

Chewelah School District #36 – *Where Dreams Begin*

Director's Regular Meeting September 16, 2020 at 6:30 PM – Gess Elementary Gym

2. Call meeting to order
3. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Approval of the minutes for the August 17, 2020 regular meeting and the September 3, 2020 special meeting
6. Public Comments: Individuals interested in speaking are asked to sign the public comment sign-in form. Speaking time for public comments is limited to three minutes. Please recognize the Board has the option to decline verbal public comments and only allow written public comments to be submitted.

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

7. Consent agenda:
 - A. Approve financial reports
 - B. Approve general fund voucher numbers 118914—118931 for a total of \$205,448.28 and voucher numbers 118933—118963 for a total of \$54,261.14
 - C. Approve ASB voucher number 118932 for a total of \$1,745.00 and voucher number 118964 for a total of \$74.00
 - D. Approve payroll in the amount of \$730,841.26
 - E. Personnel:
 1. Approve student teacher Kylie Comer at Jenkins Jr./Sr. High School
 2. Approve 2020-21 out of endorsement teaching assignment for Kurt Hansen for all core subjects and elective courses
 3. Approve 2020-21 out of endorsement teaching assignment for Lonnie Hoxie for all core subjects and elective courses
 4. Approve 2020-21 out of endorsement teaching assignment for Laura Watson for all core subjects and elective courses
 5. Approve 2020-21 out of endorsement teaching assignment for Candy Kristovich for all core subjects and elective courses
 6. Approve 2020-21 out of endorsement teaching assignment for Paige Campbell for music
8. 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
 - ✓ Reopening planning
 - ✓ Student enrollment
 - H. Presentation:
 - ✓ National Board certified teachers – Margo Sety
 - ✓ Professional Development - Principals
9. Old Business: N/A

10. New Business:

- A. Approve programs and special program grant assurances: (pink)
 - Federal and State Programs
 - Special Education IDEA Part B
 - Perkins V
 - Highly Capable Program
 - Learning Assistance Program (LAP)
 - Title II, Part A
 - Title I, Part A
 - Esser Application
 - Minimum Basic Education Compliance
- B. First reading of Policy 2001 Assessment (green)
- C. First reading of Policy 6900 Long-Range Facility Planning (cherry)
- D. First reading of Policy 5340 Professional Learning (salmon)
- E. First reading of Policy 6225 Use of Electronic Signature (tan)

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

CHEWELAH SCHOOL DISTRICT #36
BOARD MEETING
August 17, 2020

Chairperson Judy Bean called the meeting to order at 6:30 PM, August 17, 2020, in the Gess Elementary gym. Directors present were Dan Krouse, Theolene Bakken, Kyra Rolstad, and Bryan Tidwell. Administrators present were Rich McFarland, Erin Dell, Julie Price, and Shawn Anderson. There were ten audience members present via internet connection. Following the flag-salute, the first item of business was:

MODIFICATION OF THE AGENDA:

- Director Bakken moved to modify new business item E. Approve to authorize the Superintendent for the reduction of nine bus drivers due to remote student learning. MC
- Director Rolstad moved to modify new business agenda item F. Approve to authorize the Superintendent for reduction of one food service staff due to remote student learning. MC
- Director Tidwell moved to add new business item N. Approve payment of United Schools Insurance Program premium of \$120,481.53. MC

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

APPROVAL OF THE MINUTES: Director Bakken moved to approve the minutes of the July 15, 2020 regular meeting as written. MC. Director Tidwell moved to approve the minutes of the August 6, 2020 special meeting minutes. MC

PUBLIC COMMENTS: There were no public comments.

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 Tidwell moved to approve the consent agenda. MC

- A. Approve financial reports
- B. Approve general fund voucher numbers 118837—118856 for a total of \$ 18,166.70 and voucher numbers 118857—118891 for a total of \$61,234.24
- C. Approve ASB voucher numbers 118893—118894 for a total of \$339.91
- D. Approve capital project voucher number 118892 for a total of \$84,659.89
- E. Approve payroll in the amount of \$755,548.19
- F. Personnel:
 - 1. Approve resignation of Ryan Forsberg as the 7th grade girls basketball coach
 - 2. Approve resignation of Ryan Forsberg as the junior high assistant football coach
 - 3. Approve resignation of bus driver Danny Jones

REPORTS AND PRESENTATIONS:

- Director Kyra Rolstad questioned why the district moved to remote learning without board input. Director Rolstad would like to think about how the board can honor the staff at this difficult time. Chairperson Bean remembered how new staff members were interviewed by the paper and programs highlighted.
- Director Bryan Tidwell thanked the administration for the time and effort put into the reopening plan and remote learning. Tidwell expressed his gratitude for living in this community and stated he was floored by the reopening plan and implementation and know that there is more to do but it is a solid start.
- Director Dan Krouse held his comment for review of the reopening plan.
- Director Theolene Bakken asked what staff has been doing to prepare for the remote learning plan. Bakken shared that she was surprised that the board had not been involved in the decision for moving to a remote learning plan.
- Chairperson Judy Bean shared that everyone is in uncharted territory. Bean questioned what our policies are and are they up to date. Policies for technology and competency-based credits need to be reviewed and in place before the District can implement. Would like administrators to review the sample policy for competency-based learning. Would also like this on the board agenda. A board work session is scheduled for September 3rd.
- Student ASB Director Kailee Parrott was absent.

SUPERINTENDENT REPORT:

- Superintendent McFarland addressed the Reopening Plan and responded to the Board's questions and frustrations about why they didn't have prior notice of going to a remote reopening plan before the community was informed. Superintendent McFarland apologized for not being clear in the discussion at the last special meeting that the district was moving to a remote learning option. The remote learning plan was developed using feedback from families, staff, and the health department. Once the Board approves the plan as presented, it will be rolled out to the community. This plan is fluid and will be updated constantly as new information becomes available. The Board had a lot of questions and comments regarding the plan.

Chairperson Bean shared some positive comments about different sections of the reopening plan and also had questions on assessment, professional learning, grading practices, the need for a syllabus for each class and how are we addressing students that received incomplete grades at the end of the school year. Other questions were if there is an exposure who is the point of contact, assessment questions, on-line assessment accuracy, what curriculums will be used to ensure student learning, etc. McFarland shared that this has been a difficult and monumental task with many unanswered questions. The Reopening Plan is not complete and will continue to be updated as new information becomes available and as plans are revised. Chairperson Bean proposed that the Reopening plan be on the agenda at every meeting as the details change.

OLD BUSINESS:

- Director Tidwell moved to approve food service bids for Terry’s Dairy milk bid. MC
- Director Bakken moved to approve Tools for School food service bid. MC

NEW BUSINESS:

- Director Rolstad moved to approve the Coaches Handbook. MC
- Director Bakken moved to approve Resolution 2019/2020-14 District Reopening Plan as amended. MC
- Director Bakken moved to approve expenditure up to \$110,000 to Gov Connection. MC
- Director Tidwell moved to approve the 2020-21 classified salary schedule. MC
- Director Bakken moved to approve to authorize the Superintendent for reduction of nine bus drivers due to remote student learning. MC
- Director Rolstad moved to approve to authorize the Superintendent for reduction of one food service staff due to remote student learning. MC
- First reading of policy 6900 – Facilities Planning. The Board will move forward with different policy language provided by Chairperson Bean.
- First reading of policy 2004 – Accountability Goals. The Board is postponing review of this policy until a later time.
- First reading of policy and procedure 6800 – Safety, Operations and Maintenance of School Property (replacing policies 9321, 9321P, 9330, and 9330P). The Board will move forward with different policy language provided by Chairperson Bean.
- First reading of policy 0100 – Commitment of Planning. The Board will not be using this policy.
- First reading of policy and procedure 0300 – Planning Process. The Board will not be using this policy.
- First reading of policy 0500 – Components of the District’s Plan. The Board will not be using this policy.
- First reading of policy 5520 – Staff Development (replacing policy 5340) The Board will move forward with different policy language provided by Chairperson Bean.
- Director Tidwell moved to approve payment of United Schools Insurance Program premium of \$120,481.53. MC

A special meeting was scheduled for September 3rd with the location to be announced.

With there being no other business, the meeting was adjourned at 8:59 PM. The next regular board meeting will be September 16, 2020 at 6:30 PM in the Gess Elementary gym.

Chairperson

Clerk

CHEWELAH SCHOOL DISTRICT #36
SPECIAL BOARD MEETING
September 3, 2020

Chairperson Judy Bean called the special meeting to order at 6:00 PM, September 3, 2020, at the District Office. Directors present were Dan Krouse, Kyra Rolstad, and Theolene Bakken. Director Bryan Tidwell entered the meeting at 6:50 PM. Superintendent Rich McFarland, administrator Shawn Anderson were present. Administrators Erin Dell, and Julie Price were present via internet connection. There were ten audience members present via internet connection. Following the flag salute, the first item of business was:

Superintendent McFarland gave a brief update on CPEA negotiations, the school reopening plan, and district technology.

Vision, Planning and Goal Setting

As part of the Board's vision and planning session, topics discussed were:

- Expectation of 100% student graduation rate
- Are goals reasonable and effective
- Transparent communication
- Professional development
- Student assessment and student growth
- Alignment to standards
- District improvement goals and student performance
- Vision process that includes community input

With there being no other business, the meeting was adjourned at 7:45 PM. The next regular board meeting will be Wednesday, September 16, 2020 at 6:30 PM in the Gess Elementary gym.

Chairperson

Clerk

**CHEWELAH SCHOOL DISTRICT NO. 36
FINANCIAL REPORT
2019/2020**

Beginning Cash and Investment Balance:	
240 Treasurer's Balance - September 1, 2019	\$461,626.64
450 Investment Balance - September 1, 2019	\$911,779.76
241 Warrants Outstanding - September 1, 2019	<u>(\$442,865.70)</u>
TOTAL CASH AND INVESTMENT BALANCE - September 1, 2019	<u><u>\$930,540.70</u></u>

August 31, 2020

CASH RECEIPTS FOR THE MONTH:

State Apportionment	\$1,069,630.65
District Deposits	\$1,880.59
Investments Earnings	\$207.07
Timber Excise Tax	\$15,216.73
Federal Forests	\$0.00
Federal In-Lieu-Of Taxes	\$0.00
Local Property Tax	\$4,763.83
Other:	<u>\$0.00</u>
TOTAL RECEIPTS	\$1,091,698.87

EXPENDITURES FOR MONTH:

Accounts Payable	\$320,943.66
Payroll	\$730,841.26
Transfer to Debt Service	\$0.00
Other: Canceled Warrants	\$0.00
Other: ACH Return	<u>\$0.00</u>
TOTAL EXPENDITURES	<u><u>\$1,051,784.92</u></u>
MONTHLY INCREASE/(DECREASE)	<u><u>\$39,913.95</u></u>

Ending Cash and Investment Balance	
240 Treasurer's Balance	\$556,662.67
450 Investment Balance	\$1,286,854.78
241 Warrants Outstanding	<u>(\$538,284.01)</u>
CASH AND INVESTMENT BALANCE AS PER STEVENS COUNTY TREASURER'S	<u><u>\$1,305,233.44</u></u>

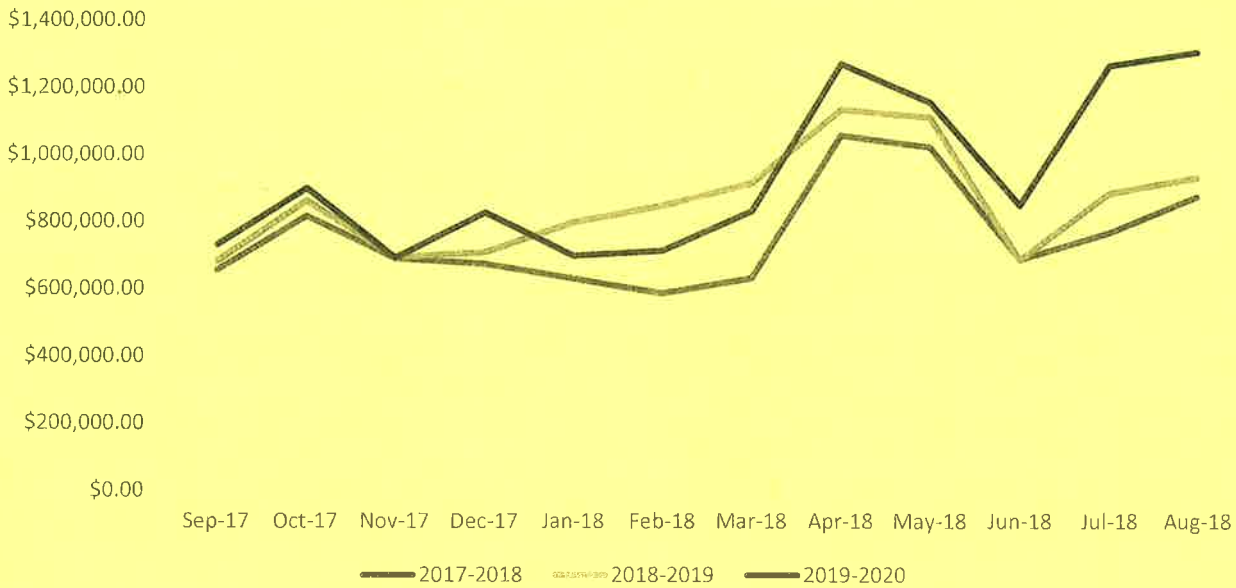
CAPITAL PROJECTS FUND CASH & INVESTMENT BALANCE:	<u>\$114,939.68</u>
A.S.B. FUND CASH & INVESTMENT BALANCE:	<u>\$71,350.87</u>
TRANSPORTATION VEHICLE FUND CASH & INVESTMENT BALANCE:	<u>\$155,300.20</u>
DEBT SERVICE FUND CASH & INVESTMENT BALANCE:	<u><u>\$22,766.34</u></u>

2019-2020 Financial Report

STEVENS COUNTY TREASURER'S ENDING BALANCE

Sep-17	\$653,978.06	Sep-18	\$680,414.19	Sep-19	\$729,621.47
Oct-17	\$814,365.53	Oct-18	\$860,825.08	Oct-19	\$897,701.70
Nov-17	\$687,632.48	Nov-18	\$691,678.42	Nov-19	\$690,564.88
Dec-17	\$672,193.62	Dec-18	\$705,965.84	Dec-19	\$825,477.61
Jan-18	\$629,140.46	Jan-19	\$796,837.46	Jan-20	\$696,923.14
Feb-18	\$584,806.80	Feb-19	\$846,010.08	Feb-20	\$711,933.16
Mar-18	\$629,448.46	Mar-19	\$913,671.08	Mar-20	\$830,200.17
Apr-18	\$1,056,902.02	Apr-19	\$1,134,166.21	Apr-20	\$1,271,000.43
May-18	\$1,021,813.53	May-19	\$1,110,470.36	May-20	\$1,156,011.59
Jun-18	\$685,601.84	Jun-19	\$683,435.77	Jun-20	\$847,502.15
Jul-18	\$765,287.32	Jul-19	\$883,439.17	Jul-20	\$1,265,319.49
Aug-18	\$872,749.37	Aug-19	\$930,540.70	Aug-20	\$1,305,233.44

Treasurer's Ending Balance



**CHEWELAH SCHOOL DISTRICT #36
FINANCIAL REPORT**

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

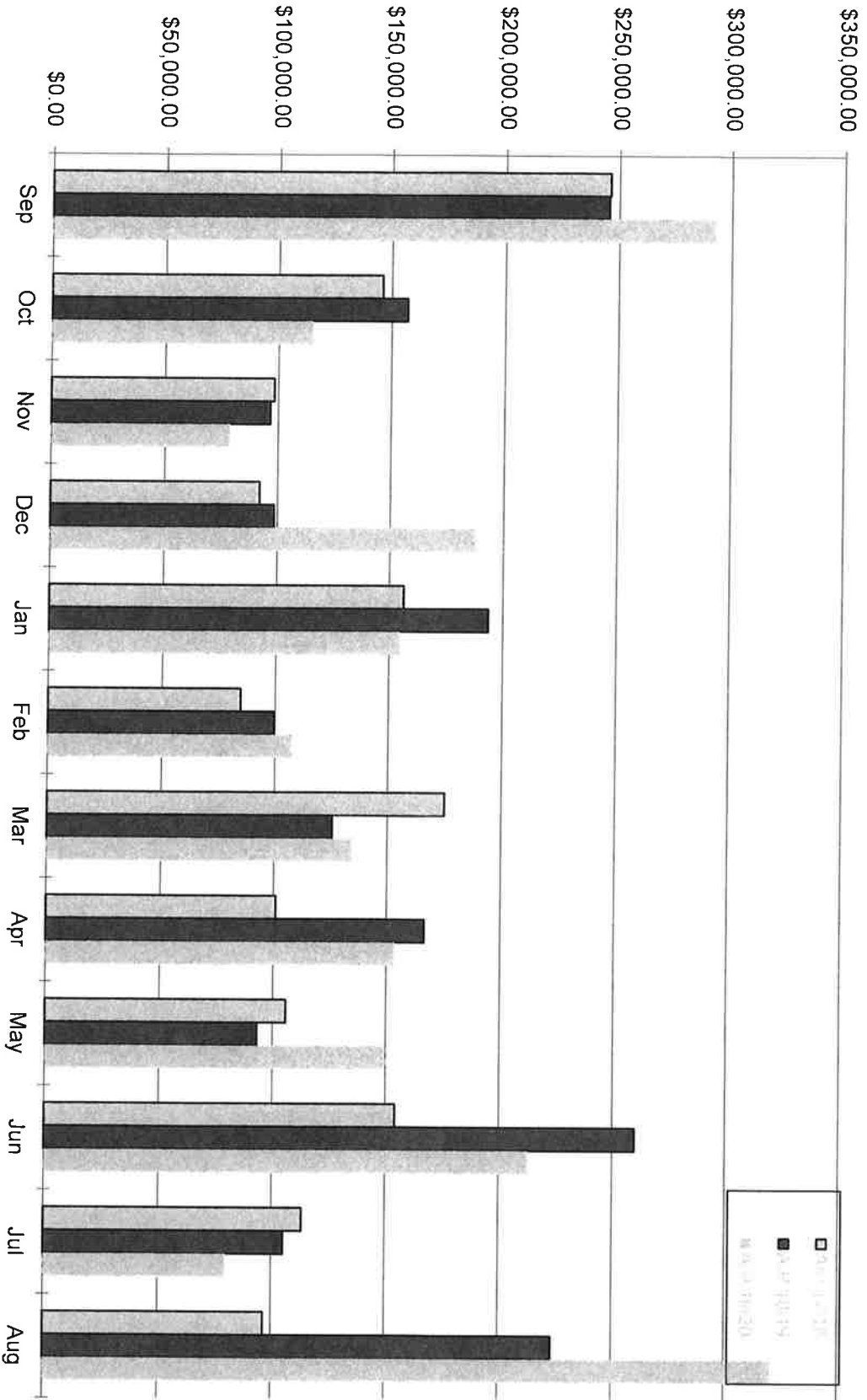
	2017-2018	2018-2019	2019-2020	REVENUES	EXPENDITURES	MONTHLY +/-
SEPTEMBER	\$ (258,954)	\$ (192,335)	SEPTEMBER	\$857,946	\$1,058,865	(\$200,919)
OCTOBER	\$ 160,387	\$ 180,411	OCTOBER	\$1,015,768	\$847,687	\$168,080
NOVEMBER	\$ (126,761)	\$ (169,147)	NOVEMBER	\$633,974	\$841,111	(\$207,137)
DECEMBER	\$ (15,439)	\$ 14,287	DECEMBER	\$966,886	\$831,973	\$134,913
JANUARY	\$ (43,053)	\$ 90,872	JANUARY	\$769,221	\$897,776	(\$128,554)
FEBRUARY	\$ (44,334)	\$ 49,173	FEBRUARY	\$887,514	\$872,504	\$15,010
MARCH	\$ 44,642	\$ 67,661	MARCH	\$1,002,998	\$884,731	\$118,267
APRIL	\$ 427,655	\$ 220,495	APRIL	\$1,338,062	\$897,262	\$440,800
MAY	\$ (35,088)	\$ (23,695)	MAY	\$769,797	\$884,785	(\$114,989)
JUNE	\$ (336,212)	\$ (427,034)	JUNE	\$670,899	\$979,409	(\$308,509)
JULY	\$ 79,685	\$ 200,003	JULY	\$1,253,219	\$835,402	\$417,817
AUGUST	\$ 107,462	\$ 47,102	AUGUST	\$1,091,699	\$1,051,785	\$39,914

**CHEWELAH SCHOOL DISTRICT #36
FINANCIAL REPORT**

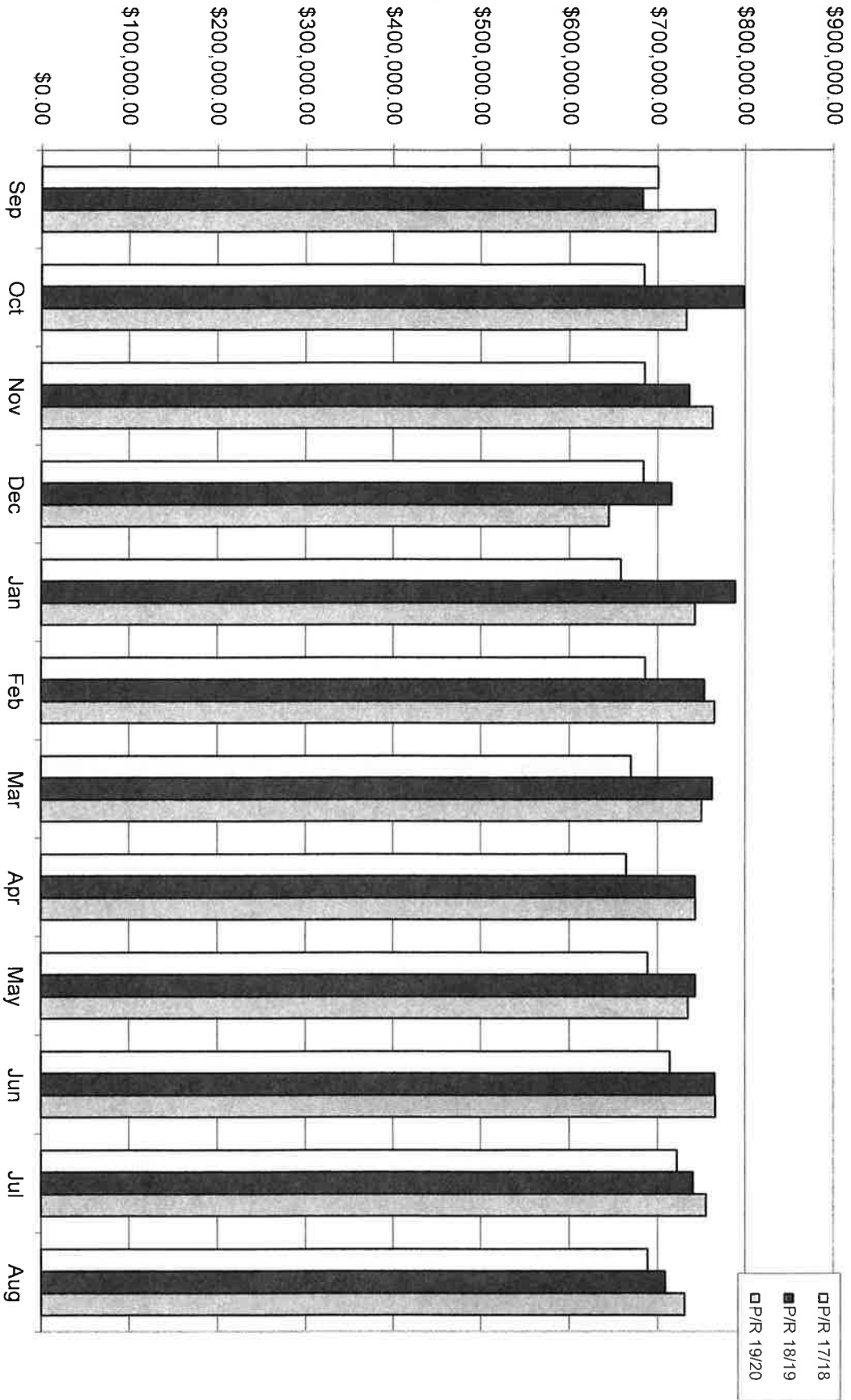
MONTHLY ACCOUNTS PAYABLE AND PAYROLL AMOUNTS FOR THREE YEARS

MONTH/YR	A/P 17/18	P/R 17/18	MONTH/YR	A/P 18/19	P/R 18/19	MONTH/YR	A/P 19/20	P/R 19/20
SEPT	\$246,015.10	\$700,501.11	SEPT	\$245,513.49	\$683,075.78	SEPT	\$293,016.35	\$765,848.80
OCT	\$146,013.45	\$684,800.24	OCT	\$156,987.80	\$798,777.74	OCT	\$114,812.95	\$732,874.54
NOV	\$98,172.21	\$685,383.45	NOV	\$96,363.06	\$736,380.75	NOV	\$78,601.39	\$762,509.47
DEC	\$91,876.25	\$683,849.49	DEC	\$98,432.20	\$715,981.04	DEC	\$187,560.31	\$644,412.71
JAN	\$156,256.99	\$657,996.01	JAN	\$193,374.15	\$789,184.43	JAN	\$154,814.32	\$742,961.22
FEB	\$84,529.37	\$685,841.15	FEB	\$99,311.85	\$753,617.85	FEB	\$107,557.53	\$764,946.65
MAR	\$174,845.34	\$669,743.58	MAR	\$125,292.34	\$762,456.45	MAR	\$134,285.19	\$750,446.00
APR	\$100,899.81	\$664,183.98	APR	\$166,536.07	\$743,142.49	APR	\$153,673.34	\$743,588.27
MAY	\$105,599.95	\$688,903.96	MAY	\$93,000.79	\$743,564.69	MAY	\$149,870.79	\$734,914.65
JUNE	\$154,176.51	\$713,960.00	JUNE	\$259,767.25	\$765,652.08	JUNE	\$213,271.98	\$766,136.85
JULY	\$113,037.43	\$722,358.87	JULY	\$104,966.63	\$740,888.00	JULY	\$79,853.83	\$755,548.19
AUG	\$96,362.70	\$688,747.37	AUG	\$223,413.08	\$708,928.75	AUG	\$320,943.66	\$730,841.26
TOTAL	\$1,567,785.11	\$8,246,269.21	TOTAL	\$1,862,958.71	\$8,941,650.05	TOTAL	\$1,988,261.64	\$8,895,028.61

CHEWELAH SCHOOL DISTRICT NO. 36 - ACCOUNT PAYABLE EXPENDITURES



CHEWELAH SCHOOL DISTRICT NO.36 - PAYROLL EXPENDITURES

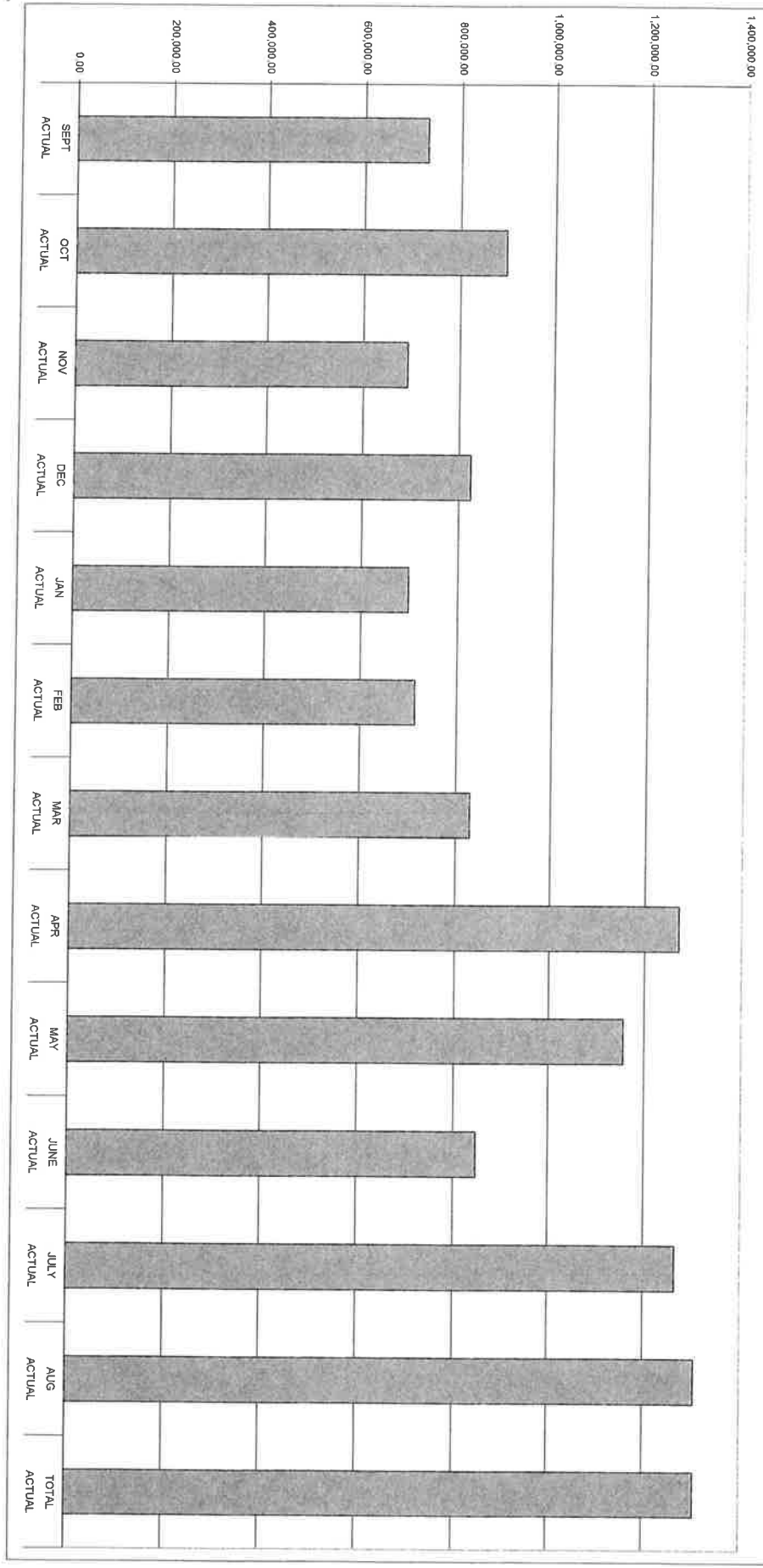


CHEWLAH SCHOOL DISTRICT

CASH FLOW 2019-2020

	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ACTUAL DEC	ACTUAL JAN	ACTUAL FEB	ACTUAL MAR	ACTUAL APR	ACTUAL MAY	ACTUAL JUNE	ACTUAL JULY	ACTUAL AUG	ACTUAL TOTAL
BEGINNING FUND BALANCE	930,540.70	729,621.47	897,701.70	690,564.88	823,477.61	696,923.14	711,933.16	830,200.17	1,271,000.43	1,156,011.59	847,502.15	1,305,233.44	930,540.70
REVENUE													
APPORTIONMENT	9%	8%	5%	9%	9%	9%	9%	9%	5%	5%	6%	13%	100%
PROPERTY TAXES	799,593.74	792,476.99	594,823.32	874,616.50	758,964.45	827,185.17	892,210.63	961,126.33	678,839.08	647,250.07	1,242,241.62	1,069,630.65	10,138,058.95
LOCAL RECEIPTS	34,551.00	214,941.71	29,916.06	4,023.62	2,115.43	34,112.95	104,758.87	344,202.25	86,139.79	7,277.06	11,834.55	4,763.83	878,639.12
OTHER	22,218.64	6,964.67	8,075.58	87,143.52	7,173.29	9,929.88	840.40	12,106.74	4,340.72	1,880.59	3,384.07	1,880.59	175,422.51
EXPENDITURES	1,582.54	1,384.35	1,159.08	1,100.11	967.90	16,286.20	5,188.30	20,626.15	477.01	450.36	316.61	15,423.80	64,962.41
A/P	857,945.92	1,015,767.72	633,974.04	966,887.75	769,221.07	887,514.20	1,002,998.20	1,338,061.87	769,796.60	670,899.39	1,253,219.36	1,091,698.87	11,257,982.99
FR	293,016.35	114,812.95	78,601.39	187,560.31	154,814.32	107,557.53	134,285.19	153,673.34	149,870.29	213,271.98	79,853.83	320,943.66	1,988,361.64
TRANSFER	765,848.80	732,874.54	762,509.47	644,412.71	742,961.22	764,946.65	750,446.00	743,588.27	734,914.65	766,136.85	735,548.19	730,841.26	8,395,028.61
ENDING FUND BALANCE	729,621.47	897,701.70	690,564.88	823,477.61	696,923.14	711,933.16	830,200.17	1,271,000.43	1,156,011.59	847,502.15	1,265,319.49	1,305,233.44	1,305,233.44

MONTHLY FUND BALANCE

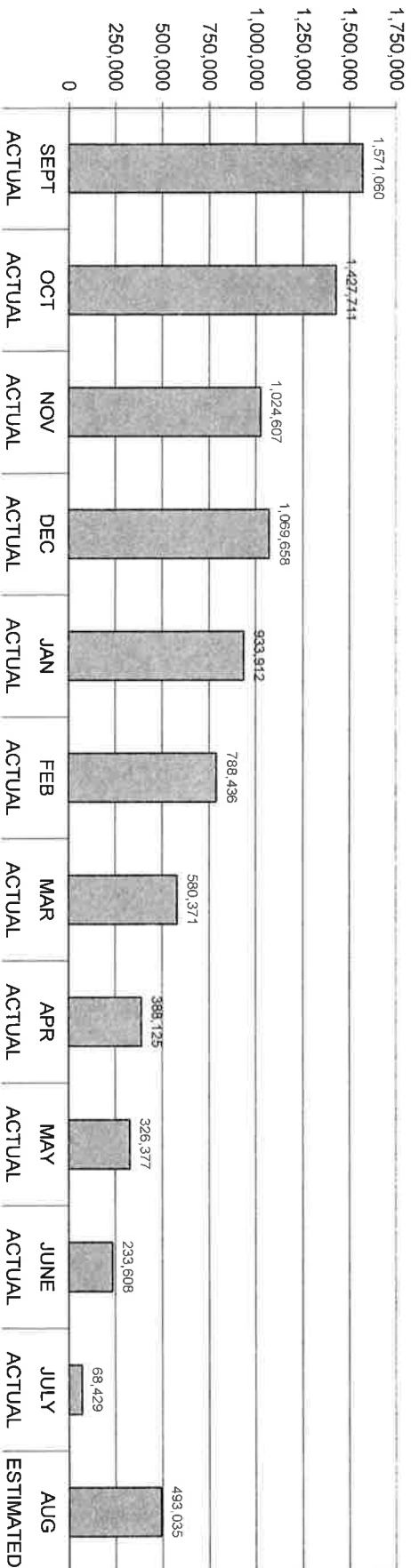


CHEWELAH SCHOOL DISTRICT

BUDGET STATUS 2019-2020

	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ACTUAL DEC	ACTUAL JAN	ACTUAL FEB	ACTUAL MAR	ACTUAL APR	ACTUAL MAY	ACTUAL JUNE	ACTUAL JULY	ESTIMATED AUG
BUDGET	11,136,297	11,136,297	11,136,297	11,136,297	11,136,297	11,136,297	11,136,297	11,136,297	11,136,297	11,136,297	11,136,297	11,136,297
YTD EXPENDITURES	1,039,226	1,886,888	2,725,856	3,556,831	4,454,741	5,327,409	6,211,513	7,100,034	7,986,834	8,965,314	9,799,440	10,643,262
ENCUMBRANCES	8,526,011	7,821,698	6,505,834	6,509,807	5,747,644	5,020,452	4,344,414	3,648,138	2,824,086	1,937,375	1,268,428	0
Adjust for Benefit Encumbrance			880,000	0	0	0	0	0	0	0	0	0
BUDGET STATUS	1,571,060	1,427,711	1,024,607	1,069,658	933,912	788,436	580,371	388,125	326,377	233,608	68,429	493,035
PERCENTAGE OF BUDGET REMAINING	14%	13%	9%	10%	8%	7%	5%	3%	3%	2%	1%	4%

ESTIMATED BUDGET STATUS REPORT



10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	915,049	19,980.56	909,072.58		5,976.42	99.35
2000 LOCAL SUPPORT NONTAX	129,740	1,762.57	123,620.98		6,119.02	95.28
3000 STATE, GENERAL PURPOSE	7,070,573	712,419.51	6,990,411.21		80,161.79	98.87
4000 STATE, SPECIAL PURPOSE	2,150,461	202,990.46	2,108,107.00		42,354.00	98.03
5000 FEDERAL, GENERAL PURPOSE	22,792	.00	19,952.02		2,839.98	87.54
6000 FEDERAL, SPECIAL PURPOSE	878,338	154,220.68	993,957.55		115,619.55-	113.16
7000 REVENUES FR OTH SCH DIST	84,500	.00	44,021.50		40,478.50	52.10
8000 OTHER AGENCIES AND ASSOCIATES	2,500	.00	.00		2,500.00	0.00
9000 OTHER FINANCING SOURCES	29,200	.00	.00		29,200.00	0.00
Total REVENUES/OTHER FIN. SOURCES	11,283,153	1,091,373.78	11,189,142.84		94,010.16	99.17
B. EXPENDITURES						
00 Regular Instruction	5,849,707	425,599.22	5,407,473.44	0.00	442,233.56	92.44
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	1,238,855	102,069.57	1,302,564.26	0.00	63,709.26-	105.14
30 Voc. Ed Instruction	467,375	37,508.17	441,643.24	0.00	25,731.76	94.49
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	980,712	76,067.34	912,726.44	0.00	67,985.56	93.07
70 Other Instructional Pgms	46,557	1,094.46	21,270.45	0.00	25,286.55	45.69
80 Community Services	1,000	.00	203,515.10	0.00	202,515.10-	> 1000
90 Support Services	2,552,091	201,483.08	2,354,068.62	0.00	198,022.38	92.24
Total EXPENDITURES	11,136,297	843,821.84	10,643,261.55	0.00	493,035.45	95.57
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>	146,856	247,551.94	545,881.29		399,025.29	271.71
F. <u>TOTAL BEGINNING FUND BALANCE</u>	932,801		974,964.59			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	1,079,657		1,520,845.88			

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

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

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	365,337	1,798.32	355,555.21		9,781.79	97.32
2000 Local Support Nontax	2,500	43.54	881.83		1,618.17	35.27
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	34,000	.00	34,000.00		.00	100.00
5000 Federal, General Purpose	8,750	.00	5,846.37		2,903.63	66.82
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	410,587	1,841.86	396,283.41		14,303.59	96.52
<u>B. EXPENDITURES</u>						
10 Sites	0	.00	.00	0.00	.00	0.00
20 Buildings	34,000	.00	34,000.00	0.00	.00	100.00
30 Equipment	250,957	94,066.53	131,120.52	0.00	119,836.48	52.25
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
<u>Total EXPENDITURES</u>	284,957	94,066.53	165,120.52	0.00	119,836.48	57.95
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	189,684	.00	189,683.46			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	64,054-	92,224.67-	41,479.43		105,533.43	164.76-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	90,000		64,053.61			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	25,946		105,533.04			
<u>(E+F + OR - G)</u>						

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	3,050	11,368.07	22,736.14		19,686.14-	745.45
2000 Local Support Nontax	0	2.85	80.41		80.41-	0.00
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	201,900	.00	189,683.46		12,216.54	93.95
Total REVENUES/OTHER FIN. SOURCES	204,950	11,370.92	212,500.01		7,550.01-	103.68
B. EXPENDITURES						
Matured Bond Expenditures	200,000	.00	200,000.00	0.00	.00	100.00
Interest On Bonds	1,900	.00	1,900.00	0.00	.00	100.00
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
Total EXPENDITURES	201,900	.00	201,900.00	0.00	.00	100.00
C. OTHER FIN. USES TRANS. OUT (GL 536)	3,100	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)	50-	11,370.92	10,600.01		10,650.01	< 1000-
F. TOTAL BEGINNING FUND BALANCE	54		12,166.33			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	4		22,766.34			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	0		22,766.34			
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	4		.00			
TOTAL	4		22,766.34			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of August, 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	8.36	929.18		570.82	61.95
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	101,000	120,556.73	120,556.73		19,556.73-	119.36
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	3,000.00		3,000.00-	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	102,500	120,565.09	124,485.91		21,985.91-	121.45
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	102,500	120,565.09	124,485.91		21,985.91-	121.45
D. EXPENDITURES						
Type 30 Equipment	245,000	.00	112,283.54	0.00	132,716.46	45.83
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>	245,000	.00	112,283.54	0.00	132,716.46	45.83
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	142,500-	120,565.09	12,202.37		154,702.37	108.56-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	145,000		143,097.83			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	2,500		155,300.20			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	2,500		155,300.20			
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>	2,500		155,300.20			

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

As of September 16, 2020, the board, by a _____ vote, approves payments, totaling \$207,193.28. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 118914 through 118932, totaling \$207,193.28

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
118914	ELAN CARDMEMBER SERVICE	08/31/2020	CHEW#005	ICEV Ag High School Instructor License and 100 Student Licenses	1300007197	1,150.00	4,525.00
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-87.40	
10 E 530 3800 32 5650 4300 0000 0000 0				General Fund/EXPENDITURES/PERKINS		1,237.40	
			ZL-073120	Edlio annual website subscription 2020-2021	2600001041	3,375.00	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-256.50	
10 E 530 0100 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		3,631.50	
118915	FOLLET SCHOOL SOLUTIONS	08/31/2020	2461370A	Handwriting curriculum GESS	1100007156	3,375.95	3,375.95
10 E 530 0100 33 5640 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		3,375.95	
118916	HEARTLAND PAYMENT SYSTEMS	08/31/2020	HSSREC008843	FOOD SERVICE ANNUAL MENU PLANNING AND PRODUCTION RECORD SOFTWARE 8-1-20 TO 7-31-21	1000009226	440.63	440.63
10 E 530 9800 44 5650 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		440.63	
118917	HOUGHTON MIFFLIN COMPANY	08/31/2020	710194362	Read 180 annual subscription for JHS Title I-ONLINE COACHING	1100007164	3,550.80	7,831.12
10 E 530 5100 27 5650 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE I		3,550.80	
			710194725	Read 180 annual	1100007164	2,140.16	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 5100 27 5650 4300 0000 0000 0				subscription for JHS Title I-STUDENT PACKAGE B		2,140.16	
			General Fund/EXPENDITURES/TITLE I				
			710195143	Read 180 annual subscription for JHS Title I-TRANSITION C	1100007164	2,140.16	
10 E 530 5100 27 5650 4300 0000 0000 0			General Fund/EXPENDITURES/TITLE I			2,140.16	
118918	HUB INTERNATIONAL NW LLC	08/31/2020	1975904	2020-2021 INSURANCE BROKER CONSULTING FEE	1000010001	9,036.12	9,036.12
10 E 530 9700 68 7520 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			9,036.12	
118919	IN TOUCH	08/31/2020	IN017266	IT Receipting help desk software support for 2020-21 school year	1000010006	694.03	694.03
10 E 530 0100 32 5650 4300 3320 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			347.02	
10 E 530 0100 32 5650 1100 3320 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			347.01	
118920	QCL INC	08/31/2020	46508	TRANSPORTATION SERVICES DRUG TESTS	1000009029	1,008.00	1,008.00
10 E 530 9900 52 7340 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			1,008.00	
118921	SCHOOL DATA SOLUTIONS	08/31/2020	102007	ALE School Management System - Annual Subscription 07/01/2020 - 06/30/2021-OSSI Grant	1400007401	6,617.40	6,617.40
10 E 530 5807 27 5650 5400 0000 0000 0			General Fund/EXPENDITURES/COMP SCHOOL IMPROVE ALE			6,617.40	
118922	SCHOOL MATE	08/31/2020	IN000533144	2021 planners-GESS	1100007127	499.20	499.20
10 L 630 0000 00 0000 0000 0000 0000 0			General Fund/DUE TO OTHER GOVERNMENT UNITS			-37.94	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			537.14	
118923	SCHOOL NUTRITION ASSOC	08/31/2020	121666-083120	Pam Membership Renewal 2020-2021	1000009210	44.00	44.00
10 E 530 9800 44 7810 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			44.00	
118924	SCHOOL SPECIALTY INC	08/31/2020	208125567471	TEACHING supplies	1100007163	154.87	154.87
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			154.87	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
118925	THE MATH LEARNING CENTER 10 E 530 0100 33 5610 1100 1580 0000 0	08/31/2020	BA53189-IN	math adoption General Fund/EXPENDITURES/BASIC EDUCATION	1100007104	37,740.40 37,740.40	37,740.40
118926	UNITED SCHOOLS INSURANCE PROGR 10 E 530 9700 68 7520 0000 0000 0000 0 10 E 530 9900 56 7520 0000 0000 0000 0	08/31/2020	2020-34909-0011	INSURANCE PREMIUM ANNUAL RENEWAL 9-1-2020 TO 8-31-2021 General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV General Fund/EXPENDITURES/PUPIL TRANSPORTATION	1000010000	120,481.53 96,740.01 23,741.52	120,481.53
118927	US POSTAL SERVICE 10 E 530 9700 13 5610 0000 0000 0000 0	08/31/2020	083120	PRE-STAMPED ENVELOPES FOR DISTRICT OFFICE General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV	1000009228	2,356.15 2,356.15	2,356.15
118928	USPS 10 E 530 9700 13 7810 0000 0000 0000 0	08/31/2020	POBOX47	PO BOX 47 ANNUAL BOX RENTAL FEE General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV	1000010004	94.00 94.00	94.00
118929	VIRCO 10 E 530 0100 27 5610 4300 1555 0000 0	08/31/2020	91925062	Science tables and 48 desks per Covid-19 student spacing requirements General Fund/EXPENDITURES/BASIC EDUCATION	1300007192	8,728.19 8,728.19	8,728.19
118930	WASA 10 E 530 9700 12 7810 0000 0000 0000 0	08/31/2020	161416-082020	WASA Annual Membership Dues for Richard McFarland 2020-2021 General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV	1000010010	930.50 930.50	930.50
118931	ZANER BLOSER INC 10 E 530 0100 33 5640 1100 0000 0000 0	08/31/2020	10251530	GESS Handwriting curriculum General Fund/EXPENDITURES/BASIC EDUCATION	1100007157	891.19 891.19	891.19
118932	FAMILY ID INC 40 E 530 2010 00 0000 4300 0000 0000 0	08/31/2020	08292020	Registration Fee 20-21 Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE	8300006700	1,745.00 1,745.00	1,745.00

19 Computer Check(s) For a Total of 207,193.28

	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
	19	Computer	Checks For a Total of	207,193.28
Total For	19	Manual, Wire Tran, ACH & Computer	Checks	207,193.28
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	207,193.28

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-381.84	0.00	205,830.12	205,448.28
40	Associated Student Body Fund	0.00	0.00	1,745.00	1,745.00

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

As of September 16, 2020, the board, by a _____ vote, approves payments, totaling \$54,336.14. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 118933 through 118964, totaling \$54,336.14

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
118933	95 PERCENT GROUP, INC.	08/31/2020	INV104952	LAP Paraeducator and Teacher Group Training 8-25-2020	1000010008	2,850.00	2,850.00
10 E 530 5500 31 7330 1100 0000 0000 0			General Fund/EXPENDITURES/LAP			2,850.00	
118934	ACCESS INFORMATION PROTECTED	08/31/2020	8275247	Shredding for JSHS	1300007196	54.00	54.00
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			54.00	
118935	AMAZON	08/31/2020	071320	books, stickers, tape	1100007155	186.93	3,399.96
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			186.93	
			072220	grade 2 wonders teachers manuals	1100007160	129.35	
10 E 530 0100 33 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			129.35	
			448858996649	Sprinkler Heads	2300006132	566.00	
10 E 530 9700 62 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			566.00	
			453435537357	please change to COVID coding - masks for students	1100007165	691.80	
10 E 530 0100 27 5610 1100 1555 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			691.80	
			454894593534	GESS backcheck valve	2300006134	70.18	
10 E 530 9700 64 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			70.18	
			456736844456	Zoom audio conference	2600001037	752.48	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				equipment.			
10 E 530 0100 32 5650 0000 1555 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		752.48	
			466689748599	Library = from donation, please check account code	1100007048	12.58	
10 E 530 0100 22 5640 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		12.58	
			745958367948	Science A closer look	1400007129	7.58	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		7.58	
			749553535548	cases for Ipads- LAP	1100007168	920.70	
10 E 530 5500 32 5650 1100 0000 0000 0				General Fund/EXPENDITURES/LAP		920.70	
			759676984857	Febco 850 seal kit	2300006133	62.36	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		62.36	
118936 BROWN INDUSTRIES INC		08/31/2020	121-00721	YEARS OF SERVICE KEYRINGS	1000009219	262.09	262.09
10 E 530 9700 12 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		262.09	
118937 CANON FINANCIAL SERVICES		08/31/2020	21800936&21766077	Copier Lease Contract 05214/3091	1000009034	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	
118938 CENTURYLINK		08/31/2020	081520	PHONE CHARGES ACCT #408086197 and 300738678	1000009036	786.76	786.76
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		786.76	
118939 CENTURYLINK		08/31/2020	081020	PHONE SERVICES OPEN PO ACCT 509-684-8547 815B	1000009037	119.26	664.04
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		119.26	
			081620	PHONE SERVICES OPEN PO ACCT #206-T36-2200 814B	1000009037	544.78	
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		544.78	
118940 CERIUM NETWORKS		08/31/2020	I084628	E-rate Cerium	2600001043	5,103.15	5,103.15

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 32 7352 0000 0000 0000 0				Network firewall upgrade project			
			General Fund/EXPENDITURES/BASIC EDUCATION			5,103.15	
118941	CHEWELAH INDEPENDENT	08/31/2020	2235	ANNUAL NONDISCRIMINATION NOTICE	1000009227	74.00	74.00
10 E 530 9700 13 7540 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			74.00	
118942	CHEWELAH SCHOOL DISTRICT #36 I	08/31/2020	083120	REPLENISH IMPREST ACCOUNT	0	90.00	90.00
10 E 530 9700 63 7420 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			45.00	
10 E 530 9700 63 7810 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			45.00	
118943	COLLEGE BOARD	08/31/2020	EP96595273	Tests for AP Calc and Capstone	1300007194	2,080.00	2,080.00
10 E 530 0100 24 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			2,080.00	
118944	ELAN CARDMEMBER SERVICE	08/31/2020	CHEW #005	ICEV Ag High School Instructor License and 100 Student Licenses	1300007197	500.00	3,517.88
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-38.00	
10 E 530 3800 32 5650 4300 0000 0000 0			General Fund/EXPENDITURES/PERKINS			538.00	
			JT-072020b	JHS Greenhouse Control Board, (order per shawn)	2300006136	1,386.30	
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-105.36	
10 E 530 3800 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/PERKINS			1,491.66	
			JT-072720	JHS weight room Alum corner guards/ sanded plywood (home depot)	2300006137	592.39	
10 E 530 9700 64 9720 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			592.39	
			JT-072720b	Spokane Hardware Hand rail wall flanges	2300006138	95.89	
10 E 530 9700 64 9720 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			95.89	
			JT-073020	Moving Carts	2300006139	267.96	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			267.96	
			JT-073020b	GTS Supply Ceiling Grid JHS	2300006140	87.70	
10 E 530 9700 64 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			87.70	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			JT-080720	John Deere Part TCA20656 Idler for grounds keeping tractor	2200002063	78.49	
10 E 530 9700 62 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		78.49	
			JT-081420	Pallet Jack (U-line)	2300006144	440.19	
10 E 530 9700 64 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		440.19	
			MS-081120	WASBO Virtual Business Managers Conference for Mara Schneider July 27-30, 2020-credit for overcharge	1000009217	-150.00	
10 E 530 9700 13 7330 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		-150.00	
			MS-081920	WESTSIDE PIZZA FOR COMMUNITY TOWN HALL MEETING 8-19-20	1000009230	31.80	
10 E 530 9700 12 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		31.80	
			ZL-081920	MICROSOFT LICENSE	1000009184	187.16	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-14.22	
10 E 530 0100 32 7350 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		201.38	
118945 FULLMER, LUCINDA J		08/31/2020	082420	REIMBURSE FOR BACK TO SCHOOL SNACKS	0	86.72	86.72
10 E 530 9700 12 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		86.72	
118946 GENERAL FIRE EXT SVC		08/31/2020	91033	FIRE EXTINGUISHER SERVICE & INSPECTION JJSHS	1000009019	465.26	1,289.90
10 E 530 9700 64 7431 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		465.26	
			91034	FIRE EXTINGUISHER SERVICE & INSPECTION GESS	1000009019	344.37	
10 E 530 9700 64 7431 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		344.37	
			91035	FIRE EXTINGUISHER SERVICE & INSPECTION TRANSPORTATION	1000009019	270.40	
10 E 530 9700 64 7431 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		270.40	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			91036	FIRE EXTINGUISHER SERVICE & INSPECTION MAINT/QL/JMS	1000009019	147.52	
10 E 530 9700 64 7431 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			73.76	
10 E 530 9700 64 7431 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			73.76	
			91037	FIRE EXTINGUISHER SERVICE & INSPECTION DISTRICT OFFICE	1000009019	62.35	
10 E 530 9700 64 7431 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			62.35	
118947	GOV CONNECTION INC	08/31/2020	17000630	Flash drives for remote learning	2600001042	6,335.49	6,335.49
10 E 530 5500 32 5650 4300 2020 0000 0			General Fund/EXPENDITURES/LAP			2,534.20	
10 E 530 5500 32 5650 1100 2020 0000 0			General Fund/EXPENDITURES/LAP			2,613.39	
10 E 530 5500 32 5650 5400 2020 0000 0			General Fund/EXPENDITURES/LAP			1,029.51	
10 E 530 5500 32 5650 6000 2020 0000 0			General Fund/EXPENDITURES/LAP			158.39	
118948	GREGERSON, BRENDA J	08/31/2020	081420	REIMBURSEMENT FOR PIZZA FOR STAFF DISTRIBUTION OF STUDENTS ITEMS	0	91.95	91.95
10 E 530 0100 23 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			91.95	
118949	HARTILL SAW SHOP	08/31/2020	23542	Generator/ Pressure washer (Hartill's)	2300006146	2,020.59	2,020.59
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			2,020.59	
118950	HEALTH CARE AUTHORITY	08/31/2020	HCASBH0857	SCHOOL BASED HEALTHCARE SERVICES LOCAL MATCH	1000009043	132.06	132.06
10 E 530 2100 26 7340 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			132.06	
118951	JOHNSTONE SUPPLY	08/31/2020	1276786	HVAC refrigerant/tools (Johnstone supply)	2300006149	2,068.42	2,068.42
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			2,068.42	
118952	KCDA PURCHASING COOPERATIVE	08/31/2020	300490616	teaching supplies for GESS	1100007153	1,153.76	1,153.76
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			1,153.76	
118953	KOLER, JANET R	08/31/2020	071620	REIMBURSEMENT FOR DOT PHYSICAL 7-17-20	0	110.00	110.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9900 52 7340 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		110.00	
118954	MACGILL & CO	08/31/2020	IN0725790	nurse supplies	1100007158	99.19	99.19
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-7.54	
10 E 530 0100 26 5610 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		106.73	
118955	NAPA AUTO PARTS	08/31/2020	16420840-073120	TRANSPORTATION SUPPLIES ACCT #16420840	1000009063	26.52	26.52
10 E 530 9700 64 5610 2200 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		13.59	
10 E 530 9700 75 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		12.93	
118956	RWC GROUP	08/31/2020	1242716	BUS PURCHASES-REPAIR ON BUS 2	1000009049	14,922.03	14,922.03
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		14,922.03	
118957	SAUTTER, JULIE A	08/31/2020	080620	REIMBURSE FOR MATH CURRICULUM STORAGE	0	63.85	63.85
10 E 530 0100 33 5610 1100 1580 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		63.85	
118958	SEESAW LEARNING, INC.,	08/31/2020	2020-32901	on line communication High Poverty LAP	1100007166	1,925.00	1,925.00
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-146.30	
10 E 530 5500 27 5650 1100 2020 0000 0				General Fund/EXPENDITURES/LAP		2,071.30	
118959	SUNSHINE DISPOSAL & RECYCLING	08/31/2020	1616544	JMS Dumpster for building cleanout	2300006147	930.41	930.41
10 E 530 9700 65 7420 2200 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		930.41	
118960	VERIZON WIRELESS	08/31/2020	9860152173	CELL PHONE SERVICES ACCT #365401170-00001	1000009051	682.96	700.81
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		682.96	
			9860802509	CELL PHONE SERVICES ACCT #264213436-00001	1000009051	17.85	
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		17.85	
118961	WALTER E NELSON CO	08/31/2020	419099	SANITIZING STATIONS & SUPPLIES FOR JJSHS	1000009213	837.09	2,267.72
10 E 530 9700 63 5610 4300 1555 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		837.09	
			419100	SANITIZING STATIONS &	1000009214	518.61	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				SUPPLIES-GESS			
10 E 530 9700 63 5610 1100 1555 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			518.61	
			419109	Gym floor coating	2300006142	912.02	
				JMS			
10 E 530 9700 64 5610 2200 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			912.02	
118962	WASBO	08/31/2020	300003793	WASBO Membership	1000009229	175.00	175.00
				Dues for Carrie			
				Sheppard			
10 E 530 0100 28 7810 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			175.00	
118963	WESTIN, KEVIN R	08/31/2020	082620	window washing	1400007407	224.00	224.00
				three			
				buildings-QL			
10 E 530 0200 23 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			224.00	
118964	NORTH IDAHO COLLEGE WRESTLING	08/31/2020	19553	TriState	8300006701	75.00	75.00
				Wrestling Tourny			
40 E 530 2010 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/ATHLETIC GENE			75.00	
				32 Computer	Check(s) For a Total of		54,336.14

	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	54,336.14
Total For	32	Manual, Wire Tran, ACH & Computer	Checks	54,336.14
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	54,336.14

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-311.42	0.00	54,572.56	54,261.14
40	Associated Student Body Fund	0.00	0.00	75.00	75.00

National Board Certification

Prepared for the August 17, 2020
Chewelah School District Board of Directors Meeting

Dear Directors,

Thank you for your interest in the National Board process and for asking me to present at the August board meeting. Here's some information for you to look at ahead of time (yes—homework!) and I will also attend the August board meeting to answer any further questions you have. Here you will find a general overview, some specifics about our own district, a flyer from National Boards outlining the process, a brief of the impact that board certification has on student learning, and our support agreement with OSPI. The support agreement shows what requirements we are expected to meet and the way we address those here in Chewelah.

Respectfully,

Margo Sety, NBCT and cohort facilitator

Overview--What is the National Board?

National Board Certification is recognized as the “**gold standard**” in teacher certification.

The National Board for Professional Teaching Standards (National Board) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates.

The founding mission of the National Board is:

to **advance the quality of teaching and learning** by maintaining high and rigorous standards for what accomplished teachers should know and be able to do;

provide a **national voluntary system** certifying teachers who meet these standards;

and advocate related education reforms to integrate National Board Certification into American education and to **capitalize on the expertise** of National Board Certified Teachers.

The Five Core Propositions of the National Board:

Teachers are committed to students and their learning.

Teachers know the subjects they teach and how to teach those subjects to students.

Teachers are responsible for managing and monitoring student learning.

Teachers think systematically about their practice and learn from experience.

Teachers are members of learning communities.

A Glimpse of National Board Certification In the Chewelah School District

Feedback from candidates who participated
in our 2019-2020 cohort:

experience in our cohort has

*"helped me to organize and take a systematic approach for planning,
instructing, assessing, analyzing, reflecting, and adapting"*

"helped me incorporate more student talk and reflection"

(made me) "more mindful about feedback and student ownership and input"

"It has helped me be more intentional and reflective."

We currently have 5 National Board Certified Teachers in Chewelah.

(Keri Ecklund, Shirley Baker, Ed Anegon, Margo Sety, Julie Price)

Five candidates took part in our cohort during the 2019-2020 school year and are in varied places in their candidacy.

Two candidates participated in 2018-2019 and continued into the next year.

Eight new people have shown interest for 2020-2021.

In Washington State, NBCTs earn a \$5,000 stipend which increases to \$10,000 if teaching in a challenging school (based on 70% free/reduced for an elementary, 50% for high schools). This stipend is funded by the state.

The certification process costs around \$1900. Cohort fees and seminar fees are around an additional \$1000, depending on options chosen.

Our cohort is funded by the candidates themselves—fees are passed through to pay the facilitator.

Districts support their candidates in many ways. A complete list of supports is on OSPI's website.

In Chewelah, we appreciate district support in these areas:

- One release day to work on National Boards

- District office support: collecting fees, administering clock hours, and payroll

- Copies, printing, office supplies

- Use of school technology

- Space to meet

National Board Certification: What is it?

Grounded in the National Board's *Five Core Propositions* that describe what teachers should know and be able to do, the certification process is designed to collect standards-based evidence of accomplished practice. In all 25 certificate areas, candidates are required to complete four components. An assessment overview containing additional details is found at <http://www.nbpts.org/national-board-certification/>. The specific instructions will vary by certificate area, as will the standards assessed by each component.

Component 1: Content Knowledge

A computer-based assessment asks you to demonstrate your understanding of content knowledge and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area. This is assessed through the completion of three constructed response exercises and 45 selected response items.

Component 2: Differentiation in Instruction

This classroom-based portfolio entry requires that candidates gather and analyze information about individual students' strengths and needs and use that information to design and implement instruction to advance student learning and achievement. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.

Component 3: Teaching Practice and Learning Environment

This is a classroom-based portfolio entry that requires video recordings of interactions between you and your students. You will also submit a written commentary in which you describe, analyze and reflect on your teaching and interactions with students. Both the video and the written commentary should demonstrate how you engage students and impact their learning.

Component 4: Effective and Reflective Practitioner

This portfolio entry requires you to demonstrate evidence of your abilities as an effective and reflective practitioner in developing and applying knowledge of your students; your use of assessments to effectively plan for and positively impact your students' learning; and your collaboration to advance students' learning and growth.

The process is more flexible than ever!

Set your own pace and sequence throughout the process.

- Take up to three years to complete the four components
- Complete the components in any sequence
- You have two opportunities to retake a component, if needed
- Each component costs \$475; pay for components separately



The National Board has advanced the teaching profession by establishing and maintaining the definitive standards of excellence in teaching and certifying more than 118,000 educators against those standards.

Learn more by visiting
nbpts.org

 [facebook.com/TheNBPTS](https://www.facebook.com/TheNBPTS)

 twitter.com/NBPTS

NATIONAL BOARD

for Professional Teaching Standards®

Impact Brief

The Proven Impact of Board-Certified Teachers on Student Achievement

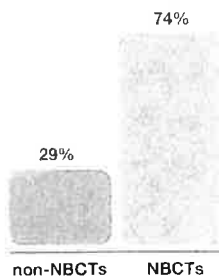
Through **National Board Certification**, teachers demonstrate that their teaching meets the profession's standards for accomplished practice through a rigorous, peer-reviewed and performance-based process, similar to professional certification in fields such as medicine. In achieving Board certification, teachers prove their ability to **advance student learning and achievement**.

More than a decade of research from across the country confirms:

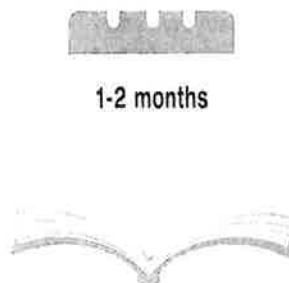
Students taught by Board-certified teachers learn more than students taught by other teachers.

Estimates of the increase in learning are on the order of an **additional one to two months of instruction**. The positive impact of having a Board-certified teacher (NBCT) is even greater for minority and low-income students.¹ This improvement in student outcomes is mirrored by NBCTs achieving stronger results on leading measures of **teacher effectiveness**, including robust classroom observations and value-added scores. The compelling research on the effectiveness of Board-certified teachers is particularly noteworthy when compared to the lack of consistent research on the effectiveness of teachers with master's degrees.²

Students of NBCTs demonstrate evidence of deeper learning nearly three times more frequently than their peers



Students of NBCTs gain one to two months of additional learning compared to their peers in other classrooms



Student work samples that reflect deeper learning, in the classrooms of NBCTs compared to the classrooms of non-NBCTs

National Board Certification is a voluntary advanced professional certification for PreK-12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment.

81% of Americans across the political spectrum believe teachers should achieve Board certification, beyond licensure, as it is in other professions (2014 PDK/Gallup poll).³

Learn more at
nbpts.org/policy

Leading Research From States and Districts Across the Country

- **Washington State (2015):** “[Board-] certified teachers are more effective than non-certified teachers with similar experience.” Their findings suggest NBCTs produce gains of up to “nearly 1.5 months of additional learning.”⁴
- **Chicago, IL and Kentucky (2014):** “We found evidence that Board certification is an **effective signal of teacher quality** [based on student test scores]... across locales, test types, and subject areas.”⁵
- **Los Angeles, CA (2012):** “National Board Certified teachers **outperform other teachers** with the same levels of experience by 0.07 and 0.03 standard deviations in elementary math and English/language arts (ELA) respectively... roughly equivalent to **two months of additional math instruction and one month of additional ELA instruction.**”⁶
- **Gwinnett County, GA (2012):** “National Board Certified teachers outperform other teachers with the same levels of experience.”⁷
- **Hillsborough County, FL (2012):** “The district found that **NBCTs rank higher** than non-NBCTs on written evaluations and value-added measures. Fifty-eight percent of NBCTs received the Merit Award Program (MAP) bonus, indicating they were among the **top 25 percent of teachers** in their subject area.”⁸
- **Florida (2011):** “Certification by the National Board is **correlated with achievement** in math and reading in both elementary and middle school.”⁹
- **Charlotte, NC (2010):** “We found that NBCTs were **significantly more effective**... than their non-NBCT counterparts in several EOC tested courses: Algebra II, Biology, Civics and Economics, Chemistry, and Geometry.”¹⁰
- **Los Angeles, CA (2008):** “The difference in impacts [on student achievement] between [Board-certified teachers] and unsuccessful applicants was statistically significant.”¹¹
- **North Carolina, Ohio, and the Washington, D.C. area (2008):** “Seventy-four percent of student work samples in the classes of NBCTs were judged to reflect a level of **deeper understanding**... [compared] with 29% of the work samples of [students] of non-NBCTs.”¹²
- **North Carolina (2007):** “We find consistent evidence that [Board certification] is **identifying the more effective teacher applicants** and that National Board Certified Teachers are generally **more effective than teachers** who never applied to the program.”¹³
- **North Carolina (2007):** “The positive and statistically significant coefficients... indicate that the Board does indeed confer certification on the more effective teachers, as would be appropriate to the extent that the policy goal is to **reward effective teachers.**”¹⁴
- **Arizona (2004):** “Effect size... informs us that the **gains made by students** of Board-certified teachers were **over one month greater** than the gains made by the students of non-Board certified peer teachers.”¹⁵
- **Miami-Dade, FL (2004):** “We find robust evidence that [National Board Certification] is an **effective indicator of teacher quality.**”¹⁶

¹ Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150; Cavalluzzo, L.C. (2004). Is National Board Certification an effective signal of teacher quality? The CNA Corporation.

² Clotfelter, C., Ladd, H., & Vigdor, J. (2007). How and why do teacher credentials matter for student achievement? (NBER Working Paper 12828). Cambridge, MA: National Bureau of Economic Research; Betts, J.R., Zau, A.C., & Rice, L.A. (2003). *Determinants of Student Achievement: New evidence from San Diego*. San Francisco: Public Policy Institute of California.

³ 46th Annual PDK/Gallup Poll, October 2014, p. 50, http://pdkintl.org/noindex/PDKGallupPoll_Oct2014.pdf.

⁴ Cowan, J., & Goldhaber, D. (2015). *National Board Certification and Teacher Effectiveness: Evidence from Washington*. The Center for Data & Research, University of Washington Bothell.

⁵ Cavalluzzo, L., Barrow, L., Henderson, S. et al. (2014). *From Large Urban to Small Rural Schools: An Empirical Study of National Board Certification and Teaching Effectiveness*. CNA Analysis and Solutions.

⁶ Strategic Data Project (2012). *SDP Human Capital Diagnostic: Los Angeles Unified School District*. Center for Education Policy Research, Harvard University.

⁷ Strategic Data Project (2012a). *Learning about Teacher Effectiveness: SDP Human Capital Diagnostic: Gwinnett County Public Schools, Ga.* Center for Education Policy Research, Harvard University.

⁸ National Board for Professional Teaching Standards. (2012). *Hillsborough County Public Schools: New data prove the value of National Board Certification*. Retrieved from http://www.nbpts.org/about_us/success_stories/hillsborough_success_sto.

⁹ Chingos, M. M., & Peterson, P. E. (2011). It's Easier to Pick a Good Teacher than to Train One: Familiar and New Results on the Correlates of Teacher Effectiveness. *Economics Of Education Review*, 30(3), 449-465.

¹⁰ Salvador, Samantha K., & Baxter, Andy (2010). *National Board Certification. Impact on Teacher Effectiveness*. Charlotte-Mecklenburg Schools, Center for Research and Evaluation, Office of Accountability.

¹¹ Cantrell, S., Fullerton, J., Kane, T., & Staiger, D. (2008). *National Board Certification and Teacher Effectiveness: Evidence From a Random Research Assignment Experiment*. Working Paper 14608. National Bureau of Economic Research.

¹² Smith, T., Baker, W., Hattie, J., & Bond, L. (2008). “A Validity Study of the Certification System of the National Board for Professional Teaching Standards” in *Assessing Teachers for Professional Certification: The First Decade of the National Board for Professional Teaching Standards*. *Advances in Program Evaluation*, Volume 11, 345-378.

¹³ Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150.

¹⁴ Clotfelter, C., Ladd, H.F., and Vigdor, J.L. (2007). How and why do teacher credentials matter for student achievement? Working paper 2. National Center for Analysis of Longitudinal Data in Education Research.

¹⁵ Vandervoort, L.G., Amrein-Beardsley, A., and Berliner, D.C. (2004). *National Board Certified Teachers and their students' achievement*. *Education Policy Analysis Archives*, 12 (46).

¹⁶ Cavalluzzo, L.C. (2004). Is National Board Certification an effective signal of teacher quality? The CNA Corporation.



Washington State National Board Certification 2020 – 2021 Support Partner Agreement

Organization or School District: Chewelah School District

Organization Contact and Title*: Rich McFarland, Superintendent

Email: rmcfarland@chewelak12.us

Cohort Contact**: Margo Sety

Phone: 509-685-6800 ext. 4120

Email: msety@chewelak12.us

**Organization contact is the organization's signature authority.
**Cohort contact is the individual that arranges cohort leaders and group and maintains email communication with OSPI regarding group participants.*

Our organization or district would like to become an OSPI Washington State NBPTS partner. We agree to the following:

We will use NBCT(s) to facilitate support groups. These NBCTs have completed OSPI Facilitator Training (2014 or later).

Name of NBCT(s) Margo Sety

We will pay NBCT facilitators for their time (or coordinate payment through a fiscal agent).

(Per candidate minimum of \$75 for Foundations, \$100 for Component 1, \$175 each for Component 2, 3, and 4 for component based facilitation. Per candidate minimum of \$700 for yearlong facilitation)

We will honor a candidate/facilitator ratio of 6:1.

(Maximum of 10:1 for Components 2, 3, and 4 and a maximum of 30:1 for Foundations and Component 1)

We will require a Foundations course or WEA Jump Start as the first content for candidates.

(Cohort plans can clearly embed Foundations throughout all cohort meetings in lieu of a Foundations course)

We will structure our support to accommodate multiple entry points for candidates during the year. *(Detail in your support plan)*

X We will require that facilitators read and give specific and timely feedback on at least one full draft of each component.

X We will submit cohort rosters to OSPI as requested.
(See attachment)

X We will regularly collect feedback from cohort participants and facilitators on our program.
(See attachment; OSPI does not evaluate cohorts based on feedback)

X We will attach a comprehensive support plan with this agreement.
(See attachment; must align to the agreements on this document)

We Will offer online facilitation to candidates. (Circle one – any cohorts offering online facilitation must review the Ethical Guidelines for Online Facilitation document)

We Will accept candidates into our cohort from outside our district or organization. (Circle one)

We Will Not offer support to National Board Renewal candidates. If yes, please provide the candidate fees in your support plan. (Circle one)

We Will offer support to component retake candidates. If yes, please provide the candidate fees in your support plan, if different. (Circle one)

We Will offer support to candidates choosing to defer submission from the 2020 to 2021 assessment cycle. (Circle one)

Organization Approval Signature: _____ Date: _____

Please send completed form to:

**National Board Office
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200**

OSPI APPROVAL _____ DATE: _____

Copy of approved form will be emailed to organization and cohort contacts provided on the first page.

2020-2021 Cohort Support Plan Template

Organizations can alter this table as necessary. You do not need to use this table if the below information is already embedded in your plan.

Component	Meetings				Content		Facilitator Pay
	Dates	Times	Total Hours (1:1 time included)	Facilitator	Online or In-Person	Detail Instruction Provided	
Foundations	Sept 8 Sept 15	4:00-6:00	4 (4 hrs min)	Margo Sety	in-person if possible, online if necessary	Purpose and structure, AAT, 5 core propositions, requirements, year's planning	\$75 (\$75 min)
Component 1	March 30 April 13 April 27 B:	4:00-6:00	6 (6 hrs min)	Margo Sety	in-person if possible, online if necessary	preparing for assessment center, deconstructing prompts, review of standards	\$100 (\$100 min)
Component 2	Oct 6 Oct 20 Nov 17 Feb 9	4:00-6:30	10 (8 hrs min)	Margo Sety	in-person if possible, online if necessary	component requirements and structure, peer feedback, cover sheets	\$175 (\$175 min)
Component 3	Dec 8 Jan 12 Feb 23 March 23	4:00-6:30	10 (8 hrs min)	Margo Sety	in-person if possible, online if necessary	component requirements and structure, peer feedback, technology elements	\$175 (\$175 min)
Component 4	Sept 22 Nov 3 Jan 26 March 9	4:00-6:30	10 (8 hrs min)	Margo Sety	in-person if possible, online if necessary	component structure, assessment, professional and student needs	\$175 (\$175 min)
Renewal	A: B:						
Advanced (Retake) Candidates				Margo Sety		Two full reads of entry with written feedback, in person feedback if desired	\$100 per component
Deferring Candidates from 2020				Margo Sety		One full read of written commentary for components for which cohorts were participated in but entries not submitted during 19-20 school year	No fee for deferring candidates who did not receive full read

2020-2021 Cohort Support Plan Template Continued

Describe the fee structure

If organization is not the fiscal agent, please list the fiscal agent:

How are facilitators contracted and paid: **supplemental contract with Chewelah School District**

What are candidate cohort fees, if any, and how are they used: **please see attached**

Is your cohort **single component-based or multi component-based** (Single component based facilitation where a facilitator specifically facilitates one component. Multi component based facilitation is when candidates are assigned a facilitator for all components):

Multi component-based

Clock Hours (Y/N/# per component): **Yes- Foundations, 4 clock hours; C1, 6 clock hours; C2, C3, C4, 10 clock hours**

If you are facilitating virtually (blended or not), please name the online platform(s) you are using and describe how you are using it:

If we need to move to virtual meetings we will use Teams or Zoom, depending on what platform candidates have access to. We will **h**

What are your cohort access minimums:

If a candidate commits to the National Board process between June and July, at a minimum, they will have access to the following types of support: **all support opportunities available**

If a candidate commits to the National Board process between August and November, at a minimum, they will have access to the following types of support: **support for components 2, 3 and 1 will be available**

If a candidate commits to the National Board process between December and January, at a minimum, they will have access to the following types of support: **Support for components 3 and 1 will be available**

If a candidate commits to the National Board process between January and the registration deadline, at a minimum, they will have access to the following types of support:

Support for components 3 and 1 will be available

Cohort Fee Structure:

Fees are passed through to the facilitator. Facilitator pay is determined by the number of candidates in a given year and the number of components each candidate registers for. Facilitators are paid within the same pay cycle that candidates pay their fees.

Fees Charged to Candidates*:

Component 1: \$135
Component 2: \$235
Component 3: \$235
Component 4: \$235
Foundations: \$100
Advanced (retake) Option: \$135

Facilitator Payment Structure:

Component 1: \$100
Component 2: \$175
Component 3: \$175
Component 4: \$175
Foundations: \$75
Advanced (retake) Option: \$100

(The difference between what candidates pay and what the facilitator receives is applied to facilitator's payroll taxes and retirement)

*no refunds will be made after the fee deadline.

Chewelah School District
National Board-Certified Teachers

<u>Teacher</u>	<u>Date Received National Board</u>	<u>Expiration</u>
Margo Sety	2004	2024
Keri Ecklund	2005	2025
Shirley Baker	2011	2021
Ed Anegon	2019	2024

Five Chewelah teachers are currently working on their national boards.



Fiscal Period 20-21

Required Pages

Current Form Package Status: Completed

Contacts

Assurances

Priv. Sch. Participation

Transferability



Required Pages



Administrator

District

Select a Form Package

School

Select a Form Package

Consortium

Select a Form Package

All Budgets

Report Tool

General Assurances for all Federal and State Programs (20-21)

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

Assurances

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

Records Retention and Access

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

Suspension and Debarment

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

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

Conflict of Interest

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

Civil Rights & Equity

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

42 U.S. Code § 2000d-1:

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

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

20 U.S. Code § 1682:

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

11. The applicant will comply with Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability by public entities.

12. The applicant will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

13. The applicant will comply with The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in any program or activity receiving Federal financial assistance.

42 U.S. Code § 6104:

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

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

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

14. The applicant will comply with The Boy Scouts of America Equal Access Act of 2001, 20 U.S.C. 7905, which requires public elementary and secondary schools if they provide an opportunity for any outside youth or community group to meet on school premises before or after school to provide equal access to any group affiliated with the Boy Scouts of America or any other group listed in Title 36 of the United States Code as a patriotic society.

20 U.S. Code § 7905(c):

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

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

RCW 28A.640.050:

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

RCW 28A.642.050:

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

Gun-Free Schools Act Compliance

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

Protected Prayer

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

SEC. 8524. 20 U.S.C. 7904:

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

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

LEA-Tribal Affirmation of Consultation

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

ESSA Impacted Districts for Consultation

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

LEA-Tribal-Affirmation-of-Consultation

Audit Requirements

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

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

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

Closeout

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

Open Educational Resources

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

System for Award Management (SAM)

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

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

UPLOAD SUPPORTING DOCUMENTATION HERE

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

Enter file to upload

No file chosen

Uploaded File	Uploaded By	Uploaded At
---------------	-------------	-------------

Files have not been uploaded

DUNS Information

DUNS Number: 100080282

Legal Name/DBA: Chewelah School District

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

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

Authorized Representative: Mara Schneider

Representative Title: Business Manager

Agreed On: Monday, June 29, 2020

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

Superintendent Name: RICH MCFARLAND

Agreed On: Monday, June 29, 2020



[Privacy Policy](#)

[Disclaimer](#)

[Customer Support: 1.800.725.4311](#)

©Copyright 2004 - 2020



Assurances



Special Education IDEA Part B Sections 611 and 619 for 20-21

Page 1

Special Education IDEA Tutorial

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

Single Agency Certification

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

IDEA Part B, Section 611 (3-21)

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

Name of Superintendent:	
Date: (MM/DD/YY)	

Assurances

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

1. The LEA assures that in providing for the education of students with disabilities within its jurisdiction, its policies, procedures, and programs are consistent with 20 U.S.C. 1412 - (34 CFR 300.201 and WAC 392-172A-06005).
2. If the LEA makes changes to existing policies and/or procedures on its own, due to changes to federal law; a new interpretation of an applicable provision of the act by federal or state courts; or an official finding of noncompliance with federal or state law or regulations, the LEA will provide a copy to the Office of Superintendent of Public Instruction (OSPI).
3. A free appropriate public education (FAPE) is available to all students with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including students with disabilities who have been suspended or expelled from school, in accordance with 20 U.S.C. 1412(a)(1) (34 CFR 300.101 and WAC 392-172A-02000).
4. All students with disabilities residing in the LEA, including students with disabilities who are homeless or are wards of the State, and students with disabilities unilaterally enrolled in private (non-profit) elementary or secondary schools within district boundaries, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services in accordance with 20 U.S.C. 1412(a)(3) (34 CFR 300.311 and WAC 392-172A-02040) and report these data to OSPI in a timely and accurate manner.
5. An individualized education program (IEP) is developed, reviewed, and revised for each student with a disability in accordance with 20 U.S.C. 1414(d) (34 CFR 300.324 and WAC 392-172A-

03110).

6. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled, and special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a student is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B) (34 CFR 300.114 and WAC 392-172A-02050).
7. Students with disabilities and their parents are afforded the procedural safeguards required by 20 U.S.C. 1415 and in accordance with 20 U.S.C. 1412(a)(6) (34 CFR 300.501 through -505 and WAC 392-172A-05000 through -05020).
8. Students with disabilities are evaluated in accordance with subsections (a) through (c) of 20 U.S.C. 1414 and 20 U.S.C. 1412(a)(7) (34 CFR 300.301 through -311 and WAC 392-172A-03000 through -03080).
9. The LEA will comply with 20 U.S.C. 1417(c) relating to the confidentiality of records and information in accordance with 20 U.S.C. 1412(a)(8) (34 CFR 300.610 through -626 and WAC 392-172A-05180 through -05245).
10. Students participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. 1437(a)(9). By the third birthday of such a student, an IEP has been developed. The LEA will participate in transition planning conferences arranged by the designated lead agency under 20 U.S.C. 1435(a)(10) and 20 U.S.C. 1412(a)(9) (34 CFR 300.124 and WAC 392-172A-02080).
11. The LEA will ensure that:
 - a. Students unilaterally enrolled by their parents in private elementary schools and secondary schools in the school district served by the LEA, will be afforded the opportunity to equitably participate in accordance with the requirements found in 20 U.S.C. 1412(a)(10)(A) (34 CFR 300.130 through -144 and WAC 392-172A-04000 through 04070);
 - b. Students are placed or referred by the LEA to a private school in accordance with the requirements found in 20 U.S.C. 1412(a)(10)(B) (34 CFR 300.145 through -146 and WAC 392-172A-04080 through 04110); and
 - c. The LEA follows procedures for students enrolled by their parents in a private school when FAPE is at issue in accordance with the requirements found in 20 U.S.C. 1412(a)(10)(C) (34 CFR 300.148 and WAC 392-172A-04115)
12. The LEA assures that amounts provided to it under IDEA will be expended in accordance with 20 U.S.C. 1412(a) and 1) shall be used only to pay the excess costs of providing special education and related services to students with disabilities; 2) shall be used to supplement State, local, and other federal funds and not to supplant such funds; and 3) shall not be used to reduce the level of expenditures for the education of students with disabilities made by the LEA local funds below the level of those expenditures for the preceding fiscal year subject to the exceptions contained in 20 U.S.C. 1413(a)(2)(A)(B) and (C) (34 CFR 300.202-205 and WAC 392-172A-06010 through 06025).
13. The OSPI Special Education Fiscal Staff reviews maintenance of effort on a yearly basis. The applicant understands that a "noncompliance notice" will be issued to the LEA if the LEA fails maintenance of effort tests. The LEA will either provide documentation to OSPI assuring that it is maintaining effort or reimburse (with non-federal funds) OSPI for any federal funds expended that supplant state and local effort.
14. P.L. 81-874: The LEA assures that any P.L. 81-874 (impact aid) add-on funds, which it may receive for the benefit of students with disabilities, will be spent in accordance with the federal regulations governing that program.
15. The LEA shall ensure that all personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve students with disabilities, subject to the requirements of section 20 U.S.C. 1412(a)(14).
16. The LEA shall make available to parents of students with disabilities and to the general public all documents relating to the eligibility of the LEA under the IDEA (34 CFR 300.212 and WAC 392-172A-06050).
17. The LEA shall provide OSPI with information necessary to enable the state to carry out its duties with respect to information relating to the state performance goals contained in 20 U.S.C. 1412(a)(15) and in 20 U.S.C. 1412(a)(16) as it relates to the performance of students with disabilities participating in programs carried out under Part B (34 CFR 300.211 and 34 CFR 300.602 and WAC 392-172A-06045 and WAC 392-172A-07025).
18. The LEA shall cooperate in the Secretary's efforts under the Every Student Succeeds Act of 2015 to ensure the linkage of records pertaining to migratory students with a disability for the

purpose of electronically exchanging, among the states, health and educational information regarding such students (34 CFR 300.213 and WAC 392-172A-06055).

19. Records related to the location, assessment, and placement of students who are eligible for special education and the development and implementation of IEPs shall be maintained. Programmatic and fiscal information records shall be available to authorized representatives of OSPI for the purpose of fiscal compliance, and performance verification (34 CFR 76.301 and 76.731; WAC 392-172A-05205, -06045, -07010, and -07020).
20. The LEA assures that programs and activities for students who are eligible for special education meet the requirements of Title II of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (WAC 392-172A-01035).
21. The LEA shall use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds (34 CFR 76.702 and WAC 392-172A-06010).
22. The LEA will comply with the State adopted National Instructional Materials Accessibility Standard (NIMAS) for the purpose of providing instructional materials to blind students or other students with print disabilities in accordance with 20 U.S.C. 1412(a)(23) and 1474(e) (34 CFR 300.172(c)(2) and WAC 392-172A-06040).
 - 22a. The LEA coordinate with the National Instructional Materials Access Center (NIMAC). Whether or not the LEA coordinates with NIMAC, it assures that each student who requires instructional materials in an alternate format will receive these in a timely manner consistent with 20 U.S.C. 1413(a)(6) (34 CFR 300.210 and WAC 392-172A-06040).

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

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

Check this box:	I certify that the LEA has read these assurances and will operate its IDEA Part B program in accordance with all of the assurances and submission statement.
<p>The LEA assures that throughout the period of this grant award the LEA will operate consistent with all requirements of IDEA 2004, 20 USC § 1400, et. seq., applicable regulations (34 CFR Part 300), and related state statutes (RCW) and regulations (WACs), along with the General Education Provisions Act (GEPA), 20 USC § 1221 et. seq., and Office of Management and Budget's (OMB) Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards.</p> <p>In the event that an LEA is not eligible under Part B of the Act, or is not complying with corrective actions as a result of monitoring, state complaints, or due process decisions, and the Superintendent of Public Instruction intends to withhold or recover funds in whole or in part, the LEA shall be provided the opportunity for a hearing as provided in WAC 392-172A-06065.</p> <p>I, the undersigned authorized official of the LEA, am designated to submit this application for 2020-21 funds under Part B of the IDEA.</p>	
Name of authorized official:	
Position of authorized official:	
Date: (MM/DD/YY)	
Signature Line:	



Assurances



Perkins V Application for 20-21

Page 2

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

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

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

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

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

FEDERAL

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

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

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

STATE

[Washington State Perkins Plan Requirements](#)

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

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

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

[Career and Technical Education Program Standards](#)

OSPI

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

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

Superintendent:	
Section 504 Coordinator:	
Title IX Officer:	

General Advisory Chair:	
Board Chair:	
CTE Director/Administrator:	
Date: (MM/DD/YY)	

[Privacy Policy](#)

[Disclaimer](#)

[Customer Support](#): 1.800.725.4311

©Copyright 2004 - 2020



Assurances



Highly Capable Program Plan for 20-21

Page 1

All Local Education Agencies (LEAs) must complete this application for the 2020-21 school year.

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

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

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2020-21), click **Print All**, to the right of Save. ([WAC 392.170.025](#))

Program Monitoring and Review

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

Updates have been made to the following pages:

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

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

Please check only one box below:

LEA accepts Highly Capable allocation for 2020-21 school year. LEA agrees to the comply with:

- a. [RCW 28A.150.220\(3\)\(g\)3](#)

The instructional program of basic education provided by each LEA shall include: (g) Programs

for highly Capable students under RCW 28A.185.010 through 28A.185.030.

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

LEA DOES NOT accept Highly Capable allocation for the 2020-21 school year. LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with **RCW 28A.150.220(3)(g)**. This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

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

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

Contact Name:	
Organization:	
Email:	
Phone:	
Contact Name:	
Organization:	

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



Assurances

[Back](#)


Learning Assistance Program (LAP) for 20-21

Page 1

All districts must complete this application for the 2020-21 school year.

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

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

Acceptance of Funds

Question 1: Acceptance of Funds for the 2020-21 School Year

District accepts the LAP funds for 2020-21 school year. Yes No

Before LAP funds are released for the 2020-21 school year, LEAs must have:

1. Submitted form package 218
2. **Note: Due to circumstances surrounding COVID-19, No EOY report will be required for school year 2019-20.**

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

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

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

Assurances

The district assures that it will follow the existing and amended laws and rules under RCW 28A.165 and WAC 392-165.

NOTE: Sections 402 through 405 of Engrossed HB 2242, signed into law on July 6, 2017, made changes to the Learning Assistance Program by adding an additional LAP High Poverty Schools allocation. A district's high poverty-based allocation is generated by its qualifying school buildings and must be expended by the district for those buildings.

Revisions to Chapter 392-162 WAC adopted on January 2, 2018 remain effective for the 2020-21 school year.

1. RCW 28A.165.005*
 - *Amended by Section 403 of Engrossed HB 2242
 - a. Promote the use of data when developing programs to assist students who are not meeting academic standards and reduce disruptive behaviors in the classroom.
 - b. Follow guidance provided to school districts in providing the most effective and efficient practices when implementing supplemental instruction and services to assist students who are not meeting academic standards and reduce disruptive behaviors in the classroom.
 - c. Implement a Learning Assistance Program that will focus first on addressing the needs of students in grades kindergarten through 4 who are deficient in reading or reading

readiness skills to improve reading literacy.

2. RCW 28A.165.015

- a. Ensure that the district will implement a Learning Assistance Program that addresses reading, writing, and/or mathematics, as well as readiness skills associated with these content areas.
- b. Identify LAP students as those students in kindergarten through grade 12 who score below standard for his/her grade level using multiple measures of performance, including the statewide student assessments or other assessments and performance tools administered by the school or district and who is identified by the district to receive LAP services.
- c. Identify those students with greatest academic deficits in basic skills as identified by statewide, school and/or district assessments or other performance measures.

3. RCW 28A.165.035

- a. Use best practices that have been demonstrated through research to be associated with increased student achievement. These must either be part of the Menu of Best Practices for English language arts (ELA), Math, and Behavior, or part of an alternative strategy. Following are services and activities that may be supported by LAP.
 - i. Extended learning time opportunities occurring:
 - Before or after the regular school day.
 - On Saturday.
 - Beyond the regular school year.
 - ii. Services under RCW 28A.320.190. (Extended learning opportunities for eligible 11th and 12th grade students who are not on track to meet local or state graduation requirements, as well as students identified in 8th grade who need additional assistance in order to have the opportunity for a successful entry into high school.)
 - iii. Professional development for certificated and classified staff that focuses on:
 - The needs of a diverse student population.
 - Specific literacy and mathematics content and instructional strategies.
 - The use of student work to guide effective instruction and appropriate assistance.
 - iv. Consultant teachers to assist in implementing effective instructional practices by teachers serving participating students.
 - v. Tutoring support for participating students.
 - vi. Outreach activities and support for parents of participating students, including employing parent and family engagement coordinators.
 - vii. Up to five percent of a district's LAP base allocation may be used for development of partnerships with community-based organizations, educational service districts (ESDs), and other local agencies to deliver academic and nonacademic supports to participating students who are significantly at risk of not being successful in school to reduce barriers to learning, increase student engagement, and enhance students' readiness to learn.

4. RCW 28A.165.100

- a. Annually report student level and program data for LAP according to specifications established by OSPI.

5. RCW 28A.165.065

- a. Comply with OSPI's monitoring procedures.

6. RCW 28A.150.260(10)(a)(ii)*

*Amended by section 402 of [Engrossed HB 2422](#)

- a. School districts must distribute the LAP High Poverty School Allocation to the schools that generated the funding. RCW 28A.150.260(10)(a)(ii)

7. RCW 28A.165.055

- a. A district's LAP High Poverty School Allocation is generated by its qualifying school buildings and must be expended by the district for those buildings. This funding must supplement and not supplant the district's expenditures under this chapter for those school buildings.
- b. OSPI is requiring that for implementation of this RCW 28A.165.055, LEAs must track allocation and expenditures for buildings that receive a separate LAP High Poverty School Allocation due to high poverty (50% or greater) status. Do this by:
 - I. Using applicable program and location accounting codes.
 - II. Ensuring the amount allocated is equal to LAP High Poverty School Allocation as determined by funding formula.

8. RCW 28A.320.260

- a. School districts planning to use a portion of their LAP base allocation toward implementation of [E2SSB 6162-Early Screening of Dyslexia](#), should review the recommendations by OSPI at: <http://www.k12.wa.us/Reading/Dyslexia.aspx>, before completing the Form Package.

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

[Privacy Policy](#)

[Disclaimer](#)

[Customer Support:](#) 1.800.725.4311

©Copyright 2004 - 2020



Assurances



Title II, Part A Teacher & Principal Training & Recruiting Fund for 20-21

Page 2

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

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

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

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

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

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

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

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

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

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



Assurances

[Back](#)


Title I, Part A - Improving Basic Programs for 20-21

Page 2

Each LEA plan shall provide assurance the LEA will:

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

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

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

[Privacy Policy](#)

[Disclaimer](#)

[Customer Support: 1.800.725.4311](#)

©Copyright 2004 - 2020



Assurances



ESSER Application for 20-21

Page 1

Key Information

The United States Department of Education has approved Washington's application for Elementary and Secondary School Emergency Relief (ESSER) Funds under the CARES ACT of 2020. The ESSER Funds are awarded to address the impact of the Novel Coronavirus Disease of 2019 (COVID-19) has had and continues to have on elementary and secondary schools. Funds to Local Education Agencies (LEAs) are allocated on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965.

ESSER funds are allowable to fund costs incurred on or after March 13, 2020 and are available to LEAs through September 30, 2022. These are one-time funds that should not be committed to ongoing financial obligations.

- An LEA must submit this application to the State Education Agency (SEA) to receive ESSER Funds.
- ESSER Funds are available to districts as soon as their application is approved by the Office of Superintendent of Public Instruction (OSPI) and all funds must be obligated by September 30, 2022.
- There is **considerable flexibility** for the LEA in determining how to use ESSER Funds (section 18003(d)). The LEA may use the ESSER Funds:
 - To support any school in the district or
 - It may target schools based on low-income, identification of school needs or
 - LEA determined target measures and
 - The LEA may use ESSER Funds to pay for any allowable cost that occurred on or after March 13, 2020.
 - There is no supplement not supplant requirements for the ESSER funds. However, maintenance of effort remains a requirement.
- LEAs must provide equitable services to state approved private schools
- The LEA will be monitored and is subject to audit requirements under the Single Audit Act.

LOST REVENUE: In order to use ESSER funds to claim lost revenue for child care and/or food service, LEAs will need to identify those funds on the budget page. Identify the activity code in which the revenues were lost and enter the amount in object code 9 (Capital Outlay). Enter a note in the comment box to identify that the amount entered in Object 9 will be claimed as lost revenue. For example, if revenue was lost for food services, enter the amount in activity and object codes 44-9. Then leave a note in the comment box, "**Note for Claims: 44-9 Lost Revenue for Food Services.**" If the revenue was for child care, enter the amount in activity and object codes 91-9. Then leave a note in the comment box, "**Note for Claims: 91-9 Lost Revenue for Child Care.**"

The Office of Superintendent of Public Instruction (OSPI) is following a process to evaluate and prioritize our supports and expectations for school districts as a parallel exercise to the work school districts have engaged in this spring to narrow and focus educational delivery. OSPI is committed to the following four priority areas for 2020-21, and we expect districts will make these priorities in their work.

1. Support Students Furthest from Educational Justice
2. Prepare for Health and Safety in 2020-21
3. Invest in Connectivity and Hardware
4. Leverage Local Expertise and Provide Training

Details for each of the four priorities can be found on the [OSPI's Priorities for ESSER Funds](#) document.

The LEA will use ESSER Funds for activities allowable under Sec. 18003(d) of Division B of the CARES Act. The United State Department of Education does not consider the following to be allowable under any part of 18003: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEA or 2) expenditures related to state or local teacher of faculty unions or associations.

Assurances

Instructions: Please check each box after review of the assurance.

The LEA and any other entity that receives ESSER funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

As needed, the LEA will use ESSER funds for remote learning, which includes both distance education as defined in section 103(7) of the HEA and distance learning as defined in ESEA section 8101(14), so that students can continue learning during school closures.

The LEA assures it will provide equitable services to students and teachers in non-public (private) schools as required under 18005 of Division B of the CARES Act.

The LEA receiving ESSER funds will provide equitable services to students and teachers in non-public (private) schools in the same manner as provided under section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public (private) schools.

- The LEA ensures that it will maintain control of funds for the services and assistance provided to a non-public (private) school under the ESSER Fund.
- The LEA will ensure that it will maintain title to materials, equipment, and property purchased with ESSER funds.
- The LEA assures that services to a non-public (private) school with ESSER funds will be provided by the LEA directly, or through contract with, another public or private entity.

The LEA will comply with all reporting requirements, including those in Section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the SEA at such time and in such manner and containing such information as the Secretary may subsequently require. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public (private) schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

The LEA may be required to participate in Subrecipient Monitoring to ensure that funds are used for allowable purposes in accordance with cash management principles.

The LEA receiving ESSER funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Other Assurances and Certifications

The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e). These assurances are included in the General Assurances agreed to in the iGrants Required Pages.

To the extent applicable, an LEA will include a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to

overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

LEAs, including charter schools that are LEAs, must assure that they are using ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.

LEAs will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Representative Name:	
Representative Title:	
Date: (MM/DD/YY)	

[Privacy Policy](#)

[Disclaimer](#)

[Customer Support:](#) 1.800.725.4311

©Copyright 2004 - 2020

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 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 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 learning requirements and the 5 Keys of assessment quality. 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 data;
- 4) Communication – who needs assessment information for what purposes? How will assessment results be communicated – to whom? For what purposes?
- 5) Student Involvement – how are students involved in the assessment process?

- 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 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 future planning.
- The community uses assessment data to evaluate the effectiveness of District programs and provide resources.

ADMINISTRATIVE DIRECTION Essential Academic Learning Requirements:

- 1) Reading with comprehension, writing with skill, and communicating effectively and responsibly in 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, 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)
- 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:

- 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, once adopted can be the basis for the development of a Capital Improvement Plan for the school district.

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 public 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.

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.

~~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 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.~~

Adoption Date: 2.19.97

Chewelah School District #36

Revised: 10.13.99; 12.03; 2.06, 7.08

Classification: Discretionary

PROFESSIONAL LEARNING

Chewelah School District supports Professional Learning as an important strategy in supporting the complex skills students need to be prepared for further education and work in the 21st century and the teaching/learning practices that improve student learning outcomes.

The District creates an annual Professional Learning Plan based on Staff Needs Assessment(s) and district learning achievement data.

With improved learning/teaching in mind, Chewelah School districts adopts the following principles of effective professional learning.

Professional Learning:

1. Focuses on content e.g., Every Student Succeeds Act (ESSA) learning standards, and aligns with School Improvement Plans and goals;
2. Incorporates active learning utilizing adult learning theory;
3. Supports collaboration, typically, in job-embedded contexts;
4. Uses models and modeling of effective practice;
5. Provides coaching and expert support;
6. Offers opportunities for feedback and reflection;
7. Is ongoing, of sustained duration;
8. Provides technology –facilitated learning coaching.

Leaning Policy Institute (research base)

Cross References: 5240 - Evaluation of Staff
 5005 - Employment Disclosures, Certification Requirements,
 Assurances and Approval

Legal References: RCW 28A.415.040 In-Service Training Act of 1977 —
 Administration of funds — Rules — Requirements for local
 districts — In-service training task force

WAC 181-85-075 Continuing education requirement
WAC 181-85-200 In-service education approval standards
WAC 392-121-255 Definition — Academic credits
WAC 392-121-257 Definition — In-service credits
WAC 392-192 Professional development programs
WAC 392-195 School personnel— In-service training program

Management Resources: 2011 - December Issue

Adoption Date: 02.19.97
Chewelah School District #36
Classification: **Discretionary**
Revised Dates:

USE OF ELECTRONIC SIGNATURE

Purpose:

To establish an electronic signature policy for the Chewelah School District that will:

- Promote efficiency in order to conserve public resources;
- Establish guidelines for the use of electronic signatures for certain District transactions;
- Provide reasonable assurance of the integrity, authenticity, and nonrepudiation of electronic documents when electronic signatures are used by the District; and
- Determine the scope of the District's use of the current electronic signature provider DocuSign as the approved method for affixing an electronic signature to an electronic record. This policy will apply to any future replacement to the specific service provider platform.

Reducing the District's reliance on paper-based transactions will further improve information security and sharing, allow faster approval of and access to documents, and reduce costs and environmental impact. Providing the option of electronic signatures, when practicable, is consistent with the intent of Washington State law to promote electronic transactions and remove barriers that might prevent the use of electronic transactions by governmental entities.

Scope, Manner, and Format of Use

The District encourages electronic transactions and the use of electronic signatures and recognizes electronic signatures as legally binding and equivalent in force and effect as a traditional signature made created when a person physically marks a document with the intent to sign the record.

The District authorizes the use of the DocuSign's electronic signature platform, or any future replacement of such platform, to affix electronic signatures to District records.

The District Superintendent or designee is authorized to use the electronic signature platform or any future replacement of such platform to affix electronic signatures to District records as provided in this policy.

The electronic signature platform, or any future replacement of such platform, is authorized to affix electronic signatures to the following District records: F196 Yearend reports, F196 Budget, school board meetings, Resolutions adopted by the Chewelah School Board (Board), claim vouchers approved by the Board, and any and all contracts and agreements to which the District is a party.

Electronic signatures shall not be used on District records requiring execution by a third party.

This policy may be modified, rescinded, or replaced at any time by the Superintendent.

Electronic signatures cannot be applied using another employee's name. Records signed on behalf of the Superintendent or designee shall use their own electronic signature.

An electronic signature is an acceptable substitute for a traditional signature on records requiring the signature of any record whenever the use of a traditional signature is authorized or required, except as provided herein.

If an electronic signature is used for interstate transactions or for documents required by the US Federal government, the electronic signature shall comply with the requirements of the Electronic Signatures in Global and Electronic Commerce Act.

This policy in no way affects the District's ability to conduct a transaction using a physical medium and shall not be construed as a prohibition on the use of traditional signatures.

Legal References: RCW 19.360.020 – State and local agencies – Electronic signatures and records – Use and acceptance
 15 U.S.C. Ch. 96 Electronic Signatures in Global and National Commerce Act

Management Resources: 2020 - May May Issue

Chewelah School District #36
Adoption Date:
Classification: **Discretionary**
Revised Dates: ;

Gess Elementary Board Report

September 16, 2020

During the welcome back staff meeting here at Gess Elementary, on August 27, 2020, I shared with staff the gist of one of my favorite quotes from George Couros which goes like this, "Technology will never replace great teachers, but technology in the hands of a great teacher can be transformational." To remind teachers and support staff that together we will find a way forward during the 2020-2021 school year.

Roll Out to the Start of the 2020-2021 School Year

At the welcome back meeting, here at Gess, we celebrated new staff and welcomed them to our community. In the email with the Zoom link the night before, I had invited staff to take out their raft riding helmets and strap them down tight. New staff might have been alarmed by the helmet wearing crew that showed up to the Zoom meeting. Ms. Sety was sporting her orange metallic helmet and Mr. Kersey had stepped out with a new musical helmet. Duct tape was suggested to affix for safety measures.

Demonstrating different uses of technology available through Zoom, I had the opportunity to poll our staff about how many animals they could brainstorm starting with the letter "G". 85% of staff thought they could think of at least 10. Modeling best practice, I invited staff to think about how they might incorporate this feature of Zoom into their own live classroom experiences. Proceeding forward, staff learned how to write on a whiteboard shared to the whole group and then broke out into small groups to practice amongst themselves. Collegial conversation about where to find the radio buttons in settings, allowed staff to build familiarity with the Zoom platform.

Covering the Gess protocols for staff, was essential to having a successful experience the following week with our Family Connection meetings. Mrs. Gregerson had contacted 245 plus families in the two weeks prior to the start of school. Mr. Kersey posted my letter updating families on the upcoming call and what the family connection meeting protocols were going to look like. Gess families are amazing! The positivity and support were overwhelming as we scheduled and reached out to make these meetings a reality.

Staff and I had extended conversation about what the onboarding meeting would look like during the 20-minute time allotted to meet with each student. A typical family connection meeting consisted of the following components: initial health screen into the building and family greeted with a folder containing Skyward Family Access document and food service application. Student and parent escorted to teacher's table where an online technology survey was verbally communicated by the teacher to the family. From there, a brief conversation regarding most current contact information and the opportunity to fill out the food service application was highly encouraged. Teachers walked students through the Learning Management System (LMS) here at Gess, Seesaw (K-5) and Canvas (6th grade). Students demonstrated how to log on to LMS and parents were given printed directions for later. At this time, students were scheduled for initial benchmarking and parents set the weekly meeting time with their student's classroom teacher. If a family had requested a laptop during the initial scheduling by Mrs. Gregerson, they were provided a laptop to check out. A total of 81 computers were checked out to families here at Gess Elementary and we have a waiting list. Yes, we still have need for more technology.

Reaching out to families and initiating contact, combined with social media updates through the school website and Facebook, allowed for us to meet with all enrolled families. Also, we provided families the opportunity to make an informed decision about what would fit their needs for the upcoming school year. Attached to the back of the board report for September, you will find the documents used to communicate with

our Gess families. In addition, I have attached the Power Point shared with all Gess staff on August 27, 2020 and Gess protocols we went over as a group.

Wax on Wax off

Custodial staff are using QT-P to disinfect as they are trained to handle these cleaners. Staff who are comfortable handling QT-P have been provided training by custodial staff. Those staff who are not comfortable using diluted QT-P are able to use alternatives such as Green Works, soap and water, or Clorox wipes that are unscented to clean and sanitize. At Gess, sanitation trainings were provided by our custodial staff and many took advantage of this opportunity.

Covid Response Team

Asking questions and reading the new information coming out from different agencies, I learned Tri-County Health District will be providing school districts with a "Covid Toolkit for Schools". Pretty cool. This prompted a conversation with Nurse Kassi. At Gess, the principal will be the Building Response Team Coordinator and will work in collaboration to report data to the district office. Nurse Kassi will be attending a meeting next week and gather more information for the district.

Collectively Improving Student Learning

Gess staff have been immersed in mastering the Learning Management Systems to convey learning opportunities to our students. The staff is being surveyed to determine what types of personal professional development might be needed to leverage their teaching practices. In addition, in the survey staff will share types of PD they have completed over the course of the past 6 months.

When I first arrived at Gess, a teacher who I regard highly punted the idea of a data dashboard. It took a Pandemic to pull the concept together. To support teachers, I took an existing dashboard and ripped it apart and put it back together. Kind of like Humpty Dumpty. Learning my way around the Excel spreadsheet and hyperlinking within the document has allowed our teachers to access some great resources. Yes, I did break the link today in-between writing my board report. Resent link and we are good to go! Great learning for everyone.

An Idea for the Future

One of ways to support every staff member here in the Chewelah School District, would be to create a position for an Educational Technology Specialist?

I'd like to invite the board members to come into Gess anytime. Take a peek behind the scenes, so to speak, regarding the Learning Management Systems we are utilizing to meet the needs of Gess students.

August 18, 2020

Dear Gess Gator Families,

Gess Staff is excited and preparing to welcome elementary students back to school to continue their learning. Health and safety are our top priority for both students and staff. School will be starting as a remote learning environment. Our first task as a community is to make sure every family has the tools, they will need to be successful.' There is a limited supply of computers currently available. The administration is working to add more technology.

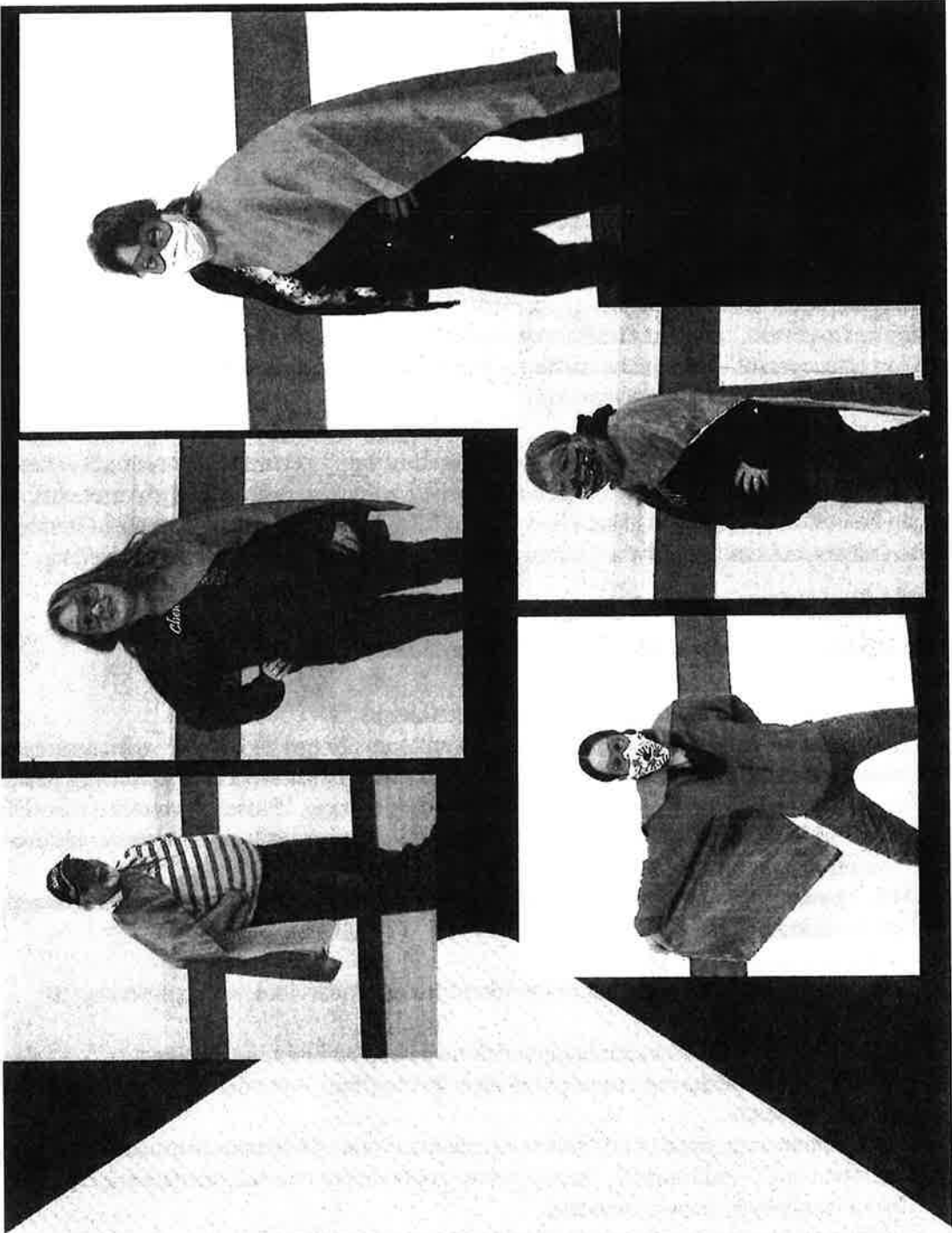
This week staff will be in contact with all families to schedule a family connection meeting for the first week of school. During the first four days of school, we will be inviting each family to meet with their teacher for a one-on-one opportunity to share how your child will be engaging with remote learning this year. All Gess students and their parent are strongly encouraged to attend the family connection meeting.

Here are a few things to note about the Family Connection Meeting:

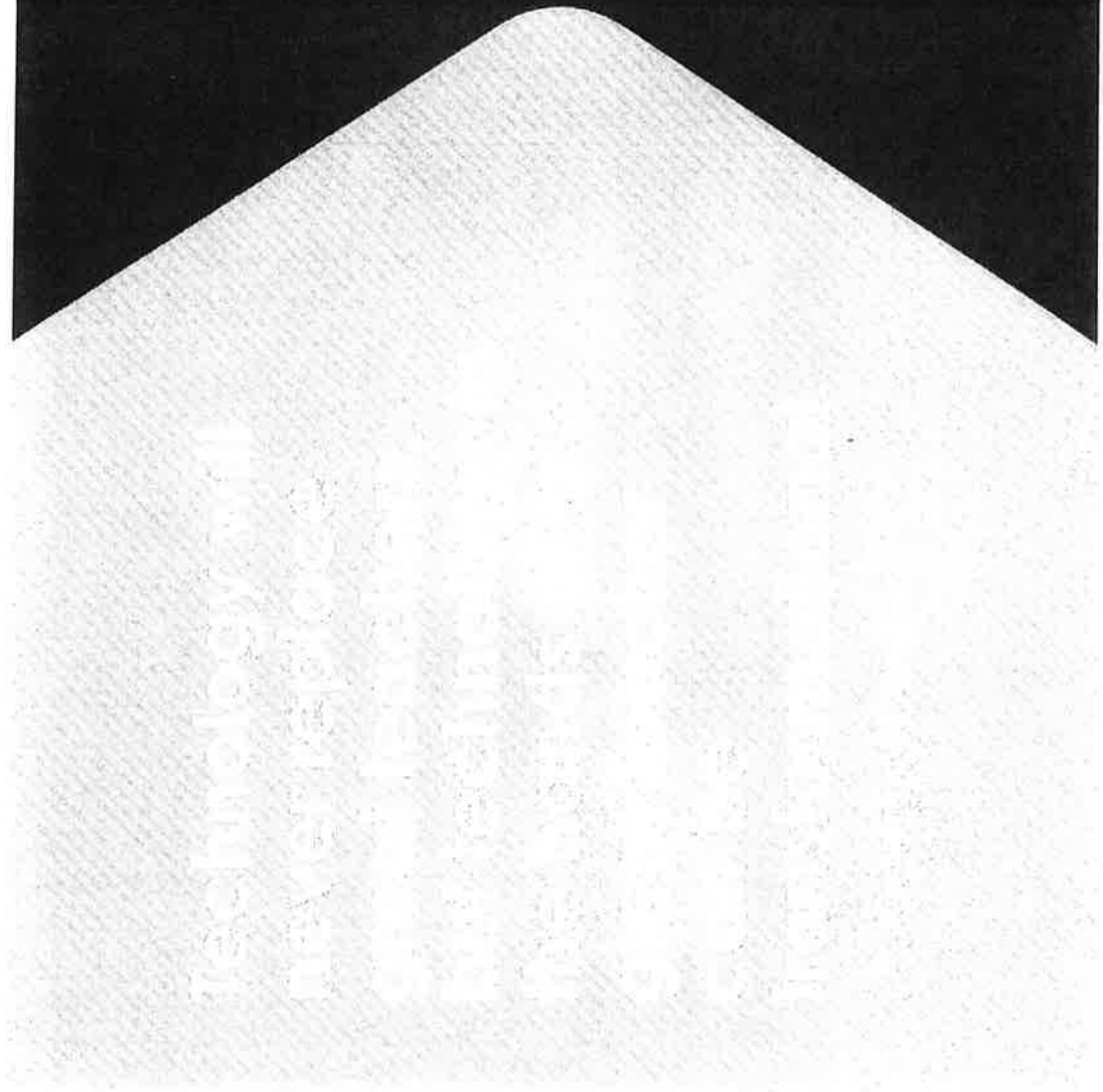
- We will be following current safety guidelines including:
 - If anyone in your family has COVID-19 symptoms or has had contact with someone who tested positive to COVID-19, or who is still in their isolation period for testing positive for COVID-19 please do ***NOT*** come into the building. Please contact the Gess Office at 509-685-6800 ext. 84002 and we will coordinate together how to get your child(ren) their information.
 - **One parent only should attend with child(ren) to limit the number of individuals in the building.**
 - Please bring your own pen.
 - Temperature checks will occur at the front for each individual who is entering the building.
 - Hand sanitizer will be available upon entrance and available in the gym.
 - Masks/face coverings are required to enter the building—we will have disposable masks on site if needed.
 - Social distancing needs to be followed meaning 6 feet of distance between family groups and with staff. Additionally, we will have spots marked outside the building in case of a line that supports social distancing.
 - Tables will be sanitized between family connection meetings.
 - Clear entrance and exit locations will be utilized.
- During the 20-minute time slot, your child(ren) will receive support to login, complete initial setup, and receive, if needed, a district device. Some families may not need the full 20 minutes, but all students must do the first initial log in on site. **Please arrive a few minutes early to check in and ensure you have your full 20 minutes if needed.**
- Gess staff members will be on site to support any check out and log in questions.

Be safe, be well. Looking forward to our reconnection!

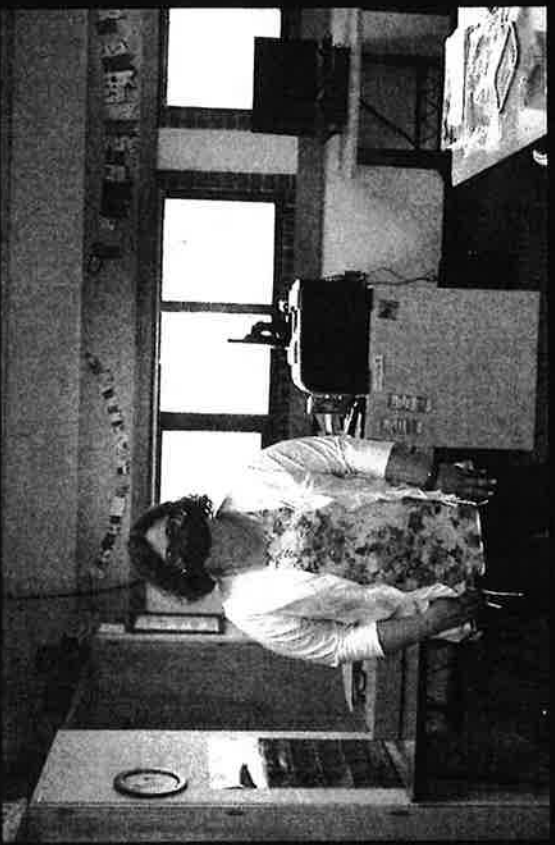
Julie Price
Gess Elementary Principal
509-685-6800 ext. 4001



Together we will find a way forward.



APPOINTMENT

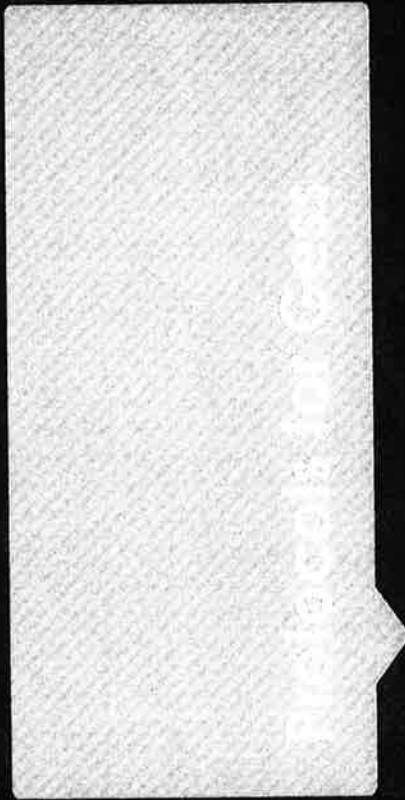


Year 1 Educational Psychology and Professional Learning

- Tiffany Warren ~ Master in Teaching Program through WSU...
- Welcome Tiffany!

Everyone will be provided a cape, might
not get a mask...

Review of Document



Gess Elementary Cleaning Protocols

- Once school starts for staff on Aug. 26, every classroom workstation will be cleaned and disinfected every night/morning and at scheduled times during the day.
- The main office area workstations will be cleaned and disinfected every day.

Covid Training Safe Schools



Login through email account click on "Waffle"

From drop down menu select Safe Schools.

- 7-minute intro with 2-minute final
- Please complete by Friday, August 28, 2020

Teacher Training for Sanitation

- Custodial staff are using QT-P to disinfect as they are trained to handle these cleaners. Staff who are comfortable handling QT-P will be offered a training by custodial staff. Those staff who are not comfortable using diluted QT-P are able to use alternatives such as Green Works, soap and water, or Clorox wipes that are unscented to clean and sanitize.
 - At Gess, sanitation trainings will be provided on August 27, 2020 at 11:15 am in the gym and August 31, 2020 throughout the day. A sign-up sheet will be in our staff room for August 31, 2020 training of sanitization cleaners.

Common Areas

- The staff rooms and office bathrooms are cleaned and sanitized 2 times daily.
- Copy machines, staff workroom, doorknobs, light switches wiped down 2 times daily.
- The Clorox 360 fogger will be used in all the district buildings when no staff are present at night. Each building will be on a separate schedule of the week.

Classrooms

- Custodians will meet with individual classroom teachers to identify high use areas for daily sanitizing.
- If a teacher has additional cleaning/sanitizing needs, such as a child in the classroom, the teacher will communicate with a sticky note on their classroom door or meet with the custodian before they leave for the day.
- Teachers will be able to clean and sanitize workstations during the day between student/parent usage using QT-P once trained or other products.

- Parents signing into the building will specifically identify which location(s) they are visiting to better track logistics for sanitizing and contact tracing.

Technology

- Laptops will be cleaned with an alcohol-based wipe or rag when possible.
 - Wipes will be placed in box
- Used rags by staff will be cleaned regularly and a process for collection of said rags in buildings will be created by administrators and custodial staff and shared with building staff.

Cleaning Protocol for Family Connection Meeting

- Scheduled meetings for families will be held every 20 minutes.
- Between meetings a designated staff member will wipe down all surfaces in area where meeting took place.

Protocol sent to Families for Connection Meeting

Here are a few things to note about the Family Connection Meeting:

- We will be following current safety guidelines including:
 - If anyone in your family has COVID-19 symptoms or has had contact with someone who tested positive to COVID-19, or who is still in their isolation period for testing positive for COVID-19 please do ***NOT*** come into the building. Please contact the Gess Office at 509-685-6800 ext. 84002 and we will coordinate together how to get your child(ren) their information.
 - **One parent only should attend with child(ren) to limit the number of individuals in the building.**
 - Please bring your own pen.
 - Temperature checks will occur at the front for each individual who is entering the building.
 - Hand sanitizer will be available upon entrance and exit; available in the gym.
 - Masks/face coverings are required to enter the building—we will have disposable masks on site if needed.
 - Social distancing needs to be followed meaning 6 feet of distance between family groups and with staff. Additionally, we will have spots marked outside the building in case of a line that supports social distancing.
 - Tables will be sanitized between family connection meetings.
 - Clear entrance and exit locations will be utilized.
 - Signage will be on doors.
- During the 20-minute time slot, your child(ren) will receive support to login, complete initial setup, and receive, if needed, a district device. Some families may not need the

full 20 minutes, but all students must do the first initial log in on site. **Please arrive a few minutes early to check in and ensure you have your full 20 minutes if needed.**

Diagnostics/ Screening Plan for Gess Elementary

Daily Temperature Screening at Gess Elementary

- All students, staff and visitors are required to wear face masks, and have a temperature screen to enter building.

Initial Screening Tool Protocol for Remote Learning & Continuous Face-to-Face Learning

Arrival at school: Check in at Nurse Kassi's Office

During school hours designated staff member will screen in people.

Before or After Hours: Materials will be set outside Nurse Kassi's Office. Self Checkin.

- Touchless Forehead Thermometers
- Upon arrival to school either hand checklist to screener or be screened.
- Students /staff will use hand sanitizer entering or leaving a room or building
- Front Entrance will be utilized. Following social distancing of 6 feet between individuals
- Secondary Screening Methods (for sick adult)
 - Separate additional sickroom designated for students with virus symptoms per health department/CDC

Initial Screening Tool Protocol with Face-to-Face Continuous Learning

Touchless Forehead Thermometers

- Upon arrival to school either hand checklist to screener or be screened.
- Students /staff will use hand sanitizer entering or leaving a room or building
- Two entrances at front of building and two screeners at back by busses.
- Back entrance as students disembark from busses, students with attestation paperwork line up on Green dotted fence.
- Back entrance as students disembark from busses, students with attestation paperwork line up on Orange dotted fence.
- Secondary Screening Methods (for sick child)
- Separate additional sickroom designated for students with virus symptoms per health department/CDC

Movement in Building During Remote Learning and Face-to-Face Learning

To avoid crossing paths individuals will move in a clockwise rotation to move throughout the building, enter or exit the building. Exception to this expectation would be the Developmental Preschool and Mrs. McKinnis's classroom. Coming back up the primary hall they will exit through the front lobby.

Cafeteria

Cafeteria will not be used in the Gess Gym

Options being discussed:

- Use of window inside building for lunch pick up
- Breakfast and Lunch delivered to rooms

Breakfast/Lunch in Classroom During Remote Learning

Breakfast in Classroom during Continuous Face-to-Face Learning

- On arrival to school, students will move in a clockwise rotation through the building to their classroom.
- Between 8:00am and 8:30 am students will eat breakfast.
- Bucket and cloth will be used to wipe down area where student had breakfast.

Lunch in Classroom during Continuous Face-to-Face Learning

- Following delivery of lunch to classrooms, students will eat then clean area with soapy water.

Classroom Management, Progress Supports, Discipline

Clearing of classrooms: Class will move through building clockwise and take a learning position on the left side of the gym social distancing

Cleaning of classroom if student sick: Class will mover through building clockwise and take a learning position on the right side of the gym social distancing.

Transportation for Students furthest from Social Justice During Remote Learning

- K-6 student will board bus with a completed screener in lanyard and mask on face.
- If student missing screen sit in three designated seats
- Students to be seated every other seat throughout the bus. Decreases time next to each other during the ride.

Transportation for Students During Continuous Face-to-Face Learning

Arrival at school: bus staggered arrival times (to be worked out w/Cory)

Fences marked with 6 feet social distancing marks

- Students split into two lines based on the following:
 - Students with parent screen (Green Line)

- Students that need to be screened (Orange Line)
- Enter building and walk to class moving clockwise through building

Staggered release from classes: Details to follow with specific times.

- Grade level will split one teacher will walk bus riders to back busses and the other teacher will escort to front of building observing 6 ft. Social Distancing
- Students will stay in class groups to walk out of building.

Red Zone:

Gess Elementary Remote Learning Plan Overview

Utilizing a holistic approach, the 20-21 school year will center around authentic partnership, feedback and support, high expectations, conditions for learning, and joy.

The remote learning plan leverages sustained student growth by focusing on the following:

- Supporting Continuous Instruction
- Providing access for each student
- Maintaining connectedness to the community

We are excited and preparing to welcome elementary students back to school to continue their learning starting on September 1, 2020. Health and safety are our top priority for both students and staff.

Teacher-Led Full Digital Instruction During Remote Learning

- Full digital instruction
- Teachers design the sequence of learning based on where they left off and what their students are working on.
- Resources housed in SeeSaw K-5 and 6-12 Canvas (videos and live instruction)
Students communication through Seesaw, other digital platforms, and or phone.

Teacher-Led Instruction During Remote Learning with Intermittent Connectivity

- A model of instruction that can occur at any time – children independently self-pace their learning once the teachers share the resources.
- Use of thumb drives to capture video learning
- Teachers create and provide materials digitally (videos, assignments from district material or supplemental materials) which students work on independently and submit through Learning Media Platform. K-5 SeeSaw – 6-12 Canvas
- Student communication through Seesaw K-5 and Canvas 6-12, Zoom, phone/or other digital platforms

Typical Remote Schedule

Structure of Day

- ❖ Students will be assigned to a Remote Homeroom with a Remote Homeroom Teacher
- ❖ Daily attendance will be taken
- ❖ 200 - 300 minutes of learning opportunities (synchronous and asynchronous)
- ❖ Large Group Instruction 25-50% of the day (dependent on grade level)
- ❖ Guided instruction (small group), Synchronous (live) Check & Connect (small group or individual)

Expectations by Grade	Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6
Whole Group	2-3 sessions per day for short periods of time	2-3 sessions per day	2-3 sessions per day	2-3 sessions per day
Guided Instruction and Independent Work (Tiered)	1-2 sessions per day	1-2 sessions per day	1-2 sessions per day	1-2 sessions per day
Synchronous (Live virtual) Check and Connect	See Master Schedule	See Master Schedule	See Master Schedule	See Master Schedule
Attendance	Daily	Daily	Daily	Daily
Parent Meeting	Once per week	Once per week	Once per week	Once per week

Lessons During Remote Learning

- 2-3 whole group synchronous lessons/day based on district created scope and sequence (15-20 minutes)
- One classroom meeting per week (20 Minutes)
- Multiple small groups/ 1:1 based on learning plans

- 1:1 student conferring teacher discretion based on student need.

Specialists Duties During Remote Learning

- Provide prep for grade level teachers.
- Students will engage with specialists (2x/week) synchronously and one asynchronously lesson. Families will choose based on availability and interest. Specialists provide weekly offerings.

Assessments During Remote Learning

Universal Screens

- Dibels and Star
- WA kid screen onsite for kindergarten followed by K-benchmarking /via zoom
- 1-6 grade Assessment appointments September 8, 2020 – September 28, 2020
- Baselines establish differentiation and lesson development for first 9 weeks of school.

Baseline Assessments Fall, Winter, and Spring.

- Students identified as needing additional supports through MTSS will be accommodated. Title/Lap teacher and support staff will push into live stream video opportunities throughout the grade levels during the week.
- Small tutoring groups for those students furthest removed from social justice may be served face to face during this time.

- Teachers will share results with families during weekly meetings and set mastery learning targets for content being learned.

Formative Assessments: TBD grade level

Grading During Remote Learning and Hybrid Continuous Learning

It will happen. (😊)

Collectively staff and families will determine learning targets and set goals to reach mastery of learning targets. These learning targets will be communicated during weekly family connection meetings.

Teachers will utilize learning system platform (K-5 Seesaw or 6-12 Canvas) to identify and link standards to learning.

Teachers will provide feedback on assignments providing guidance and support of learning process.

Primary K-3: Standards Based Grading

Intermediate 4-6: Traditional Model (Letter Grades)

Attendance During Remote Learning and Hybrid Continuous Learning

Multiple access points for attendance. Attendance represents engagement. The following ways ensure we are engaging students and tracking attendance.

Logging onto Learning Management System and engaging in live instruction.

Logging onto Learning Management System and uploading assignments or responding to different activities teacher has designed for instruction.

Participating in small group instruction.

Gess Staff will check in with families everyday to collect parent attestation that student is engaged in learning.

Grade Level para will be assigned to make this contact during the day.

- Use of thumb drives to capture video learning
- Teachers create and provide materials digitally (videos, assignments from district material or supplemental materials) which students work on independently and submit through Learning Media Platform. K-5 SeeSaw – 6-12 Canvas
- Student communication through Seesaw K-5 and Canvas 6-12, Zoom, phone/or other digital platforms

Yellow Zone:

Gess Blended Continuous Learning Model (A/B Rotation Model)

- Students attend school for face-to-face instruction two days each week.
- Students learn online outside of school three days each week. (flip classroom model)
 - School sites will ensure that siblings are assigned to the same scheduled days.
- All recommended state guidelines will be followed to maintain staff and student safety.

Remote Continuous Learning Model allowed for any Zone (Allowing for Parent Choice)

- Students are enrolled at their current school sites.
- Assigned to a teacher who will provide learning activities virtually.
- Can enroll on a temporary status up to the full school year.

Gess Blended Continuous Learning Model (A/B Rotation Model)

Learning lessons and activities (Tuesday, Wednesday or Thursday, Friday Schedule)

- Specialists will go to students' classrooms
- Example of a Potential Elementary School Schedule and instruction for K-6 students.

Daily Instruction in Grades	Potential Elementary School Schedule
K-6: •Language Arts •Reading •Mathematics •Social Studies/Science	8:00-8:30 ~ arrival/soft start and breakfast. 8:30-9:10 ~ Music/SEL Lessons 9:15-11:05 ~ Language Arts 11:05-11:55 ~ Social Studies 11:55-12:55 ~ lunch and Structured Recess 12:55-2:05 Mathematics 2:05-2:45 pm ~ Science 2:45 – 3:00 pm ~ staggered release

- All recommended state guidelines will be followed to maintain staff and student safety.

Benefits of the Face to Face Schedule

- Regular Face-to-Face Instruction in Core Content Areas
- Student and Staff Health and Safety
- Regular Peer and Adult Connections
- Smaller Class Sizes to Enrich and Accelerate Learning
- Flexible
- Family and Student Choice

Continuation of Assessments During Gess Blended Continuous Learning Model (A/B Rotation Model)

Universal Screens

- Dibels and Star
- WA kid screen onsite for kindergarten followed by K-benchmarking /via zoom
- 1-6 grade Assessment appointments September 8, 2020 – September 28, 2020
- Baselines establish differentiation and lesson development for first 9 weeks of school.

Baseline Assessments Fall, Winter, and Spring.

- Students identified as needing additional supports through MTSS will be accommodated. Title/Lap teacher and support staff will push into live stream video opportunities throughout the grade levels during the week.
- Small tutoring groups for those students furthest removed from social justice may be served face to face during this time.
- Teachers will share results with families during weekly meetings and set mastery learning targets for content being learned.

Formative Assessments: TBD grade level

Green Zone:

Five-Day Learning Model (Face to Face)

Dependent on Governor’s guidelines, Health Department, and CDC

Students are with their assigned teacher 90% of the day.

Students will participate in specialist opportunities for 10% of the day such as: ○ Music ○ PE/Outdoor Activities ○ Social Emotional

Learning lessons and activities

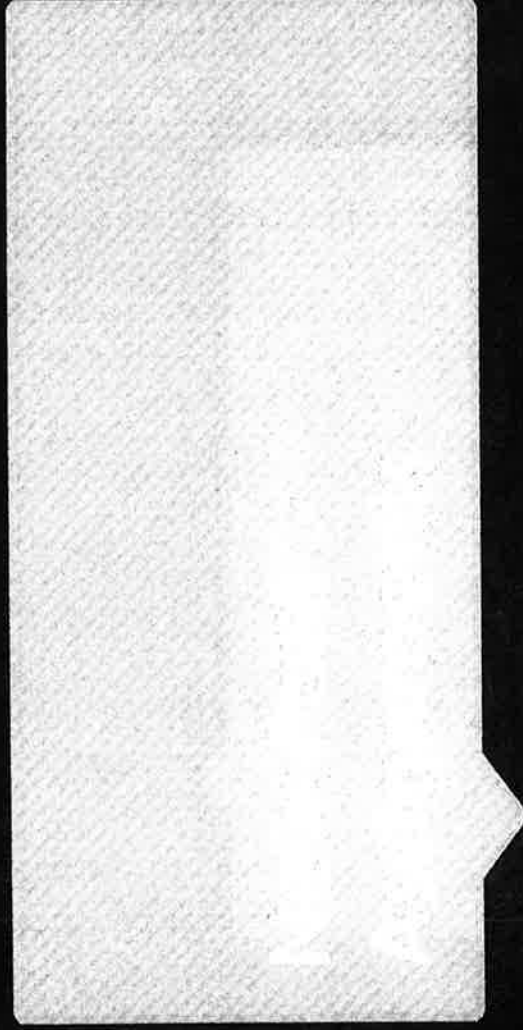
- Specialists will go to students' classrooms
- Example of a Potential Elementary School Schedule and instruction for K-6 students.

Daily Instruction in Grades K-6:	Potential Elementary School Schedule
•Language Arts	8:00-8:30 ~ arrival/soft start and breakfast.
•Reading	8:30-9:10 ~ Music/SEL Lessons
•Mathematics	9:15-11:05 ~ Language Arts
•Social Studies/Science	11:05-11:55 ~ Social Studies 11:55-12:55 ~ lunch and Structured Recess
	12:55-2:05 Mathematics
	2:05-2:45 pm ~ Science
	2:45 – 3:00 pm ~ staggered release

Title/Lap Paras assigned to grade levels to support teachers.

Schedules being redefined to keep hours whole to transition to Face -to- Face at some point in year.





Opportunities throughout the day will look different.

- Mary Kersey ~ Preschool/1st
- Brianne Chartrey ~ Preschool/2nd
- Leslie Biancardi ~ Library 3rd
- Diane Cobb ~ Title/Lap 4th
- Gloria Coppock ~ 5th/6th Title/Lap
- Kim Hartill ~ Kindergarten
- Mary Petrini ~ Title/Lap
- Clover Joyce ~ Front Office/Nurse Supports

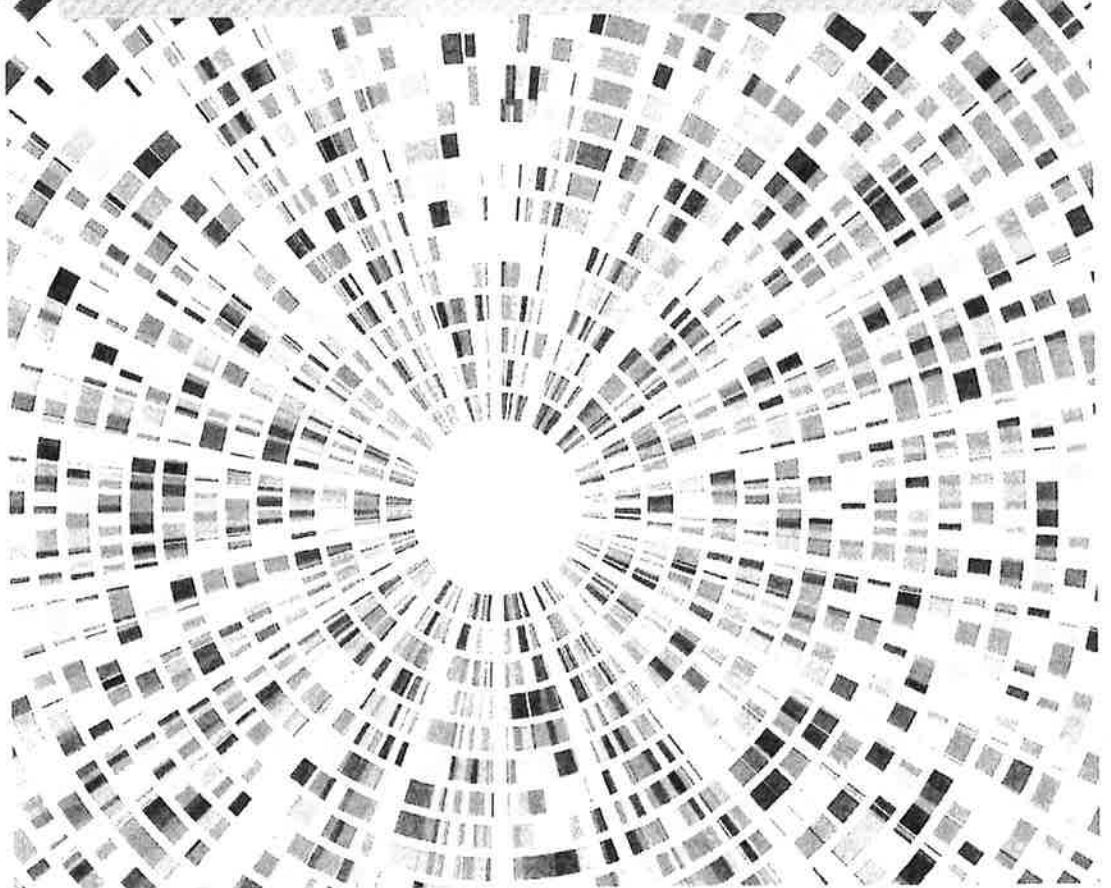
Other duties assigned to paras ~ Limited amount of teacher time.

Monday – Thursday
4:30 pm – 7:00 pm



Parent Connection Machinist

As a member of the Machinists Local Union, you have the right to be heard and to be represented by a union representative. The Machinists Local Union is committed to providing you with the best possible representation and to ensuring that your voice is heard. We will work to resolve any concerns you may have and to ensure that you are treated fairly and equitably. If you have any questions or concerns, please contact your union representative or the Machinists Local Union at (800) 555-1234.





- Staff Meetings
 - Second and Fourth Wednesday of Month (2:50 – 3:30 p.m.)
 - Special Services Meetings First and Third Wednesday of Month (2:50 – 3:30 p.m.)
 - Para Meetings First and Third Monday of Month
 - Action Team Last Monday of Month
 - PBIS Team Meetings Tuesday afternoon after Action Team
 - Data Teams will be posted on School Calendar

TPEP is still
here.

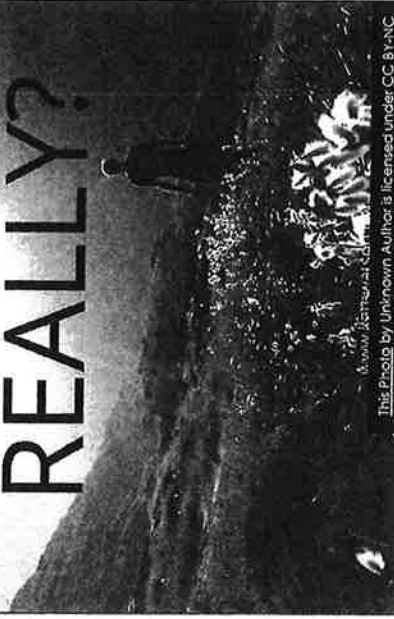
OSU has made

modifications for the 2020-21 School Year.

Self-Care

Note to self: Trauma is part of our lives, and we don't want to exacerbate it during distance learning efforts.

SELF-CARE, WHAT IS IT REALLY?



This Photo by Unknown Author is licensed under CC BY-NC



○ https://www.youtube.com/watch?v=4b5286T_k10

Be a Mr. Jensen...

Implement solutions...

Take action...

Family Connection Meeting

- Meet the teacher and make a connection
- Technology Survey
- Skyward Family Access Login/password and updated Address/phone confirmation
- Food Service application
- Learning Management System Login
- Sharing of Schedules by grade level teacher
- Setting weekly meetings for student and family
- Setting assessment meetings: September 8 – September 28

- Survey provided to each family
Questions asked and provided by Classroom teacher.

← Back

Computer

Mobile

Gess Elementary Technology Survey

* Required

1. Student first name. *

Enter your answer

2. Student last name. *

Enter your answer

3. Grade Level. *

Enter your answer

4. Do you have reliable internet service at home? (i.e. ability to stream YouTube, Netflix, Disney) *

yes

no

other

5. Do you have cell service at home? *

yes

No

other

6. Would you be interested in checking out a wi-fi hotspot? (a device that uses the cellular network

7. If you haven't prearranged a school laptop, during this meeting time, are you interested in checking out a school laptop for use at home? If yes, please leave your name and we will contact you as technology becomes available. *

yes

No

8. The main delivery of course content will be via an online platform and have opportunities for live video instruction with your teacher and class. Is there a reason that this will not work for you? *

Yes

No

Other

9. Would receiving recorded lessons and assignments via an alternate method (not the internet) be an option? *

yes

No

Other

10. Would you be able to get download and upload course content from the website at times during they week that may not align with live class time? *

Yes

No

11. Gess Elementary would like to offer to families internet access from 4:30 pm to 7:00 pm Monday through Thursday. Would you use this service? *

Yes

No

Other

12. Is there any other important information regarding your ability to complete and turn in work remotely that we should know about? *

Enter your answer

Submit

In welcome folder.

August 27, 2020

Student L

Grade i

Dear Parents/Guardians,

Skyward Family Access is available to parents and guardians of students at Gess Elementary. Skyward is a source for tracking information, allows you to play a more involved role in your child's education progress and improves communication with the school. Skyward Family Access is available through the Chewelah School District website under the Resources Tab/Parent Resources/Skyward Family Access.

In the Family Access web portal, you can review your child's progress with just a "point and click" from your home or office. In addition to grades, parents will also have access to a variety of student information such as attendance, schedules, food services, and student and family demographics.

Your username and computer-generated password are included with this letter. Once logged in, you may change your password. If your password is blank that is an indication that you have already changed your password. If you do not remember your password, please contact Brenda Gregerson at 685-6800 ext. 4002. Teachers do not have access to family usernames or passwords.

A verification of information is required annually, if you have not done so yet, please sign in update your verification. Instructions for doing the update are listed below.

Annual Verification process/online registration

Online registration allows you to view or update contact information for you student or for the district to share important information with you.

1. You will need to sign on to your family access for your student
 - a. To find family access, go to the Chewelah School District page, Select the Resources tab, Parent Resources, Skyward Family Access
 - b. Sign on to your Skyward Family Access using the credentials provided by the school when you enrolled your student
 - c. The select the Online Update/Registration Link
2. Review and make changes to the information on the Online Registration screen
3. On the bottom of each page is a complete step #, click this box when you have completed the information
4. Click Next Step (you can click Close and Finish Later at any time to postpone completing the Online Registration form. Changes you have made are saved.
5. Repeat until you reach the Complete Online Registration Screen. (Click Previous Step to return to the previous screen)
6. Review the Complete Online Registration screen
7. Click Submit Online Registration to submit the Online Registration

If you have any questions regarding any of this information, please contact the Gess Office. 509.685.6800 ext 8-4002.

Parent/Guardian (

Login

... Password

Mailing Address 3



GESS ELEMENTARY

TEACH, LOVE, RESPECT, AND PROTECT ONE ANOTHER

E. 405 Lincoln, P.O. Box 7, Chewelah, WA 99109

(509) 685-6800 FAX (509) 935-4860

September 1, 2020

Dear Parent,

The Chewelah School District is encouraging all families to complete and return the Free and Reduced application, even if your child(ren) will not be eating school meals, or if you don't think you qualify for free or reduced meals.

School districts receive additional program funding based on the school community economics and family income levels within the district. These additional funds can provide additional programs for struggling students, support for our teachers, college admission fees may be waived, Advanced Placement testing prices are reduced or waived for your student, and other educational opportunities. It is the Free and Reduced Application information that can drive additional funding for school districts, and you have the opportunity to help maximize educational opportunities for our students by completing and returning this application.

One application is completed per family and will cover all children living in the household. This information is confidential. You may complete the paper application and return it to the school or complete the application online through Skyward Family Access.

If your income changes throughout the year you may complete a new application at any time either through Skyward Family Access or by picking up a paper form at the school.

If you have any questions you may contact the District Office

2020-21 HOUSEHOLD APPLICATION FOR FREE AND REDUCED-PRICE MEALS

CHEWELAH SCHOOL DISTRICT

Apply online <https://www2.nerdc.wa-k12.net/scripts/cgitip.exe/WService=wchewels71/fwemnu01.w>

Complete, sign, and return this application to: Kim Stricker – Chewelah School District, PO Box 47, Chewelah, WA 99109

Check here if you received meal benefits last year:

Homeless Migrant

1. List all students living with you that are attending school. If the student is a foster child, homeless, or migrant, indicate this by placing an "x" in the appropriate box. Include any personal income received by the student and make an "x" in the correct box for how often it is received.

Student's Last Name	Student's First Name	MI	Foster	Date of Birth	School	Grade	Student Income	Weekly	Bi-Weekly	2 X Month	Monthly
			<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If any Household Members (including yourself) currently participate in one or more of the following assistance programs, please write in a case number. If no, go to Step 3.

Basic Food TANF Food Distribution Program on Indian Reservations (FDPIR) Case Number: _____

3. List the names of all other household members - Enter income (in whole dollars) and CHECK how often it is received. If a household member does not receive income, write 0. If you enter 0 or leave the income sections blank, you are promising there is no income to report.

Names of ALL other household members (do not include students listed above)	Foster	Earnings from work (before any deductions)	Weekly	Bi-Weekly	2 X Month	Monthly	Public Assistance/ Child Support/ Alimony	Weekly	Bi-Weekly	2 X Month	Monthly	Pensions/ Retirement/ Social Security (SSI)	Weekly	Bi-Weekly	2 X Month	Monthly	Any Other Income Not Already Listed	Weekly	Bi-Weekly	2 X Month	Monthly	Check if no SSN: <input type="checkbox"/>
	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Total Household Members (include all people living in your household): Last Four Digits of Social Security Number (SSN) of Primary Wage Earner or Other Household Member:

(total listed must equal number of household members listed above)

5. Contact Information & Signature – Complete, sign, and return this application to:

I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of federal funds and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable State and Federal laws.

Printed Name of Adult Household Member _____

Adult Household Member Signature _____

E-mail Address _____

Mailing Address _____

City, State & Zip Code _____

Daytime Phone _____

Date _____

In welcome folder

Week of September 1 - September 4

- During the Family Connection Meetings, families were provided student schedule by their classroom teacher. Examples from each grade level.
- Directions and technical support were provided to families as they accessed the different learning management systems for the first time.
- Weekly meetings were scheduled for each student and benchmarking assessments scheduled.

Master schedule overview Remote Learning

	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade
8:30-9:10	Independent Work	Independent Work	Independent Work	Independent Work	Independent Work	Independent Work	Independent Work
9:10-9:50	Live Session	Live Session			Music/PE		Live session
9:50-10:30				Live session	Live session	Music/PE	
	10:30-11 Live Session		10:30-11:10 Live session	Music/PE			10:30-11:10 Live session
	11-11:30 Lunch	11-11:30 Lunch					
			11:30-12 Lunch	11:30-12 Lunch		11:10-11:50 Live session	11:10-11:50 Music/PE
		11:30-12 Live Session	12-12:30	12-12:40 Live session	12-12:30 Lunch	12-12:30 Lunch	12-12:30 Lunch
	12-12:30 - Choice Boards 12:30 - 1:10 Music/PE		12:30-1:10 Live Session		1:10-1:50 Live Session		
	1:10-2:30 Choice Boards	1:10-1:50 Music/PE					
			1:50-2:30 Music/PE				

-- open spaces indicate time for family meetings, small groups, 1-1 teaching opportunities.

Kindergarten Schedule
Lori Paluck and Denice Ross

Draft

August 17, 2020

8:00-9:10 Remote PD

9:10-9:30 Morning Message (Live)

Attendance

Show & Tell

Story

PA

Zoo-phonics

Song

9:30-10:00 SeeSaw Activity for Literacy

Zoo Letter & Sound activity

Break/Snack

10:30-11:00 Bridges Math

Number Corner (Live)

Math Activities – Seesaw

11:00-12:00 Lunch/Recess

12:00-12:30 Choice Boards – Explain

Check in with morning activities

Family contact

12:30- 1:10 Prep

1:10-2:30 Choice Boards

Independent practice of kindergarten skills – Literacy, Math, Art, etc.

Assessing/small group/one on one

Recess

Time	Daily Schedule 1 st Grade, Scranton
8:30-9:00	Morning work: Morning sentence, Word Work, HFW, Phonemic Awareness videos / Teacher available for questions
9:00-9:20	Reading videos, leveled reader activities
9:25-9:45	Number corner with the Teacher
9:45-10:00	Brain Break! Run around, do exercise or do a brain break activity
10:00-11:00	Writing and Grammar videos and activities / small group instructions / parent conferences
	10:00-10:20
	10:20-10:40
	10:40-11:00
11:00-11:40	Lunch! Feed your body, get more energy!
11:45-12:05	Math lesson together on zoom
12:05-12:10	small break
12:10-1:20	SplashMath 15min. Choice board for Word Work / small group instructions / parent conferences
	12:10-12:30
	12:30-12:50
	12:50-1:10
	1:10-1:30
1:30-1:50	P.E (Mon, Wed) Music (Tues, Thurs) Library (Friday) Zoom
1:50-2:30	Science (Mon, Wed) Art (Tues, Thurs) Choice Board 10 min (Friday) Then Choice board when you finish
	1:50-2:10
	2:10-2:30
2:30-2:45	Teacher available for questions



2nd

G

R

A

D

E

Mrs. Oman's Daily Schedule

8:30-9:10 Teacher grading, planning

9:10-9:30 Number Corner Video

9:30-9:50 Reading Minilesson Video

9:50-10:10 Independent Practice

10:10-10:30 Recess~ Get up and move!

10:30-10:50 LIVE Reading Lesson

10:50-11:10 LIVE Guided Reading (small group)

11:10-11:30 Independent Skills Practice

11:30-12:00 LUNCH

12:00-12:30 Math Lesson Video

12:30-12:50 LIVE Math Discussion and Help

12:50-1:10 LIVE Math Intervention (small group)

(Friday Show & Tell)

1:10-1:25 Recess~ Get up and Move!

1:25-1:50 Video Lesson~ Science, Social

Studies or Writing (these alternate)

1:50-2:30 PE (M, W) Music (T, TH) Library /



School Phone Number 509.685.6800 ext.4105

Email lbman@chewelak12.us or contact me through SEESAW

Suggested Third Grade Daily Schedule

8:30- 9:00 Breakfast

9:00- 9:20 Choice Time

9:20 take a break

9:30-9:50 School work from daily plan

9:50-10:10 **LIVE lesson with your teacher!**

10:10-10:30 School work from daily plan

10:30-11:10 **LIVE** Music (Tuesday and Thursday) or
PE (Monday and Wednesday) or Library (Friday)!

11:10-11:30 School work from daily plan

11:30-12:15 LUNCH!!

12:15-12:30 **LIVE lesson with your teacher!**

12:30-1:00 School work from daily plan

1:00 take a break

1:15-2:15 Choice Time

Teacher's Office Hours

11:10-11:30

1:45-2:45

Choice Time Options

please do 20 minutes of reading **and** 20 minutes
on Prodigy each day

Prodigy

Epic

AR Tests

Spelling City



Re: updated schedules please

Sophia Larson <slarson@chewelahr12.us>

Wed 9/9/2020 12:08 PM

To: Brenda Gregerson <bgregerson@chewelahr12.us>; Brian Harting <bharting@chewelahr12.us>

4th Grade Schedule

9:30 - 10:00 Special on Zoom

10:00 - 10:35 Lesson with Harting/Larson on Zoom

**** 1:10 - 1:50 Lesson with Harting/Larson on Zoom starting Monday, September 14th**

	Monday	Tuesday	Wednesday	Thursday	Frid
8:00 – 8:30 Planning					
8:30 – 9:10 Remote PD					
9:10 – 9:30 Live Stream Special	PE	Music	PE	Music	Libr.
9:30 – 9:50 Asynchronous Learning					
9:50 – 10:30 Synchronous Learning					
10:30 – 12:00 Office Hours (40 min phone calls)					
12:00 – 12:30 Lunch					
12:30 – 1:10 Office Hours (40 min phone calls)					
1:10 – 1:50 Synchronous Learning					
1:50 – 2:45 Office Hours (40 min phone calls)					
2:45 – 3:30 Planning					

5th Grade Remote Learning Schedule

2020 - 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
9:10 - 9:50	Class Meeting	Seesaw Activity Block 1	Seesaw Activity Block 1	Seesaw Activity Block 1	Seesaw Activity Block 1
9:50 - 10:30	PE	Music	PE	Music	Socio Emotional Learning - Library
10:30 - 11:10	Seesaw Activity Block 1	Independent Learning	Independent Learning	Independent Learning	Independent Learning
11:10 - 11:30	Live Video Lesson 1	Live Video Lesson 1	Live Video Lesson 1	Live Video Lesson 1	Live Video Lesson 1
11:30 - 11:50	Live Video Lesson 2	Live Video Lesson 2	Live Video Lesson 2	Live Video Lesson 2	Live Video Lesson 2
11:50 - 12:30	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:30 - 1:30	Seesaw Activity Block 2	Seesaw Activity Block 2	Seesaw Activity Block 2	Seesaw Activity Block 2	Seesaw Activity Block 2
1:30 - 1:45	Recess/Brain Break	Recess/Brain Break	Recess/Brain Break	Recess/Brain Break	Recess/Brain Break
1:45 - 2:45	Independent Learning	Independent Learning	Independent Learning	Independent Learning	Independent Learning

6TH GRADE STUDENT SCHEDULE

9:00am Log-in to Canvas

9:10am Zoom Meeting w/ Mrs. Tilla (English Language Arts & Social Studies)

-following Zoom meeting, students can work on coursework

10:30 Zoom Meeting w/ Mrs. Jones (Math & Science)

-following Zoom meeting, students can work on coursework

11:10 Specialist Opportunities

-live lessons and/or videos with Mr. Kersey (music) and Mr. Bardwell (P.E.)

LUNCH

12:30-2:30pm Teacher Office Hours

-teachers are available for help as students work through Canvas coursework

NOTE:

-If you are not able to attend the Zoom meeting with your teacher, a recording of the lesson will be available in Canvas and/or on a provided thumb drive

TEACHER CONTACT

Mrs. Tilla

685-6800 ext. 4108

ktilla@chewelak12.us

Mrs. Jones

685-6800 ext. 4119

ljones@chewelak12.us

Prefer texting?

Text @gess6th to the number 81010 to begin a text thread with your 6th grade teachers!

Jenkins JR./SR. High School
September 10, 2020
Board Report

I. Social/Emotional Focus

This year once again, after our Late Start Mondays, we have created a modified schedule to include either a .5-hour Character Strong or Advisory meeting, depending on the week. The time frame is between second and third periods. In week one, students participated in a variety of ice-breaker activities to better learn who was in their group and to meet the students who are new this year to the school. The message was that together we can create a culture of kindness. The Character Strong program has challenges for staff and students called Character Dares that they are encouraged to participate in throughout the program. The first Character Dare went out to staff this morning which challenged staff to reach out to 3-5 parents about how excited the teacher is to have the student in class and a reason why.

Just a reminder, that during Advisory, students will be learning about graduation requirements, course offerings, and career exploration and will be working on their High School and Beyond planning. This is an effort to assist students in making informed decisions with parents and custodians about graduating on-time and setting post-secondary goals. Our senior advisors from last year have now become our 7th grade advisors this year to begin the cycle over again.

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

II. Week #1 Conferences

The teachers, our Jenkins librarian Rhonda Christian and our counseling office secretary Vanessa Bigler met with all but seven students who we have yet to make contact. During the meeting staff used a Welcome Back Guide as a talking point and all parents/guardians were administered a Technology Access Survey which we used to identify our Non-Internet Connected students. At this time, survey data indicates that 26 students identified themselves as having no internet connection and unreliable or absent cellular connectivity. Some of these students, however, have found ways to connect to their live classes and are problem solving solutions. Other students have Individualize Distance Learning Plans to assist in the download and upload of information at least once per week.

Administrators also used the data to identify the students who needed a computer for distance learning at home. Computers have been provided to over 115 families and a handful of technicians in the library have been available all week providing problem solving services to students and families while assisting in the process of internet access from home and effective log-in to Canvas.

III. Jenkins Enrollment

Current enrollment as of September 10, 2020 has Jenkins head count at 276 and full-time equivalent (FTE) at 263.59. This is a drastic drop in enrollment for our building. According to withdraw data student left for the following programs:

- Approx. 40 headcount students to Quartzite Learning Center;
- Approx. 23 headcount students to Running Start;
- 18 students enrolled with other school districts (3 to CVA);
- 4 students to homebased learning opportunities; and
- 1 student to early release opportunity.

IV. Professional Development Snapshot

Administration is in the process of gathering professional development data during spring and summer. I will have a comprehensive snapshot of professional development participation for the October Board Report.

This is the response data from the first six teachers who answered the survey.

Title of Professional Development and Short Description:

Harvard Business School Case Method Project: Intense workshop on the use of the case method in US history and civics classes as a way of teaching US history in an engaging manner. Still ongoing, but upon completion, will be one of a handful of teachers in the state of Washington to have completed the program. Will trial run four cases this year with various classes.

Moving Math Forward: Conference sessions covering various ways to implement technology, convert resources to a digital platform, and engage learners in distance learning.

Using the Choices Program (Focus on Climate Change, China): How best to use Choices units in an online environment; Choices units are current events based that are applicable to CWA/Global Issues classes.

Advanced Career Technical Education (CTE) Strategies from South Seattle Community College: 40 Clock hour course before Practicum and Initial Certification- focused on John Hattie research and application.

Science Technology Engineering and Math (15 hours) and Remote Learning (20 hours) and Canvas Training (6 hours): Preparation for on-line distance learning.

The Quizlet Unconference: Sessions covering ways to use Quizlet in all content areas, more advanced ways to use Quizlet outside of the typical flashcards, and partners that work with Quizlet.



Quartzite Learning

Options, Opportunities, and Endless Possibilities

September 2020 Board Report

What a fast and furious start to the year! Staff have been busy meeting with students and families writing student learning plans and getting students started. There has been a significant increase in enrollment at Quartzite Learning this fall with approximately 167 students enrolled. Headcount in June 2020 was 128 students. Additional instructional materials are having to be ordered to accommodate for such increased numbers and teachers have overflowing caseloads, but it is exciting to be able to serve so many families with an alternative to the traditional education model and keep students in the Chewelah School District.

The June board report highlighted some professional development that staff took part in throughout the spring. As the year progresses, professional development on project-based learning will continue to be a focus. It is important to continue the learning that staff began last spring for continuity as implementation is in process.

Staff are enjoying the opportunity to meet face to face with families during the enrollment and student learning plan process. The focus remains on building productive and positive relationships with both the student and the family.

Open Doors enrollment is holding steady at about 10-12 students. It is exciting to see many of the students being successful in earning their GED and moving on to the next steps in their lives. The end of year report for Open Doors is due soon, and then an

accurate report of the number of students that have been successful over the past year will be available.

Once enrollment and registration settle down, students will begin taking beginning of the year assessments. This data will be used to help provide interventions and additional supports for students. Assessments will take place 3-4 times per year.

As a staff we will be planning appropriate times to open the computer lab for an internet café based on family need. Approximately 40 laptops have been checked out to students, nearly depleting our supply. Additional laptops are in the process of being ordered to hopefully decrease the wait time for checking them out to families.

Quartzite Learning staff is looking forward to continuing to providing options, opportunities, and endless possibilities for the students and families of the Chewelah School District.