOOL DISTRICT School District for the Month of November, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	65,000	26.74	327.42		64,672.58	0.50
2000 Athletics	134,000	85.00	145.00		133,855.00	0.11
3000 Classes	11,500	.00	.00		11,500.00	0.00
4000 Clubs	44,100	500.00	595.21		43,504.79	1.35
6000 Private Moneys	10,500	2,890.00	5,590.00		4,910.00	53.24
<u>Total REVENUES</u>	265,100	3,501.74	6,657.63		258,442.37	2.51
B. EXPENDITURES						
1000 General Student Body	52,750	338.56	1,129.94	128.38	51,491.68	2.39
2000 Athletics	114,000	668.78	5,986.63	1,695.51	106,317.86	6.74
3000 Classes	11,500	.00	.00	0.00	11,500.00	0.00
4000 Clubs	42,650	.00	175.00	253.00	42,222.00	1.00
6000 Private Moneys	10,500	816.03	816.03	1,332.53	8,351.44	20.46
<u>Total EXPENDITURES</u>	231,400	1,823.37	8,107.60	3,409.42	219,882.98	4.98
C. EXCESS OF REVENUES						
<u>OVER(UNDER) EXPENDITURES (A-B)</u>	33,700	1,678.37	1,449.97-		35,149.97-	104.30-
D. TOTAL BEGINNING FUND BALANCE						
	90,000		82,586.12			
E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)						
	XXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE						
	123,700		81,136.15			
(C+D + OR - E)						
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	123,700		81,136.15			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	123,700		81,136.15			

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

For the CHEWELAH SCHOOL DISTRICT School District for the Month of November, 2020

	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	1,500	37.86	70.81		1,429.19	4.72
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	110,000	.00	.00		110,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	2,000.00		2,000.00-	0.00
A. <u>TOTAL REV/OTHER FIN. SRCS (LESS TRANS)</u>	111,500	37.86	2,070.81		109,429.19	1.86
B. 9900 TRANSFERS IN FROM GF						
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. Total REV./OTHER FIN. SOURCES						
C. Total REV./OTHER FIN. SOURCES	111,500	37.86	2,070.81		109,429.19	1.86
D. EXPENDITURES						
Type 30 Equipment	265,000	113,817.48	113,817.48	0.00	151,182.52	42.95
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	265,000	113,817.48	113,817.48	0.00	151,182.52	42.95
E. OTHER FIN. USES TRANS. OUT (GL 536)						
E. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
F. OTHER FINANCING USES (GL 535)						
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)						
G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)	153,500-	113,779.62-	111,746.67-		41,753.33	27.20-
H. TOTAL BEGINNING FUND BALANCE						
H. TOTAL BEGINNING FUND BALANCE	153,500		155,300.20			
I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)						
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	0		43,553.53			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	0		43,553.53			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	<u>0</u>		43,553.53			

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 December 16, 2020, the board, by a _____ vote, approves payments, totaling \$23,095.21. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 119244 through 119275, totaling \$23,095.21

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
119244	A-L COMPRESSED GASES INC	11/30/2020	2023564	OPEN PO FOR SUPPLIES	1000010019	492.54	492.54
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			492.54	
119245	ALL SEASON OVERHEAD DOOR	11/30/2020	111220	BUS SHOP GARAGE DOOR REPAIR	1000010090	161.40	161.40
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			161.40	
119246	AMAZON	11/30/2020	GESS-102120	supplies	1100007542	62.72	3,240.07
10 E 530 0100 27 5610 1100 1555 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			62.72	
			GESS-103020	Julie books	1100007551	18.57	
10 E 530 0100 23 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			18.57	
			GESS-110420	lamination	1100007552	230.80	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			230.80	
			GESS-112020	Music cart	1100007539	84.67	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			84.67	
			JJSJS-100820	WRISTBANDS	1300007344	215.04	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			215.04	
			JJSJS-101520	Rialroad board	1300007348	120.42	
10 E 530 0100 27 5610 4300 4000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			120.42	
			JJSJS-110320	model kits (log cabin, plane, race car, train)	1300007354	40.39	
10 E 530 2100 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			40.39	
			JJSJS-110320B	BOOKS-LEADERSHIP	1300007355	41.32	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			41.32	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			MAINT-102020	parking lights time switch/ washer filter JHS	2300006225	136.52	
10 E 530 9700 64 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			136.52	
			MAINT-102320	JHS Parking lot lights	2300006226	37.18	
10 E 530 9700 64 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			37.18	
			MAINT-102920	Misc Supplies, Cut off wheel, Lawn mower tire, Pulley Hvac	2300006229	126.59	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			126.59	
			MAINT-110420	Maintenance printer ink	2300006230	292.43	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			292.43	
			QL-100820	office supplies, ink for the printers. \$1209.73 Curriculum for students 208.18 Total of 1417.73	1400007458	411.91	
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			411.91	
			QL-101220	Story of the World Volume 1 Activity Book 6, Test and Answer Key 3 Volume 2 Activity Book 4, Audio 4, Answer Key 7, Volume 3 Activity Book 1 Answer Key 3, Volume 4 Activity Book 4, Answer Key 1 Audio CD 1, Volume 4 book 4 Shapes all around (Wonders) Furniture risers (Laura) What's the Big idea Molly (Candy)	1400007455	-331.39	
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			-331.39	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			QL-102620	Chair Sherry Tilla Chair, Toni File Boxes (2) Files, 50 per box Hand2mind mineral test, Sue F Stackable Storage Carrie Batteries Office Files, AA Batteries Laura	1400007473	518.14	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		518.14	
			QL-103020	Composition college rule, Laura Primary math Candy Stamp with PO Toni Books Candy Art set A. Nelson Place value disc, k-2	1400007478	266.97	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		266.97	
			QL-110220	Classroom supplies, Aquarium and burner covers 145.54 Office Supplies, binder clips and rubber bands 15.99 Curriculum for students 476.05	1400007468	637.58	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		145.54	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		476.05	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		15.99	
			QL-110320	Dyslexia Reading strips Tirin Kids Case for ipads 8 of them	1400007482	145.09	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		145.09	
			QL-110720	My Math Vol. 2 1st grade Chemistry Pass books Portfolios	1400007483	62.33	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		62.33	
			SPED-110420	Mckinnis - toner	2100006116	53.01	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 2100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		53.01	
			SPED-110520	S Gregory supplies	2100006117	69.78	
10 E 530 2100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		69.78	
119247	AT&T MOBILITY	11/30/2020	287301239699X1028202	STUDENTS MONTHLY HOTSPOT CHARGE FOR COVID ACCT 287301239699	1000010094	875.43	875.43
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		43.23	
10 E 530 7600 32 7530 0000 2650 0000 0				General Fund/EXPENDITURES/INSTRUCT AID ECIA 2 97-35		300.00	
10 E 530 0100 32 7530 0000 1740 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		532.20	
119248	AWAY WITH WORDS INTERPRETER SE	11/30/2020	14197	Open PO - Interpreter services for 2020-2021 school year	1000010068	127.90	127.90
10 E 530 2100 26 7340 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		85.25	
10 E 530 0100 26 7340 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		42.65	
119249	CANON FINANCIAL SERVICES	11/30/2020	22103000&22146139	Copier Lease Contract 05214/3091	1000010021	755.84	755.84
10 E 530 0100 23 7442 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		296.24	
10 E 530 0100 23 7442 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		266.88	
10 E 530 0200 23 7442 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		84.29	
10 E 530 9700 13 7442 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		108.43	
119250	CENTURYLINK	11/30/2020	111520	PHONE CHARGES ACCT #408086197 and 300738678	1000010023	787.30	787.30
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		787.30	
119251	CENTURYLINK	11/30/2020	170996351	PHONE SERVICE ACCT #84728321	1000010022	128.20	128.20
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		128.20	
119252	CENTURYLINK	11/30/2020	111620	PHONE SERVICES OPEN PO ACCT #206-T36-2200 814B and 509-684-8547 815B	1000010024	646.12	646.12
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		646.12	
119253	CONSOLIDATED ELECTRICAL DISTRI	11/30/2020	8190-634392	Soffit light Gess	2300006233	153.14	153.14
10 E 530 9700 64 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		153.14	
119254	DISCOVERY EDUCATION	11/30/2020	CINV-015577	SOCIAL STUDIES	1000010092	3,077.36	3,077.36

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 33 5650 1100 0000 0000 0				CURRICULUM STREAMING PLUS 5-8 FOR 7-1-20 TO 6-30-21			
			General Fund/EXPENDITURES/BASIC EDUCATION			3,077.36	
119255	HOUGHTON MIFFLIN COMPANY	11/30/2020	955031415	French Curriculum	1400007463	104.63	208.20
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			104.63	
			955039302	French Curriculum	1400007463	103.57	
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			103.57	
119256	KCDA PURCHASING COOPERATIVE	11/30/2020	300518368	supplies	1100007549	255.19	255.19
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			255.19	
119257	KIWANIS CLUB OF CHEWELAH	11/30/2020	110120	ANNUAL DUES FOR RICH MCFARLAND	1000010091	56.00	56.00
10 E 530 9700 12 7810 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			56.00	
119258	MACGILL & CO	11/30/2020	IN0742935	Phillips Heart Smart Pads 11 for AED	1300007361	68.95	68.95
10 L 630 0000 00 0000 0000 0000 0000 0			General Fund/DUE TO OTHER GOVERNMENT UNITS			-5.24	
10 E 530 0100 26 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			74.19	
119259	MCGRAW-HILL EDUCATION	11/30/2020	115447102001	Wonders Your turn Gr. 6- (6) Gr. 3 (5) Gr. 2 (8) Wonders Close reading Gr. 6 , (6) Gr. 3 (5) Lit. Anth Gr. 6 (6) Gr. 3 (5) Gr. 1 (2) Reading writing workshop Gr. 6 (6) Gr. 3 (5) United States Government 9-12 Teacher (1) , Student 5, Test (1) Inquiry Journal 12	1400007445	324.26	324.26
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			324.26	
119260	MOVING BEYOND THE PAGE	11/30/2020	237544	Curriculum order for Angie Johnson Math 7-9 Full Year 190.14 Science, 24.99 manipulative	1400007403	195.55	195.55

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Crisp family Activity Book, Community and Science manipulative			
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-14.86	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		210.41	
119261	OFFICE DEPOT	11/30/2020	137315765001	toner laser jet 38a q1338a	1300007362	162.96	162.96
10 E 530 0100 27 5610 4300 1840 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		162.96	
119262	PACIFIC PETROLEUM & SUPPLY	11/30/2020	378766	OPEN PO FOR BUS PURCHASES	1000010043	825.35	825.35
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		825.35	
119263	QCL INC	11/30/2020	47266	TRANSPORTATION SERVICES DRUG TESTS	1000010017	332.00	373.99
10 E 530 9900 52 7340 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		332.00	
			47316	TRANSPORTATION SERVICES DRUG TESTS	1000010017	41.99	
10 E 530 9900 52 7340 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		41.99	
119264	RAINBOW RESOURCE CENTER	11/30/2020	3182519	Primary math for students History pockets	1400007452	589.02	589.02
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		589.02	
119265	SCHOOL NUTRITION ASSOC	11/30/2020	508899-112020	Kim Hartill Membership Renewal 2020-2021	1000010051	44.00	44.00
10 E 530 9800 44 7810 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		44.00	
119266	SETY, MARGARET M	11/30/2020	110620	REIMBURSE FOR CLASSROOM SUPPLIES	0	35.72	35.72
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		35.72	
119267	SINGAPORE MATH INC	11/30/2020	52057	Dimensions Math 5A Test -3 5A TE - 1 KA-Textbook -1 KB Textbook -4 K Test -4 KB Workbook 4	1400007479	233.51	233.51
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		233.51	
119268	TOOLS FOR SCHOOLS	11/30/2020	SI0509596	FOOD & SUPPLIES	1000010046	539.69	539.69

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		539.69	
119269	ULINE	11/30/2020	126264048	cart for food service	1100007553	588.60	588.60
10 E 530 9800 44 5610 0000 1555 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		588.60	
119270	US FOODS	11/30/2020	111820	FOOD SERVICE SUPPLIES CUSTOMER #9018139	1000010040	2,341.49	2,341.49
10 E 530 9800 42 5630 0000 1555 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		2,014.07	
10 E 530 9800 44 5610 0000 1555 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		327.42	
119271	VERIZON WIRELESS	11/30/2020	111520	CELL PHONE SERVICES ACCT #365401170-00001 AND 264213436-00001	1000010035	648.40	4,728.40
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		648.40	
			9865240286a	WIRELESS HOTSPOTS MONTHLY CHARGES FOR COVID CONNECTIVITY ACCT 342368558-00001	1000010093	850.00	
10 E 530 0100 32 7530 0000 1555 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		850.00	
			9865240286b	Verizon 88001 hotspots	2600001505	3,230.00	
10 E 530 0100 32 5650 0000 1740 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		3,230.00	
119272	WALTER E NELSON CO	11/30/2020	427237	supplies -COVID	1100007556	629.56	629.56
10 E 530 9700 63 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		629.56	
119273	WAMOA	11/30/2020	00957	Wamoa Membership-Jason Tapia	2300006235	80.00	80.00
10 E 530 9700 64 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		80.00	
119274	AMAZON	11/30/2020	GESSASB-110220	Snack pack open PO	8100006100	281.47	281.47
40 E 530 6104 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/BACK PACK FUN		281.47	
119275	SAFEMART INC	11/30/2020	729886-102920-0337	cookies for treat	8100006101	88.00	88.00
40 E 530 1001 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/GENERAL		88.00	

32 Computer Check(s) For a Total of 23,095.21

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	32	Computer	Checks For a Total of	23,095.21
Total For	32	Manual, Wire Tran, ACH & Computer	Checks	23,095.21
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	23,095.21

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-20.10	0.00	22,745.84	22,725.74
40	Associated Student Body Fund	0.00	0.00	369.47	369.47

Estimated Ending Fund Balance as of 11-10-2020		
Estimate	Percent	Expenditure Cut
\$ 471,408.00	4.06%	
\$ 522,829.89	4.50%	\$ (51,421.89)
\$ 580,922.10	5.00%	\$ (109,514.10)
\$ 639,014.31	5.50%	\$ (167,606.31)
\$ 697,106.52	6.00%	\$ (225,698.52)
\$ 755,198.73	6.50%	\$ (283,790.73)
\$ 813,290.94	7.00%	\$ (341,882.94)
\$ 871,383.15	7.50%	\$ (399,975.15)
\$ 900,429.26	7.75%	\$ (429,021.26)

December 1st Student Enrollment Comparison

Grade Level	Gess		Jenkins		QL	
	2019	2020	2019	2020	2019	2020
K	41	25			5	8
1	58	32			8	9
2	40	44			4	13
3	48	25			7	8
4	47	46			9	9
5	42	42			6	12
6	43	36			8	10
7			55	39	7	15
8			46	41	13	21
9			68	45	6	17
10			53	53	12	16
11			46	47	11	15
12			47	40	29	18
Total Enrollment	319	250	315	265	125	171
Enrollment Changes	-69		-50		46	

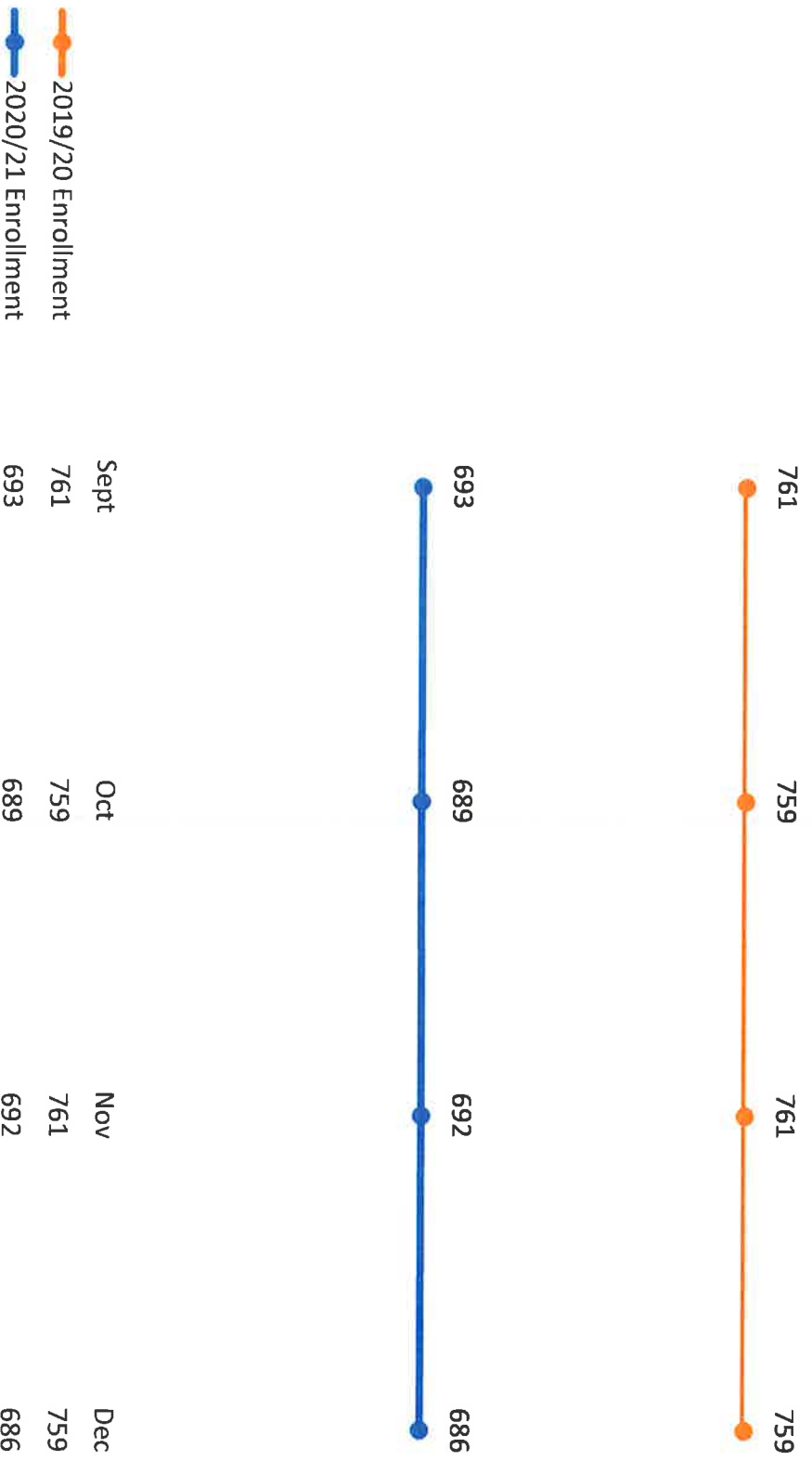
Total Student Enrollment 2019	759
Total Student Enrollment 2020	686
Net Change	-73

December 1st FTE Enrollment Comparison

Grade Level	Gess		Jenkins		QL	
	2019	2020	2019	2020	2019	2020
K	41	25			2.5	4
1	58	32			8	9
2	40	44			4	13
3	48	25			7	8
4	47	46			9	9
5	42	42			6	12
6	43	36			8	10
7			55.45	39.55	6.55	14.45
8			46.45	41	12.55	21
9			68	46.09	6	15.91
10			53.35	54.08	11.25	14.92
11			41.95	37.15	8.83	12.54
12			45	36.62	27.17	16.04
Total Enrollment	319	250	310.2	254.49	116.85	159.86
Enrollment Changes	-69		-55.71		43.01	

Total Student FTE Enrollment 2019	746.05
Total Student FTE Enrollment 2020	664.35
Net Change	-81.7

2019/20 - 2020/21 Student Enrollment Comparison



ASSESSMENT

The goal of Chewelah School District's assessment system is to IMPROVE STUDENT LEARNING.

It is assessment which helps distinguish between teaching and learning.

A comprehensive student assessment system reveals WHAT students are learning and HOW WELL programs are producing desired learning results in alignment to Common Core, Next Gen Science, State and local learning standards in all content areas. Assessment results provide feedback to students, parents, the instructional and administrative staff, Board for improving learning programs and program planning. Effective assessments related to learning objectives in every content area are expected. Without this assessment information the Board, administrative and instructional staff have ~~random~~ evidence and measurement of learning and ~~lack~~ a sound basis for making curricular and fiscal decisions.

Chewelah School District Mission Statement: *Ensuring learning for all students.*

Chewelah School District Vision Statement:

In partnership with parents and community, the Chewelah School District provides a well-rounded educational opportunity in a safe and secure environment through focused and quality programs and collaborative teaching and learning experiences for all learners to maximize personal achievement as productive members of society.

To achieve the mission and vision, the District commits to:

- *Using "data driven decisions" to provide support for all students and staff in meeting the highest levels of performance and achieving their maximum potential;*
- *Aligning curriculum instruction and assessment to district state and national standards;*
- *Monitoring results of student learning using data to drive decisions to help improve learning and teaching;*
- *Implementing Professional development using data and research-based practices that are consistent with district/building values and core beliefs;*
- *Creating an educational environment that is challenging, safe and enjoyable leaving all stakeholders with a sense of belonging;*
- *Building a culture of trust, mutual respect and stability that fosters the advancement of knowledge and personal growth;*
- *Promoting, providing for, and expecting family and community involvement;*
- *Engaging in effective and accountable leadership united in purposes of student learning and clear instructional expectations;*
- *Actively and clearly communicating performance of the district's mission statement.*

PURPOSES OF ASSESSMENT

Chewelah School District's assessment system serves to improve student learning and educational decision making through processes of selection, administration, and use of test/ assessment data to

inform student feedback, educational planning, and system accountability. A District Assessment Plan guides the District in:

- Providing students with the highest quality instructional and learning opportunities;
- Outlining the multi-uses of assessment data by various audiences;
- Aligning learning goals to be assessed-;
- Selecting methods of sound assessment practice;
- Defining roles and responsibilities of students, staff, administrators, parents, and community;
 - ~~Addressing~~ Eliminating the the-issues of equity and bias;
- Communicating and using data appropriately; and
- Reviewing the assessment plan to ensure effective assessment practices connect district policy and resource allocation;
- AND connecting the written, taught, and tested curriculum into a coherent system of

ASSESSMENT/QUALITY

Assessment practices in Chewelah School District focus on providing accurate and useful information that meet 21st century-Century learning requirements and the 5 Keys of Assessment qualityQuality. Sound Assessment Practices articulate:

- 1) Purpose - the major purpose of assessment and feedback is improved learning;
- 2) Targets – clarify identify the learning targets are to be assessed are clearly identified;
- 3) Design – the design of the assessments match the content learning targets (cognitive type) and provide valid, ~~and~~ reliable, timely and meaningful data;
- 4) Communication – identifies who needs assessment information ~~for what~~ and the purpose of the information. ~~purposes?~~ How and to whom will assessment results be communicated? ~~to whom?~~ For what purposes?
- 5) Student Involvement – ~~how are~~ students are involved in the assessment process? ~~and~~ understand its purpose.

• USERS OF ASSESSMENT

- Students, staff, administrators, Board and community members use formative and summative assessment data to improve learning.
- Students use feedback from formative assessments to become proficient self-assessors, producers as well as users of knowledge, and to set learning goals.
- Staff members use assessment feedback to guide instructional delivery of learning targets.
- Administrators use feedback from assessment data for decision making and planning of curriculum, instructional programs, staff professional learning, and resources.
- Parents use assessment data to guide and support their children in improving learning and for future planning.
- The community uses assessment data to evaluate the effectiveness of District programs and to provide resources.

ADMINISTRATIVE DIRECTION Essential Academic Learning Requirements:

- 1) Reading with comprehension, writing with skill, and communicating effectively and responsibly ~~in a variety of settings and using a variety of mediums. a variety of ways and settings;~~
- 2) Knowing and applying the core concepts and principles of mathematics; earth, physical, and life sciences; civics, social studies, history and geography; the arts; and health and fitness;
- 3) Thinking analytically, logically, creatively, and integrating experience and knowledge to form reasoned judgments and solve problems; and
- 4) Understanding the importance of work and how performance, effort, and decisions directly affect career and educational opportunities. ~~These~~ are assessed through District developed or selected grade level/course assessment tools (see District Assessment Matrix, 2020) and as directed by state/federal requirements. State/federal testing requirements prescribe the administration of:

- Smarter Balanced Assessments (SBA): English language arts (ELA) and math tests;
- Washington Comprehensive Assessment of Science (WCAS): Science test for grades 5, 8 and 11
- Washington Access to Instruction and Measurement (WA-AIM): ELA, math, and science alternate assessments for students with significant cognitive challenges documented in their Individualized Education Program (IEP).
- English Language Proficiency Assessment for the 21st Century (ELPA21- ~~English Language Learners~~) Starting in the fall of 2021, Washington state will be a member of the WIDA consortium and will begin using WIDA consortium assessments for assessing English language proficiency.
- OSPI-Developed Assessments in the Arts/Music/Theater/Dance, Social Studies (including Civics, Geography, Economics, History), Health & Fitness;
- Washington Kindergarten Inventory of Developing Skills (WaKIDS);
- The National Assessment of Educational Progress (NAEP)

Additional district assessments available to students during the K-12 continuum include:

- STARR and other elementary screening tools
- Math placement examinations
- AP testing (assessments available may vary each year based on course AP offerings)
- PSAT PSAT10/NMQT
- SAT
- ASVAB (Armed Services Vocational Aptitude Battery)

Levels of expected achievement are outlined in District Board Goals and building School Improvement Plans (SIPs).

Adoption Date:
Chewelah School District #36
Classification: Essential

LONG-RANGE FACILITY PLANNING

A major responsibility of the board and district administration is to provide adequate education facilities for the students and teachers in the district. ~~The learning environment of a school district must be clean, safe, secure, and pleasant to support the effective delivery of the curriculum.~~ The design of the school facility, adequacy of space, and flexibility of use should support and enhance the instructional program. Facilities need to be designed and maintained in a manner that conveys to students, parents, staff, and community members that the educational setting is a high priority.

Long-range facility planning is required for effective use of funding and real estate to meet current and future student needs. Planning should be based on the thoughtful analysis of all factors that impact the learning environment e.g., enrollment trends, curriculum needs, demographic changes, instructional practices, special education requirements, technology advancements, and support services needed to maintain the system.

Long-range planning ensures a district is prepared financially for the task of maintaining the quality of the existing facilities and the possibility of future construction or renovation. Plan proposals that address these primary considerations are guided by a district strategic vision/plan and informed by community input.

Critical elements of Long Range Facility planning include:
an Educational Facilities Master Plan; a Comprehensive Maintenance Plan; and a Capital Improvement Plan.

Education Facilities Master Plan

Comprehensive planning ensures the most efficient and cost effective use of taxpayer dollars.

An Educational Facilities Master Plan (EFMP) is a long-range plan, established as a plan for at least a ten-year period. The Plan includes:

- a) educational goals, standards, and guidelines;
- b) educational instructional programs and services;
- c) capacity in the existing schools and their utilization;
- d) community analysis, including current and projected demographics, land usage, transportation plans, residential and commercial development, private schools, plans for water and sewage service expansion and/or redevelopment, and institutions of higher education;
- e) an educational facility inventory and an assessment of each building's condition—including cost analysis; enrollment figures conditions; inventory of district's undeveloped property/facilities; inventory of any district property not needed in the future that might be for sale; recommendations as to acquisition, construction, modification of news sites or facilities and how that improves student and educational program needs;
- f) historical and projected enrollment data;

- g) an analysis of the facility needs and requirements of the district (based upon data and information);
- h) options for addressing needs and requirements;
- i) identified potential sources of funding for implementation; and
- j) a description of the process, procedure, and timeline for community participation in the development of the plan.

An EFMP Educational Facilities Master Plan, once adopted can be the basis for the development of a Capital Improvement Plan for the school district.

FACILITIES PLANNING - POLICY 6900

In order to provide the best possible physical environment for learning and teaching, the following factors shall be considered in the planning of district facilities:

- A. Facilities shall accommodate the educational needs of students and be consistent with the educational philosophy and instructional goals of the district.
- B. Facilities shall meet or exceed all health, safety and welfare regulations.
- C. The district shall seek state and federal moneys to the maximum extent available to supplement its own financial resources.
- D. Undesirable environmental impact shall be minimized.
- E. Changing demographic factors shall be monitored in order that students' needs are met when the future becomes the present.

Facilities Master Plan

In order to efficiently manage the district's present and future facilities needs, a facilities master plan shall be developed. Such plan shall cover a ten-year period, be developed in conjunction with the local comprehensive land use plan and other growth management policies, be reviewed annually and include at least the following:

- A. A cost analysis of financial ability of the district to implement its facilities program;
- B. Existing and projected enrollment figures, including an analysis of the racial composition of the student population;
- C. An inventory of the district's undeveloped property and developed facilities, including an analysis of the number of students in each facility and whether the facility is over or under crowded.
- D. An analysis of the appropriateness of the facilities to meet the needs of students and members of the public, including acceptability to students of both sexes and those with disabilities, all district services, programs and activities, when viewed in their entirety, shall be accessible to individuals with disabilities;
- E. Recommendations as to the sale or other disposition of district property not needed in the future; and

~~F. Recommendations as to the acquisition, construction or modification of new sites or facilities and of how such shall better meet the needs of students and the educational program.~~

~~Enrollment Projections~~

~~Enrollment shall be projected for a five-year period using methods acceptable to the state board of education for determining the district's eligibility for state construction grants. This projection shall be reviewed and revised annually and supplemented by an analysis of additional factors that may affect the student population, such as potential zoning and development changes within the district, housing projections and the development of new businesses and public projects.~~

~~Legal Reference: 42 U.S.C. § 12101 et. seq. Americans with Disabilities Act~~

~~Policy and~~

~~CAPITAL IMPROVEMENT PROGRAM~~

~~The district will prepare an educationally, socially, and fiscally responsible Capital Plan (CIP) and budget aligned with the long-range Educational Facility Master Plan (EFMP) and the district's Comprehensive Maintenance Plans (CMP). Capital improvements are changes to the current design condition of the building and their grounds through acquisition, alteration, or modifications that add to the physical value of the facility. Monies used for capital improvements should not be obtained from maintenance and operation budgets. Monies should be obtained from capital construction sources such as capital levies or bond issues.~~

~~The Capital Improvement Plan (CIP) is based upon accurate and reliable data and information presented in an approved EFMP and the CMP. The CIP should also be prepared with consideration given to the various competing needs and requirements of the district. Careful implementation of the plan must distribute resources equitably within the school district to the highest priority projects with consideration being given to the condition and needs of the existing facilities and the possible socio-economic differences between and among the schools within the district.~~

~~The Capital Improvement Plan (CIP) includes projects for major renovations, additions, renovations combined with additions, new schools to accommodate or provide for consolidations and/or school closures, school replacements, replacement of building systems and/or components, acquisition of future school sites, and purchase or lease of relocate-able classrooms. The CIP sets priorities, establishes timelines and the sequence of the projects, cost estimates for each project, and the potential sources of funding.~~

Responsibilities of the School District

RCW 28A.655.110(2)(g). The report shall be made available to the local community and electorate served by the school.

Per RCW 39.35D.040, public school districts shall monitor and document appropriate operating benefits and savings resulting from major facility projects, designed and constructed as required, for a minimum of five years following local board acceptance of a project receiving state funding.

COMPREHENSIVE MAINTENANCE PLANS

Rationale: Public school districts invest taxpayer resources to develop and operate school facilities within the district. Districts have a responsibility and obligation to protect and maintain that investment. The District can best achieve this objective through the development and implementation of a Comprehensive Maintenance Plan (CMP).

Comprehensive Maintenance Procedures

The district is responsible to ensure all school buildings are properly heated, lighted, ventilated, and kept in a clean and safe condition. Districts are also responsible for maintaining, repairing, furnishing, and insuring these buildings.

The CMP plan recognizes the proper maintenance of public school buildings:

- a) helps maintain a safe, healthy, and positive learning environment;
- b) maintains the asset value of the property;
- c) eliminates or reduces the number of fires, accidents, and other safety related hazards in or on the property;
- d) provides buildings that function efficiently;
- e) enables the continuous use of school buildings without disruption to educational programs and services;
- f) conserves energy; and
- g) reduces operating costs/ decrease expenditures for labor and materials.

1. **Infrastructure Maintenance**, along with Operational Maintenance, is the work necessary to realize the originally anticipated useful life of a fixed asset. Infrastructure Maintenance includes preventative and predictive inspections. Adjustments, lubrication, and cleaning of equipment (non-janitorial), replacement of parts, painting, resurfacing, and other actions ensure continued service and prevents breakdown of building system components such as HVAC, plumbing, roofs, and foundations, etc. This planned and periodic care, repair, or replacement can be identified according to content and frequency for every component in a school facility. Infrastructure Maintenance may prolong the service life of the property or equipment but does not necessarily add to the asset's value.
2. Operational Maintenance encompasses those activities related to a building's normal performance of the functions for which it is used. This includes the programming and scheduling of equipment operation (lighting, HVAC, hot water, kitchen, and other equipment). Janitorial services, window cleaning, rodent and pest control, waste management, and general day to day maintenance are generally included within the scope of operational maintenance. This category would also include regular campus, playfield and grounds maintenance.

The CMP generally includes information pertaining to:

- a) staffing and their respective activities and responsibilities;
- b) services provided by school district staff and those that are performed under contract;
- c) an inventory of the facilities and their condition;
- d) a schedule for preventative maintenance for various building systems

- and/or components as well as a schedule for potential replacement;
- e) the process and procedure for unscheduled maintenance and the handling of work orders;
- f) a description of scheduled and/or unscheduled maintenance work that has been deferred due to lack of funds or personnel and/or changes in priorities; and
- g) budget information for the overall operation of the maintenance department and the implementation of the plan.

Procedure 6800

~~OPERATIONS AND MAINTENANCE OF SCHOOL PROPERTY~~

~~The superintendent shall provide for a program to maintain the district physical plant and grounds by way of a continuous program of repair, maintenance and reconditioning. Budget recommendations shall be made each year to meet these needs and any such needs arising from an emergency.~~

~~Staff shall insure that buildings, grounds, equipment and furniture are not abused. Students or nonstudents who abuse school property may be disciplined and required to pay for the damage incurred.~~

~~The superintendent shall establish procedures for the investigation and reporting of damage or loss and shall initiate action to collect for damages. A student's grades, transcript or diploma may be withheld until restitution is made.~~

~~Procedure – Safety, Operations and Maintenance of School Property~~

~~Playground Equipment~~

~~Plans to install playground equipment, either temporarily or permanently at a school site, will be reviewed by a committee appointed by the school principal and other appropriate staff members. A representative from the current insurance carrier will be contacted prior to installation.~~

~~Guidelines:~~

~~A. Equipment must meet the safety criteria listed below:~~

- ~~1. All playground equipment must have an immediate ground surface which limits the impact from a fall, according to ASTM F 355-72. The safety surface must extend to the maximum distance to which a fall could occur;~~
- ~~2. Equipment is to be placed so as to take advantage of topography of surrounding terrain and far enough apart so that there will be a dispersion of children allowing safe, free movement with the least possible congestion;~~
- ~~3. All equipment is to be free from hazardous protrusions, points and sharp edges.~~

4. ~~Exposed component materials are to be rust free, clean and durable to use and weather with a minimum amount of splintering, flaking or other deterioration. Lead paint and creosote will not be used;~~
-
5. ~~Equipment that is low to the ground and with a six (6) foot maximum vertical limit is preferred;~~
-
6. ~~All moving parts are to be concealed and be designed to minimize the chances of pinching or catching of clothing or of body; and~~
-
7. ~~All equipment must be securely anchored according to manufacturer's recommendations and installed by the manufacturer or his/her authorized representative.~~
-
- B. ~~Equipment should require a minimum of maintenance, specifically for replacement of parts and painting;~~
-
- C. ~~Equipment should be aesthetically appealing, and encourage active and creative use;~~
-
- D. ~~Equipment should be difficult to vandalize; and~~
-
- E. ~~Unpadded cement or steel stationary poles should not be in areas intended for running games.~~

~~The maintenance supervisor will coordinate installation of approved equipment with the school principal. Quarterly inspections will be conducted.~~

PUBLIC PROCESS

Chewelah School District requires the District - Board, administrative staff, and any advisory committees to utilize an open, public process when making site and school specific decisions concerning school facilities. This should include decisions related to school renovations, school additions, school replacements, new schools, school closings and consolidation, the disposition of surplus schools and/or property, site selection, and school design features and components.

Procedure

A district Facilities & Maintenance Committee provides input and planning . . . recommendations for-plan options. The Committee is comprised of key district leadership, including representation in the areas of administration, finance, teaching/instruction, communications/ technology, human resources, support services, facilities management, and the community.

TECHNICAL ASSISTANCE

The Office of Superintendent of Public Instruction (OSPI) should provide technical assistance to the district in developing plans and implementation procedures and processes to effectively and efficiently plan, design buildings within their jurisdiction and sphere of responsibility.

~~SELECTION OF ARCHITECTURAL/ENGINEERING CONSULTANTS~~

~~Each district shall establish a written policy and procedure for selecting professional consultants in compliance with state law, Chapter 39.80 RCW Contracts for architectural and engineering services.~~

~~This law requires that districts publicly announce requirements for architectural and engineering services and negotiate contracts for these services, on the basis of demonstrated competence and qualifications required, at fair and reasonable prices.~~

~~The standard processes for selecting the architect/engineer are comparative selection and design competition.~~

Facility Planning Coordination

OSPI may require school districts to develop methods and procedures to coordinate school district facility planning with local governments and related comprehensive community plans.

Co-Location

The State Department of Education may require school districts to examine the opportunities for developing co-location, proximal location, and/or cooperative arrangements for the shared use of public school facilities with other public government entities (e.g., libraries, parks, senior centers, health clinics, etc.).

Some definitions per WA State Planning processes (Washington State Facilities Manual, 2011)

1. Asset Preservation System (APS) is a strategy for implementing district wide maintenance goals policy and the prioritization of activities.
2. Manpower allocation and scheduling is the task of defining both skill and staff load requirements.
3. Record and reporting system is the process to identify and schedule required tasks, document work completed, record the history of service requirements, and document equipment failure.
4. Funding and financial management is a plan for maintenance and operation costs and a budget for planned capital renovation of utility systems (and ultimately structures) within the framework of daily maintenance processes.

Policy: 2021
Section: 2000 - Instruction

LIBRARY Information and Technology Programs~~MEDIA CENTERS~~

The purpose of the Chewelah School District library information and technology programs is Library/media centers will be used to support the attainment of the state's learning goals. Each center shall be provided with a collection of print and electronic information, instructional equipment and other learning resource materials to promote a positive impact on student learning. These resources will support the district's school improvement plan and student mastery of the essential academic learning requirements and state standards in all subject areas. The programs will provide a broad, flexible array of services, resources and instruction.

The Teacher-Librarian, through the library information and technology programs, will Library media staff shall collaborate as an instructional partnerpartners and information informational specialist with teachers to help aldevelop student's information and technology skills. Staff shall assist students meet their meeting content goals in all subject areas and to assist high school students in completing their with graduation requirements, specifically the culminating project and the high school and beyond plans.

Additionally, the Teacher-Librarian's duties may include, but are not limited to, integrating information and technology into curriculum and instruction; providing instruction to Library/media staff will assist students and staff regarding use of emerging learning technology; providing instruction to students as to appropriate use of computers and mobile devices at school; helping teachers and staff teachers by providing access and use information ethically; instructing students in digital citizenship; promoting a culture of reading within the school community; and providing individual support and guidance for students.

to materials and securing information from other sources.

The superintendent willshall establish procedures for the selection of materials with the understanding that media literacy resources will consist of a balance of sources and perspectives.- Citizens who wish to express a concern about specific material included in the collection may do so according to the procedures outlined in Procedure 2021P, with the understanding that the criteria and rationale for reconsideration of library resources differs from the criteria and rationale for reconsideration of classroom/curricular instructional materials. 2311P.

Cross References:

2020 - Course Design, Selection and Adoption of Instructional Materials

2020P - Procedure - Course Design, Selection and Adoption of Instructional Materials

Legal References:

RCW 28A.320.230 - Instructional Materials — Instructional materials committee
RCW 28A.320.240 - School Library Media Programs — Stocking of libraries — Teacher - Librarians
WAC 392-204-005, 009, 020, 025, 055 Library Media Centers:
WAC 392-204-005 Purpose and authority
WAC 392-204-009 Definitions
WAC 392-204-020 School library media program
WAC 392-204-025 Services
WAC 392-204-055 Other sources

Management Resources:

2017 - July Issue
2015 - December Issue
2011 - April Issue
Policy News, October 2007 Elimination of Outdated and Obsolete Policies
Policy News, April 2005 State Board of Education Revises Library Media Rules

Legal References:

WAC 180-46 — Learning Resources Centers
392-190-055 — Text books and instructional materials—
Scope—Elimination of sex bias—
Compliance timetable

Adoption Date: 08.24.05
Chewelah School District #36
Revised: 05.20.09
Classification: Discretionary

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 to succeed in a digital world.

Electronic Resources

Therefore, 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 in online activities, 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 cyber-bullying 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
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:

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

~~The superintendent or designee will create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities and to develop procedures to support this policy.~~

Cross References:

Board Policy 2020

Curriculum Development and Adoption of Instructional Materials

2025

Copyright Compliance

3207	Harassment, Intimidation and Bullying
3231	Student Records
3241	Classroom Management, Corrective Actions or Punishment
4040	Public Access to District Records
4400	Election Activities
5281	Disciplinary Action and Discharge

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

Management Resources:

<i>Policy News</i> , February 2012	Federal Guidance Requires Changes to Electronic Resources Policy
<i>Policy News</i> , June 2008	Electronic Resources
<i>Policy News</i> , June 2001	Congress Requires Internet Blocking at School
<i>Policy News</i> , August 1998	Permission required to review e-mail

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

Procedure - Electronic Resources and Internet Safety

K-20 Network Acceptable Use Guidelines/Internet Safety Requirements

These procedures are written to support the Electronic Resources Policy of the board of directors and to promote positive and effective digital citizenship among students and staff. Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current ~~represents more than~~ technology use ~~literacy~~. Successful, technologically-fluent digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working ~~live safely and civilly~~ in an interconnected ~~increasingly~~ digital world. They cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world ~~recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career~~. Expectations for student and staff behavior online are no different from face-to-face interactions.

Use of Personal Electronic Devices

In accordance with all district policies and procedures, students and staff may use personal electronic devices (e.g. laptops, mobile devices and e-readers) to further the educational and research mission of the district. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day. Absent a specific and articulated need (e.g. assistive technology), students do not have an absolute right to possess or use personal electronic devices at school.

Network

The district network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The district reserves the right to prioritize the use of, and access to, the network.

All use of the network must support education and research and be consistent with the mission of the district.

Acceptable network use by district students and staff include:

- A. Creation of files, digital projects, videos, web pages, and podcasts using network resources in support of education and research;
- B. Participation in blogs, wikis, bulletin boards, social networking sites and groups, and the creation of content for podcasts, e-mail, and webpages that support education and

research;

- C. With parental permission, the online publication of original educational material, curriculum-related materials, and student work. Sources outside the classroom or school must be cited appropriately;
- D. Staff use of the network for incidental personal use in accordance with all district policies and procedures; or
- E. Connection of personal electronic devices (wired or wireless), when authorized, including portable devices with network capabilities, to the district network after checking with the technology director to confirm that the device is equipped with up-to-date virus software, compatible network card, and is configured properly. Connection of any personal electronic device is subject to all procedures in this document and district policy.

Unacceptable network use by district students and staff includes but is not limited to:

- A. Personal gain, commercial solicitation, and compensation of any kind;
- B. Actions that result in liability or cost incurred by the district;
- C. Downloading, installing and use of games, audio files, video files, games, or other applications (including shareware or freeware) without permission or approval from the technology director;
technology director;
- D. Support for or opposition to ballot measures, candidates, and any other political activity;
- E. Hacking, cracking, vandalizing, the introduction of malware, including viruses, worms, Trojan horses, time bombs, and changes to hardware, software, and monitoring tools;
- F. Unauthorized access to other district computers, networks, and information systems;
- G. Action constituting harassment, intimidation or bullying, including Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes, and remarks. This may also include the manufacture, distribution, or possession of inappropriate digital images;
- H. Information posted, sent, or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- I. Accessing, uploading, downloading, storage and distribution of obscene, pornographic, or sexually explicit material
or
- J. Attaching unauthorized devices to the district network. Any such device will be confiscated, and additional disciplinary action may be taken; or.
- 11. Any unlawful use of the district network, including but not limited to stalking, blackmail, violation of copyright laws, and fraud.

The district will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by his/her own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the district's computer network or the Internet.

Internet Safety

Personal Information and Inappropriate Content:

- A. Students and staff should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail, or as content on any other electronic medium;
- B. Students and staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;
- C. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy ; and
- D. If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority; and.
- E. Students should be aware of the persistence of their digital information, including images and social media activity, which may remain on the Internet indefinitely.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). ~~Children's Internet Protection Act (CIPA)~~. Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

- A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- B. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings, and any other techniques designed to evade filtering or enable the publication of inappropriate content);
- C. E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district e-mail boxes;

- D. The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;
 - E. Staff members who supervise students, control electronic equipment, or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district
; and
 - F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct, and assist effectively;:-
7. The district may monitor student use of the district network, including when accessed on students' personal electronic devices and devices provided by the district, such as laptops, netbooks, and tablets; and
 8. The district will provide a procedure for students and staff members to anonymously request access to internet websites blocked by the district's filtering software. The procedure will indicate a timeframe for a designated school official to respond to the request. The requirements of the Children's Internet Protection Act (CIPA) will be considered in evaluation of the request. The district will provide an appeal process for requests that are denied.

Internet Safety Instruction

CIPA UPDATE/Internet Safety Instruction

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response;:-

- A. Age appropriate materials will be made available for use across grade levels; and
- B. Training on online safety issues and materials implementation will be made available for administration, staff, and families.

Copyright

Downloading, copying, duplicating, and distributing software, music, sound files, movies, images, or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes is permitted when such duplication and distribution falls within the Fair Use Doctrine ~~Fair Use Doctrine~~ of the United States Copyright Law (Title 17, USC)~~(Title 17, USC)~~ and content is cited appropriately.

Ownership of Work

All work completed by employees as part of their employment will be considered property of the district. The District will own any and all rights to such work including any and all derivative

works, unless there is a written agreement to the contrary.

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such work has been paid for under a written agreement with the school system. If under an agreement with the district, the work will be considered the property of the District. Staff members must obtain a student's permission prior to distributing his/her work to parties outside the school.

Network Security and Privacy

Network Security

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Students and staff are responsible for all activity on their account and must not share their account password.

The following procedures are designed to safeguard network user accounts:

- A. Change passwords according to district policy;
- B. Do not use another user's account;
- C. Do not insert passwords into e-mail or other communications;
- D. If you write down your user account password, keep it in a secure location;
- E. Do not store passwords in a file without encryption;
- F. Do not use the "remember password" feature of Internet browsers; and
- G. Lock the screen or log off if leaving the computer.

Student Data is Confidential

District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA). ~~Family Educational Rights and Privacy Act (FERPA).~~

No Expectation of Privacy

The district provides the network system, e-mail, and Internet access as a tool for education and research in support of the district's mission. The district reserves the right to monitor, inspect, copy, review, and store, without prior notice, information about the content and usage of:

A. The district network, including when accessed on students' personal electronic devices and on devices provided by the district, such as laptops, netbooks, and tablets;

A. The network;

B.A. _____ User files and disk space utilization;

C.B. _____ User applications and bandwidth utilization;

D.C. _____ User document files, folders and electronic communications;

E.D. _____ E-mail;

F.E. _____ Internet access; and

G.F. _____ Any and all information transmitted or received in connection with network and e-mail use.

No student or staff user should have any expectation of privacy when using the district's network. The district reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

Educational Applications and Programs

District staff may request students to download or sign up for applications or programs on the students' personal electronic devices. Such applications and programs are designed to help facilitate lectures, student assessment, communication, and teacher-student feedback, among other things.

Prior to requesting students to download or sign up for educational applications or programs, staff will review "terms of use," "terms of service," and/or "privacy policy" of each application or program to ensure that it will not compromise students' personally identifiable information, safety, and privacy. Staff will also provide notice in writing of potential use of any educational application or program to [insert title and position], including the anticipated purpose of such application or program. Specific expectations of use will be reviewed with students.

Staff should also, as appropriate, provide notice to students' parents/guardians that the staff person has requested that students download or sign up for an application or program, including a brief statement on the purpose of application or program.

Archive and Backup

Backup is made of all district e-mail correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up on district servers regularly. Refer to the district retention policy for specific records retention requirements.

Disciplinary Action

All users of the district's electronic resources are required to comply with the district's policy and procedures (and agree to abide by the provisions set forth in the district's user agreement). Violation of any of the conditions of use explained in the (*district's user agreement*), Electronic Resources policy, or in these procedures could be cause for disciplinary action, including suspension or expulsion from school and suspension or revocation of network and computer access privileges.

Accessibility of Electronic Resources

Federal law prohibits people, on the basis of disability (such as seeing and hearing impairments), from being excluded from participation in, being denied the benefits of, or otherwise being subjected to discrimination by the district. To ensure that individuals with disabilities have equal access to district programs, activities, and services, the content and functionality of websites associated with the district should be accessible. Such websites may include, but are not limited to, the district's homepage, teacher websites, district-operated social media pages, and online class lectures.

District staff with authority to create or modify website content or functionality associated with the district will take reasonable measures to ensure that such content or functionality is accessible to individuals with disabilities. Any such staff member with questions about how to comply with this requirement should consult with the technology director.

Dear Parents:

Your child has the opportunity to receive an electronic network account or access, and needs your permission to do so. Among other advantages, your child will be able to communicate with other schools, colleges, organizations and individuals around the world through Internet and other electronic information systems and networks. Internet is a system which links smaller computer networks, creating a large and diverse network. Internet allows your child, through electronic mail (e-mail) and other means to reach out to many other people to share information, learn concepts and research subjects. These are significant learning opportunities to prepare your child for the future.

With this educational opportunity also comes responsibility. It is important that you and your child read the enclosed informed consent form, school district procedures and other material, and discuss it together. When your child is given an account and password to use on the computer, it is extremely important that the rules are followed. Inappropriate use will result in the loss of the privilege to use this educational tool, and other disciplinary action if appropriate. Parents, remember that you are legally responsible for your child's actions.

Please stress to your child the importance of using only his or her account password, and of keeping it a secret from other students. Your child should never let anyone else use his/her password to access the network. Your child is responsible for any activity that happens in his/her account.

We have established procedures and rules regulating the materials that students may search for on the network, but please be aware that there is unacceptable and controversial material and communications on the Internet that your child could access. It is not possible for us to always provide direct supervision of all students. We cannot filter material posted on network-connected computers all over the world; we encourage you to consider the potential of your child being exposed to inappropriate material in your decision of whether or not to sign the informed consent form.

We also reserve the right to review e-mail sent or received on the district system to improve student safety and system integrity, and you and your child must waive the copyright on any material posted through the network.

If you have any questions please contact me at 509-685-6800. If you want your child to have the opportunity to receive an Electronic Network account or access, please return signed informed consent forms to us as soon as possible.

Sincerely,

The Principal

Electronic Information System (K-20 Network) Individual User Access Informed Consent Form

In consideration for the privilege of using the network and in consideration for having access to the public networks, I hereby release the Chewelah School District, the K-20 Network, and other intermediary providers, if any, and operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my child's use, or inability to use, the K-20 Network including, without limitation, the type of damages identified in the Chewelah School District's Acceptable Use Guidelines. Further, my child and I agree to abide by the District's Policy and Procedures for Electronic Information Systems, which we have reviewed and understand, and we acknowledge that failure to comply with the policy and procedures may result in revocation of network use privileges. My child and I acknowledge and agree that Chewelah School District has the right to review, edit or remove any materials installed, used, stored or distributed on or through the network or District's system including e-mail and other electronic messages and we hereby waive any right of privacy which my child or I may otherwise have into such material. My child and I acknowledge and agree that any copyright my child may have in material posted on the Internet through the school district's system is waived.

Signature of User

Signature of Parent/Guardian
(required if user is under age 18)

Printed Name of User

Printed Name of Parent/Guardian

Address

Address

City/State/Zip

City/State/Zip

Phone

Phone

Date Signed

Date Signed

* Students over eighteen do not need a parent's signature

Dates: 08.21.00, 06.20.12

Digital Citizenship and Media Literacy

A. PURPOSE

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

B. DEFINITIONS

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

Digital Citizenship

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

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

Media Literacy

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

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

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

C. ELEMENTS OF SUCCESSFUL IMPLEMENTATION

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

Student instruction

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

Online safety, responsibility, and security

Students will learn how to be safe and responsible digital citizens, and they will be encouraged to teach others about issues such as cyberbullying, social networking, online predators, and risky communications.

Media literacy

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

Law, fair use, copyright, and intellectual property

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

Online identity and personal brand

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

Ethics, digital communications, and collaboration

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

Professional Development

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

Policy and Practices

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

Communications and Engagement

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

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

Legal References:

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

STATE OF WASHINGTON
[Chewelah School District]

VENDOR NAME AND ADDRESS
CDW-G LLC
ATTN: Scott Swanson
75 Remittance Drive, Suite 1515
Chicago, IL 60675-1515
Phone: 224.565.8711
Email: scott.swanson@cdw.com

DELIVERY ADDRESS
Chewelah School District
ATTN: Zachary Levchenko
405 E Lincoln Ave
Chewelah, WA, 99109
Phone: 509.685.6800 ext. 1010

PURCHASE ORDER NUMBER 2600001510
PURCHASE ORDER DATE 12/2/2020
BILLING ADDRESS
Chewelah School District
ATTN: Zachary Levchenko
Street Address
City, State, ZIP
Phone:
Email:

MFR PART	DESCRIPTION	QTY	UOM	UNIT PRICE	TOTAL	DELIVERY DATE
3000074346	Latitude 2-in-1 3190 w/ Intel Pentium N5030, 8GB 2400MHz DDR4, M.2 128GB PCIe NVMe Class 35 Solid State Drive, 11.6HD WVA 16:9 (1366 x 768) Touch with Corning Gorilla Glass NBT, Camera & Microphone, Intel Dual Band Wireless AC 8265 Wireless Driver, Intel Dual Band Wireless AC 8265 (802.11ac) 2x2 + Bluetooth 4.2, 3 Cell 42WHR Battery, 65 Watt AC Adaptor, and 1 yr Mail In Service warranty, Ref: Dell Quote 3000074346083; 1 for technical specifications.	180	EA	\$ 420.00	\$ 75,600.00	Delivery on or before December 30, 2020
				Taxes	\$ 5,745.60	
				TOTAL	\$ 81,345.60	

Purchase Order Conditions:
This Purchase Order is subject to terms and conditions of Washington State Master Contract 05815.
Vendor must deliver all products purchased pursuant to this Purchase Order, freight charges prepaid by Vendor, FOB Purchaser's specified destination with all transportation and handling charges included. Contact Zachary Levchenko at least 24 hours prior to planned delivery to confirm the delivery schedule. All packing slips and invoices must reference the Purchase Order number.
THE DELIVERY TIME SPECIFIED IS OF THE ESSENCE AND IF MERCHANDISE IS NOT DELIVERED WITHIN THE TIME SPECIFIED, PURCHASER RESERVES THE RIGHT, AT ITS OPTION AND WITHOUT LIMITATION, TO CANCEL THE PURCHASE ORDER AND/OR REJECT ANY MERCHANDISE DELIVERED AFTER THE TIME SPECIFIED. Notwithstanding Purchaser's right to cancel shipment, or to reject or revoke acceptance of Merchandise, Vendor agrees to inform Purchaser immediately of any actual or anticipated failure to deliver all or any part of the Purchase Order by the specified Delivery Date. Acceptance of any Merchandise delivered after the specified Delivery Date shall not be construed as a waiver of any of Purchaser's rights or remedies resulting from the late shipment.
Merchandise purchased under this Purchase Order are subject to Purchaser's reasonable inspection, and approval at Purchaser's destination. Purchaser reserves the right to reject and refuse acceptance of products that are damaged or are delivered not in accordance with this Purchase Order. At Purchaser's option, Purchaser may require Contractor to repair or replace, at Vendor's expense, any or all of the damaged or nonconforming products.

PAYMENT DUE DATE _____ **ACCOUNT NUMBER** _____

ORDER PLACED BY _____

Name, Phone, Email

EVALUATION OF THE SUPERINTENDENT

The board shall establish evaluative criteria and shall be responsible for evaluating the performance of the superintendent as provided by statute.

The superintendent shall have the opportunity for confidential conferences with the board members on no less than two occasions in each year, the purpose of which shall be the aiding of the superintendent in his/her performance. The board, on the basis of the evaluation, may renew and/or extend the superintendent's contract for periods not to exceed three years.

Legal References: RCW 28A.405.100 Minimum criteria for the evaluation of certified employees, including administrators
— Procedure — Scope — Penalty

Adoption Date: 02.19.97
Chewelah School District #36
Revised: 04.10.98, 03.18.09
Classification: Essential

Evaluation of the Superintendent

1. The board president will schedule a meeting to be held annually by June 1st to conduct the summative evaluation of the superintendent.
2. The president will distribute blank evaluation instruments to each member at least one week in advance of the summative evaluation meeting along with instructions for completing the instrument.
3. The superintendent will prepare a report and present it to the president for distribution to board members with the blank evaluation instruments. The report will include:
 - a. Summary results on superintendent performance goals established following the previous year's summative evaluation
 - b. Summary of progress on current year's district goals
 - c. Any additional district or professional highlights the superintendent believes will demonstrate effective performance for the past year
 - d. Complete a self evaluation form
4. Members will fill out their evaluation instruments in advance and bring the completed forms to the summative evaluation meeting.
5. Board members will meet in executive session to discuss their individual ratings and determine a consensus rating for each indicator. The president will record the board's consensus ratings and the individual scores on a blank copy of the instrument.
6. From a review of the board's composite ratings, the board will identify:
 - a. Agreed upon areas of strength
 - b. Agreed upon areas for improvement
 - c. Specific improvements the board would like to see in the areas that need improvement
7. For areas in which there is no clear agreement about a rating, the board will discuss reasons for their varying ratings and try to reach consensus about what, if anything, the board would like to see differently regarding that indicator in the coming year.
8. After reaching consensus about the superintendent's performance ratings and desired improvements, the board will discuss their agreements about areas of strength, areas needing improvement, and specific improvements they would like to see, with the superintendent in executive session
9. The board will allow the superintendent to respond and ask questions about the board's ratings.
10. The president will allow individual members to share concerns or ratings that differ from the majority of the board. However, the president will clearly distinguish between

Date: 03.18.09

Revised:

directives that represent a majority of the board and opinions of individual members. The superintendent is not expected to take action based on individual comments.

11. The board will identify areas for superintendent performance at the conclusion of the summative evaluation and develop performance goals for the following year.
12. The president will compile all results of the summative evaluation in a written document that includes the following:
 - a. The board's consensus ratings and agreements about the superintendent's performance
 - b. Areas for developing performance goals
 - c. Any specific expectations the board has regarding the superintendent's performance for the coming year
13. The board president will include the final superintendent performance goals in the superintendent evaluation instrument, make any other revisions to the instrument desired by the board (after consultation with the superintendent) to ensure that it reflects board priorities and the superintendent's duties accurately, and adopt the updated instrument to be used for the next summative evaluation. The board president will strive to complete this within two months of the summative evaluation meeting.
14. The board will conduct an informal evaluation for the purpose of reviewing progress on superintendent performance goals and providing feedback to the superintendent each December.

2021 BOARD AGENDA CALENDAR

Chewelah School District 36

January 7, 6:30 PM at the District Office

- Work Session

January 20, 6:30 PM at Gess Elementary

- School board appreciation month
- RIF – initiate resolution – if needed
- Gess Elementary annual report
- Review/approve superintendent's contract

February 4, 6:30 PM at the District Office

- Work Session

February 17, 6:30 PM at Jenkins Jr./Sr. High

- Review graduation policy #2410
- Review/approve student clubs
- Review and approve student fees
- Review facility user fees
- Board financial disclosures
- Jenkins Jr./Sr. High School annual report

March 4, 6:30 PM at the District Office

- Work Session

March 17, 6:30 PM at HomeLink

- Approve renewal of administrative contracts
- Review summer school plans
- Review/approve affirmative action plan
- Review extracurricular salary schedule and fees
- Review/approve annual surplus
- Alternative programs annual report
- Review student discipline policy

April 1, 6:30 PM at the District Office

- Work Session

April 21, 6:30 PM at the District Office

- Issue RIF notices – if needed
- Curriculum adoption committee report
- Approve summer employees
- Approve annual nondiscrimination disclosure

May 6, 6:30 PM at the District Office

- Work Session

May 19, 6:30 PM at the District Office

- Call for bids for fuel, dairy and food service
- Review graduation plans
- Plan recognition activity for volunteers
- Review/approve WIAA Athletic Cooperative
- Issue classified letters of intent
- Approve summer student and athletic activities

June 16, 6:30 PM at the District Office

- Work Session

June 16, 6:30 PM at the District Office

- Review/approve coaches' handbook
- Review/approve student handbooks
- Conduct superintendent (formal) evaluation
- Review/approve extracurricular programs
- Budget review
- Approve food service fees
- Annual report on Use of Force (Policy 3246P)
- Retirement celebration
- Board compensation – Policy 1733

July 1, 6:30 PM at the District Office

- Work Session

July 21, 6:00 PM at the District Office

- Budget Hearing

July 21, 6:30 PM at the District Office

- Review/approval of fuel, dairy and food service bids
- Review/approve extra-curricular contracts
- Board self-evaluation (Policy 1820)
- Review sexual harassment policy (5011)

August 5, 6:30 PM at the District Office

- Work Session

Gess Elementary Board Report December 16, 2020

Gess Elementary is bustling. Staff are so thankful for the Professional Learning time provided on Monday mornings. The last Monday of the month our staff focuses on supporting actions that effect student growth and learning. Participation in Action Teams allows for everyone to have a voice in this endeavor. Leading with heart, we ask ourselves what we can do for children here at Gess Elementary.

While our world looks different today, we were able to continue the tradition of participating in the VFW Youth Essay Program. Mr. Kersey was responsible for organizing this event and collaborating with community members to secure this opportunity for our children. He will be submitting information to the paper this month to highlight participation and recognition of the event. The following information shared by Mr. Kersey highlights this most important event.

VFW Youth Essay Program a Familiar Tradition

Why Should We Honor Veterans? What is Patriotism to Me? These are questions we all should ponder. Students at Gess Elementary did just that.

In grades 3, 4, and 5, the students participated in the VFW Youth Essay Program and wrote essays answering the question "Why should we honor veterans?" They wrote in class and some even worked on their essays at home. The answers were as varied as the students writing them, but all expressed an appreciation of the bravery and sacrifice that all veterans make during their military service. Some talked about the families that also sacrifice the time spent away from a dad or mom. Others even shared family stories of those that have given their lives to support our nation.

In our 6th grade, the students participated in the VFW Patriots Pen Competition. Their topic was "What Is Patriotism to Me?" They wrote essays of 300-400 words and were judged on the areas of Knowledge, Theme Development, and Clarity of Ideas.

Again, the answers were as varied as the writers. They lifted up the themes of loved one's sacrifices, freedom, and acts of patriotism such as voting, honoring veterans, and working through times that are good, and times that are difficult.

Because of Covid-19 we at Gess were not able to serve our annual breakfast to area veterans or honor them at an assembly. However, we did send every essay written to the VFW so they could be shared with as many veterans as possible.

The essays were judged with others from our area by the VFW. Those earning medals at Gess for the Youth Essays were:

3rd Grade:

Mackayla Dollar

Eden Elliot

4th Grade:

Gabby Gower

Trinity Burgess

5th Grade:

Maggie Sands

Asche Scantling

The Patriots Pen essay medalists in 6th Grade were:

Wyatt Gould

Simi Sahota

Simi's essay went on to the Eastern Washington District competition where she earned 3rd place at districts!

Congratulations to Simi and all the medal winners and thank you to the VFW who sponsored the writing competition.

At Gess Elementary, we love our Veterans!

Climate/Community Involvement Action Team December 2020, moving forward

Sophia Larson sharing for the team:

This team of individuals have worked diligently to increase opportunities for children in our building. Currently, staff are running a food drive at Gess Elementary. Students are working together with their "A" and "B" day cohorts to collect food items for the food bank before December 16th. We are hoping to help alleviate some stress for local families as the holiday season draws near, especially in a time like this. If students can contribute, they will bring in non-perishable food items to put under the Christmas tree in the Gess foyer, which will then be tallied and donated. This is a wonderful way for students to practice empathy, get involved in their community, and reach out to those who need support most.

The group is brainstorming other ways Gess can connect with the community during the pandemic. Without being able to welcome community members into our school this year, we

hope to maintain our relationship with the people of Chewelah by posting updates via social media and our school website, engaging in virtual interactions, like Zoom readings for Dr. Seuss Day and other assemblies, and sending home items for family projects. The school climate is more important than ever, as students seek predictability during these uncertain times. We want to share familiar experiences and traditions with our students as much as possible this year. Gess continues to be a safe and inviting place for students to learn, have positive interactions with adults and peers, and be provided with a meal.

Our Staff would like to thank Mr. McFarland for reading, Polar Express on Loom. Many classrooms here at Gess will benefit from this experience.

Literacy Action Team

Kallie Tilla sharing for the team:

So far this school year, the Literacy Action team has been busy using data and anecdotal evidence to readjust our SMART goals for the year and brainstorm ways to increase student engagement and community involvement in the world of pandemic learning. We reviewed a document from Achieve the Core about how-to best focus learning this school year and used our grade level representatives to lead a discussion on how our designated curricula meet these guidelines. Our team discussed logistics of administering and using results of both DIBELS and the STAR assessment this school year, noting that they will remain our best data sources about student learning progressions. In addition, we are beginning to plan a "New Year, New Book" reading initiative as data shows that student use of Accelerated Reader, our program to support independent reading, is down this year. Most definitely, we are looking forward to motivating both staff, students, and perhaps even the community to join us reading a new book in the month of January. Gess students who read a book and successfully utilize the AR program will receive recognition.

Summary of Math/Science Action Team- 2020

Aimee Bergman sharing for the team:

We have this year purchased, organized and implemented a new comprehensive math curriculum that aligns with Common Core standards K-6 with a different curriculum at the 6th grade level in conjunction with the program being used at the 6th and 7th grade level.

The Math/Science Action Team began this year by examining the recommended CCSS alterations supplied by Achieve the Core. And found that most "Priority Instructional Content" at the Elementary level aligns with our previously used power standards. It has been communicated and expected of our staff, that part of our challenging task this and subsequent school year, is to identify gaps in student knowledge and provide interventions and practice to bolster their regularly paced learning. This daunting task makes having a reliable screening and diagnostic system building-wide paramount.

Our building has a universal screening math assessment for both computation and Concepts and Applications. We also currently have in place a diagnostic math assessment for grades 3-6 (Star Math) that is norms referenced. This assessment is used to pinpoint specific skill gaps and needs in students, as well as predicting their outcome on state testing measures with their current skills and their growth trend.

This school year, the Math/Science Action Team has taken on the task of developing benchmark Assessments to be given at strategic times of the year to formatively test mastery of grade level math standards taught to date.

With our processes for screening and diagnostic testing in place for both math and reading building-wide, the team is currently in the process of developing a set of Benchmark Math assessments common throughout each grade level. These tests will assess student capabilities with specific standards covered in classroom instruction during Fall, Winter, and Spring quarters. This new batch of assessments would replace our previously developed grade-level benchmark assessments to adjust to the pacing of our new curriculum. If gaps in skills or knowledge are identified, teachers will be able to use this data to plan individual, small group, or whole class interventions as needed. These same assessments could then be used at the end of the year in their entirety to determine mastery of the content for the instructional year.

Self-Care

With everyone striving to do their best for children, I wanted to ensure as a staff we practiced some serious self-care. Modeling this behavior started off with the practice of spreading some Holiday Cheer! In a nutshell, it's an activity where each staff member takes a card and writes a positive note to another staff member. After completing the task, they can enter their name in a drawing. See the attached flyer that was emailed to them. I learned how to make bows for the prize baskets. Surprisingly, I enjoyed the activity.

Also, to promote self-care, I shared the **12 days of You flyer**. This flyer asked staff to set aside a shopping list and make time this holiday season to carry out self-care suggestions. Ideas of self-care included: see a movie, go on a walk, get a massage, sleep in, buy yourself a gift, volunteer, order delivery, do something you love, bake cookies, spend time with friends, read a book, and plan a trip. I've included the flyer. I encourage you to take advantage of the ideas on the flyer. We all need to be practicing self-care.

A nice reminder of the season of cheer we are in was the donation of the poinsettia by Mr. McFarland. As people enter the lobby they stop and admire the flowers, the tree, and the bright smiles of students and staff.

Working on my own technology skills, I looked for articles and links that would support our teaching staff with their work. Attached is an electronic newsletter (Cindy also email you a copy) I shared with staff. The theme of the letter centered on Caring for Students and Yourself; teaching during Covid. If you click on the yellow headings (bars), the document takes you to an

article on procrastination and links to fun activities to do remotely. The second page captions some quotes, a recipe for Vanilla Ice Cream Bread Pudding, followed by important news staff needed for the next two Mondays.

Finishing strong this year, we are honoring the fundraising tradition for our local food bank and supporting clothing needs for Gess students by hosting a "remote" inhouse silent auction and basket raffle on Monday, December 14, 2020. There were some challenges to retain the spirit and create a safe environment for our staff. Staff activities will be played via Zoom at the end of the day. To make sure everyone feels safe, we pulled language from the CDC that indicates research seems to say that while the food itself should not transmit COVID, self-serve food such as buffets/potlucks should be avoided. The concern is the use of shared serving utensils, handles and staying at least 6 feet apart. In consultation with staff members who have emailed and talked to me, we are erring on the side of caution and not doing a buffet/potluck this year.

Everyone will bring their own lunches and they will eat during their duty-free lunch times per the typical schedule of a Monday. Taking the time to build community is an important form of self-care.



Gess Gator Staff! Especially during this season, it is important to spread some holiday cheer and what a great way to encourage self care to a colleague with a little gratitude wrapped up! For the two full weeks of December we will do the following! Can't wait for the fun!

Directions:

1. Choose one envelope from the cards in the staff room.
2. Inside the card there is an index card with the name of a Gess Gator staff member.
3. Spread some holiday cheer by delivering this note to their box by Friday during the week of December 7th.
4. After you deliver the card to their box, sign **YOUR** name on the back of the index card and put it in the Raffle envelope!
5. There will be a drawing for a prize each Friday (12/11 and 12/18).
6. Then we'll do another round the following week. Writing two notes...one each week, you'll have two chances to win!!

12 Days of You

Move over, shopping list. This holiday season, make room for these self-care ornaments—showing little things you can pick to do for yourself each day.



SEE A MOVIE



GO ON A WALK



GET A MASSAGE



SLEEP IN



**BUY YOURSELF
A GIFT**



VOLUNTEER



ORDER DELIVERY



**DO SOMETHING
YOU LOVE**



BAKE COOKIES



PLAN A TRIP



**SPEND TIME
WITH FRIENDS**



READ A BOOK

Caring for Students & Yourself

Teaching During Covid

Dear Gess Staff,

This holiday season, we're thankful for YOU. For the care, commitment, energy, and dedication you bring to your students and to your work each and every day, through these most challenging of times. To celebrate and support your endeavours, different activities and events will be taking place over the course of the next three weeks. Be on the look out!

We see you, and we thank you,
Julie Price, your Families & Community

Ways of Caring for Students At a Distance

Structuring learning to help students turn in work

Remote learning has made it even harder to get students to complete and submit work. This article gives insight into the procrastinator mindset and offers some concrete strategies that are easy to implement.

Find the fun

This blog offers some energizing, fun, easy activities to find the joy with students. They need it. You need it. We need it!



“Almost

everything will work again if you unplug it for a few minutes...Including you.”

–Anne Lamott



“Don’t

underestimate the value of doing nothing, of just going along, listening to all the things you can’t hear, and not bothering.”

–A.A. Milne



“Loafing

needs no explanation and is its own excuse.”

–Christopher Morley

Also...

 [Vanilla Ice Cream Bread
-Pudding with Whiskey
Caramel Recipe](#)

 [Vanilla Ice Cream Br...](#)

www.foodandwine.com

This fantastic bread pudding uses vanilla ice cream instead of custard and is topped with a delicious, whiskey-spiked caramel sauce.

Important News for the next two Mondays!

Paras will be participating in required state trainings during the month of December. December 7 9:00 - 11:00 am and December 14 - 9:00 - 12:00. The trainings will be via Zoom and after completing this training an additional 4 hours of online training is required. Cindy Fullmer will be sending out the link in December.



Jenkins JR./SR. High School

December 09, 2020

Board Report

I. Canned/Non-Perishable Food Drive

We just started our annual food drive for December. Last year, our students collected an estimated 482 pounds of non-perishable food for our local community, which was donated to the foodbank on December 05, 2019. This student led drive is once again a competition between all first period classes. The class that is recognized as the top donating class will receive a pizza party and other runner up classes will receive prizes. Our local foodbank relies on generous donations this time of the year.

II. Leadership Classes

Currently, I am reading a book for professional development titled “The 3 Ships: Relationships Leadership and Partnerships” by a regional superintendent Randy L. Russell who is greatly respected in our region. In his book he talks at one point about adversity and the power of relationships. One take away from the book so far is that leadership is skill based and skills can be developed and practiced starting at a very young age. Extra-curricular activities often are associated with building skills in “The 3 Ships” as they build lasting relationships, practice leadership strategies as mentors, and develop partnerships with their teammates or cast members.

Four years ago, counselor Sue Fisk had a vision to offer leadership courses to our students both in the junior high and high school. I am proud to say that we are now in our fourth year of classes at Jenkins. This is amazing! Developing the leadership capacity of our youth is always a goal and a challenge. We often face barriers that will impact a student’s perception of who they are and their belief that they can be a leader or that they can make a difference as a youth.

Mrs. Aubrey Markel teaches the course as a CTE class to both junior high and high school students. They develop leadership skills, work on school service projects and learn about character development in action. I am so proud of our systems of teaching and modeling leadership and know in my heart that

it really is filling a gap left empty at this time when extra-curricular activities are few and far between.

III. Professional Development

The Paraeducator training is a new state mandated requirement that all paraeducators must complete. Each paraeducator was required to take 28 hours of training within the last two years to earn the certification. Last year staff attended trainings in Cusick and Valley and had to be out of the district. This year, the trainings have been remote leaving for more flexibility for staffing.

Last year's training sessions include how to create a positive culture and climate, effective adult learning strategies, communications strategies and relational equity, history of race and labor and equity, learning strategies, Methods of Educational and Instructional Support, Communicating Effectively and Participating in the Team Process, Cultural Competency and Equity, Introduction to Cultural Identity and Diversity, and Demonstrating Professionalism and Ethical Practices for Equity.

This year, the trainings were on district policies and how to find more information about these policies. Another training was on technology basics as it relates to school and how we interact with students. Presenters reviewed different technology systems such as Office 365 and Skyward. Last, we reviewed behavior management strategies. The next training will be on Monday, December 14th from 9 – 12:00 AM.

IV. Schedule Adjustment

To meet the unending needs of our students, teachers have problem solved a schedule adjustment in the mornings. Tuesday – Friday students in both high school and junior high will have a 30 minute homeroom time so they can download and upload assignments, check in with instructors, organize their learning in CANVAS, take quizzes or tests, and simply have a teacher advocate that can assist with their learning.

Students as well were involved in the decision-making process to transition to this service and identified that this would be helpful. With so many students struggling academically it will give a safe and supporting environment for students to get organized, energized and focused.

V. New Coffee Service

I am so proud of our staff who love students so much that they develop new systems to assist with individualized student learning and life skills. Gareth Baker, a six-year senior, has been assisting with our inner-office mail service the last two years. He travels with a paraprofessional Heidi Wulczynski in a school van as he picks up and delivers our school mail. This involves many different skills such as professional dress, proper interpersonal skills, sorting skills and problem solving. This has gone so well, that earlier this month Heidi had an idea to expand this service twice a week to take coffee orders that Gareth would assist in delivering.

Gareth's Coffee service was started this week. His mom is ordering him a special shirt and the wood shop is building him a coffee carrier to assist in the service. Gareth is taking his new service in stride. I think his motto is Quality Coffee with Quality Service. I love Gareth and the joy that he brings to our school and staff. I love that our students take such good care of students with special needs. They are almost always Caring, Kind and Compassionate. This says a lot about our school community. Again, I am simply just super proud to be one of the leaders in our school.

VI. Reviewing Assessment Data

Miss Kernan has a student teacher this year in her classroom and has some extra time the last few weeks to take on a leadership role for her English department and break into student growth data. She analyzed the results of the current 7th grade class STAR assessment reading data.

In her research, she concluded that the 7th grade students needed more support in understanding informational text. This data report was shared with other supporting teachers so that we can focus on student reading growth over time and re-assess in the spring. About 80% of our ELA adopted instructional materials are aligned to standards and are focused on informational text.

Miss Kernan is now disaggregating the data to look at our 8th grade ELA trends and I will report this information to the board in January.

VII. Grant Awards

Jenkins received two grants this week for a little over \$29,000 in additional funding. The Perkins Grant can be used to support our CTE programs by purchasing new equipment and instructional materials. One of our goals is to recondition the CNC machine in the shop. The Rural and Low Income will be used to support basic education programs and services. One area of focus is on supporting our Social and Emotional Learning (SEL) program through leadership, training and instructional material purchases.

Jenkins JR./SR. High School

November 2020

Board Report

Health Instructional Materials

Currently, we are researching what is available for updated health instructional materials. We were just starting the process last year when we were disrupted by the need to distance learn. Our schools currently have limited sexual health materials and our instructional materials in general health in need of updating. Our district will begin the process of creating the District-Wide Instructional Materials Committee and sub-committees and the process of scheduling meetings to gather materials and begin the selection process.

Fall Student Led Conferences

Last year, Sue Fisk was instrumental in the transition of our traditional fall parent-teacher conferences to a more progressive student-led conference style. Student-led conferences are exactly what they imply; students are presenting information about their education to parents and staff. The high school Pride teachers used a new auto-scheduling tool to assist with conferencing logistics. The new scheduling process was user friendly, efficient and allowed parent flexibility.

There are different presentation requirements for the grade levels this year. Juniors and seniors have been presenting information more in alignment with their High School and Beyond Plans. The freshmen and sophomore student-led conferences have been focused more on their progress in their current classes as well as their pathway focus. They have also been discussing with their parents or guardians their strengths as a student and some of their challenges during the current school year as well as their future goals and plans.

The junior high staff have continued with traditional group conferences where all teachers can attend one or more meetings to assist in communicating student progress and personal goal setting. Junior high teachers have been conferencing with the parents of students who are facing academic challenges and also offer conferences with other parents upon request. Each conference is unique to the individual student and family.

COVID-19 Positive Case

On November 12, 2020 at about 8:00 AM Jenkins office was informed of a positive COVID-19 case in our school. The process of gathering data from the individual or individual's family, recording and reporting the data to the Health Department and

informing stakeholders of the potential exposure is detailed and time consuming. The process for one positive case in our school takes most of the day to ensure proper communication and to coordinate with other department leaders.

Our goal is student and staff safety as our response team meets, gathers contact tracing data, and ensures that the facility is sanitized and disinfected.

After student and staff safety, communication and transparency are our team's top priorities. Our response team wants to communicate so that staff, parents and students feel secure and confident in our systems that we have in place, and therefore, comfortable for their students to attend in person learning.



Quartzite Learning

Options, Opportunities, and Endless Possibilities

December 2020 Board Report

November and December are always very busy months at Quartzite Learning. With so many days off, squeezing in all the required paperwork can be a challenge. Teachers have been diligently working to meet the individual needs of students. Students have been scheduled for lab work time as needed while we work to maintain social distancing and safety at all times.

Our elementary teachers have started to bring in small groups of students to provide extra support in core content areas. Groups are formed based on student need and level identifying families with similar age and ability students. This allows us to seat families together at tables therefore keeping within the social distancing guidelines. In January, additional groups will be added, and teachers plan to add in a couple classes available via zoom as well. These opportunities are optional for families, so those that prefer to stay remote are able to do so.

There is continuing to be some movement of students entering and withdrawing, similar to a normal year, both in Quartzite Learning and in Open Doors. Staff take these enrollment changes in stride and work to coordinate with Jenkins and Gess whenever necessary.

Staff is working to recognize the hard work that students are putting in and have reinstated our Leading Lynx award (student of the month). For the month of November, secondary staff are recognizing Brodey Johnson. Brodey is in the 9th grade this year

and has shown exemplary work-ethic and motivation. His has shown extensive attention to detail and thoroughness in all his work.

So far this fall, we have had 3 students complete their GED with support from the Open Doors Program. Laura does an excellent job of meeting kids where they are at and helping to address any barriers that may be in their way of successfully completing their GED.

We are fortunate to be able to offer support to some of our families through the Santa Express program and the hard work of Renee Jungblom and Sue Fisk. Much thanks to them for working with other community groups to coordinate this effort for students in our community. These students and families are grateful for the support to provide their students with some presents and a little more joy this holiday season.

Unfortunately, we are consistently reminded of the ongoing struggles that many of our students and families are having this year, whether that is mental health, physical health, or financially. Our top priority remains to make positive connections with all our students and families working to provide the support they need. Through these positive relationships, we continue to promote and foster the students' education, even in those times when it may not be the family's top priority. As we move on in the year, we will be exploring more what home visits may look like as a means of fostering connections and engagement.