



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

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Review/approve athletic director job description (gray)
6. Review 5th grade boys and girls sexual health education flyers
7. Review and update strategic plan goals
  - 2022 strategic plan one-pager
  - Chewelah Schools Improvement Plan 2022-2027
8. Board goals for 2023-2024 school year
  - 2022-23 board goals for reference
9. First reading Policy 2170 Health, Family Life and Sex Education, renumber and rename to 2125 Sexual Health Education (yellow)
10. First reading Policy 2126 AIDS Prevention Education, rename to HIV-AIDS Prevention Education (lavender)
11. First reading Policy 3413 Student Immunization and Life-Threatening Health Conditions (tan)
12. First reading Policy 3417 Catheterization (pink)
13. First reading Policy 3422 Control of Head Lice (pumpkin)
14. Adjourn

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office, at 509-685-6800, ext. 1002, no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

**CHEWELAH SCHOOL DISTRICT #36**  
**JOB DESCRIPTION**

**TITLE:** 7 6-12 ATHLETIC DIRECTOR

**QUALIFICATIONS:** Washington State Teacher Certification (not required if not teaching) and a minimum of three years as a head varsity coach required. Must demonstrate knowledge of W.I.A.A. rules governing extra-curricular activities and eligibility. Excellent organizational skills must be demonstrated. Must be qualified to assist in the supervision and evaluation process of coaches. Experience in fundraising, constructing budgets and monitoring expenditures is preferred.

**NATURE OF POSITION:** Coordinates and supervises the extra-curricular programs grades 7 6-12, under the direction of the principals and superintendent. Completes scheduling, reports, and paperwork as required by the District, league, and State. Works directly with the coaches and community to provide a quality extra-curricular program for all athletes. Recommends the hiring and dismissal of coaches and volunteers.

**REPORTS TO:** Superintendent and building principals.

**SUPERVISES AND EVALUATES:** All coaches grades 76-12. Supervision of students or student body as assigned by the principal.

**JOB GOAL:** To provide students an opportunity to participate in quality extra-curricular activities that will foster development of academic, physical, and social skills, emphasizing self-esteem and good sportsmanship. To work collaboratively with parents and community to facilitate pride and sportstmanship in athletic programs.

**PERFORMANCE RESPONSIBILITIES:**

1. Establishes and maintains a climate of ~~concern and~~ respect for all students, staff, coaches and parents.
2. Is actively involved in promoting student development by providing a caring, nurturing environment for students in pursuit of social, emotional, and academic success.
3. Organizes and administers the overall program of extra-curricular activities.
4. Provides leadership in the selection, assignment, and evaluation of athletic coaches and staff members. Coaches will be evaluated at by the end of each season.
5. Fosters good school-community relations by keeping the community aware of and responsive to the athletic programs including working with ~~our~~ booster and athletic advisory committee.
6. Assumes responsibility for the organization and scheduling of all extra-curricular activities and facilities.
7. Assists in setting and implementing creating a vision for youth athletic programs for the Chewelah community.

Athletic Director

Adopted June 19, 2019

8. Develops and maintains trust with students, parents, and coaches.
- ~~79.~~ Arranges for officials, security, ticket takers, and game workers as directed by the principal.
- ~~810.~~ Attends league, district, and state meetings as required by the principal or superintendent.
- ~~911.~~ Coordinates car/van/bus transportation for coaches and student activities.
- ~~1012.~~ Arranges, with ASB Secretary/Bookkeeper, lodging and meals for athletes and coaches at district or state events.
- ~~1113.~~ Develops and implements appropriate rules and regulations governing the conduct of athletic activities.
- ~~1214.~~ Verifies each athlete's eligibility according to established physical and academic requirements of eligibility for participation in each sport.
- ~~1315.~~ Prepares and administers- Assists ASB Bookkeeper in the creation and administration of the athletic program budget.
- ~~14-16~~ Approves requisitions submitted by coaches for program supplies and equipment within the established budget.
- ~~1517.~~ Coordinates all ticket sales and fundraising events of the athletic program with the A.S.B. Bookkeeper and Advisors.
- ~~1618.~~ Arranges all details to meet the needs of visiting teams and the officials, gymnasium services, and field assistance as appropriate needed.
- ~~1719.~~ Arranges a system for non-school use of playing fields and facilities during the school year.
- ~~1820.~~ Arranges field and gym practice schedules with all head coaches.
- ~~1921.~~ If possible, wWorks with local medical professionals to provide a process for pre-season physical examinations.
- ~~2022.~~ Provides information on insurance programs available and ensures that athletes either have insurance or an insurance waiver.
- ~~2123.~~ Plans and assists with coordination of the recognition program for school athletes and coaches.
- ~~2224.~~ Oversees the safety of facilities, equipment, and all participants. Reports safety issues to the building principal.
- ~~2325.~~ Administers extra-curricular conduct code.
- ~~2426.~~ Coordinates setup and maintenance of facilities for extra-curricular or community use as directed by the building principal and district safety committee.
- ~~2527.~~ Oversees the planning, organizing and implementation of all pre-season registration requirements.
- ~~2628.~~ Performs other duties as assigned by the Superintendent and/or principals.
29. Attends training each year as required by the Superintendent and principals.
30. Facilitates professional development for coaches.

**TERMS OF EMPLOYMENT:** Salary and work year to be established by the Board.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the school board policy on Evaluation of Staff.

**Athletic Director**

**Adopted June 19, 2019**

Approved: \_\_\_\_\_ Date \_\_\_\_\_  
(Supervisor)

Reviewed and received by: \_\_\_\_\_ Date \_\_\_\_\_  
(Employee)

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**DISCLAIMER**

The preceding list is not exhaustive and may be supplemented as necessary. The statements contained herein reflect general details as necessary to describe the principal functions of this job, the scope of responsibility and the level of knowledge and skills typically required but should not be considered an all-inclusive listing of work requirements, skills, or duties so classified. All personnel may be required to perform duties outside their normal responsibilities from time to time as needed.

The Chewelah School District does not discriminate in any programs, activities, or employment on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator, Section 504/ADA Coordinator and Civil Rights Compliance Coordinator: N. 210 Park St., Chewelah WA 99109, (509) 685-6800.

*Job descriptions are written as a representative list of the ADA essential duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*

**Athletic Director**  
**Adopted June 19, 2019**



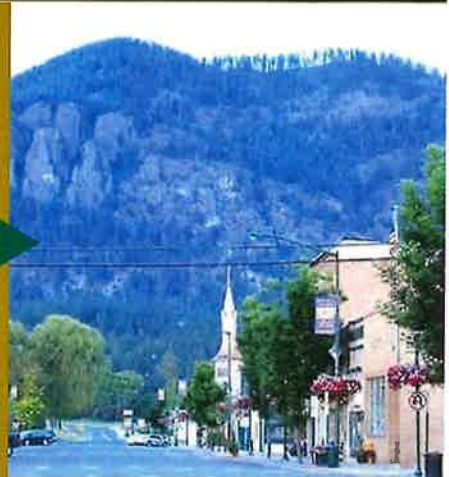


**CHEWELAH  
SCHOOL DISTRICT  
STRATEGIC PLAN  
2022-2027**

**Chewelah Promise**  
"We teach to ready our  
younger generations"

**Chewelah School District is  
committed to:**

1. Student Learning
2. Exceptional Professionals
3. Safe Environments
4. Dynamic Programs
5. Program Designed Facilities



**Teaching & Learning**

2022-2027

**GOALS**

- Complete curriculum scope and sequence for all content areas k-12.
- Develop District professional development plan, including evaluation of plan.

**Chewelah Culture**

- Continue ongoing efforts to improve communication with stakeholders.
- Improve transition support to students and staff new to the District.

**Student Services**

2022-2027

**GOALS**

- Train CSD employees in Crisis Management (mental and physical wellbeing).
- Deliver mental health counseling to students in need.

**Facilities & Finance**

- Develop 10-12 year facility plan.
- Educate community on facility needs and long range planning.



Developed by the strategic planning committee of 28 parents, educators, community members, business owners, & students. Chewelah School Board approved April 20, 2022





Chewelah  
Schools

<b>School District:</b> Chewelah School District	<b>Plan Reviewed on:</b>
	<b>Plan Reviewed on:</b>
<b>Date Completed:</b> April 2022	<b>Plan Reviewed on:</b>
<b>Date Board Approved:</b> April 20, 2022	
<b>The Strategic Plan Steering Committee developed the Chewelah Promise and corresponding commitments described in this plan. (2021-22)</b>	<b>Jason Perrins, Erin Dell, Shawn Anderson, Julie Price, Clover Joyce, Betty Myers, Kevin Herda, Julie Sautter, Kallie Tilla, Jennifer Watts, Clay Jeanerette, Jason Tapia, Ella Joyce, Paul Sety, Shirley Baker, Chelsea Boswell, Janet Mclaughlin, Alicia Sobosky, Amanda Katzer, Ed Anegon, Sarah Gregory, Laura Watson, Paige Campbell, Clover Joyce, Rhonda Christian, Kelly Mccrae, Mailie Masuda, Judy Bean</b>

# Improvement Plan 2022-2027

## Chewelah School District Promise

“We teach to ready our younger generations”

Chewelah School District #36  
 “We teach to ready our younger generations”  
 -Chewelah Promise 2022-2027

## Chewelah School District Commitments (2022)

### **Student Learning**

Student learning is the core of our existence. Our primary responsibility is to ensure our students have the skills, knowledge, character, and wisdom to match their life and career goals.

### **Exceptional Professionals**

Our employees are our most important asset in achieving our purpose of student learning.

### **Safe Environments**

Staff and students will thrive in achieving their best performances in safe learning places and situations.

### **Dynamic Programs**

Our students are provided the best experiences through programs and services that are unique, effective, meaningful, and specific.

### **Program Designed Facilities**

Our facilities are designed to match the learning and to enhance programs & activities for our schools and community.

## District Community Summary

Chewelah's first brick schoolhouse was constructed in 1901. It was a two-story structure with eight classrooms called the Union School, because Chewelah was not incorporated and officially named until 1903. It was located on what is now the west lawn of the Chewelah City Hall. The continuing rapid growth of the town's population to nearly 900 citizens forced to build a twin schoolhouse in 1907 that was attached to the first one. The original Jenkins High School was constructed in 1910 on property donated by Colonel David Jenkins when the city's population was over 1,600 residents

The second Jenkins High School was built in 1928 on property just west of the original high school, and the old high school became a junior high school. By this time, students from several of the small outlying schools were now being bussed to Chewelah. This second high school included a gym on the bottom floor, with a balcony surrounding it on the second floor for spectators, and a spacious auditorium above it on the third floor. In

1952, an addition to the two separate buildings was built to link the two structures together, adding a cafeteria and kitchen, a library, and six classrooms. This new section was jointly used by high school and junior high students. Two years later, in 1954, the original Jenkins High School was completely renovated, with the new Gaiser Gymnasium added to the north end of the building.

Student enrollment was still growing, and a third Jenkins High School that was completed in 1976. At this time, the 1928 high school was razed and the remaining building was converted into a middle school for grades six, seven, and eight.

The new Chewelah Grade School was built during the Great Depression in 1938 with federal funding from the Works Progress Administration. As student enrollment continued to grow, the school district had to rent classrooms in the nearby unoccupied St. Mary's School for grade school students. This eventually necessitated the construction of the current Gess Elementary School in 1983 on land donated by next door neighbor Ernie Gess. The building currently houses grades kindergarten through sixth grades. Additions were made in 1991 and 1993 to add classrooms.

Jenkins MS/HS has undergone additions and renovations since 1976: Rooms added in 1978 (current MS portion of Jenkins); Woodshop added in 1982, and Roof 2010. New Roof in 2010 as well as Fire and safety replacement.

The Chewelah School District is a Title 1 school District. Our student population is approximately 750 students (2022). The District employs approximately 56 certificated staff and 58 classified support staff. The leadership team is comprised of one Superintendent, Transportation Supervisor, Maintenance and Operations Supervisor, IT Supervisor, Head Cook Supervisor, half-time SPED Director, half-time Athletic Director, Director of Student Services, ALE Principal, Elementary Principal, Secondary (MS/HS) Principal and an Assistant Principal that serves the elementary and secondary school. The CSD runs and manages its own transportation bus fleet.

### District Supportive Data

See appendix A for General Budget Information.

See Appendix B for Strategic Planning Steering Committee work completed April 2022

See Appendix C of Annual District Report July 2022



## Strategic Plan Goals 2022-27

**There are two goals in four categories. The categories are:**

Teaching & Learning  
 Chewelah School Culture  
 Student Services  
 Facilities and Finance

### Teaching & Learning Goal #1: Write scope and sequence for all content areas by June of 2023

CSD is committed to Student Learning & Exceptional Professionals

<b>Activities</b>	<b>Timeframe</b>	<b>Leadership</b>	<b>Resources</b>	<b>Measures</b>
<b>Teachers will be trained to develop/write scope and sequence of their curriculum. A template will be provided for all</b>	Training will be provided by the ESD in September and October.	ESD Specialists, Superintendent and school Principals.	ESD 101 will provide support and training. Principals will follow up to ensure training was successful.	Principals will monitor teacher progress during the year and will check completion of teacher work in June of 2023.

<p>teachers to follow and complete.</p>				<p>Staff will demonstrate understanding by completing Scope and Sequence documents</p>
<p><b>Teacher will be provided time and support during the year to achieve this goal. Teacher will work alone and/or in groups to write scope and sequence for their subject areas or grade levels.</b></p>	<p>2022-23 School Year</p>	<p>CSD Teachers</p> <p>Principals will monitor and support teachers through the process.</p>	<p>Teachers will be provided paid time after school as often as needed to complete their scope and sequence. Most work will be done after school. Feedback will be provided by administration</p>	<p>Copies of Scope and Sequences from all teachers will be collected and organized by administration. Feedback will be given.</p> <p>Scope and Sequences of Curriculum will be presented to the Board of Directors in July 2023 Work Session.</p>

**Funding: List and describe funding amount(s) and source(s) associated with the above activities.**

1. Curriculum, ESSER, Title budgets- \$25,000

**Teaching & Learning Goal #2 : Develop District wide professional development plan and evaluate the plan each school year.**

<b>Activities</b>	<b>Timeframe</b>	<b>Leadership</b>	<b>Resources</b>	<b>Measures</b>
<b>District Employees PD Needs Assessment Survey. (Goal of participation: minimum of 60% survey). To be administered each May of current school year.</b>	2023-24 School Year	Superintendent, Principals and Building PD committees.	Forms Survey Software	Survey results. Feedback from employee leadership groups.
<b>Planning and organizing PD with Building Principals and teachers each May-June for the following year.</b>  <b>District wide PD will be published each June for the following school year.</b> <b>Adjustments will be made in</b>	Ongoing meetings during school year to schedule and organize PD according to teacher professional needs and student performance results	Building Principals, Teacher leadership groups	Building PD Committees  Budget reviews for funding  School Improvement Plans progress  Survey feedback	Student academic success and teacher performance. Teacher feedback and input. PD needs identified in School Improvement Plans.

August and during the year as needs are identified.			TPEP	
<b>Evaluation of PD results.</b> 1. Review of student performance and learning progress 2. PD Survey results 3. PD Committee feedback.	Annually- April-May	Building Principals, Teacher leadership groups	Building PD Committees Budget reviews for funding School Improvement Plans progress Survey feedback TPEP	Student academic success and teacher performance.  Effectiveness of PD plan will be evaluated each May. Effective PD will be determined by survey results, student achievement in areas where training has been given or is lacking.
<b>Implementation of PD Plan.</b>	Annual planning with board approval each June	Superintendent & Principals with input and support from employee leadership teams	Budget and feedback from staff and admin team	Teacher improvement as identified by principals and teachers (TPEP). Student achievement improvement areas as identified in assessment scores (MAP, iReady, District curriculum exams.

**Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.**

1. Title, ESSER and General budget- \$50,000

**Chewelah Culture #1 : Improve transition support to students and staff new to the District 2022-24**

<b>Activities</b>	<b>Timeframe</b>	<b>Leadership</b>	<b>Resources</b>	<b>Measures</b>
<p><b>Building Orientations Development Plan:</b> Each year new staff are hired and welcomed. There are District Orientation, Principal Orientation and job skill training and Orientations. Orientations share building norms and culture. Safety and building maintenance. Counseling Services for staff and students. Discipline and</p>	Each year and through the year (ongoing).	Main District Office staff, Principals and Superintendent	District budget ESD support services and training Chewelah Staff/mentors	Retention of new staff-longevity Survey feedback Professional growth of new staff.



student handbook. Staff Handbook				
CSD Mentoring Program (ESD 101) BEST PROGRAM a. Certificated b. Classified	Each year with new hires	Superintendent and Principals and peer mentors	ESD 101 BEST Program	Survey feedback from new teachers and their mentors.  ESD feedback on how effective we implemented program
Buildings will develop a "new" student orientation and mentor program for new students.	2022-24	Building Leadership School Counselors Associated Student Body leadership and students	Staff leadership, knowledge, experience, and skill  Programs for students	Student Feedback. Parent feedback. CEE Survey
Develop a transition and support plan for students Transitioning into new buildings or key grade levels. (TK, Kinder, 6 <sup>th</sup> to 7 <sup>th</sup> and 8 <sup>th</sup> to 9 <sup>th</sup> )	June of 2023	Building Principals Building leadership staff ASB	CSD employees	Stakeholder feedback.  Implement new programs

**Funding: List and describe funding amount(s) and source(s) associated with the above activities.**

1. Training support services ESD 101
2. ASB Budget

3. iGrant funds; TPEP, Title and LAP - \$6,000

**Chewelah Culture #2 : Continue ongoing efforts to improve communication with stakeholders  
2022-23**

<b>Activities</b>	<b>Timeframe</b>	<b>Leadership</b>	<b>Resources</b>	<b>Measures</b>
Review and modify building communication plans created by Principals (May 2022 Retreat)	Fall of 2022	Superintendent and Building Principals	Time and practice	Surveys where parents, teachers and parents can share feedback.
Survey employees on communication effectiveness	Annual surveys of staff to obtain feedback on communication	Superintendent, building principals and District committee	NA CEE Survey System	Improvement in trust, planning, being informed, feeling part of a community shared by stakeholders.  Board of Directors increased visibility.

Develop and try other means of communication: ie. Focus Groups and community outreach to agencies/associations	3-4 a year during the 2022-23 School Year	Board and Superintendent	Time and communication to public/stakeholders	Parent feedback from community events: Focus Groups and community presentations
Strengthen and continue with current communication strategies that work.	2022-23	CSD Leadership Team and District Office.  Building Offices and building leadership teams.  Board of Directors	Newsletters, Emails, Planning events, Radio, Focus groups, Sup Scoop, staff meetings, PLC, Board Meetings,	Surveys and comments following communication

**Funding: List and describe funding amount(s) and source(s) associated with the above activities.**

1. District website and resources- \$3,500
2. Levy and General budget- \$10,000

**#1: Train CSD employees in Crisis Management (mental and physical)- 2022-23**

<b>Activities</b>	<b>Timeframe</b>	<b>Leadership</b>	<b>Resources</b>	<b>Measures</b>
Professional Development by Mental Health counselors will be provided to employees 2-3 times during the school year.	2022-24 School years	Principals will schedule times for training with staff with Mental Health Counselors	Dragon Fly Mental health contract	Feedback from staff and completion of trainings by staff. Teacher confidence in supporting students in coping with mental health conflicts.

**Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.**

1. ESSER FUNDS \$3-5,000

**#2: Deliver mental health counseling to students on a regular basis.**

<b>Activities</b>	<b>Timeframe</b>	<b>Leadership</b>	<b>Resources</b>	<b>Measures</b>
Contract with Mental Health agency	2022-24	Admin and school counselors	ESSER Funds Dragon Fly Counseling	Admin, counselors will monitor progress. Monitor and evaluate factors such as student attendance, on track to graduate, reducing conflicts, or student engagement in school with individuals will be calculated according to the individual student.
Provide mental health counselor to students. Identify student needs, meet their needs and build independence. Account for mental health conflicts and	2022-24	District Admin and School Counselors will coordinate student needs and resources with Mental Health Counselor.	Mental Health Therapist and ESSER Funds	Number of students improving in attendance and participation in school. Students exiting out of mental health support



provide skills to help students be independent.				
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<b>Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.</b>
1. ESSER funds (120k- 2022-23, 100k 2023-24)

**Facilities and Finance #1: Develop 10-12 year facilities Plan by the end of 2023**

<b>Activities</b>	<b>Timeframe</b>	<b>Leadership</b>	<b>Resources</b>	<b>Measures</b>
4-6 Meetings with District facility committee	2022-23	Jason Tapia and Jason Perrins and committee	Community Support. The Chewelah SD has an experienced maintenance crew.  Committee members are experienced contractors	Long range plan prepared and delivered to the board by June of 2023  Minutes of meetings and list of feedback

			ESD provides facility reports OSPI	Input from stakeholders and trusted resources such as ESD and OSPI
Communication to stakeholders and community resources for feedback and support	2022-23	SD Administration	Social media, focus groups, publications.	
ESD 101: Facility Department	2022-23	Jason Tapia and Jason Perrins	Provide facility assessment and consultation for the CSD	Obtain helpful information for the committee to make decisions
McKinstry Construction	2022-23	Jason Tapia and Jason Perrins	Provide facility consultations	Obtain helpful information for the committee to make decisions

**Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.**

1. No expenses anticipated at this time

**Facilities and Finance #2: Educate community on facility needs and long-range planning following development of Long-range Facility Plan**

<b>Activities</b>	<b>Timeframe</b>	<b>Leadership</b>	<b>Resources</b>	<b>Measures</b>
Community plan: explore and identify best means to educate and share with community. Community in-person meetings, letters, The Independent, Flyers, radio, etc.	2022-24	Superintendent, Maintenance Supervisor, School Board, and Facility committee	Media options: Radio, newsletters, website, Facebook, newspaper, community meetings	Support on levies and bonds Feedback from community Evaluate the effectiveness of communication Community publications and notices of plan (website, newsletters and newspaper)
District Facilities Committee consulting: Will provide guidance to how to best education the community.	2023-23	Jason Tapia and Jason Perrins	Time for meetings and planning	Communication outreach with community options and opportunities

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.

NA

# CHEWELAH BOARD OF DIRECTOR GOALS

2022

2023

**Chewelah Promise:** We teach to ready our younger generations



## VISION



- Lead and guide district through the District Improvement plan developed in spring of 2022
- Support and advocate the Chewelah Promise and Commitments

## GOVERNANCE AND TEAM LEADERSHIP



- Participate in 4-5 Board of Director training opportunities
- Board members will participate in state wide school policy development
- Evaluate Superintendent twice a year
- Participate in WSSDA self evaluation in spring of 2023

## ACCOUNTABILITY

- District Assessment Plan
- District and Building Improvement Plans
- Communicate progress to community
- Monitor progress on Capital Levy projects



## COMMUNITY LEADERSHIP

- Be visible in community and at school events
- Engage in 2-way communication activities
- Promote District initiatives in the community through organized public forums and venues beyond board meetings



## POLICY

- Review, retire, or revise policies adopted before 2011
- Maintain newer policies so they are relevant.
- Monitor and support policy implementation



[www.chewelah.k12.wa.us](http://www.chewelah.k12.wa.us)



## HEALTH, FAMILY LIFE AND SEXUAL HEALTH EDUCATION

~~Health, family life, sex education and human sexuality including information about parts of the body, the study of the anatomy and the physiology of human reproduction, and characteristics or qualities that distinguish between maleness and femaleness may be included in the instructional program as appropriate to the grade level and course of study. Interested parents and community groups shall be encouraged to become involved in the planning, development, evaluation and revision of any instruction in sex education and human sexuality offered as a part of the school program. Parents may ask to review the materials to be used and may, in writing, request that their child be excluded from sex education and human sexuality classes.~~

~~Effective September 1, 2008:~~

~~The Chewelah School District Board of Directors has determined that all students be provided instruction in comprehensive sexual health education, consistent with state law.~~

~~In grades K-3 instruction will be social and emotional learning that is consistent with the social and emotional standards and benchmarks adopted by the Office of Superintendent of Public Instruction (OSPI).~~

~~Comprehensive Ssexual health education instruction offered provided by the district to students in grades 4-12 shall will be medically and scientifically accurate, age appropriate, appropriate for students regardless of gender, race, disability status, or sexual orientation and include information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases and inclusive of students regardless of their protected class status under Chapter 49.60 RCW. Abstinence may not be taught to the exclusion of other instruction on contraceptives and disease prevention. The district's comprehensive sexual health curriculum shall will be consistent with the gGuidelines for sSexual hHealth iInformation and dDisease pPrevention developed by the Department of Health and the Office of Superintendent of Public Instruction, the Health Education K-12 Learning Standards adopted by OSPI, and other provisions of RCW 28A.300.475.~~

~~Instructional materials will be chosen from a list provided by OSPI or will be identified or developed by the district and reviewed using comprehensive sexual health education analysis tools provided by OSPI.~~

~~The superintendent will provide Pparents/guardians may ask an opportunity to review the materials to be used, including or providing electronic access, will provide information on and may, in writing, request that their child be excluded eding their child from sexual health education, and will grant all such requests, and human sexuality classes. The superintendent shall distribute forms to parents who wish to exercise this right. Students who are exeused shall be provided alternative educational opportunities.~~

The superintendent or their designee will annually identify to OSPI any curricula used to provide comprehensive sexual health education and how the provided classroom instruction aligns with legislative requirements.

Cross References:	Board Policy 2020	<u>Curriculum Development and Adoption of Instructional Materials Course Design, Selection and Adoption of Instructional Materials</u>
	Board Policy 2126	<u>HIV-AIDS Prevention Education</u>
Legal References:	WAC 392-410-140	<u>Sexual Health Education — Definition — Optional course or subject matter — Excusal of students</u>
	<u>RCW 28A.300.175</u>	<u>Medically accurate sexual health education – Curricula – Participation excused – Parental review</u>
	<u>RCW 28A.600.480(2)</u>	<u>Reporting of harassment, intimidation, or bullying – Retaliation prohibited - Immunity</u>
Management Resources:	<u>Policy News, August 2007</u>	Sex Education Curriculum and Instruction
	<u>2009 – February Issue</u>	

**Adoption Date: 11.28.07**

**Chewelah School District #36**

**Revised:**

**Classification: Priority Encouraged**



## HIV-AIDS PREVENTION EDUCATION

The life-threatening dangers of HIV (human immunodeficiency virus) and (AIDS) acquired immunodeficiency syndrome (AIDS) and its prevention shall will be taught in the district. HIV/AIDS prevention education shall will be limited to the discussion of the life-threatening dangers of the disease, its spread transmission, and prevention. Students shall will receive such education at least once each school year beginning no later than the fifth grade.

The HIV/AIDS prevention education program shall will be developed in consultation with teachers, administrators, parents, and other community members including, but not limited to, persons from medical, public health, and mental health organizations and agencies. The curricula and materials used in the HIV/AIDS education program may be the model curricula and resources available through OSPI or, if developed by the school district, be approved for medical accuracy by the State Department of Health, HIV/AIDS Prevention and Education Services (eOffice on AIDS). District-developed curricula shall will be submitted ~~to the office on~~ HIV/AIDS Prevention and Education Services accompanied by an affidavit of medical accuracy stating that the material in the district-developed curricula has been compared to the model curricula for medical accuracy and that in the opinion of the district the district-developed materials are medically accurate. Upon submission of the affidavit and curricula, the district may use these materials until the approval procedure to be conducted by ~~the office of~~ HIV/AIDS Prevention and Education Services has been completed.

At least one month before teaching HIV/AIDS prevention education in any classroom the district will conduct, ~~during convenient hours for the parents and guardians of students~~, at least one presentation concerning the curricula and materials that will be used for such education. The presentation will be held during weekend and evening hours for the benefit of parents and guardians of students. The parents and guardians shall will be notified of the presentation and that ~~the curricula and materials shall be are~~ available for inspection. No student may be required to participate in HIV/AIDS prevention education if the student's parent or guardian, having attended one of the district presentations, objects in writing to participation.

The curriculum for HIV/AIDS prevention education shall will be designed to teach students which behaviors place a person dangerously at risk of infection by the human immunodeficiency virus (HIV) and methods to avoid such risk including, at least:

- A. The dangers of drug abuse, especially ~~that involving~~ the use of hypodermic needles; and
- B. The dangers of sexual intercourse, with or without condoms.

The program of HIV/AIDS prevention education shall will stress the life-threatening dangers of contracting HIV/AIDS and shall will stress that abstinence from sexual activity is the only certain means for ~~the prevention of the spread or contraction of the AIDS virus preventing the transmission of HIV~~ through sexual contact. The instruction shall will also stress that condoms and other artificial means of birth control are not a certain means of preventing the ~~spread of the AIDS virus transmission of HIV~~; and reliance on condoms puts an individual at risk for exposure to the disease.

Cross References:     Board Policy 3414            Infectious Diseases

Board Policy 2125 Health, Family Life and Sex Education  
Sexual Health Education

Legal References: RCW 28A.230.070 AIDS Education in public schools – Limitations  
– Program adoption – Model curricula –  
Student’s exclusion from participation  
RCW 28A.300.475 Medically accurate sexual health education –  
Curricula – Participation excused – Parental  
review  
RCW 70.24.250 Office on AIDS – Repository and clearinghouse  
for AIDS education and training material –  
University of Washington duties

Management

Resources: Policy News,  
December 2008 HIV/AIDS Prevention Education

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**Chewelah School District #36**  
**Revised: 03.18.09**  
**Classification: Priority Encouraged**



## STUDENT IMMUNIZATION AND LIFE THREATENING HEALTH CONDITIONS

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the board requires a student to present evidence of his/her having been immunized against ~~the following~~ diseases ~~recommended as required~~ by 28A.210 RCW and the Washington State Board of Health 246-105 WAC: diphtheria, pertussis (whooping cough), poliomyelitis, measles, rubella, mumps, hepatitis b, and tetanus varicella (chickenpox) for children under thirteen years of age and haemophilus influenzae type B disease. A student satisfies the measles requirement upon a physician's verification that the student has had measles (rubeola)

### Exemptions from Immunization

The district will allow for exemptions from immunization requirements only as allowed for by RCW 28A.210.090 and WAC 246-105-050.

### Meningococcal Disease, Human Papilloma Virus and Vaccine Immunizations Information Distribution

~~At the beginning of every school year, the district shall will~~ provide parents and guardians of ~~students in sixth through twelfth grade~~ students and above with information provided by the Washington State Department of Health about meningococcal disease, human papilloma virus (HPV) and their vaccines. ~~at the beginning of every school year. The information shall address the characteristics of the disease; where to find additional information about the disease; vaccinations for children; and current recommendations from the Centers for Disease Control and Prevention regarding receiving the vaccine.~~

### Human Papillomavirus Disease Information

~~At the beginning of every school year, from sixth through twelfth grade the district shall provide parents and guardians with information, provide by the state Department Of Health about human papillomavirus disease and its vaccine.~~

The information ~~shall will~~ include the causes and symptoms of meningococcal disease, human papillomavirus, how the diseases ~~is are~~ spread, the places where parents and guardians may obtain additional information and vaccinations for their children and current recommendations from the Centers for Disease Control Prevention regarding the vaccines.

### Life-Threatening Health Conditions

Prior to attendance at school, each child with a life-threatening health condition ~~shall will~~ present a medication or treatment order from a Licensed Healthcare Provider (LHP) addressing the condition. A life threatening health condition means a condition that will put the child in danger of death during the school day if a medication or treatment order providing authority to a registered nurse and nursing plan are not in place. Following submission of the medication ~~or and~~ treatment order, the registered nurse will develop a the nursing care plan shall be developed.



Students who have a life-threatening health condition and no medication or treatment order presented to the school ~~shall will~~ be excluded from school, to the extent that the district can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, and ~~pursuant to the following due process requirements according to the due process requirements in School District Procedure 3413P:~~

- A. ~~Written notice to the parents, guardians or persons in loco parentis delivered to the parents in person or by certified mail.~~
- B. ~~Notice of the applicable laws, including a copy of the laws and rules.~~
- C. ~~The order that the student shall be excluded from school immediately and until a medication or treatment order is presented.~~
- D. ~~Describe the rights of the parents and student to a hearing, the hearing process and explain that the exclusion continues until the medication or treatment plan is presented or the hearing officer determines that the student should no longer be excluded from school.~~
- E. ~~If the parents request a hearing, the district shall schedule one within three school days of receiving the request, unless more time is requested by the parents.~~
- F. ~~The hearing process shall be consistent with the procedures established for disciplinary cases pursuant to Chapter 180-40 WAC.~~

**Exclusion from School**

The district will exclude students as required in RCW 28A.210.120 from further presence at the school who are out of compliance with the immunization requirements and students with a life-threatening health condition as required in WAC 392-380-045 who do not have a medication or treatment order in place.

Cross References:	Board Policy 2161	Special Education and Related Services for Eligible Students
	Board Policy 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
	Board Policy 3241	Student Discipline
	Board Policy 3416	Medication at School
	Board Policy 3115	Students Experiencing Homelessness: Enrollment Rights and Services

Legal References:	<u>RCW Chapter 28A.210 RCE</u>	Health--Screening and requirements
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~~WAC 246-100-166~~

~~Chapter 246-105~~

~~WAC~~

Immunization of child care and  
school children against certain  
vaccine-preventable diseases

~~WAC 392-182~~

Student - Health records

~~WAC 392-380~~

Public school pupils – Immunization  
requirement and life-threatening  
health condition

Management Resources:

2020 – May Issue

2018 – August Policy Issue

2012 – August Issue

2011 – August Issue

2011 – June Issue

*Policy News,*

August 2007

Human Papillomavirus Disease  
Notification

*Policy News,*

April 2006

Chickenpox Immunization Required

*Policy News,*

June 2005

Distribution of Information on  
Meningococcal Disease

*Policy News,*

October 2002

Legislature Addresses “Life  
Threatening Conditions”

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**Chewelah School District #36**

**Revised: 11.28.07**

**Classification: Essential**

## CATHETERIZATION

The board authorizes that qualified staff provide for clean, intermittent bladder catheterization (CIC) of students or assisted self-catheterization ~~in conformance~~ according to rules adopted by the ~~s~~State ~~b~~Board of ~~n~~Nursing.

Catheterization is permitted under the following conditions:

- A. A parent, legal guardian or other person having legal control over the student file a written, current and unexpired request that the district provide for the catheterization of the student;
- B. A licensed physician of the student file a written, current and unexpired request that catheterization of the student be provided for during the hours when school is in session or the hours when the student is under the supervision of school officials;
- C. A registered nurse provide written, current and unexpired instructions regarding catheterization which states which staff members are designated to provide for catheterization and a description of the nature and extent of any supervision that is required; and
- D. A staff member who is authorized to provide for catheterization must receive training from a registered nurse consistent with the rules of the ~~s~~State ~~b~~Board of ~~n~~Nursing. Licensed practical nurses (LPNs) are trained to provide catheterization as part of their professional preparation and are not subject to this training requirement.

Employees ~~who are not (excepting licensed nurses) who have not previously agreed in writing to perform clean, intermittent bladder catheterization and whose as a specific part of their job descriptions do not require performing catheterizations~~ may file a written statement of refusal to perform catheterizations. ~~Refusal will not adversely affect the employee's job status or be grounds for dismissal~~ The employee's refusal may not serve as grounds for discharge, nonrenewal or any other action adversely affecting the employee's contract status.

The district and its staff and the staff member who provides for catheterization in substantial compliance with this policy and the rules of the ~~s~~State ~~b~~Board of ~~n~~Nursing ~~shall~~ will not be liable in any criminal action or for civil damages arising from providing catheterization. The district may discontinue catheterization service for a student without being liable so long as the affected parents/guardians are given advance oral/written notice.

Cross References:	Board Policy 2161	<del>Education of Students with Disabling Conditions Special Education and Related Services for Eligible Students</del>
Legal References:	RCW 28A.210.290	Catheterization of <u>Public and Private</u> School Students –Immunity from liability
	RCW 28A.210.255	Provision of health services in public and private schools—Employee job description

RCW 28A.210.280 Catheterization of public and private school  
students  
WAC 246-839-820 Provision for clean, intermittent  
catheterization in schools

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**Chewelah School District #36**  
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**Classification: Essential**



## CONTROL OF HEAD LICE

When a suspected case of head lice is detected, the student's parent or guardian should be asked to come to school and take the student home. When the parent arrives, the appearance and location of nits on the student's head should be demonstrated to the parent. This serves two purposes:

1. It clearly demonstrates that the student is infested.
2. Seeing what a nit or louse looks like will enable the parent to examine other family members for evidence of infestation.

If a parent cannot come to school to take the student home, the student should be sent home with a note of explanation and a phone call made to inform the parent. The note should define the problem, offer methods of disinfecting, request that other family members be examined for head lice and treated simultaneously if they are found infested, and state that the student may return to school after treatment is initiated and nits removed.

District information and instructions on treatment and control should be sent home with the student. If a number of cases are identified, a letter should be sent home notifying parents. Parents may choose to consult their family physician for diagnosis and treatment, or purchase over the counter pediculicides.

Students with infestation may not return to school or ride the bus until all nits are removed.

Upon return to school, students must be accompanied by a parent or designated adult, and shall be examined by a school representative, and if they are free of nits, may return to class.

Parent will again be offered information in home control measures, including laundering of all clothing and bedding in hot soapy water, drying items, that cannot be laundered in, in the dryer on the hot cycle, or ironing linens or clothing. Brushes and combs should be washed with medicated shampoo or bleach water.

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