

# Chewelah School District #36

*We teach to ready our younger generations*

Board of Directors Regular Meeting June 15, 2022

6:30 PM at District Office and Virtually via Zoom

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Approval of the minutes
  - May 12, 2022 special meeting/board retreat
  - May 18, 2022 board 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. School Community Presentations
  - Quartzite Learning Principal and Student Support Services report, including CTE 4-year plan (pink)
  - Maintenance and facilities – Jason Tapia
  - Gess Elementary and Jenkins Jr./Sr. High Principal reports (blue)
  - Spring athletics – Shirley Baker
  - Business Manager – Mara Schneider
    - ✓ Enrollment report
    - ✓ Financial report
8. Consent Agenda
  - A. Approve financial reports
  - B. Approve general fund voucher numbers 121347-121400 for a total of \$47,443.82
  - C. Approve capital projects fund voucher numbers 121401-121402 for a total of \$9,171.29
  - D. Approve ASB voucher numbers 121403-121412 for a total of \$6,154.51
  - E. Approve payroll in the amount of \$852,483.42
  - F. Personnel:
    1. Approve resignation of Hannah Rollins as junior high girls basketball coach
    2. Approval to post for a junior high girls basketball coach
    3. Approve resignation of Heidi Wulczynski as a paraeducator
    4. Approval to post for a paraeducator
    5. Approve administrators salary schedule (cherry)
    6. Approve administrative secretary salary schedule (goldenrod)
    7. Approve business manager salary schedule (turquoise)
    8. Approve CPEA salary schedule (salmon)
    9. Approve maintenance supervisor salary schedule (gray)
    10. Approve payroll manager salary schedule (lavender)
    11. Approve technology director salary schedule (yellow)
    12. Approve transportation supervisor salary schedule (pink)
9. Superintendent Report
  - A. Annual report on use restraint, isolation, and other uses of reasonable force (Board Policy 3246)
  - B. Review draft district improvement plan

10. Old Business
11. New Business
  - A. First reading Policy 5050 Contracts (gray)
  - B. First reading Policy 3246 Use of Reasonable Force/Restraint, Isolation and Other Uses of Reasonable Force (lavender)
  - C. First reading Policy 3247 Isolation and Restraint of Students with IEPs and Section 504 Plans (pumpkin)
  - D. First reading Policy 4312 Grievance/Complaints Concerning Staff or Programs (tan)
  - E. First reading Policy 2005 School Improvement Plans (yellow)
  - F. First reading Policy 6801 Capital Assets/Theft-Sensitive Assets (buff)
  - G. Approve the Department of Enterprise contract for Jenkins Phase 1 HVAC and Controls Upgrades. Payments include ESCO Professional Services, \$827,374.82; ESCO Measurement and Verification, \$8,698.38; ESCO Construction, \$2,618,215.74; and DES Energy Program Project Management Services, \$3,566,921.94 for a total of \$3,566,921.94 (green)
  - H. Approve Jenkins Jr./Sr. High School student handbook (blue)
  - I. Approve Gess Elementary student handbook (gray)
  - J. Approve Quartzite Learning student handbook (buff)
  - K. Approve Jenkins Jr./Sr. High School coaching handbook (white)
  - L. Approve Jenkins Jr./Sr. High school improvement plan (goldenrod)
  - M. Approve Gess Elementary school improvement plan (lavender)
  - N. Approve Quartzite Learning school improvement plan (tan)
12. Board Reports/Community Communications
  - A. Director Steve Phillips
  - B. Director Bryan Tidwell
  - C. Director Dan Krouse
  - D. Director Theolene Bakken
  - E. Chairperson Judy Bean
13. Future Meeting Agenda Topics
14. Executive Session to review the performance of a public employee in accordance with RCW 42.30.110(1)(g)
15. Adjourn

Join meeting via Zoom at <https://us02web.zoom.us/j/89846734274>.

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**  
**SPECIAL MEETING/BOARD RETREAT**  
**Chewelah Golf and Country Club, 2537 Sand Canyon Rd., and Virtually via Zoom**  
**May 12, 2022**

Chairperson Judy Bean called the special meeting/board retreat to order at 5:05 PM. Directors present were Theolene Bakken, Dan Krouse, and Steve Phillips. Director Bryan Tidwell was excused. Superintendent Perrins was in attendance. Administrators present were Shawn Anderson, Julie Price, Erin Dell, Tom Skok, and Sarah Gregory. No audience members attended in person or virtually. Following the flag salute, the first item of business was:

Director Bakken moved to approve the agenda. MC

Superintendent Perrins provided a middle school property update.

Director Bakken moved to approve Valbridge Property Advisors as the middle school property appraiser. MC

The Board, Superintendent Perrins, and the Administrators discussed:

- Building School Improvement Plans
- Building Communication Plans
- District Strategic Planning
- District Professional Development Plan
- District Assessment and Monitoring of Student Learning Plan
- District curriculum audit by Curriculum Management Solutions, Inc. (CMSi)

Chairperson Bean adjourned the special meeting at 7:58 PM into an executive session to review the performance of a public employee in accordance with RCW 42.30.110(1)(g). The special meeting is expected to resume at 8:20 PM. At 8:20 PM Chairperson Bean announced an extension of the executive session until 8:35 PM. The special meeting was reconvened at 8:35 PM.

With there being no other business, the special meeting was adjourned at 8:36 PM. The next regular board meeting will be Wednesday, May 18, 2022, at 6:30 PM at the District Office and virtually via Zoom.

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Judy Bean  
Chairperson

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Jason Perrins  
Secretary of the Board

**CHEWELAH SCHOOL DISTRICT #36**  
**BOARD MEETING**  
**District Office and Virtually via Zoom**  
**May 18, 2022**

Chairperson Judy Bean called the meeting to order at 6:34 PM. Directors present were Theolene Bakken and Dan Krouse. Directors Steve Phillips and Bryan Tidwell were excused. Superintendent Jason Perrins and Business Manager Mara Schneider were present. Administrators present were Shawn Anderson, Julie Price, and Erin Dell. There were 14 audience members present in person and 10 members via internet connection. Following the flag-salute, the first item of business was:

**MODIFICATIONS TO THE AGENDA:** None.

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

**APPROVAL OF THE MINUTES:** Director Bakken moved to approve the minutes of the March 16, 2022, board meeting as written. MC

**PUBLIC COMMENTS:** No public comments were presented

**RECOGNITIONS:**

A. Retiring Staff

Principals recognized retirees from their schools who were present at the meeting. Jenkins Jr./Sr. High Principal Shawn Anderson recognized teacher Brien Monasmith. Gess Elementary Principal Julie Price recognized teachers Sherry Tilla and Lori Paluck and secretary Brenda Gregerson. Superintendent Perrins recognized the retirees not in attendance, including teachers Dennis Reilly and Kia Lilley, counselor Sue Fisk, custodian Philip Miller, paraeducator Diane Cobb, library media assistant Leslie Biancardi, and bus driver Janet Koler. Chairperson Bean thanked all the retirees and wished them the best.

B. National Teacher Appreciation Week May 2-6

Superintendent Perrins explained that Teacher Appreciation Week took place recently. Board recognition was delayed due to the cancellation of their May 5 work session.

C. Student ASB Director

Superintendent Perrins presented Student ASB Director Kailee Parrott a plaque in recognition of her dedicated service to the Board the past two school years. Ms. Parrott thanked the Board for the opportunity.

**SCHOOL COMMUNITY PRESENTATIONS:**

A. Student ASB Director Kailee Parrot reported on senior signing day of post-high school plans, sports teams and individuals who are advancing in district and state competitions, junior high hosted a track meet, recent Rising and Shining Star Awards ceremony, National Honor Society induction and elections, and ASB elections.

B. Principal Julie Price, Special Education Director Sarah Gregory and Behavior Intervention Specialist Kristin Paulson presented documents and slides to explain the Gess Elementary behavior program proposal, which will begin in the 2022-23 school year. The plan focuses on programs to support student development in the areas of behavior and social-emotional learning, academic programs to support academic development, and strategies to transition students back to general education environments.

C. Maintenance Supervisor Jason Tapia provided the maintenance and facilities update, including ongoing sports fields maintenance, completed installation of HVAC rooftop unit at the district office, repairing old middle school waterline, contractor will refinish old middle school and Jenkins Jr./Sr. High gym floors in June, no time capsule was found buried at the old middle school, and is prepared to begin the summer projects, including levy items.

D. Gess Elementary Principal Julie Price and Jenkins Jr./Sr. High Principal Shawn Anderson provided written reports. Gess Elementary Secretary Brenda Gregerson reported that 18 kindergarten registrations are complete, which is normal for this time of year.

E, Student Support Services Director and Quartzite Learning Principal Erin Dell provided a written report. She notified the Board of grant funding received to purchase double ovens for the kitchen.

F. Business Manager Mara Schneider presented the current financial report and enrollment data. She explained that the district qualifies for the food service community eligibility provision to provide free student meals for four years. She thanked the Board for the opportunity to attend the WASBO Annual Conference and based on the keynote speaker's address, she stressed the importance of the District's responsibility for telling our story and creating positive interactions with the community. Ms. Schneider mentioned the role that exchange students play in spreading the story throughout the world and thanked the Board for supporting the exchange program.

On behalf of the principals and himself, Superintendent Perrins expressed appreciation for Ms. Schneider's detailed efforts during the recent annual audit, which the auditors also recognized during the exit interview. Chairperson Bean also thanked Ms. Schneider for her work.

**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 Krouse moved to approve the consent agenda. MC

- A. Approve financial reports
- B. Approve general fund voucher numbers 121218-121255 for a total of \$118,531.53 and voucher numbers 121271-121313 for a total of \$116,667.67
- C. Approve capital projects fund voucher numbers 121256-121261 for a total of \$58,080.74 and voucher numbers 121314-121316 for a total of \$17,918.77
- D. Approve ASB voucher numbers 121262-121269 for a total of \$2,585.89 and voucher numbers 121317-121321 for a total of \$4,386.19
- E. Approve payroll in the amount of \$825,572.98
- F. Approval to call for bids for bread, dairy, and other food service bids for the 2022-23 school year
- G. Approval to call for bids for fuel for the 2022-23 school year
- H. Personnel:
  1. Approve resignation/retirement of Leslie Biancardi as a library Media assistant
  2. Approval to post for a library media assistant
  3. Approve resignation of Edward Anegon as a history/social studies teacher, National Honor Society advisor, Knowledge Bowl advisor and a webmaster
  4. Approval to post for a history/social studies teacher
  5. Approval to post for a National Honor Society advisor
  6. Approval to post for a Knowledge Bowl advisor
  7. Approval to post for a webmaster
  8. Approval to post for a summer school special education teacher
  9. Approve resignation of Austin Burgess as junior high football assistant coach
  10. Approval to post for junior high football assistant coach
  11. Approve resignation of Kaden Mackowiak as high school wrestling assistant coach
  12. Approval to post for high school wrestling assistant coach
  13. Approve resignation/retirement of Janet Koler as a bus driver
  14. Approval to post for a bus driver
  15. Approval to hire Jacob Lee as a math teacher
  16. Approval to hire Rhea Ross as a PE/health teacher
  17. Approval to hire Kellie Tanner as a counselor
  18. Approval to hire Jerome Shoemaker as a CTE teacher
  19. Approval to hire Robert Baker as a part-time CTE teacher
  20. Approval to hire Josh Dahl as summer technology assistant
  21. Approval to hire Natalie Rose-Sheppard as a summer custodial laborer
  22. Approval to hire Baylee Sobosky as a summer custodial laborer
  23. Approval to hire Wade Baker as a summer maintenance laborer
  24. Approval to hire Titus Tapia as a summer maintenance laborer
  25. Approval to hire Laura Watson as Open Doors summer school teacher
  26. Approval to hire Lonnie Hoxie as Quartzite Learning and Jenkins summer school teacher
  27. Approval to hire Sara Riley as a Gess summer school teacher
  28. Approval to hire Brittany Cooper as a Gess summer school teacher
  29. Approval to hire Tiffany Warren as a Gess summer school teacher
  30. Approval to hire Christine Chalmers as a Gess summer school teacher
  31. Approval to hire Paige Campbell as a Gess summer school teacher
  32. Approval to hire Krisan LeHew as a Gess summer school paraeducator
  33. Approval to hire Clover Joyce as a Gess summer school paraeducator
  34. Approval to hire Cara McCanna as a Gess summer school paraeducator
  35. Approval to hire Hannah Rollins as a Gess summer school paraeducator
  36. Approval to hire Rhea Ross as Jenkins summer school PE/weights teacher
  37. Approval to hire Aubrey Markel as a Jenkins summer school teacher
  38. Approval to hire Pam Hergesheimer as summer school cook
  39. Approval to post for a nurse's office paraeducator
  40. Approve resignation of Lindsay Harrow Lange as junior high track assistant coach

#### **SUPERINTENDENT REPORT:**

Superintendent Perrins reported on the following:

- Appreciated Board questions and feedback during the Board/Administrators retreat May 12
- District-wide student showcase takes place on May 24 from 4:30 to 7:00 PM at Chewelah City Park

**OLD BUSINESS:** None

**NEW BUSINESS:**

- A. Director Krouse moved to approve Resolution 2021/2022-04 WIAA Membership with the correction of the name of the WIAA Representative. MC
- B. Director Bakken moved to approve summer student athletic activities. MC
- C. Director Bakken moved to approve the first reading of Policy 5005 Employment: Disclosures, Certification Requirements, Assurances and Approval. MC
- D. Director Bakken moved to retire Policy 5111 Employment of Staff. MC

**BOARD REPORTS:**

- Director Krouse requested that Superintendent Perrins conduct exit interviews with retiring employees and share the feedback with the Board.
- Director Bakken attended the National Honor Society induction ceremony, the senior prom, and the Rising and Shining Star awards. She enjoyed seeing students having fun and being recognized publicly for their accomplishments. She is looking forward to the student showcase.
- Chairperson Bean mentioned that Directors Bakken and Krouse will distribute diplomas at graduation. Chairperson Bean will also attend.

**FUTURE MEETING AGENDA TOPICS:**

Chairperson Bean notified the Board of the WSSDA regional meeting scheduled for June 9 at 6:00 PM in Colville. She also stated that the Board will review their self-assessment results and complete goal setting for next year at the June 2 work session.

**EXECUTIVE SESSION:**

Chairperson Bean adjourned the regular meeting at 7:45 PM into an executive session to review the performance of a public employee in accordance with RCW 42.30.110(1)(g). The executive session is expected to end at 8:30 PM. At 8:30 PM, Chairperson Bean announced an extension until 9:00 PM.

With there being no other business, the meeting was adjourned at 9:01 PM. The next regular board meeting will be Wednesday, June 15, 2022, at 6:30 PM at the district office and virtually via Zoom.

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Judy Bean  
Chairperson

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Jason Perrins  
Secretary of the Board

# Student Support Services

## Board Report – June 2022

### Quartzite Learning and Open Doors

We spent time at our staff meeting this week reviewing our Educational Effectiveness Survey (EES) data. Staff were given the Building Toolkit document and the Student Response document. In groups, they were they asked to identify anything interesting that they noticed and any questions that they had after reviewing the data. From this, we then reviewed the draft of the school improvement plan for next year and talked about the action items and initiatives that we would be focusing on to help us meet our goals and address some of our areas of concern from the EES data. We had some great discussions and excited for next year. Erin and Laura will be attending the National At-Risk Youth Forum later this month and will hopefully learn some new strategies and resources to help serve our most struggling students. Laura and Chenea will also be attending a conference through the Financial Education Public-Private Partnership (FEPPP) in August that will be focused on teaching personal finance to students. One of our on-site classes that will be offered next year will be Financial Math classes for high school students. This will satisfy students' third credit of math requirement as well as provide an opportunity for some team teaching between general education and special education in an inclusionary setting to meet the needs and goals of each student.

### CTE (Career and Technical Education)

The CTE General Advisory Committee met on May 19<sup>th</sup>. The advisory board approved our four-year plan and the program evaluations for each program area. We will continue to work on updating frameworks to maintain compliance as we also push forward focusing on embedding work-based learning elements in all classes and re-implementing a work-site learning program.

### Data and Assessment

iReady and MAP assessment professional learning training is scheduled for staff welcome back days in August. Training on both of these assessment systems will also continue throughout the school year. We will be setting up professional development for Homeroom from School Data Solutions so that teachers will have access to and know how to use the data warehouse. State testing as wrapped up for another year and results have been slowly coming in, but score reports are not complete yet.

### Grants

We have been busy working to spend out our grant funds for this year and plan for next year. Grant opportunities are starting to become available for next year as well, so we are keeping a close eye on those. We have been working closely to ensure that we build capacity in the budget for potential grants that we may not know about yet.

### LAP, Title I, Hi-Cap

We are continuing to review budgets and staffing in preparation for next year as well as end-of-year reporting so that everything is complete as next year's applications and grants become available.

**PUBLIC INSTRUCTION**

**CTE Four Year Planning Requirement Template**  
(formerly "District Wide Plan")

District Goal: The mission of the **Chewelah School District** is to provide a collaborative learning community, which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens. (Quality Criteria indicators are referenced on the Career & Technical Education Evaluation Form.)

<b>Quality Criteria</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>Educator Licensing</b> <u>WAC 181-77-014</u> <b>(Criteria 1)</b>	Insure all conditionally certified staff have plans in place and are making progress.	Conditional staff are progressing on plans and other staff renew certification if necessary.	Conditional staff are progressing on plans and other staff renew certification if necessary.	Conditional staff are progressing on plans and other staff renew certification if necessary.
<b>Curriculum, Instruction, and Evaluation</b> <u>RCW 28A.700.010</u> <b>(Criteria 2)</b>	Add body systems course. Update frameworks and complete course applications for all courses that need it. Attain articulations for welding course with SCC.	Continue to update course frameworks. Attain articulations in additional courses as possible.	Continue to update course frameworks. Attain articulations in additional courses as possible.	Continue to update course frameworks. Attain articulations in additional courses as possible.
<b>Academic Integration</b> <u>RCW 28A.700.010(2)(a)</u> <b>(Criteria 3)</b>	Add industry certifications for students in courses, such as red card in Natural Resources, and Solid Works certification in design technology.	The need and appropriateness of new or additional industry certifications is review and reassessed.	The need and appropriateness of new or additional industry certifications is review and reassessed.	The need and appropriateness of new or additional industry certifications is review and reassessed.
<b>Student Access to Program</b> <u>RCW 28A.700.010</u> <b>(Criteria 4)</b>	All students are provided appropriate accommodations, if necessary, to access and be successful in CTE courses. Enrollment data will be reviews annually.	All students are provided appropriate accommodations, if necessary, to access and be successful in CTE courses. Enrollment data will be reviews annually.	All students are provided appropriate accommodations, if necessary, to access and be successful in CTE courses. Enrollment data will be reviews annually.	All students are provided appropriate accommodations, if necessary, to access and be successful in CTE courses. Enrollment data will be reviews annually.
<b>Accountability</b> <u>RCW 28A.700.040(1)(c)</u> <b>(Criteria 5)</b>	Course data will be reviewed and used to inform future programming.	Course data will continue to be reviewed and course feedback surveys will be administered to provide additional feedback.	Course data will continue to be reviewed and course feedback surveys will be administered to provide additional feedback.	Course data will continue to be reviewed and course feedback surveys will be administered to provide additional feedback.



**PUBLIC INSTRUCTION**

**CTE Four Year Planning Requirement Template**

(formerly "District Wide Plan")

<b>Quality Criteria</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>Safe Practices</b> <u>RCW 28A.700.010</u> <b>(Criteria 6)</b>	All safety procedures are followed. Utilize OSHA guest speaker to promote safety for students.	All safety procedures are followed. Utilize OSHA guest speaker to promote safety for students. <i>OSHA or L:I</i>	All safety procedures are followed. Utilize OSHA guest speaker to promote safety for students.	All safety procedures are followed. Utilize OSHA guest speaker to promote safety for students.
<b>Facilities</b> <u>RCW 28A.700.010</u> <b>(Criteria 7)</b>	Hydraulics and pneumatics training stations will be added. Additional storage added to applied math classrooms. Set up system for evaluating facility needs.	Evaluate facility needs and provide updates according to schedule and plan.	Evaluate facility needs and provide updates according to schedule and plan.	Evaluate facility needs and provide updates according to schedule and plan.
<b>Instructional Materials</b> <u>RCW 28A.700.010</u> <b>(Criteria 8)</b>	Assess current instructional materials and determine need and schedule for updating.	Update instructional materials based on schedule and need.	Update instructional materials based on schedule and need.	Update instructional materials based on schedule and need.
<b>Leadership and Employability</b> <u>RCW 28A.700.010</u> <b>(Criteria 9)</b>	All students have access to participate in a CTSO. All CTSOs will participate in leadership activities outside of class. Attend robotics competition. Explore school-based enterprise options.	Students in all CTSOs will have an opportunity to participate in leadership activities and competitions. Implement school-based enterprise in alignment with previous year's research of options.	Students in all CTSOs will have an opportunity to participate in leadership activities and competitions. Grow school-based enterprise.	Students in all CTSOs will have an opportunity to participate in leadership activities and competitions.
<b>Long Range Planning</b> <u>RCW 28A.700.010(2)(b)</u> <b>(Criteria 10)</b>	CTE program plan will be reviewed and updated seeking information from groups of stakeholders.	CTE program plan will be reviewed and updated seeking information from groups of stakeholders.	CTE program plan will be reviewed and updated seeking information from groups of stakeholders.	CTE program plan will be reviewed and updated seeking information from groups of stakeholders.

**PUBLIC INSTRUCTION**

**CTE Four Year Planning Requirement Template**

(formerly "District Wide Plan")

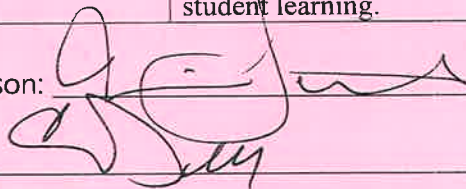
<b>Quality Criteria</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>Advisory Committee</b> <u>RCW 28A.700.020(1)</u> <b>(Criteria 11)</b>	General Advisory committee will meet in the fall and spring working to increase the number of members and the diversity of fields they represent.	General Advisory will continue to meet twice per year with content specific advisory groups meeting mid-year.	General and content specific groups will continue with student leadership groups participating in the meetings and outreach.	Advisory committees will continue to meet additional needs will be assessed.
<b>Program of Study</b> <u>RCW 28A.700.020(2)(a)(b)</u> <b>(Criteria 12)</b>	Programs of study will be reviewed and OSPI templates will be used for each program of study. Access to industry certificates and preparatory programs will be reviewed.	Programs of study and industry certificates will be reviewed and adjusted as needed.	Programs of study and industry certificates will be reviewed and adjusted as needed.	Programs of study and industry certificates will be reviewed and adjusted as needed.
<b>Certification Work based Learning</b> <u>RCW 28A.700.060(2)(c)(d)</u> <b>(Criteria 13A, 13B)</b>	All classes will have work-based learning components that get reported to CEDARS. Work-site learning course will be re-established.	All courses have meaningful work-based learning activities embedded. Work-site learning course will continue and grow to serve student need.	Embedded work-based learning and the work-site learning class will be reviewed on an annual basis and adjusted as needed.	Embedded work-based learning and the work-site learning class will be reviewed on an annual basis and adjusted as needed.
<b>Career Guidance</b> <u>RCW 28A.700.010(3)</u> <b>(Criteria 14)</b>	Work with counseling department to ensure that HSBP and career planning is aligned for students. Provide additional guest speakers in courses to help students be aware of career options.	Work with counseling department to ensure that HSBP and career planning is aligned for students. Provide additional guest speakers in courses to help students be aware of career options.	Work with counseling department to ensure that HSBP and career planning is aligned for students. Provide additional guest speakers in courses to help students be aware of career options.	Work with counseling department to ensure that HSBP and career planning is aligned for students. Provide additional guest speakers in courses to help students be aware of career options.
<b>Program Evaluation</b> <u>RCW 28A.700.020(1)</u> <b>(Criteria 15)</b>	Program evaluation system will be reviewed and all programs will complete evaluation.	Programs will see input from various stakeholders as part of their evaluation process.	Continue to seek feedback and complete program evaluations.	Continue to seek feedback and complete program evaluations.


**PUBLIC INSTRUCTION**

**CTE Four Year Planning Requirement Template**

(formerly "District Wide Plan")

Quality Criteria	2022-2023	2023-2024	2024-2025	2025-2026
<b>Professional Development</b> RCW 28A.700.005(4) <b>(Criteria 16)</b>	All staff will attend at least one professional development event focused on their content area and individual goals to impact student learning.	All staff will attend at least one professional development event focused on their content area and individual goals to impact student learning.	All staff will attend at least one professional development event focused on their content area and individual goals to impact student learning.	All staff will attend at least one professional development event focused on their content area and individual goals to impact student learning.

Advisory Chairperson:  \_\_\_\_\_

CTE Director:  \_\_\_\_\_

Date: 5-19-22 \_\_\_\_\_

Date: 5/19/22 \_\_\_\_\_

Gess Elementary School  
Board Report June 8, 2022

Over the course of the school year, the Gess Literacy Action team has supported multiple reading initiatives in the building. Renaissance Accelerated Reader is a supplemental intervention that may encourage kids to engage in more independent reading. Staff at Gess Elementary implement this software program to support students in their independent reading. After a student reads a book at their level, they take a test on the book and points are awarded. AR points are computed based on the difficulty of the book and the length of the book (number of words). Goals are set by the program as well as the teacher. Students are encouraged to meet their goal each nine weeks to become super readers.

Reading is always encouraged at Gess and students celebrated reading on Monday, June 6, with an assembly, prize drawings, awards, and popsicles! Here at Gess Elementary accelerated reading points are tracked throughout the year and were used to create tickets for the prize drawings. Drawings for prizes were disbursed throughout the fun filled event.

Each classroom awarded a Top Point Earner and Most Improved Reader. The Top Point Earner for the school was Jassu Sahota with 1075 points! Another reading reward was a trip to Pattison's Roller Rink on Friday, June 3 for those students who had earned 100+ points. In addition, through community donations, in memory of Mr. Grumbach, all Gess students were able to select a new book earlier in the day. Thank you to the Literacy Action team for coordinating these events, especially Kallie Tilla, Christine Chalmers, Brianne Chartrey who supported behind the scenes logistics.

Another initiative we have been continuously working on is to create, communicate, and implement a school-wide behavior management system that increases students' voice in restorative practices and access to core instruction by decreasing time out of class and/or school. Mrs. Carlson and Mrs. Paulson Co-chair this PBIS team and have spent the year creating opportunities to recognize students for consistent Tier One behaviors. Over the course of this last month, the PBIS team attended training to support our students here at Gess Elementary.

Prior to our Renaissance Accelerated Reader Assembly, I sent staff a reminder to review the PBIS lessons in their teacher handbooks regarding Body Basics "Give me 5" and Assembly

behaviors. The assembly provided opportunity for Gess students to develop their confidence by being recognized in a larger social setting. Also, our students were able to practice personal discipline and social behavior. The assembly takes them out of their comfort zone and helps them to practice their social discipline in a safe environment. Most importantly, Gess Elementary felt unified. Students were excited and cheered for their peers. Conversation on the playground after the event centered on goal setting what they would be reading next year.

**CHEWELAH COUGAR/JENKINS RAIDER ATHLETICS – FALL 2022-23 DRAFT 1: 6/07/2022**  
 HOME CONTESTS IN **BOLD** THIS SCHEDULE IS SUBJECT TO CHANGE

**MISSING FROM SCHEDULE – JH VOLLEYBALL, JH FOOTBALL, HS/MS XC INVATIONALS**  
**JH SPORTS SCHEDULES NOT YET FINALIZED – HS/MS XC INVITES NOT YET FINALIZED**

Date	Day	Team	Opponent	Location	Time	Dismissal/ Bus load	Depart
<b>8/17/2021</b>	<b>Wednesday</b>	<b>HS Football – FIRST PRACTICE</b>					
<b>8/22/2021</b>	<b>Monday</b>	<b>HS Volleyball &amp; HS Cross Country – FIRST PRACTICE</b>					
<b>8/24/2021</b>	<b>Wednesday</b>	<b>Fall Sport Parent Night – District presentation followed by sport breakouts. 6:00PM</b>					
<b>8/27/2022</b>	<b>Saturday</b>	<b>HS Football (V)</b>	<b>Jamboree</b>	<b>Lind-Ritzville</b>	<b>1PM</b>		
8/29/2022	Monday	MS Volleyball, MS Football, MS Cross Country – FIRST PRACTICE					
8/30/2022	Tuesday						
8/31/2022	Wednesday						
9/1/2022	Thursday	HS Volleyball (JV/V)	Colville Jamboree	Colville HS	4PM	TBA	TBA
9/2/2022	Friday	HS Football (V)	NW CHRISTIAN	Riverside HS?	7:00PM	TBA (2 busses)	TBA
9/3/2022	Saturday	HS Volleyball (V)	Davenport Tournament	Davenport HS	TBA	TBA	TBA
9/6/2022	Tuesday	HS Cross Country	Jamboree	NW Christian	TBA	TBA	TBA
9/7/2022	Wednesday						
<b>9/8/2022</b>	<b>Thursday</b>	<b>HS Volleyball (JV/V)</b>	<b>Deer Park (NL)</b>	<b>Pein-Lynch Gym</b>	<b>5:00PM JV 6:30PM V</b>		
9/8/2022	Thursday	HS Cross Country	Jamboree	Valley Christian	TBA	TBA	TBA
<b>9/9/2022</b>	<b>Friday</b>	<b>HS Football (V)</b>	<b>Colfax</b>	<b>Snyder Field</b>	<b>7PM</b>	<b>5:30 (2 busses)</b>	<b>5:45</b>
9/10/2022	Saturday						
9/12/2022	Monday						
9/13/2022	Tuesday						
9/14/2022	Wednesday						
9/15/2022	Thursday						
9/16/2022	Friday	HS Football (V)	Reardan	Reardan HS	7:00PM	TBA (2 busses)	TBA
9/17/2022	Saturday						
9/19/2022	Monday						

Date	Day	Team	Opponent	Location	Time	Dismissal/ Bus load	Depart
<b>9/20/2022</b>	<b>Tuesday</b>	<b>HS Volleyball (JV/V)</b>	<b>Lind-Ritzville (L)</b>	<b>Pein-Lynch Gym</b>	<b>5:00PM/6:30PM</b>		
9/20/2022	Tuesday	HS/MS Cross Country	League Meet #1	Liberty HS	TBA	TBA	TBA
9/21/2022	Wednesday						
9/22/2022	Thursday						
9/23/2022	Friday	HS Football (JV)	Okanogan (NL)	Okanogan HS	4:00PM	TBA (2 busses)	TBA
9/23/2022	Friday	HS Football (V)	Okanogan (NL)	Okanogan HS	7:00PM	TBA (2 busses)	TBA
9/23/2022	Saturday	HS Volleyball (JV/V)	Riverside (NL)	Riverside HS	TBA	TBA	TBA
<b>HOMECOMING WEEK 9/26-10/1/2022</b>							
9/26/2022	Monday						
9/27/2022	Tuesday	HS/MS Cross Country	League Meet #2	Republic HS	TBA	TBA	TBA
9/28/2022	Wednesday						
<b>9/29/2022</b>	<b>Thursday</b>	<b>HS Volleyball (JV/V)</b>	<b>Colfax (L)</b>	<b>Pein-Lynch Gym</b>	<b>5:00PM/6:30PM</b>		
<b>9/30/2022</b>	<b>Friday</b>	<b>HS Football (V)</b>	<b>Asotin (L) HOMECOMING</b>	<b>Snyder Field</b>	<b>7:00PM</b>	<b>5:30PM</b>	<b>5:45PM</b>
10/1/2022	Saturday	HS Volleyball (JV/V)	Asotin (L) <b>WILL CHANGE</b>	Asotin HS	TBA	TBA	TBA
10/3/2022	Monday						
10/4/2022	Tuesday	HS Volleyball (JV/V)	St. George's School (L)	St. George's	5:00PM/6:30PM	TBA	TBA
<b>10/5/2022</b>	<b>Wednesday</b>	<b>HS Volleyball (JV/V)</b>	<b>Upper Columbia (L)</b>	<b>Pein-Lynch Gym</b>	<b>5:00PM/6:30PM</b>		
10/6/2022	Thursday						
10/7/2022	Friday	HS Football (V)	Lind-Ritzville (L)	Lind-Ritzville	7:00PM	TBA	TBA
10/8/2022	Saturday						
10/10/2022	Monday						
10/11/2022	Tuesday	HS Volleyball (JV/V)	NW Christian (L)	NW Christian	5:00PM/6:30PM	TBA	TBA
10/12/2022	Wednesday						
<b>10/13/2022</b>	<b>Thursday</b>	<b>HS Volleyball (JV/V)</b>	<b>Reardan (L)</b>	<b>Pein-Lynch Gym</b>	<b>5:00PM/6:30PM</b>		
10/14/2022	Friday	HS Football (V)	Liberty (L)	Liberty HS	7:00PM	3:15PM	3:30PM
10/15/2022	Saturday	HS Volleyball (V)	Liberty Tournament	Liberty HS	TBA	TBA	TBA

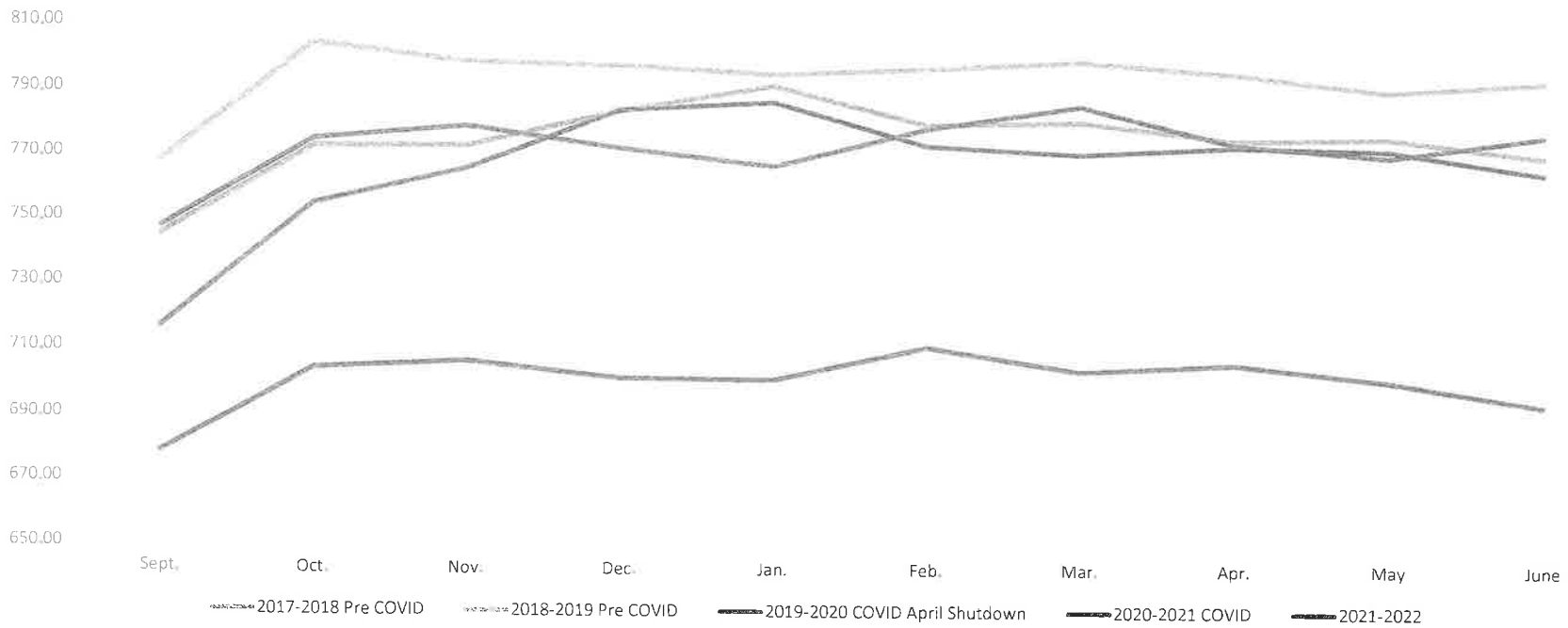
Date	Day	Team	Opponent	Location	Time	Dismissal/ Bus load	Depart
10/15/2022	Saturday	HS/MS Cross Country	League Championships	Harrington Golf Course	TBA	TBA	TBA
10/17/2022	Monday						
10/18/2022	Tuesday	HS Volleyball (JV/V)	Liberty (L)	Liberty HS	5:00PM/6:30PM	TBA	TBA
10/19/2022	Wednesday						
10/20/2022	Thursday	HS Volleyball (JV/V)	Davenport	Davenport HS	5:00/6:30	TBA	TBA
10/21/2022	Friday	HS Football (V)	BYE	BYE	BYE	BYE	BYE
10/22/2022	Saturday						
10/24/2022	Monday	MS GIRLS BB	PRACTICES BEGIN	OLD MIDDLE SCHOOL			
<b>10/25/2022</b>	<b>Tuesday</b>	<b>HS Volleyball (JV/V)</b>	<b>Kettle Falls SENIOR NIGHT</b>	<b>Pein-Lynch Gym</b>	<b>5:00/6:30</b>		
10/26/2022	Wednesday						
10/27/2022	Thursday						
<b>10/29/2022</b>	<b>Friday</b>	<b>HS Football (V)</b>	<b>Davenport SENIOR NIGHT</b>	<b>Snyder Field</b>	<b>7:00PM</b>	<b>5:30PM</b>	<b>5:45PM</b>
<b>10/29/2022</b>	<b>Saturday</b>	<b>HS Cross Country</b>	<b>District 7/9 District Championship</b>	<b>Chewelah Golf Course</b>	<b>TBA</b>	<b>TBA</b>	<b>TBA</b>
10/29/2022	Saturday	HS Volleyball (V)	League Tie Breaker		TBA		
10/31/2022	Monday	HS Volleyball (V)	Districts Day 1	Home sites	TBA		
11/1/2022	Tuesday						
11/2/2022	Wednesday	HS Volleyball (V)	Districts Day 2	Home sites	TBA		
11/3/2022	Thursday	HS Volleyball (V)	Districts Day 3	Colfax HS	TBA		
11/4/2022	Friday	HS Football (V)	X-over game w/ District 6	TBA	TBA		
11/5/2022	Saturday	HS Cross Country	State Meet	Sun Willows Golf Course, Pasco	TBA	TBA	TBA
11/7/2022	Monday						
11/8/2022	Tuesday						
11/9/2022	Wednesday						
11/10/2022	Thursday	HS Volleyball (V)	2B State Tournament	Yakima Sun Dome	TBA		
11/11/2022	Friday	HS Volleyball (V)	2B State Tournament	Yakima Sun Dome	TBA		
11/12/2022	Friday	HS Volleyball (V)	2B State Tournament	Yakima Sun Dome	TBA		



Date	Day	Team	Opponent	Location	Time	Dismissal/ Bus load	Depart
11/12/2022	Friday	HS Football (V)	State Playoffs		TBA		
FOOTBALL STATE PLAYOFFS TAKE PLACE 11/11-12/3/2022							
HIGH SCHOOL WINTER SPORTS - BASKETBALL & WRESTLING - BEGIN 11/14/2022.							

Fiscal Year	Enrollment Trends										Average	Budget
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June		
<b>2017-2018 Pre COVID</b>	744.90	772.43	772.60	783.30	791.17	779.39	780.32	774.79	775.57	769.83	<b>776.34</b>	<b>763.00</b>
<b>2018-2019 Pre COVID</b>	767.83	804.02	798.32	797.29	794.82	796.63	798.88	795.20	789.87	792.87	<b>796.27</b>	<b>730.00</b>
<b>2019-2020 COVID April Shutdown</b>	747.20	774.58	778.55	771.85	766.47	778.22	785.22	773.69	769.81	776.23	<b>772.18</b>	<b>786.00</b>
<b>2020-2021 COVID</b>	678.29	704.06	706.24	701.24	700.94	710.74	703.60	705.88	700.88	693.54	<b>700.54</b>	<b>757.60</b>
<b>2021-2022</b>	716.23	754.51	765.51	783.68	786.25	773.07	770.57	772.90	771.97	764.63	<b>765.93</b>	<b>740.00</b>

Enrollment Trends





**CHEWELAH SCHOOL DISTRICT NO. 36  
FINANCIAL REPORT  
2021/2022**

<b>Beginning Cash and Investment Balance:</b>	
240 Treasurer's Balance - September 1, 2021	\$444,355.61
450 Investment Balance - September 1, 2021	\$1,582,311.05
241 Warrants Outstanding - September 1, 2021	(\$426,455.01)
<b>TOTAL CASH AND INVESTMENT BALANCE - September 1, 2021</b>	<b>\$1,600,211.65</b>

**May 31, 2022**

**CASH RECEIPTS FOR THE MONTH:**

State Apportionment	\$933,287.73
District Deposits	\$2,869.28
Investments Earnings	\$893.43
Timber Excise Tax	\$0.00
Federal Forests	\$0.00
Federal In-Lieu-Of Taxes	\$0.00
Local Property Tax	\$99,917.92
Other:	\$0.00

TOTAL RECEIPTS    \$1,036,968.36

**EXPENDITURES FOR MONTH:**

Accounts Payable	\$164,115.78
Payroll	\$852,483.42
Transfer to Debt Service	\$0.00
Other:     Cancelled Warrants	(\$4.29)
Other:     ACH Return	\$0.00

TOTAL EXPENDITURES    \$1,016,594.91

MONTHLY INCREASE/(DECREASE)    \$20,373.45

<b>Ending Cash and Investment Balance</b>	
240 Treasurer's Balance	\$61,357.68
450 Investment Balance	\$1,757,529.00
241 Warrants Outstanding	(\$52,552.00)
<b>CASH AND INVESTMENT BALANCE AS PER STEVENS COUNTY TREASURER'S</b>	<b>\$1,766,334.68</b>

<b>CAPITAL PROJECTS FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$461,774.78</u>
<b>DEBT SERVICE FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$22,833.75</u>
<b>A.S.B. FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$83,084.49</u>
<b>TRANSPORTATION VEHICLE FUND CASH &amp; INVESTMENT BALANCE:</b>	<u>\$51,913.41</u>

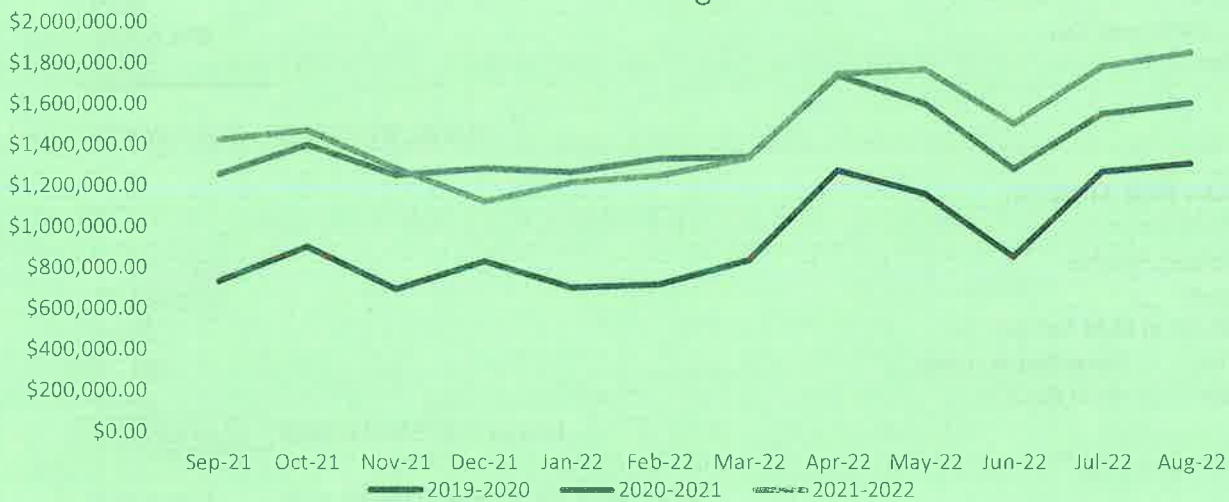
**2021-2022 Financial Report**

**STEVENS COUNTY TREASURER'S ENDING BALANCE**

Sep-19	\$729,621.47	Sep-20	\$1,253,770.69	Sep-21	\$1,423,882.95
Oct-19	\$897,701.70	Oct-20	\$1,397,150.63	Oct-21	\$1,468,123.60
Nov-19	\$690,564.88	Nov-20	\$1,247,908.17	Nov-21	\$1,281,033.93
Dec-19	\$825,477.61	Dec-20	\$1,280,897.48	Dec-21	\$1,119,975.26
Jan-20	\$696,923.14	Jan-21	\$1,262,436.43	Jan-22	\$1,211,725.08
Feb-20	\$711,933.16	Feb-21	\$1,327,993.02	Feb-22	\$1,243,922.79
Mar-20	\$830,200.17	Mar-21	\$1,335,511.99	Mar-22	\$1,331,851.46
Apr-20	\$1,271,000.43	Apr-21	\$1,737,993.21	Apr-22	\$1,745,961.23
May-20	\$1,156,011.59	May-21	\$1,596,745.55	May-22	\$1,766,334.68
Jun-20	\$847,502.15	Jun-21	\$1,277,412.71	Jun-22	\$1,500,000.00
Jul-20	\$1,265,319.49	Jul-21	\$1,549,087.60	Jul-22	\$1,780,000.00
Aug-20	\$1,305,233.44	Aug-21	\$1,600,211.65	Aug-22	\$1,850,000.00

Estimate  
Estimate  
Estimate

Treasurer's Ending Balance



**CHEWELAH SCHOOL DISTRICT #36**

**FINANCIAL REPORT**

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

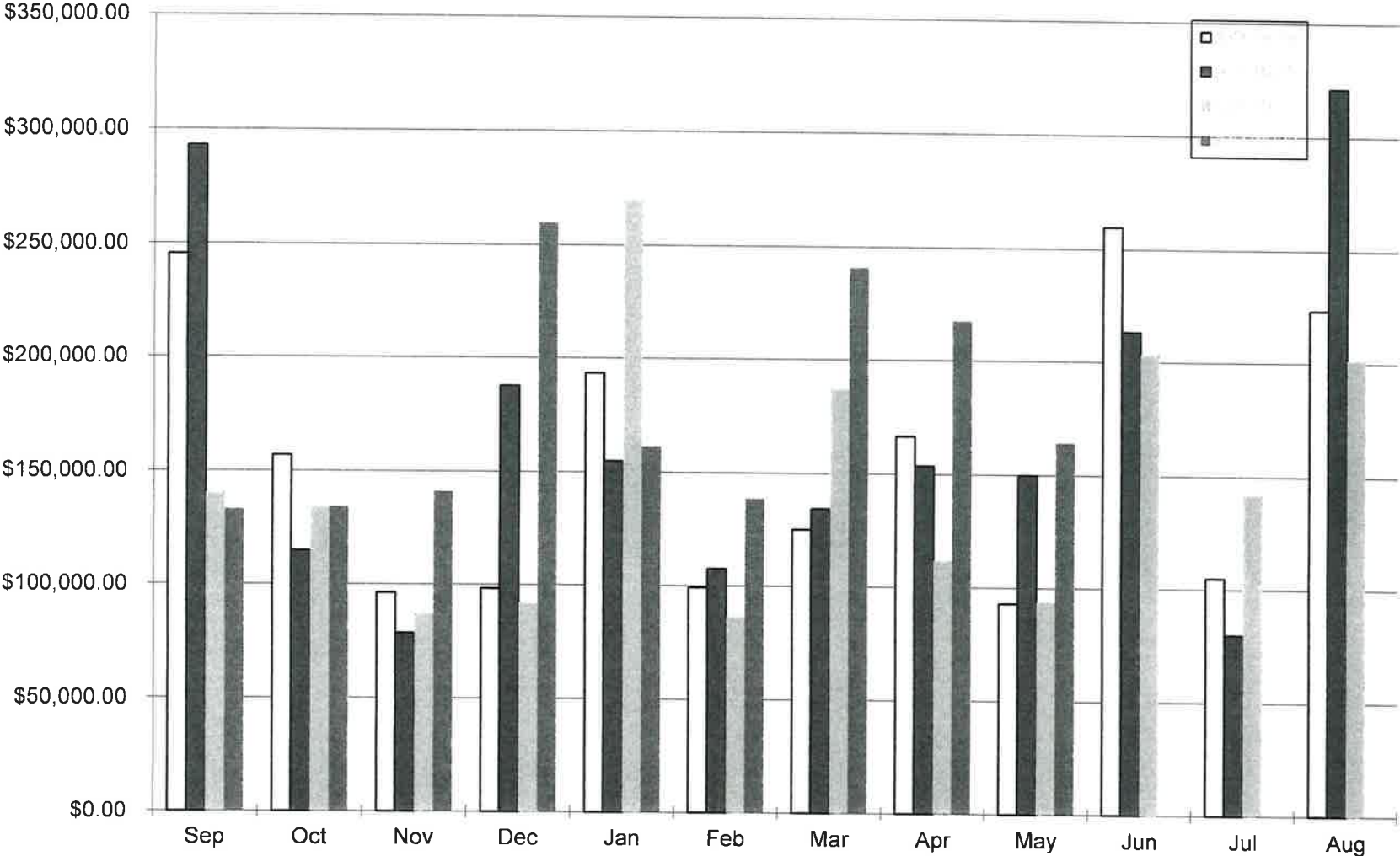
MONTH	2019-2020	2020-2021	2021-2022		
	MONTHLY +/-	MONTHLY +/-	REVENUES	EXPENDITURES	MONTHLY +/-
SEPTEMBER	\$ (200,919)	\$ (51,463)	\$854,105	\$1,030,434	(\$176,329)
OCTOBER	\$ 168,080	\$ 143,380	\$1,053,277	\$1,009,036	\$44,241
NOVEMBER	\$ (207,137)	\$ (149,242)	\$808,298	\$995,388	(\$187,090)
DECEMBER	\$ 134,913	\$ 32,989	\$940,778	\$1,101,836	(\$161,059)
JANUARY	\$ (128,554)	\$ (18,461)	\$1,077,661	\$985,911	\$91,750
FEBRUARY	\$ 15,010	\$ 65,557	\$1,014,521	\$982,323	\$32,198
MARCH	\$ 118,267	\$ 7,519	\$1,150,578	\$1,062,649	\$87,929
APRIL	\$ 440,800	\$ 402,481	\$1,456,412	\$1,042,302	\$414,110
MAY	\$ (114,989)	\$ (141,248)	\$1,036,968	\$1,016,595	\$20,373
JUNE	\$ (308,509)	\$ (319,333)			\$0
JULY	\$ 417,817	\$ 271,675			\$0
AUGUST	\$ 39,914	\$ 51,124			\$0

**CHEWELAH SCHOOL DISTRICT #36  
FINANCIAL REPORT**

**MONTHLY ACCOUNTS PAYABLE AND PAYROLL AMOUNTS FOR FOUR YEARS**

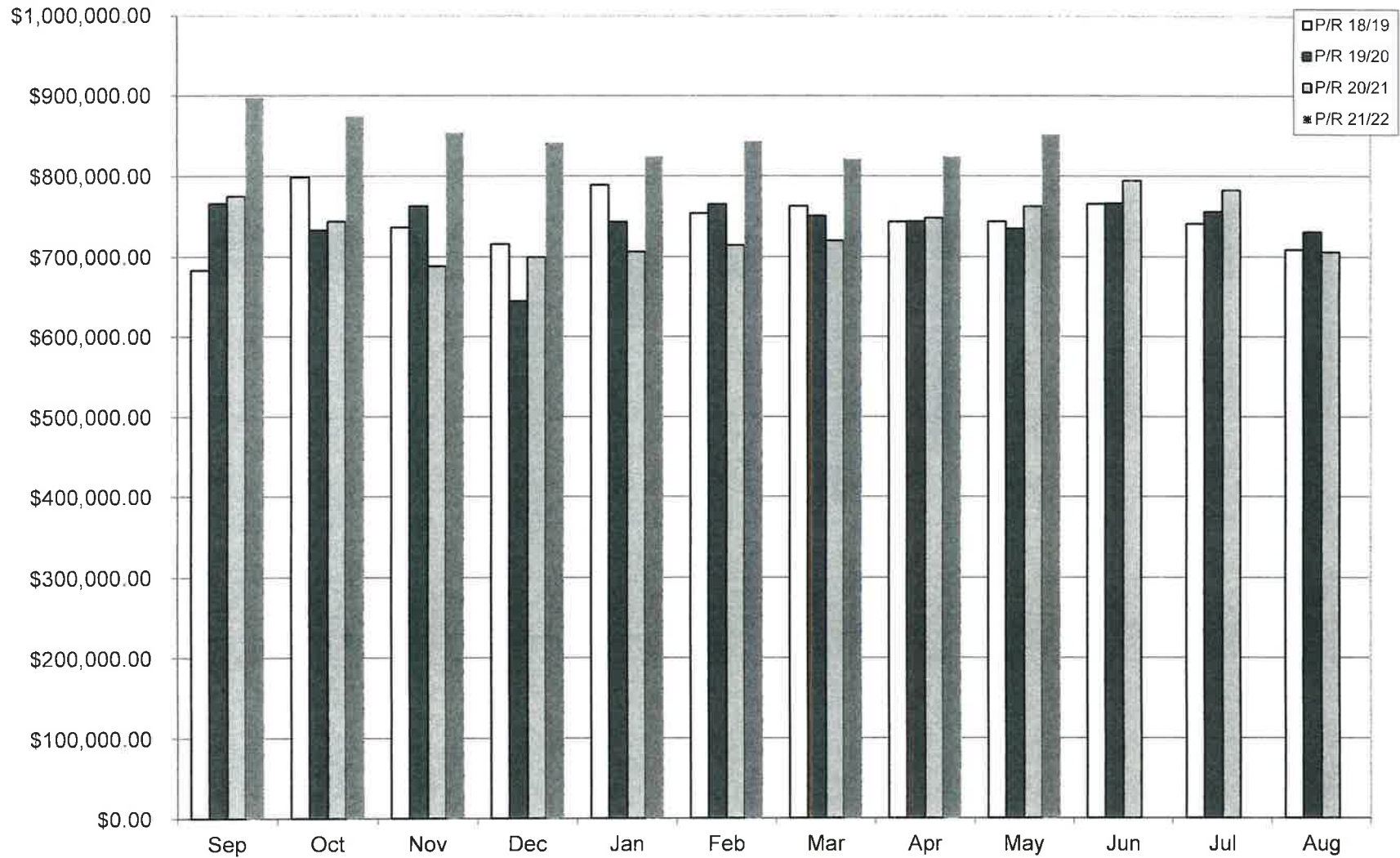
MONTH/YR	A/P 18/19	P/R 18/19	MONTH/YR	A/P 19/20	P/R 19/20	MONTH/YR	A/P 20/21	P/R 20/21	MONTH/YR	A/P 21/22	P/R 21/22
SEPT	\$245,513.49	\$683,075.78	SEPT	\$293,016.35	\$765,848.80	SEPT	\$140,479.27	\$774,884.92	SEPT	\$132,930.98	\$897,502.71
OCT	\$156,987.80	\$798,777.74	OCT	\$114,812.95	\$732,874.54	OCT	\$134,196.81	\$743,594.95	OCT	\$134,188.70	\$874,847.47
NOV	\$96,363.06	\$736,380.75	NOV	\$78,601.39	\$762,509.47	NOV	\$87,306.10	\$688,425.04	NOV	\$141,097.00	\$854,290.92
DEC	\$98,432.20	\$715,981.04	DEC	\$187,560.31	\$644,412.71	DEC	\$91,955.56	\$699,636.54	DEC	\$259,811.46	\$842,024.92
JAN	\$193,374.15	\$789,184.43	JAN	\$154,814.32	\$742,961.22	JAN	\$269,975.96	\$706,445.88	JAN	\$161,435.63	\$824,475.53
FEB	\$99,311.85	\$753,617.85	FEB	\$107,557.53	\$764,946.65	FEB	\$86,537.03	\$714,337.74	FEB	\$138,619.72	\$843,703.74
MAR	\$125,292.34	\$762,456.45	MAR	\$134,285.19	\$750,446.00	MAR	\$187,475.59	\$720,296.39	MAR	\$240,814.54	\$821,834.74
APR	\$166,536.07	\$743,142.49	APR	\$153,673.34	\$743,588.27	APR	\$111,966.95	\$747,822.30	APR	\$217,697.15	\$824,604.98
MAY	\$93,000.79	\$743,564.69	MAY	\$149,870.79	\$734,914.65	MAY	\$93,966.78	\$762,271.69	MAY	\$164,111.49	\$852,483.42
JUNE	\$259,767.25	\$765,652.08	JUNE	\$213,271.98	\$766,136.85	JUNE	\$203,455.20	\$794,362.90	JUNE		
JULY	\$104,966.63	\$740,888.00	JULY	\$79,853.83	\$755,548.19	JULY	\$142,173.44	\$782,335.75	JULY		
AUG	\$223,413.08	\$708,928.75	AUG	\$320,943.66	\$730,841.26	AUG	\$201,480.60	\$706,027.73	AUG		
<b>TOTAL</b>	<b>\$1,862,958.71</b>	<b>\$8,941,650.05</b>	<b>TOTAL</b>	<b>\$1,988,261.64</b>	<b>\$8,895,028.61</b>	<b>TOTAL</b>	<b>\$1,750,969.29</b>	<b>\$8,840,441.83</b>	<b>TOTAL</b>	<b>\$1,590,706.67</b>	<b>\$7,635,768.43</b>

### CHEWELAH SCHOOL DISTRICT NO. 36 - ACCOUNT PAYABLE EXPENDITURES





### CHEWELAH SCHOOL DISTRICT NO.36 - PAYROLL EXPENDITURES

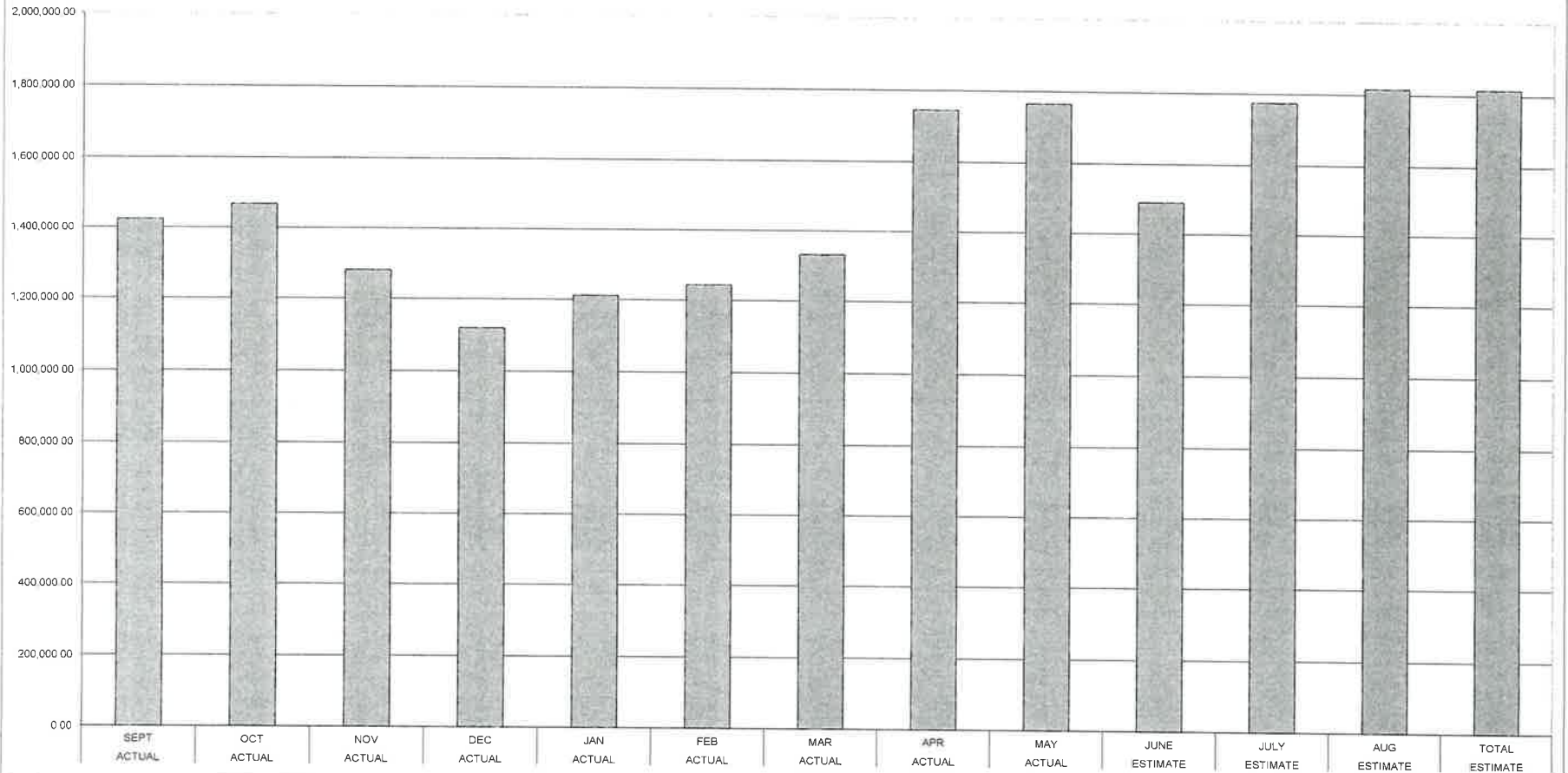


**CHEWELAH SCHOOL DISTRICT**

**CASH FLOW 2021-2022**

	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ACTUAL DEC	ACTUAL JAN	ACTUAL FEB	ACTUAL MAR	ACTUAL APR	ACTUAL MAY	ESTIMATE JUNE	ESTIMATE JULY	ESTIMATE AUG	ESTIMATE TOTAL
<b>BEGINNING FUND BALANCE</b>	1,600,211.65	1,423,882.95	1,468,123.60	1,281,033.93	1,119,975.26	1,211,725.08	1,243,922.79	1,331,851.46	1,745,961.23	1,766,334.68	1,490,434.68	1,775,134.68	1,600,211.65
<b>REVENUE</b>					FTE ADJUST								
	9%	8%	5%	9%	8.5%	9%	9%	9%	5%	6%	12.5%	10%	100%
<b>APPORTIONMENT</b>	785,902.66	814,672.36	744,611.30	928,569.66	1,045,987.98	971,484.40	967,291.85	1,087,661.36	933,287.73	850,000.00	1,350,000.00	1,120,000.00	11,599,469.30
<b>PROPERTY TAXES</b>	65,320.26	232,937.35	60,655.32	8,276.50	3,405.08	10,747.14	146,716.78	344,214.49	99,917.92	15,000.00	9,500.00	9,500.00	1,006,190.84
<b>LOCAL RECEIPTS</b>	2,777.08	5,564.65	2,942.90	3,843.83	28,188.47	19,238.04	36,359.06	2,843.33	2,869.28	9,000.00	15,000.00	10,000.00	138,626.64
<b>OTHER</b>	104.99	102.46	88.73	87.72	79.45	13,051.59	210.26	21,692.72	893.43	100.00	200.00	1,000.00	37,611.35
	854,104.99	1,053,276.82	808,298.25	940,777.71	1,077,660.98	1,014,521.17	1,150,577.95	1,456,411.90	1,036,968.36	874,100.00	1,374,700.00	1,140,500.00	12,781,898.13
<b>EXPENDITURES</b>													
<b>A/P</b>	132,930.98	134,188.70	141,097.00	259,811.46	161,435.63	138,619.72	240,814.54	217,697.15	164,111.49	250,000.00	250,000.00	250,000.00	2,340,706.67
<b>PR</b>	897,502.71	874,847.47	854,290.92	842,024.92	824,475.53	843,703.74	821,834.74	824,604.98	852,483.42	900,000.00	840,000.00	850,000.00	10,225,768.43
<b>TRANSFER</b>													0.00
<b>ENDING FUND BALANCE</b>	1,423,882.95	1,468,123.60	1,281,033.93	1,119,975.26	1,211,725.08	1,243,922.79	1,331,851.46	1,745,961.23	1,766,334.68	1,490,434.68	1,775,134.68	1,815,634.68	1,815,634.68

MONTHLY FUND BALANCE

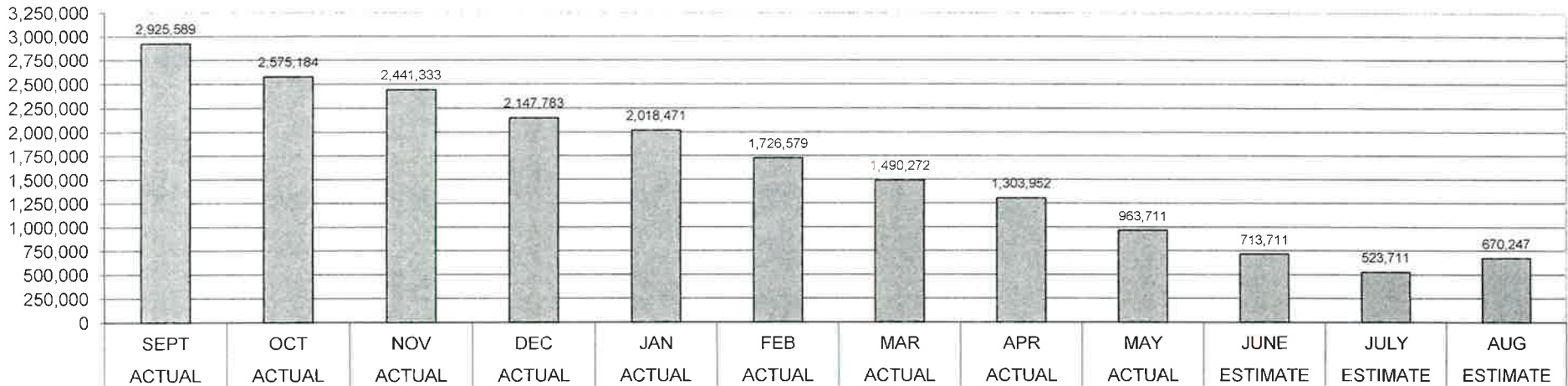


**CHEWELAH SCHOOL DISTRICT**

**BUDGET STATUS 2021-2022**

	ACTUAL SEPT	ACTUAL OCT	ACTUAL NOV	ACTUAL DEC	ACTUAL JAN	ACTUAL FEB	ACTUAL MAR	ACTUAL APR	ACTUAL MAY	ESTIMATE JUNE	ESTIMATE JULY	ESTIMATE AUG
<b>BUDGET</b>	13,357,086	13,357,086	13,357,086	13,357,086	13,357,086	13,357,086	13,357,086	13,357,086	13,357,086	13,357,086	13,357,086	13,357,086
<b>YTD EXPENDITURES</b>	1,148,749	2,156,810	3,151,822	4,257,095	5,243,052	5,222,663	7,285,283	8,329,031	9,346,839	10,496,839	11,586,839	12,686,839
<b>ENCUMBRANCES</b>	9,282,749	8,625,092	7,763,931	6,952,208	6,095,563	5,407,844	4,581,531	3,724,103	3,046,536	2,146,536	1,246,536	0
<b>BUDGET STATUS</b>	2,925,589	2,575,184	2,441,333	2,147,783	2,018,471	1,726,579	1,490,272	1,303,952	963,711	713,711	523,711	670,247
<b>PERCENTAGE OF BUDGET REMIANING</b>	22%	19%	18%	16%	15%	13%	11%	10%	7%	5%	4%	5%

**ESTIMATED BUDGET STATUS REPORT**



10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of May, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 LOCAL TAXES	999,999	99,917.92	985,149.46		14,849.54	98.52
2000 LOCAL SUPPORT NONTAX	88,196	1,709.93	54,359.03		33,836.97	61.63
3000 STATE, GENERAL PURPOSE	6,829,424	380,951.13	5,041,770.16		1,787,653.84	73.82
4000 STATE, SPECIAL PURPOSE	1,992,907	173,944.82	1,455,173.52		537,733.48	73.02
5000 FEDERAL, GENERAL PURPOSE	17,000	.00	21,295.46		4,295.46	125.27
6000 FEDERAL, SPECIAL PURPOSE	2,755,606	379,413.56	1,745,179.32		1,010,426.68	63.33
7000 REVENUES FR OTH SCH DIST	29,500	1,518.00	12,394.20		17,105.80	42.01
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>	12,712,632	1,037,455.36	9,315,321.15		3,397,310.85	73.28
<u>B. EXPENDITURES</u>						
00 Regular Instruction	6,254,000	440,894.97	4,186,542.82	1,362,878.08	704,579.10	88.73
10 Federal Stimulus	1,388,400	90,069.50	815,630.97	225,527.40	347,241.63	74.99
20 Special Ed Instruction	1,350,796	121,066.59	1,012,233.14	323,788.46	14,774.40	98.91
30 Voc. Ed Instruction	581,517	46,481.37	454,357.67	119,562.89	7,596.44	98.69
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,110,601	112,626.32	753,544.51	303,972.30	53,084.19	95.22
70 Other Instructional Pgms	31,794	1,734.58	34,527.40	14,621.94	17,355.34	154.59
80 Community Services	17,000	.00	.00	0.00	17,000.00	0.00
90 Support Services	2,622,978	204,934.30	2,090,002.25	696,184.83	163,209.08	106.22
<u>Total EXPENDITURES</u>	13,357,086	1,017,807.63	9,346,838.76	3,046,535.90	963,711.34	92.79
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	644,454-	19,647.73	31,517.61-		612,936.39	95.11-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	1,400,000		1,804,642.37			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	755,546		1,773,124.76			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd For Carryover	22,000	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Committd to Econmc Stabilizatr	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	733,546	1,773,124.76
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	755,546	1,773,124.76

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of May, 2022

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	130,290	41,234.75	401,454.06		271,164.06-	308.12
2000 Local Support Nontax	500	185.62	516.75		16.75-	103.35
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	3,533,000	1,947.08	1,947.08		3,531,052.92	0.06
5000 Federal, General Purpose	5,500	5,442.23	5,442.23		57.77	98.95
6000 Federal, Special Purpose	30,000	65,696.93	65,696.93		35,696.93-	218.99
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>	<u>3,699,290</u>	<u>114,506.61</u>	<u>475,057.05</u>		<u>3,224,232.95</u>	<u>12.84</u>
<u>B. EXPENDITURES</u>						
10 Sites	0	913.39	913.39	46,322.89	47,236.28-	0.00
20 Buildings	0	.00	.00	373.77	373.77-	0.00
30 Equipment	3,894,290	18,765.71	346,231.12	218,941.06	3,329,117.82	14.51
40 Energy	0	8,443.69	8,443.69	9,400.96	17,844.65-	0.00
50 Sales & Lease Expenditure	0	200.00	9,721.30	3,985.50	13,706.80-	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>	<u>3,894,290</u>	<u>28,322.79</u>	<u>365,309.50</u>	<u>279,024.18</u>	<u>3,249,956.32</u>	<u>16.55</u>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
D. <u>OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
E. <u>EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	<u>195,000-</u>	<u>86,183.82</u>	<u>109,747.55</u>		<u>304,747.55</u>	<u>156.28-</u>
F. <u>TOTAL BEGINNING FUND BALANCE</u>	<u>205,000</u>		<u>341,467.53</u>			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	<u>XXXXXXXX</u>		<u>.00</u>			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	<u>10,000</u>		<u>451,215.08</u>			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	4,500	457,535.70
G/L 863 Restricted from State Proceeds	0	1,947.08
G/L 864 Restricted from Fed Proceeds	0	19,187.94-
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	5,500	10,920.24
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	10,000	451,215.08

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of May, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	250	12.94	34.25		215.75	13.70
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	250	12.94	34.25		215.75	13.70
<b>B. EXPENDITURES</b>						
Matured Bond Expenditures	0	.00	.00	0.00	.00	0.00
Interest On Bonds	0	.00	.00	0.00	.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	0	.00	.00	0.00	.00	0.00
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	250	12.94	34.25		215.75-	86.30-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	23,000		22,799.50			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	23,250		22,833.75			
<b>I. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	23,250		22,833.75			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	23,250		22,833.75			



40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of May, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES</b>						
1000 General Student Body	60,200	2,870.63	22,983.61		37,216.39	38.18
2000 Athletics	133,000	4,967.00	50,097.62		82,902.38	37.67
3000 Classes	11,500	.00	.00		11,500.00	0.00
4000 Clubs	35,150	9,911.25	11,606.25		23,543.75	33.02
6000 Private Moneys	12,000	.00	5,910.59		6,089.41	49.25
<u>Total REVENUES</u>	251,850	17,748.88	90,598.07		161,251.93	35.97
<b>B. EXPENDITURES</b>						
1000 General Student Body	53,500	1,277.11	16,672.84	5,270.68	31,556.48	41.02
2000 Athletics	113,000	6,232.84	40,900.97	16,102.01	55,997.02	50.45
3000 Classes	11,500	.00	.00	315.20	11,184.80	2.74
4000 Clubs	36,350	1,317.48	12,335.35	1,428.01	22,586.64	37.86
6000 Private Moneys	14,000	1,759.69	4,915.28	304.79	8,779.93	37.29
<u>Total EXPENDITURES</u>	228,350	10,587.12	74,824.44	23,420.69	130,104.87	43.02
<b>C. EXCESS OF REVENUES</b>						
<u>OVER(UNDER) EXPENDITURES (A-B)</u>	23,500	7,161.76	15,773.63		7,726.37-	32.88-
<b>D. TOTAL BEGINNING FUND BALANCE</b>						
	80,000		78,855.84			
<b>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>						
	XXXXXXXXX		.00			
<b>F. TOTAL ENDING FUND BALANCE</b>						
<u>C+D + OR - E)</u>	103,500		94,629.47			
<b>G. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	103,500		94,629.47			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	103,500		94,629.47			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the CHEWELAH SCHOOL DISTRICT School District for the Month of May, 2022

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	1,500	29.42	98.73		1,401.27	6.58
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	125,000	.00	.00		125,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	2,000	.00	.00		2,000.00	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	<u>128,500</u>	<u>29.42</u>	<u>98.73</u>		<u>128,401.27</u>	<u>0.08</u>
<u>B. 9900 TRANSFERS IN FROM GF</u>	<u>0</u>	<u>.00</u>	<u>.00</u>		<u>.00</u>	<u>0.00</u>
<u>C. Total REV./OTHER FIN. SOURCES</u>	<u>128,500</u>	<u>29.42</u>	<u>98.73</u>		<u>128,401.27</u>	<u>0.08</u>
<u>D. EXPENDITURES</u>						
Type 30 Equipment	298,500	.00	119,606.33	124,556.20	54,337.47	81.80
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>	<u>298,500</u>	<u>.00</u>	<u>119,606.33</u>	<u>124,556.20</u>	<u>54,337.47</u>	<u>81.80</u>
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>F. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	<u>170,000-</u>	<u>29.42</u>	<u>119,507.60-</u>		<u>50,492.40</u>	<u>29.70-</u>
<u>H. TOTAL BEGINNING FUND BALANCE</u>	<u>170,000</u>		<u>171,421.01</u>			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	<u>XXXXXXXXX</u>		<u>.00</u>			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	<u>0</u>		<u>51,913.41</u>			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	0		51,913.41			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	<u>0</u>		<u>51,913.41</u>			

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

ENROLLMENT REVENUE	SY 2021-22	Original Budget		APPORTIONMENT		September	October	November	December	January	February	March	April	May	June	July	August	
		740	740	716.23	754.51	765.51	783.68	786.25	773.07	770.57	772.9	771.97	764.63	0	0			
		Original Budget	APPORTIONMENT	September 9.9%	October 8.8%	November 5.5%	December 9.9%	January 8.5%	February 9.9%	March 9.9%	April 9.9%	May 5.0%	June 6%	July 12.5%	August 10%			
		Annual Amt.	Current	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	estimate	estimate	estimate	
	3100 Regular Apportionment	6,364,301.55	6,620,558.91	572,722.55	509,086.72	318,179.20	572,722.55	629,156.00	599,324.17	598,354.21	599,252.25	334,901.97	397,233.53	827,569.86	662,055.89			
	3100-06 College in HS	25,000.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	3121 Apport Spec Ed	186,181.21	203,445.30	16,757.60	14,895.65	9,309.78	16,757.60	24,666.07	18,666.89	17,912.50	17,457.68	9,039.62	12,206.72	25,430.66	20,344.53			
	3300 LEA (Sept through Dec)	77,313.71	77,313.71	0.00	24,848.63	46,944.88	5,520.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	3300 LEA (Jan through Aug)	176,627.29	115,872.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	48,283.90	37,009.54	3,221.24	13,678.70	13,678.70		
	4100-01 General Fund Projects (Para PD)		10,042.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,042.00	
	4121 Special Ed	963,955.17	944,063.62	86,762.68	77,122.39	48,201.49	86,762.68	69,508.14	85,211.32	84,835.02	86,613.31	49,988.46	56,643.82	118,007.95	94,406.36			
	4155 Learning Assist	309,647.08	311,701.63	0.00	52,989.28	15,585.08	28,053.15	26,494.63	28,053.15	28,053.15	28,053.15	15,585.09	18,702.10	38,962.70	31,170.16			
	4158-04 Grant	86,695.19	135,870.00	0.00	0.00	0.00	321.00	480.00	10,464.47	14,855.07	78,849.24	10,300.07	10,300.07	10,300.07	10,300.07	0.00		
	4158-07 Grant	35,000.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	4165 Transitional 4165 (bilingual)		1,729.85	0.00	0.00	0.00	0.00	683.29	155.69	155.68	155.69	86.49	103.79	216.23	172.99			
	4174 Highly Capable	20,838.80	21,621.49	0.00	3,542.60	1,041.94	1,875.49	2,080.46	1,945.93	1,945.94	1,945.94	1,081.08	1,297.29	2,702.69	2,162.14			
	4198 Food Serv	3,000.00	4,019.50	0.00	0.00	0.00	0.00	4,019.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	4199 Transportation	567,771.00	567,089.12	51,038.02	45,367.13	28,354.46	51,038.02	48,202.57	51,038.02	51,038.02	51,038.02	28,354.46	34,025.35	70,886.14	56,708.91			
	4300 Other State Agencies		34,928.00	0.00	0.00	0.00	0.00	17,848.66	4,343.36	2,557.78	1,397.35	0.00	2,095.68	3,192.60				
	4358 Special and Pilot Programs	6,000.00	3,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	437.50	2,852.50			
	6111 SLFRF Stabilization		172,427.03	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	172,427.03	0.00	0.00	0.00			
	6112 ESSER II	1,003,626.67	720,475.03	0.00	46,692.65	53,609.29	33,809.96	102,081.42	51,015.38	52,215.64	76,600.21	78,371.23	75,359.68	75,359.68	75,359.68	0.00		
	6113 ESSER III		2,045,950.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
	6113 ESSER III Homeless		9,981.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	598.86	1,247.63	8,134.52			
	6114 ESSER III-Learning Loss	601,235.05	401,487.00	0.00	0.00	70,822.23	33,902.34	35,594.02	32,601.90	34,444.83	32,986.25	35,888.15	41,749.09	41,749.09	41,749.09	41,749.09		
	6119 DOH Learn to Return		70,000.00				0.00	27,974.00	6,613.00	6,613.00	6,613.00	4,200.00	8,750.00	2,624.00				
	6123 Fed Special ED ARP-23		36,811.00						1,402.80	4,831.31	2,208.66	4,601.38	23,766.86					
	6124 Fed Special ED-24	182,143.00	178,584.00	0.00	0.00	30,152.94	14,951.15	15,027.36	15,102.93	15,108.42	15,110.99	19,339.74	19,339.74	19,339.74	19,339.74			
	6138 Fed Vocational-38	14,000.00	13,885.00	0.00	0.00	0.00	0.00	1,285.45	359.59	496.74	5,587.25	1,885.32	1,885.32	1,885.32	1,885.32			
	6151 Fed Title I-51	494,787.00	486,839.00	0.00	0.00	90,326.04	48,252.19	37,577.93	39,199.64	36,343.67	35,200.50	35,312.25	55,542.26	55,542.26	55,542.26			
	6152 Fed Title II-52	147,814.00	173,464.00	0.00	0.00	727.57	4,751.55	123.29	10,850.49	27,016.78	2,062.05	42,644.09	42,644.09	42,644.09	42,644.09			
	6176 Targeted K12 Internet ESSER	10,000.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	6189 Other Community Services	12,000.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	619802 Food-Federal-Safe Schools Grant		4,087.00	0.00	0.00	0.00	2,205.80	0.00	0.00	0.00	0.00	0.00	627.07	627.07	627.07	627.07		
	6198-03 School Food-Federal SSO	245,000.00	285,000.00	0.00	27,635.31	30,742.40	27,645.98	21,513.85	30,866.30	29,310.56	39,488.59	27,275.77	35,500.00	12,500.00	2,521.24			
	619810 PEBT Administrative Funds		614.00	0.00	0.00	614.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>Apportionment Totals-</b>		<b>Balance to Apportionment report</b>	11,532,936.72	13,653,359.27	727,280.85	802,180.66	744,611.30	928,569.66	1,063,836.64	975,827.76	969,849.63	1,089,058.71	933,287.73	815,694.37	1,375,631.37	1,178,088.12		
	1100 Taxes collected	Line 020 F-197	972,722	972,722	65,320.26	232,937.35	60,655.32	8,276.50	3,405.08	10,747.14	146,716.78	344,214.49	99,917.92	15,000.00	1,000.00	1,000.00		
	1500 Timber Excise	Line 035 F-197	27,277	27,277	0.00	0.00	0.00	0.00	0.00	12,958.62	0.00	0.00	0.00	0.00	0.00	14,318.38		
	2300 Interest	Line 002 F-197	15,000	15,000	104.99	102.46	88.73	87.72	79.45	92.97	210.26	397.26	893.43	1,000.00	1,000.00	1,000.00		
	2000 Local Deposits	Line 001 F-197	73,196	100,000	1,577.96	842.50	246.90	513.00	453.00	12,921.31	34,144.59	786.00	816.50	16,000.00	2,000.00	2,000.00		
	5500 Federal Forests		17,000	17,000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	21,295.46	0.00	0.00	0.00	0.00		
	6321 Medicaid		20,000	15,000	0.00	0.00	2,666.43	982.55	762.25	1,574.50	612.65	0.00	1,021.78	2,459.95	2,459.95	2,459.95		
	6998 Commodities		25,000	25,000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	25,000.00			
	7000 Other SD		29,500	21,000	0.00	0.00	0.00	1,584.51	9,291.69	0.00	0.00	0.00	1,518.80	10,123.80	0.00	0.00		
	Cancelled warrants	Adjustments																
<b>Total Revenues</b>		<b>Balance to Budget Status Report</b>	12,712,632	14,846,358	794,284.06	1,036,062.87	808,268.68	940,013.94	1,077,828.11	1,014,122.30	1,151,533.91	1,455,751.92	1,037,455.36	860,278.12	1,382,091.31	1,223,866.45		
<b>Expenditures</b>																		
		Annual Amt.	Current Estimate	September	October	November	December	January	February	March	April	May	June	July	August			
			ACTUALS ANNUALIZE	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	estimate	estimate	estimate			
	Payroll - Certificated	Object 2	5,390,795	4,884,969	454,763.50	420,965.55	403,471.43	419,531.53	394,869.00	416,410.22	400,371.78	403,397.52	414,910.47	385,426.12	385,426.12	385,426.12		
	Payroll - Classified	Object 3	2,353,312	2,108,138	182,287.39	194,154.40	196,535.07	182,795.16	189,150.92	181,834.31	179,713.84	178,117.20	188,408.68	145,047.01	145,047.01	145,047.01		
	Benefits	Object 4	3,020,444	2,954,182	239,991.66	258,897.95	251,575.42	244,539.23	240,455.61	241,508.17	241,786.12	244,058.26	264,605.31	242,254.70	242,254.70	242,254.70		
	Substitute & Timesheet Estimate			270,000									120,000.00	75,000.00	75,000.00	75,000.00		
	Additional PO Estimate			150,000									0.00	0.00	0.00	0.00		
	Accounts Payable	Objects 5 through 9	2,592,515	2,446,085	271,706.04	134,043.90	143,429.34	258,407.47	161,481.01	139,859.05	240,748.06	218,175.02	149,883.17	242,784.14	242,784.14	242,784.14		
	Other cash decreases	per county			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>Total Expenditures</b>		<b>Balance to Budget Status Report</b>	13,357,067	12,813,375	1,148,748.59	1,008,061.80	995,011.26	1,105,273.39	985,956.54	979,611.75	1,062,619.80	1,043,748.00	1,017,807.63	1,135,511.97	1,090,511.97	1,090,511.97		
<b>Beginning Fund Balance</b>			1,804,642	1,804,642	1,804,642.37	1,450,177.84	1,478,178.91	1,291,436.33	1,126,176.88	1,218,048.45	1,252,559.00	1,341,473.11	1,753,477.03	1,773,124.76	1,497,890.91	1,789,470		
<b>Plus Revenue</b>			12,712,632	14,846,358	794,284	1,036,063	808,269	940,014	1,077,828									

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 June 15, 2022, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$62,769.62. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants; Warrant Numbers 121347 through 121412, totaling \$62,769.62

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
121347	AMAZON	05/31/2022	DO-041822	APPLE IPAD SCREEN PROTECTORS-DIGITAL EQUITY GESS	1000010412	598.50	3,283.50
10 E 530 5819 32 5650 1100 0000 0000 0			General Fund/EXPENDITURES/DIGITAL EQUITY & INCLUSION			598.50	
			GESS-041822	amazon - open PO	1100007719	130.09	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			130.09	
			GESS-043022	snacks for testing	1100007764	57.25	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			57.25	
			JJSHS-041522	Lane Walker Books-Hometown Hunter Series	1300007525	79.37	
10 E 530 0100 22 5640 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			79.37	
			JJSHS-041622	poly tabs	1300007639	51.20	
10 E 530 0100 23 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			51.20	
			JJSHS-041922	ART MARKERS, SHARPIES, MASKING TAPE--VOC LEADERSHIP CLASS.	1300007641	98.37	
10 E 530 3400 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/MID SCHOOL,CAREER TECH,ST			98.37	
			JJSHS-050522	3 9th Generation IPAD Cases---Enrichment Levy	1300007652	55.92	
10 E 530 0100 27 5610 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			55.92	
			MAINT-042222	Schlage keying	2300006460	297.58	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 64 5610 0000 0000 0000 0				system General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		297.58	
			MAINT-050522	Relays/ tstat wire Greenhouse JHS	2300006467	101.90	
10 E 530 3100 27 5610 4300 0000 0000 0				General Fund/EXPENDITURES/VOCATIONAL		101.90	
			QL-042222	OSSI GRANT-Food class 30.98 & curriculum, classroom and office supplies	1400007787	777.39	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		170.36	
10 E 530 0200 27 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		18.50	
10 E 530 0200 33 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		308.38	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		136.64	
10 E 530 0300 33 5640 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		112.53	
10 E 530 5807 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/COMP SCHOOL IMPROVE ALE		30.98	
			QL-050922	Envelopes, files, tape, clips, rubber bands, post it notes, Screen cleaner, Dust off spray, Consumable curriculum Wordly Wise, Spectrum, Interactive Science	1400007796	701.86	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		493.05	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		208.81	
			QL-051022	DIXIE HOT CUPS	1400007799	26.36	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		26.36	
			SPED-051022	toner for SPED McKinnis	2100006196	74.23	
10 E 530 2100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		74.23	
			SPED-233.48	SPED ARP grant-HCB exercise bike	2100006189	233.48	
10 E 530 2300 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/SPED ARP IDEA		233.48	
121348	AMEND MUSIC CENTER	05/31/2022	28023	CONCERT BASS DRUM AND STAND-EMNOTT DONATION	1300007607	1,755.99	1,755.99
10 E 530 0100 27 5610 4300 1740 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		1,755.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
121349	APPLE INC	05/31/2022	AH40574313	APPLE PENCIL TIPS--ENRICHMENT LEVY	1300007649	20.44	307.73
10 E 530 5276 27 5650 4300 0000 0000 0			General Fund/EXPENDITURES/RURAL & LOW INCOME			20.44	
			AH41184770	3 APPLE PENCIL--ENRICHMENT LEVY	1300007649	287.29	
10 E 530 5276 27 5650 4300 0000 0000 0			General Fund/EXPENDITURES/RURAL & LOW INCOME			287.29	
121350	AVISTA UTILITIES	05/31/2022	050622	UTILITIES	1000010211	5,792.66	5,792.66
10 E 530 9700 65 7621 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			471.00	
10 E 530 9700 65 7621 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			678.26	
10 E 530 9700 65 7621 2200 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,671.43	
10 E 530 9700 65 7621 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			2,690.51	
10 E 530 9700 65 7621 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			281.46	
121351	BYU INDEPENDENT STUDY	05/31/2022	DCE-0011679	BYU Classes	1400007677	300.00	300.00
10 E 530 0200 27 5650 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			300.00	
121352	CANON FINANCIAL SERVICES	05/31/2022	28564540	Copier Lease Contract 05214/3091	1000010213	713.48	755.85
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			41.92	
10 E 530 9700 13 7442 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			108.44	
			28564541	Copier Lease Contract 05214/3091	1000010213	42.37	
10 E 530 0200 23 7442 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			42.37	
121353	CENTURYLINK	05/31/2022	051522	PHONE CHARGES ACCT #300738678	1000010214	528.04	528.04
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			528.04	
121354	CENTURYLINK	05/31/2022	292954462	PHONE SERVICE ACCT #84728321	1000010215	54.19	54.19
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			54.19	
121355	CHEWELAH ASSOC PHYSICIANS	05/31/2022	05112022	DRIVER PHYSICALS ACCT #2553	1000010217	110.00	110.00
10 E 530 9900 52 7340 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			110.00	
121356	CHEWELAH AUTO PARTS	05/31/2022	052522	TRANSPORTATION SUPPLIES ACCT #68	1000010216	60.20	60.20
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			60.20	
121357	CHEWELAH CHAMBER OF COMMERCE	05/31/2022	050522	2022-2023	1000010449	50.00	50.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				CHEWELAH CHAMBER OF COMMERCE DUES			
10 E 530 9700 12 7810 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		50.00	
121358	CONSOLIDATED ELECTRICAL DISTRI	05/31/2022	8190-1061783	CED Relay for green house	2300006464	253.31	4,200.62
10 E 530 3100 27 5610 4300 0000 0000 0				General Fund/EXPENDITURES/VOCATIONAL		253.31	
			8190-1063193	CED JHS Cafeteria can lights	2300006468	3,947.31	
10 E 530 9700 64 5610 4300 0000 0000 1				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		3,947.31	
121359	CRYSTAL SPRINGS	05/31/2022	15901662 052122	WATER AND COOLER RENTAL	1400007650	26.34	105.07
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		26.34	
			15902043 052122	WATER AND COOLER RENTAL	1000010220	78.73	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		78.73	
121360	DRAKE, JENNIFER L	05/31/2022	052022	CLASSROOM SUPPLIES FOR STCU GRANT	0	100.00	100.00
10 E 530 0100 27 5610 1100 1740 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		100.00	
121361	ESD 113	05/31/2022	1002201753	ONLINE CCDEI COURSE DISTRICT ACCESS FOR 2021-2022	1000010445	100.00	100.00
10 E 530 0100 34 7330 1100 4200 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		50.00	
10 E 530 0100 34 7330 4300 4200 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		50.00	
121362	GOV CONNECTION INC	05/31/2022	72744921QQQQ	30 DEVICE CHARGING CART FOR GESS-DIGITAL EQUITY GRANT	1000010414	1,567.42	1,567.42
10 E 530 5819 32 5650 1100 0000 0000 0				General Fund/EXPENDITURES/DIGITAL EQUITY & INCLUSION		1,567.42	
121363	GREGORY, SARAH B	05/31/2022	052722	TRAVEL REIMBURSEMENT FOR MEALS -BEHAVIOR CLASSROOM VISIT PASCO 4-27 & 4-28-22	0	41.00	41.00
10 E 530 1200 27 8580 1100 1665 0000 0				General Fund/EXPENDITURES/Fed Stim - School Improve		41.00	
121364	HARTILL, KIMBERLY J	05/31/2022	846111	cupcakes for retirement recognition at board meeting	1000010451	45.00	45.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 11 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		45.00	
121365	HEALTH CARE AUTHORITY	05/31/2022	HCASBH0795	SCHOOL BASED HEALTHCARE SERVICES LOCAL MATCH	1000010224	251.08	251.08
10 E 530 2100 26 7340 0000 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		251.08	
121366	HERFF JONES - HECKEL & ASSOC	05/31/2022	9309	tassels for Graduation	1400007808	46.67	46.67
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		46.67	
121367	HOME SCIENCE TOOLS	05/31/2022	SO0006325	Real science Chemistry, Kit Lab, and one set of books i extra set of student record. Exploring the building blocks of science lab books.	1400007800	392.36	392.36
10 E 530 0300 33 5640 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		392.36	
121368	HOUSE OF MUSIC	05/31/2022	196853	for music class	1100007763	89.18	89.18
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		89.18	
121369	INTRIGUE COMMUNICATIONS INC	05/31/2022	4946	PHONE SERVICES ON ACCOUNT #100152	1000010226	232.68	232.68
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		232.68	
121370	IRS DEPARTMENT OF THE TREASURY	05/31/2022	CP161	FEDERAL TAX DEPOSIT PENALTY	1000010455	2,750.24	2,750.24
10 E 530 9700 13 4223 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		2,750.24	
121371	JONES SCHOOL SUPPLY CO INC	05/31/2022	1873166	Rising/shining star awards/medals	1300007647	147.04	147.04
10 E 530 0100 23 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		147.04	
121372	KATZER, AMANDA S	05/31/2022	052322	TRAVEL REIMBURSEMENT FOR MEALS AT CHEER COACHES CONFERENCE	0	135.00	135.00
10 E 530 0100 28 8580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		135.00	
121373	KCDA PURCHASING COOPERATIVE	05/31/2022	300632952	levy - school supplies	1100007772	60.39	152.81
10 E 530 0100 27 5610 1100 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		60.39	



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			300633030	supplies - blanket po	1100007747	92.42	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			92.42	
121374	LEADER SERVICES	05/31/2022	WA12014	SERVICES FOR MEDICAID	1000010257	11.20	11.20
10 E 530 2100 27 7340 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			11.20	
121375	MARKEL, AUBREY A	05/31/2022	052022	TRAVEL MEAL REIMBURSEMENT-STAT E FFA TOURNAMENT IN TRI CITIES 5-11 TO 5-14-22	0	123.00	123.00
10 E 530 0100 28 8580 4300 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			123.00	
121376	MOBILE MODULAR MANAGEMENT CORP	05/31/2022	2279034	RENT MODULAR 8X12 FOR COVID SICK ROOMS-GESS	1000010278	350.00	350.00
10 E 530 1200 64 7441 0000 0000 0000 0			General Fund/EXPENDITURES/Fed Stim - School Improve			350.00	
121377	MSR WEST INC - E3 DIAGNOSTICS	05/31/2022	SRV-14782	Audiometer calibration	1000010383	130.00	130.00
10 E 530 0100 26 7340 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			65.00	
10 E 530 0100 26 7340 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			65.00	
121378	NEWESD 101	05/31/2022	1222103700	WORKSHOP REGISTRATION FOR PBIS COHORT 11 FOR A ADLESPERGER, A CARLSON, C JOYCE, C MCCANNA, K PAULSON, T SKOK-TITLE II	1000010447	960.00	1,525.63
10 E 530 5291 31 7330 1100 0000 0000 0			General Fund/EXPENDITURES/TITLE II CARES ACT CARRYOVER			960.00	
			1222103732	ERATE SERVICES	1000010233	565.63	
10 E 530 9700 13 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			565.63	
121379	NORTHWEST DISTRIBUTION	05/31/2022	3154070	FOOD & SUPPLIES	1000010248	552.96	1,290.40
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			552.96	
			3158854	FOOD & SUPPLIES	1000010248	737.44	
10 E 530 9800 42 5630 0000 0000 0000 0			General Fund/EXPENDITURES/FOOD SERVICES			737.44	
121380	OFFICE DEPOT	05/31/2022	238480130001	Southworth(R) 100% Cotton Business Paper, 8 1/2" x 11", 32 Lb, White, 20	1300007648	1,152.23	1,711.73

## Check Summary

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 23 5610 4300 0000 0000 1				Boxes Of 250, other paper and batteries-LEVY Funding			
			General Fund/EXPENDITURES/BASIC EDUCATION			1,152.23	
			244333259001	TONER	1300007658	559.50	
10 E 530 0100 22 5610 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			559.50	
121381	PACIFIC PETROLEUM & SUPPLY	05/31/2022	396841	OPEN PO FOR BUS PURCHASES	1000010239	267.71	267.71
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			267.71	
121382	PURCHASE POWER	05/31/2022	051722	POSTAGE FOR METER ACCT #8000-9090-1050-45 90	1000010237	60.82	60.82
10 E 530 9700 13 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			60.82	
121383	QCL INC	05/31/2022	51581	TRANSPORTATION SERVICES DRUG TESTS	1000010240	370.00	370.00
10 E 530 9900 52 7340 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			370.00	
121384	QUILL CORPORATION	05/31/2022	24765051	Construction Paper Assorted Colors \$43.54 - Copy Paper, Card Stock, and facial tissue \$388.79 - QUILL	1400007790	4.23	623.39
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			4.23	
			24774007	Construction Paper Assorted Colors \$43.54 - Copy Paper, Card Stock, and facial tissue \$388.79 - QUILL	1400007790	436.83	
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			436.83	
			24775373	Construction Paper Assorted Colors \$43.54 - Copy Paper, Card Stock, and facial tissue \$388.79 - QUILL	1400007790	4.85	
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			4.85	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			24776211	Construction Paper Assorted Colors \$43.54 - Copy Paper, Card Stock, and facial tissue \$388.79 - QUILL	1400007790	3.36	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		3.36	
			24806439	for supplies	1100007765	174.12	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		174.12	
121385	RIVERSIDE INSIGHTS	05/31/2022	INV123626	testing - for cogat 2nd grade	1100007775	520.69	520.69
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		520.69	
121386	SAFEWAY ALBERTSON COMPANIES	05/31/2022	041322	LIFESKILLS DAILY LIVING SUPPLIES X 30 WEEKS	2100006159	113.17	421.67
10 E 530 2100 27 5610 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		113.17	
			041422	OSSI Grant Groceries for cooking class.	1400007785	25.99	
10 E 530 5807 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/COMP SCHOOL IMPROVE ALE		25.99	
			042022	DISTRICT OFFICE SUPPLIES ACCT #60821	1000010245	13.51	
10 E 530 9700 11 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		13.51	
			042222	general fund supplies	1100007727	67.66	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		67.66	
			042522	FOOD SERVICE SUPPLIES ACCT #60821	1000010246	125.99	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		125.99	
			042922	OSSI Grant For Cooking class 8.99	1400007794	8.99	
10 E 530 5807 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/COMP SCHOOL IMPROVE ALE		8.99	
			QL-042522	OSSI Grant Cooking Class Edible books contest cooking	1400007791	56.37	
10 E 530 5807 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/COMP SCHOOL IMPROVE ALE		56.37	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			QL-042922	OSSI Grant Cooking class	1400007795	9.99	
10 E 530 5807 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/COMP SCHOOL IMPROVE ALE			9.99	
121387	SCANNING PENS INC	05/31/2022	INVSPUS6149	SPED ARP-20 C PEN READERS	2100006186	5,690.96	5,690.96
10 E 530 2300 27 5650 1100 0000 0000 0			General Fund/EXPENDITURES/SPED ARP IDEA			5,690.96	
121388	SCHOOL SPECIALTY INC	05/31/2022	208129952958	levy - school supplies	1100007770	47.55	47.55
10 E 530 0100 27 5610 1100 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			47.55	
121389	SETY, MARGARET M	05/31/2022	051022	REIMBURSE FOR CLASSROOM TESTING SNACKS	0	12.69	60.58
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			12.69	
			051022B	REIMBURSE FOR STUDENT SHOWCASE SUPPLIES	0	47.89	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			47.89	
121390	STEVENS CLAY, P.S.	05/31/2022	051022	LEGAL FEES TO LEASE JMS FOR APRIL	1000010403	2,825.00	2,825.00
10 E 530 9700 11 7341 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			2,825.00	
121391	TILLA, KALLIE J	05/31/2022	051322	REIMBURSE FOR AMAZON STORAGE FOR COMPUTER MICE	0	49.07	49.07
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			49.07	
121392	TROPHIES UNLIMITED	05/31/2022	901474	PLAQUE TO ASB STUDENT DIRECTOR AWARDED BY SCHOOL BOARD	1000010439	26.79	26.79
10 E 530 9700 11 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			26.79	
121393	UNITED SCHOOLS INSURANCE PROGR	05/31/2022	10612	RIGHT RESPONSE TRAINING MCKINNIS & ROLLINS 4-26-27, 2022	1000010448	18.00	409.59
10 E 530 2100 31 7330 1100 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			9.00	
10 E 530 2100 31 7330 4300 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			9.00	
			2022-34909-0490-2	ADDITIONAL BUS ADDED TO INSURANCE 2022 INTERNATIONAL	1000010453	391.59	
10 E 530 9900 56 7520 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			391.59	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
121394	US FOODS	05/31/2022	052222	FOOD SERVICE SUPPLIES CUSTOMER #74202466	1000010250	4,190.63	4,190.63
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		3,372.20	
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		818.43	
121395	VERIZON WIRELESS	05/31/2022	9905815739	CELL PHONE SERVICES ACCT #365401170-00001	1000010251	599.07	619.62
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		599.07	
			9906549529	CELL PHONE SERVICES ACCT #264213436-00001	1000010251	20.55	
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		20.55	
121396	WALTER E NELSON CO	05/31/2022	471092	JUMBO TP ECOSOFT	2300006459	107.20	1,062.18
10 E 530 9700 63 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		107.20	
			471094	6-Jumbo tp 2-Wenco Extraction Pro 5-30x43 liners	2300006463	402.33	
10 E 530 9700 63 5610 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		402.33	
			471143	GESS Custodial 1 hose w/cuffs 1 terrazzine 5 gal seal 6 40x48 black liners 4 gal carpet pro	2300006471	552.65	
10 E 530 9700 63 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		552.65	
121397	WA STATE AUDITORS OFFICE	05/31/2022	L148531	STATE AUDIT	1000010255	1,276.00	1,276.00
10 E 530 9700 11 7342 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		1,276.00	
121398	WEX BANK	05/31/2022	80934779	MOTOR POOL FUEL ACCT #0496-00-526538-4	1000010256	165.10	165.10
10 E 530 9700 75 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		165.10	
121399	WSPA	05/31/2022	CEV-01868	2022 CTE WEBINAR FOR KATY GAFFNEY	1000010444	50.00	50.00
10 E 530 3100 31 7330 4300 0000 0000 0				General Fund/EXPENDITURES/VOCATIONAL		50.00	
121400	WULCZYNSKI, HEIDI T	05/31/2022	052022	TRAVEL REIMBURSEMENT - MEALS & GAS FOR STATE FFA TOURNAMENT 5-11	0	210.18	210.18

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				TO 5-13-22			
10 E 530 0100 28 8580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		123.00	
10 E 530 9700 75 5626 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		87.18	
121401	CONSOLIDATED ELECTRICAL DISTRI	05/31/2022	8190-1059839	(CED) Gess exterior Lighting Capital Levy	2300006456	6,643.26	8,971.29
20 E 530 2203 42 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/ENERGY LIGHTING INITIATIV		6,643.26	
			8190-1061294	(CED) Gess exterior Lighting Capital Levy	2300006456	3,841.32	
20 E 530 2203 42 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/ENERGY LIGHTING INITIATIV		3,841.32	
			8190-1063524	CED Wire for lighting projects (Capital projects)	2300006469	1,477.63	
20 E 530 2203 42 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/ENERGY LIGHTING INITIATIV		1,477.63	
			8190-1063902	CED, MC Cable, Wellness room (Capital project)	2300006478	214.21	
20 E 530 1300 32 5000 4000 0000 0000 0				Capital Projects/EXPENDITURES/ESSER III		214.21	
			8190-1064189	(CED) Gess exterior Lighting Capital Levy	2300006456	-3,518.52	
20 E 530 2203 42 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/ENERGY LIGHTING INITIATIV		-3,518.52	
			8190-1064373	(CED) Wellness center 6-inch Can lighting (grant)	2300006472	313.39	
20 E 530 1300 12 5000 4000 0000 0000 0				Capital Projects/EXPENDITURES/ESSER III		313.39	
121402	VALBRIDGE PROPERTY ADVISORS	05/31/2022	WA03-21-0496-001	Appraisal for JMS Property parcel 8977516-Recertific ation Letter	7100000809	200.00	200.00
20 E 530 0000 51 7000 0000 0000 0000 0				Capital Projects/EXPENDITURES/Unassigned		200.00	
121403	AMAZON	05/31/2022	ASB-041822	Shorts/Shirts	8300006870	73.15	580.39
40 E 530 6001 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/INVEST ED		73.15	
			ASB-051022	snack pack program	8100006125	507.24	
40 E 530 6104 00 0000 1100 0000 0000 0				Associated Student Body Fund/EXPENDITURES/BACK PACK FUN		507.24	
121404	BSN SPORTS	05/31/2022	916955131	Girdle & GTS-Prime Game	8300006866	1,374.36	1,374.36

Check Summary

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 2150 00 0000 4300 0000 0000 0				Composite Football			
	Associated Student Body			Fund/EXPENDITURES/FOOTBALL		1,374.36	
121405	CHEWELAH SCHOOL DISTRICT #36	05/31/2022	2003	Tickets for Hamilton	8300006879	290.00	290.00
40 E 530 6001 00 0000 4300 0000 0000 0				Associated Student Body		290.00	
	Associated Student Body			Fund/EXPENDITURES/INVEST ED			
121406	EMPIRE MUSIC COMPANY LTD	05/31/2022	621506	music	8100006129	714.23	714.23
40 E 530 4460 00 0000 1100 0000 0000 0				Associated Student Body		714.23	
	Associated Student Body			Fund/EXPENDITURES/MUSIC CLUB			
121407	JENKINS HIGH SCHOOL	05/31/2022	2002	ASB Cards	8300006880	740.00	740.00
40 E 530 6001 00 0000 4300 0000 0000 0				Associated Student Body		740.00	
	Associated Student Body			Fund/EXPENDITURES/INVEST ED			
121408	MASCOT MEDIA	05/31/2022	1110120	Subscription- website	8300006883	500.00	500.00
40 E 530 2010 00 0000 4300 0000 0000 0				Associated Student Body		538.00	
40 L 630 0000 00 0000 0000 0000 0000				Associated Student Body		-38.00	
	Associated Student Body			Fund/DUE TO OTHER GOVERNMENT UN			
121409	PACA	05/31/2022	2022-9	tickets for Stagetime presentation	8100006134	355.00	355.00
40 E 530 1001 00 0000 1100 0000 0000 0				Associated Student Body		355.00	
	Associated Student Body			Fund/EXPENDITURES/GENERAL			
121410	SAFEWAY ALBERTSON COMPANIES	05/31/2022	asb-042022	Ice Cream Supplies	8300006867	89.96	89.96
40 E 530 1001 00 0000 4300 0000 0000 0				Associated Student Body		89.96	
	Associated Student Body			Fund/EXPENDITURES/GENERAL			
121411	WIAA DISTRICT 7	05/31/2022	051022	5/10/2022 District Baseball Gate @ Chewelah Colfax, Davenport, Chewelah, Kettle Falls	8300006882	1,112.00	1,112.00
40 E 530 2010 00 0000 4300 0000 0000 0				Associated Student Body		1,112.00	
	Associated Student Body			Fund/EXPENDITURES/ATHLETIC GENE			
121412	YOUNGBLOOD, JENNY R	05/31/2022	050522	COSTCO AND SAFEWAY-CONCESSION S	0	398.57	398.57
40 E 530 1210 00 0000 4300 0000 0000 0				Associated Student Body		398.57	
	Associated Student Body			Fund/EXPENDITURES/CONCESSIONS			

66 Computer Check(s) For a Total of 62,769.62

	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
	66	Computer	Checks For a Total of	62,769.62
Total For	66	Manual, Wire Tran, ACH & Computer	Checks	62,769.62
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	62,769.62

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	47,443.82	47,443.82
20	Capital Projects	0.00	0.00	9,171.29	9,171.29
40	Associated Student Body Fund	-38.00	0.00	6,192.51	6,154.51



**Administrators**  
Chewelah School District #36  
2022-2023

**Base Rate**

**\$82,595 (2021-22 rate increased by 5.5%)**

	<b>Alternative Principal &amp; Director of Student Support</b>	<b>Athletic Director</b>	<b>Elementary Principal</b>	<b>High School Principal</b>	<b>Assistant Principal</b>
	<b>220 Day Contract 139%</b>	<b>200 Day Contract 127%</b>	<b>210 Day Contract 132%</b>	<b>215 Day Contract 145%</b>	<b>215 Day Contract 133%</b>
0	114,650	104,978	109,025	119,763	109,438
1	117,130	106,559	110,667	121,566	110,730
2	119,707	108,164	113,176	124,322	112,036
3	122,340	109,791	115,741	127,140	113,358
4	125,032	111,444	118,365	130,022	114,696
5	127,783	112,280	121,956	133,966	116,051

**Administrators:**

- 1) Receive same medical, dental, vision and PFML benefits as teachers.
- 2) Receive same leaves as teachers.
- 3) District pays membership dues to one state/national professional organization.
- 4) Administrators may participate in district sick leave sharing program.
- 5) Required work days include school days and additional days before and after the school year.
- 6) Administrators may flex up to five days during the school year for additional days worked during the summer.
- 7) At the expense of the Chewelah School District, school Principals are invited to attend a national education conference once a year. Said conference is to maintain current educational leadership practices. The annual conferences shall be selected based on the professional development needs identified in the building improvement plan or in the Principal's leadership growth plan. The Conference selection process shall be agreed upon by the Superintendent. The Superintendent may suspend this invitation and expectation if the school district faces financial hardship such as but not limited to, failed levies.

Approved by board: \_\_\_\_\_

# Administrative Secretary

Chewelah School District #36

Base index for 2022-2023 (5.5% increase)      \$82,506 (2022-23)  
 Experience increment increase equals:      1.0075

Percent of base index:	High School	Associates or	Bachelors or	Masters
	Graduate	or 90 credit hrs	180 credit hours	
	59.75%	63.01%	66.27%	69.53%
0	49,295	51,985	54,673	57,363
1	49,665	52,374	55,083	57,793
2	50,037	52,767	55,496	58,226
3	50,413	53,163	55,912	58,663
4	50,791	53,562	56,332	59,103
5	51,172	53,963	56,754	59,546
6	51,555	54,368	57,180	59,993
7	51,942	54,776	57,609	60,443
8	52,332	55,187	58,041	60,896
9	52,724	55,601	58,476	61,353
10	53,119	56,018	58,915	61,813
11	53,518	56,438	59,357	62,277
12	53,919	56,861	59,802	62,744
13	54,324	57,288	60,250	63,214
14	54,731	57,717	60,702	63,688
15	55,142	58,150	61,157	64,166
16	55,555	58,586	61,616	64,647
17	55,972	59,026	62,078	65,132
18	56,392	59,468	62,544	65,621
19	56,814	59,914	63,013	66,113
20	57,241	60,364	63,485	66,609
21	57,670	60,816	63,962	67,108
22	58,102	61,272	64,441	67,611
23	58,538	61,732	64,925	68,119
24	58,977	62,195	65,412	68,629
25	59,420	62,661	65,902	69,144
26	59,865	63,131	66,396	69,663
27	60,314	63,605	66,894	70,185
28	60,767	64,082	67,396	70,712
29	61,222	64,563	67,902	71,242
30	61,681	65,047	68,411	71,776

- Receive the same medical, dental and vision, PFML and HCA benefits as other classified employees
- Receive the same training/clock hour/credit pay and reimbursements as other classified employees
- Ten clock hours = 1 credit hour
- Credit and clock hours must be related to the current assignment
- Employee may participate in CSD sick leave sharing program
- Same paid holidays and leave days as other classified employees
- Maximum of 10 days of vacation can be carried over from one work year to the next
- 60 hours of comp time for compensation for attending board meetings and workshops

Board Approved: \_\_\_\_\_

# Business Manager

Chewelah School District #36

Base index for 2022-2023 (5.5% increase)                      \$82,506 (2022-23)  
 Experience increment increase equals:                                      1.02

Percent of base index:	High School Graduate	Associates or or 90 credit hrs	Bachelors or 180 credit hours
	<u>91.00%</u>	<u>95.00%</u>	<u>98.00%</u>
0	75,080	78,381	80,856
(Vacation days based on district experience)			
1	76,582	79,948	82,473
2	78,114	81,547	84,122
3	79,676	83,178	85,805
< than 10 yrs = 10 days pd vacation			
4	81,270	84,842	87,521
10 yrs = 15 days pd vacation			
5	82,895	86,539	89,271
15 yrs = 20 days pd vacation			
6	84,553	88,269	91,057
20 yrs = 25 days pd vacation			
7	86,244	90,035	92,878
8	87,969	91,835	94,736
9	89,728	93,672	96,630
10	91,523	95,546	98,563

Receive the same medical, dental and vision, PFML and HCA benefits as other classified employees

Receive the same training/clock hour/credit pay and reimbursements as other classified employees

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

Maximum of 10 days of vacation can be carried over from one work year to the next

60 hours of comp time for compensation for attending board meetings and workshops

Board Approved: \_\_\_\_\_

# Chewelah School District - CPEA Salary Schedule for 2022-2023

Base Amount for Calculation with 5.5% IPD

84,414

(IPD increase from 2021-2022=5.5%)

Years 1 Experience increment increase equals:

1.035

Years 2-5 Experience increment increase equals:

1.0050

Years 6 Experience increment increase equals:

1.0104

Years 7-30 Experience increment increase equals:

1.015

Laborer 2021  
\$13.69/hr

	Information Technology	Para Ed & Cook Media Assistant Print Shop	Para Ed 2 Media Assistant 2 Custodian	Head Custodian, Para Ed. 4, Media 4		Head Cook	Mechanic & Maint. Tech Program Specialist Groundskeeper	Secretary ASB Bookkeeper	Secretary 2 ASB Bookkeeper 2 Bus Driver	Secretary 4 ASB Bookkeeper 4
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		A	C	D	E	F	G	H	I	J
		0.0002678	0.0001813	0.0001922	0.0002130	0.0002268	0.0002590	0.0002241	0.0002350	0.0002435
Steps										
0	\$	22.61	15.30	16.22	17.98	19.15	21.86	18.92	19.84	20.55
1	\$	23.40	15.84	16.79	18.61	19.82	22.63	19.58	20.53	21.27
2	\$	23.51	15.92	16.88	18.70	19.91	22.74	19.68	20.63	21.38
3	\$	23.63	16.00	16.96	18.80	20.01	22.86	19.78	20.74	21.49
4	\$	23.75	16.08	17.05	18.89	20.11	22.97	19.87	20.84	21.59
5	\$	23.87	16.16	17.13	18.98	20.21	23.08	19.97	20.95	21.70
6	\$	24.12	16.33	17.31	19.18	20.42	23.32	20.18	21.16	21.93
7	\$	24.48	16.57	17.57	19.47	20.73	23.67	20.48	21.48	22.26
8	\$	24.85	16.82	17.83	19.76	21.04	24.03	20.79	21.80	22.59
9	\$	25.22	17.07	18.10	20.06	21.36	24.39	21.10	22.13	22.93
10	\$	25.60	17.33	18.37	20.36	21.68	24.76	21.42	22.46	23.27
11	\$	25.98	17.59	18.65	20.66	22.00	25.13	21.74	22.80	23.62
12	\$	26.37	17.85	18.93	20.97	22.33	25.50	22.07	23.14	23.98
13	\$	26.77	18.12	19.21	21.29	22.67	25.89	22.40	23.49	24.34
14	\$	27.17	18.39	19.50	21.61	23.01	26.27	22.73	23.84	24.70
15	\$	27.58	18.67	19.79	21.93	23.35	26.67	23.08	24.20	25.07
16	\$	27.99	18.95	20.09	22.26	23.70	27.07	23.42	24.56	25.45
17	\$	28.41	19.23	20.39	22.60	24.06	27.47	23.77	24.93	25.83
18	\$	28.83	19.52	20.69	22.93	24.42	27.89	24.13	25.30	26.22
19	\$	29.27	19.81	21.01	23.28	24.79	28.31	24.49	25.68	26.61
20	\$	29.71	20.11	21.32	23.63	25.16	28.73	24.86	26.07	27.01
21	\$	30.15	20.41	21.64	23.98	25.54	29.16	25.23	26.46	27.42
22	\$	30.60	20.72	21.96	24.34	25.92	29.60	25.61	26.86	27.83
23	\$	31.06	21.03	22.29	24.71	26.31	30.04	25.99	27.26	28.24
24	\$	31.53	21.35	22.63	25.08	26.70	30.49	26.38	27.67	28.67
25	\$	32.00	21.67	22.97	25.45	27.10	30.95	26.78	28.08	29.10
26	\$	32.48	21.99	23.31	25.84	27.51	31.41	27.18	28.50	29.53
27	\$	32.97	22.32	23.66	26.22	27.92	31.89	27.59	28.93	29.98
28	\$	33.46	22.65	24.02	26.62	28.34	32.36	28.00	29.37	30.43
29	\$	33.97	22.99	24.38	27.02	28.77	32.85	28.42	29.81	30.88
30	\$	34.48	23.34	24.74	27.42	29.20	33.34	28.85	30.25	31.35

Substitutes for program specialists will be paid at the base para ed rate.

Approved by School Board: \_\_\_\_\_

# Maintenance Supervisor

Chewelah School District #36

Base index for 2022-2023 (5.5% increase)

\$58,174 (2022-2023)

Experience increment increase equals:

1.02

Percent of base index:

110.00%

	0	63,991
	1	65,271
	2	66,577
	3	67,908
(Vacation days based on salary schedule placement/not actual experience)	4	69,266
	5	70,652
	6	72,065
< than 15 yrs = 15 days pd vacation	7	73,506
15 yrs = 20 days pd vacation	8	74,976
20 yrs = 25 days pd vacation	9	76,476
	10	78,005
	11	79,565
	12	81,157
	13	82,780
	14	84,435
	15	86,124

Receive the same medical, dental and vision, PFML and HCA benefits as other classified employees

Receive the same training/clock hour/credit pay and reimbursements as other classified employees

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

Maximum of 10 days of vacation can be carried over from one work year to the next

Board Approved: \_\_\_\_\_



Base index for 2022-2023 (5.5% increase)			82,506	
Experience increment increase equals:			1.015	
		<b>A</b>	<b>B</b>	<b>C</b>
		<b>High School Graduate</b>	<b>Associates or 90 credit hours</b>	<b>Bachelors or 180 credit hours</b>
<b>Steps</b>		0.0002613	0.0002763	0.0002913
0		\$21.56	\$22.80	\$24.03
1		\$21.88	\$23.14	\$24.39
2		\$22.21	\$23.49	\$24.76
3		\$22.54	\$23.84	\$25.13
4	<div style="border: 1px solid black; padding: 5px;">                     &lt;10 years = 10 days paid vacation                      10 years = 15 days paid vacation                      15 years = 20 days paid vacation                      20 years = 25 days paid vacation                       vacation days will be prorated and are based on salary schedule placement/not actual experience                 </div>	\$22.88	\$24.20	\$25.51
5		\$23.23	\$24.56	\$25.89
6		\$23.57	\$24.93	\$26.28
7		\$23.93	\$25.30	\$26.67
8		\$24.29	\$25.68	\$27.07
9		\$24.65	\$26.07	\$27.48
10		\$25.02	\$26.46	\$27.89
11		\$25.40	\$26.85	\$28.31
12		\$25.78	\$27.26	\$28.74
13		\$26.16	\$27.66	\$29.17
14		\$26.56	\$28.08	\$29.60
15		\$26.95	\$28.50	\$30.05
16		\$27.36	\$28.93	\$30.50
17		\$27.77	\$29.36	\$30.96
18		\$28.19	\$29.80	\$31.42
19		\$28.61	\$30.25	\$31.89
20		\$29.04	\$30.70	\$32.37
21		\$29.47	\$31.16	\$32.86
22		\$29.92	\$31.63	\$33.35
23		\$30.36	\$32.11	\$33.85
24		\$30.82	\$32.59	\$34.36
25		\$31.28	\$33.08	\$34.87
26		\$31.75	\$33.57	\$35.40
27		\$32.23	\$34.08	\$35.93
28		\$32.71	\$34.59	\$36.46
29		\$33.20	\$35.11	\$37.01
30		\$33.70	\$35.63	\$37.57

Receive the same medical, dental and vision, PFML and HCA benefits as other classified employees

Receive the same training/clock hour/credit pay and reimbursements as other classified employees

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

Maximum of 10 days of vacation can be carried over from one work year to the next

Board Approved:

# Technology Director

Chewelah School District #36

Base index for 2022-2023 (5.5% increase)

\$68,053 (2022-2023)

Experience increment increase equals:

1.02

Percent of base index:	Associates or	Bachelors or	Masters
	or 90 credit hrs	180 credit hours	
	100.00%	105.00%	111.00%
0	68,053	71,456	75,539
1	69,414	72,885	77,050
2	70,802	74,342	78,591
3	72,218	75,829	80,162
4	73,663	77,346	81,766
5	75,136	78,893	83,401
6	76,639	80,471	85,069
7	78,172	82,080	86,770
8	79,735	83,722	88,506
9	81,330	85,396	90,276
10	82,956	87,104	92,081

(Vacation days based on salary schedule placement/not actual experience)

< than 15 yrs = 15 days pd vacation

15 yrs = 20 days pd vacation

20 yrs = 25 days pd vacation

Receive the same medical, dental and vision, PFML and HCA benefits as other classified employees

Receive the same training/clock hour/credit pay and reimbursements as other classified employees

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

Maximum of 10 days of vacation can be carried over from one work year to the next

Board Approved: \_\_\_\_\_



# Transportation Supervisor

Chewelah School District #36

Base index for 2022-2023 (5.5% increase)                      \$58,174 (2022-2023)  
 Experience increment increase equals:                                      1.02

Percent of base index:	High School Graduate 100.00%	Associates or or 90 credit hrs 103.00%	Bachelors or 180 credit hours 106.00%
	0	58,174	59,919
	1	59,337	61,118
	2	60,524	62,340
	3	61,735	63,587
(Vacation days based on salary schedule placement/not actual experience)	4	62,969	64,858
	5	64,229	66,156
	6	65,513	67,479
< than 15 yrs = 15 days pd vacation	7	66,824	68,828
15 yrs = 20 days pd vacation	8	68,160	70,205
20 yrs = 25 days pd vacation	9	69,523	71,609
	10	70,914	73,041

Receive the same medical, dental and vision, PFML and HCA benefits as other classified employees

Receive the same training/clock hour/credit pay and reimbursements as other classified employees

Ten clock hours = 1 credit hour

Credit and clock hours must be related to the current assignment

Employee may participate in CSD sick leave sharing program

Same paid holidays and leave days as other classified employees

Maximum of 10 days of vacation can be carried over from one work year to the next

Board Approved: \_\_\_\_\_

## CONTRACTS

~~The district shall contract annually with each applicable staff member. Such contract shall be in conformity with state law and the policies and negotiated agreements of the district. The contract shall be binding on the district and on the staff member and may not be abridged or abrogated during its term by either party except by mutual consent or as may be provided elsewhere in board policy or in negotiated agreements.~~

The contracts for certificated staff shall be written for a period not to exceed one year. (moved to Section A. Certificated Staff Contracts)

Upon the recommendation of the superintendent contracts for selected classified staff may be in writing and/or for a specific period of time not to exceed one year. Otherwise the employment of classified staff shall be on a month-to-month basis commencing from the first day of work. (moved to Section B. Classified Staff Contracts)

~~Supplemental contracts, which are not subject to the continuing contract statute, shall be issued for services to be rendered in addition to a staff member's normal "full-time" assignment.~~(Language included in Section D. Supplemental Contracts)

### A. Certificated Staff Contracts

The district will write contracts for certificated staff for a period not to exceed one year., Upon recommendation of the superintendent and approval by a majority of the board of directors, the district shall will offer a certificated staff contract to the recommended and approved applicant ~~so recommended and approved~~. Such contract will state the salary to be paid based upon the applicable salary schedule, the number of days of service, effective date and term of the contract. ~~and to include the following statement: "failure to return this contract within ten (10) days of the above date of issuance shall constitute a resignation or nonacceptance of employment or re-employment."~~ The contract shall also include the following statement:

~~"This contract replaces the prior individual contract for the \_\_\_\_\_ school year." And when applicable: "This contract shall be subject to the terms and conditions of any collective bargaining agreement between the district and the organization certified or recognized as the negotiating representative for the certificated staff employed by the board. In the event that any of the provisions of this individual staff member contract shall be inconsistent with the provisions of any such collective bargaining agreement, then the terms of the collective bargaining agreement shall prevail.~~

### B. Provisional Employment

The district shall will issue to certificated first and second year teaching or other non-supervisory certificated staff a "provisional contract" to first, second, and third year certificated teaching staff and other non-supervisory certificated staff who are for "provisional employees", ~~who are~~ subject to non-renewal of employment as provided by law. ~~for such staff members. Staff who have completed a two year provisional term with another Washington State school district shall be provisional employees~~

only during their first year with the district. Such "provisional contract" shall include the following rider: "It is understood and agreed that the staff member has not completed two years of employment in a Washington State public school district and at least one year of employment in the district in a teaching or other non-supervisory certificated position and that the provisions of RCW 28A.405.220 are applicable during the first two years of certificated employment of the staff member by the district or year of employment with the district if the staff member has completed at least two years of employment in another Washington State public school district."

~~C. Retire-Rehires and Persons Replacing Certificated Staff on Leave~~

~~The district shall issue one-year, non-continuing contracts to persons who have retired from a certificated position in the state of Washington and are returning to employment under the "retire-rehire" provisions of state law. The district shall issue "replacement employee" contracts upon the recommendation of the superintendent and action of the board, to certificated staff who replace certificated staff who have been granted leaves. Such contracts shall be for the duration of the leave only and are not subject to the terms of the Continuing Contract Law. Such contracts shall clearly state the terms and conditions of the contract. These contracts Contracts with retire-rehires and persons replacing certificated staff on leave are not subject to the continuing contract law, and shall will include the following rider:~~

~~"It is understood and agreed that the staff member is employed pursuant to the provisions of RCW 28A.405.900. In accordance with the provisions of RCW 28A.405.900, this contract shall expires automatically at the end of the contract terms set forth herein and is not subject to the provisions of RCW 28A.405.210."~~

B. Classified Staff Contracts

~~Upon the recommendation of the superintendent contracts for selected classified staff may be in writing and/or for a specific period of time not to exceed one year. Otherwise, the employment of classified staff shall will be on a month-to-month basis commencing from the first day of work.~~

~~C. Adjustments~~

~~The district shall provide for the review and adjustment of certificated staff contracts on the basis of information filed with the personnel office by September 30th. The staff member shall provide the personnel office, according to schedule, with the required information, including official college or university transcripts, official records of degrees completed, official records of approval and completion of authorized work for equivalent credits and all other pertinent data for contract adjustment purposes.~~

~~D. Supplemental Employment Agreements Contracts~~

~~The district shall may issue separate supplemental employment agreements contracts, to certificated staff which are not subject to the continuing contract statute, for service to be rendered in excess of in addition to a staff member's normal "full-time" assignment, or for service to be rendered beyond the scheduled staff day or for service to be performed beyond the scheduled staff year. Supplemental contracts will also be issued for co-curricular activities and special responsibility assignments.~~

~~Separate agreements~~ Supplemental contracts shall will not exceed one year and if not renewed shall will not constitute an adverse change in contract status. ~~Salary for services performed under supplemental employment agreements shall be paid according to the current salary schedule for supervision of co-curricular activities or, in the case of extended time assignments, according to the applicable provisions for payment for the services rendered.~~

E. Consultants

The district may obtain ~~S~~staff consultant services ~~may be obtained~~ when unique knowledge or technical skills are needed. A description of desired services and an estimate of time and costs shall will be submitted to the Superintendent or designee for action. The Superintendent or designee will determine ~~C~~ompensation shall be determined by the Superintendent or designee, but normally may not exceed that paid to a regular staff member with comparable duties. The Superintendent or designee determines ~~T~~he honorarium paid to a consultant shall be determined by the Superintendent or designee, taking into account cost incurred and benefits derived there from. The district will determine the ~~C~~ompensation classification of a consultant on a personal services contract or payroll shall be determined in compliance with the guidelines of the Internal Revenue Service.

~~F. Title I Employees~~

~~All teachers working in a program supported with Title I funds, who were hired on or after the first day of the 2002-2003 school year, shall be highly qualified, as defined by federal law and regulations.~~

F. Paraeducators

~~All paraprofessionals providing instructional support hired after January 8, 2002, shall have a secondary school diploma or a recognized equivalent and shall meet a rigorous standard of quality through a formal assessment within 90 days of hiring; those paraprofessionals hired prior to January 8, 2002 will have until September 1, 2005 to meet the standards of the formal assessment.~~

~~Paraprofessional who are hired primarily as translators or solely to conduct family involvement activities do not need to meet the new requirements. However, they must have earned a secondary school diploma or its recognized equivalent.~~

All paraeducators must be 18 years of age, must hold a high school diploma or recognized equivalent, and must have done one of the following:

1. Earned 72 quarter credits or 48 semester credits at an institution of higher learning;
2. Obtained at least an associate's degree;
3. Received a passing grade on the education testing service paraeducator assessment; or
4. Completed a registered apprenticeship program.

Cross References: Board Policy 5021

Board Policy 5250

Applicability of Personnel Policies

Termination of Employment

Legal References:	RCW 28A.330.100	Additional powers of the board
	28A.400.300	Hiring and discharging employees — <del>Leaves for employees</del> <u>Written leave policies</u> — Seniority and leave benefits, <del>retention upon transfer</del> <u>of employees transferring</u> between schools <u>districts and other educational employers</u>
	28A.400.315	Employment contracts { <del>not retroactive</del> }
	28A.405.210	Conditions and contracts of employment - Determination of probable cause for non-renewal of contracts — <u>Nonrenewal due to enrollment decline or revenue loss</u> - Notice — Opportunity for hearing
	28A.405.220	Conditions and contracts of employment — Non-renewal of provisional employees — <u>Notice</u> - Procedure
	28A.405.240	Conditions and contracts of employment - Supplemental contracts, when — Continuing contract provisions, not applicable to
	28A.405.900	Certain certificated employees exempt from chapter provisions
	20 U.S.C. § 6319	<u>Qualifications for teachers and paraprofessionals</u>

Management Resources: 2010 – October Issue  
*Policy News*, August 2003  
*Policy News*, August 2001

No Child Left Behind Update  
Legislature Authorizes  
“Retire-Rehire”

**Adoption Date:** 11.19.03  
**Chewelah School District #36**  
**Revised Date:**  
**Classification:** ~~Optional~~ Essential

## RESTRAINT, ISOLATION AND OTHER USES OF REASONABLE FORCE

1 It is the policy of the Chewelah School District Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from ~~the unreasonable restraining, restraint devices, isolation, and other uses of physical use of force~~. Under no circumstances will these techniques be used as a form of discipline or punishment. (moved from Paragraph 6)

2 This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law. (Moved from Paragraph 7)

3 ~~District staff may use reasonable force, isolation or restraint to maintain order or to prevent a student from harming him/herself, other students, and school staff or property.~~

4 ~~Physical force is reasonable when needed to prevent or minimize imminent bodily injury or substantial or great bodily harm to self or others. If de-escalation interventions have failed or are inappropriate, reasonable physical force may be used to protect district property.~~

5 Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW 71.05.020 and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

6 Physical force and restraint devices will not be used as a form of discipline or punishment. (Moved to Paragraph 1)

7 This policy is intended to address students enrolled in the district and not intended to prevent or limit the use of reasonable force or restraint as necessary with other adults or youth from outside the school as allowed by law. (Moved to Paragraph 2)

8 The superintendent will annually report to the board on incidents involving the use of force. The superintendent or a designee will develop procedures to implement this policy, including review, reporting and/or parent/guardian notification of incidents involving restraint or isolation as required by law.

Cross References: Policy 2161  
Policy 2162

Special Education and Related  
Services for Eligible Students  
Education of Students With  
Disabilities Under Section 504 of the  
Rehabilitation Act of 1973

## RESTRAINT, ISOLATION AND OTHER USES OF REASONABLE FORCE

This procedure is intended to apply to a broad range of circumstances whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any student that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.100, RCW 28A.160.300, RCW 28A.155.210, WAC 392 400-235, and, for students with an IEP, consistent with the regulations of Chapter 392-172A, WAC.

### Definitions:

- A. Behavioral intervention plan: A plan incorporated into a student's Individualized Education Program (IEP), which at a minimum describes: 1)The pattern of behavior that impedes the student's learning or the learning of others; 2)The instruction and/or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed by the IEP team; 3)The positive behavioral interventions and supports to : i) reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the student's desired prosocial behaviors; and ii) ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities; and d) the skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student.
- B. Chemical spray: Pepper spray, OC spray, or other similar chemicals that are used to control a student or limit a student's freedom of movement.
- C. De-escalation: The use of ~~strategies~~ positive behavioral interventions and other district-approved strategies to defuse an individual a student who has lost self control, is non-compliant or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.
- D. Imminent: The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
- E. Isolation: ~~The exclusion of a student from his or her regular instructional area and r~~ Restricting the student alone within a room or any other form of enclosure, from which the student may not leave. ~~Isolation does not mean in-school suspension of a student wherein the student is monitored, but left unsupervised for a period of time in a room or enclosure to do schoolwork~~ It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.
- F. Likelihood of serious harm: A substantial risk that physical harm will be inflicted by a student:
  - upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
  - upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
  - upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or

- after the student has threatened the physical safety of another and has a history of one or more violent acts.
- G. Physical force: ~~Any~~ The use of bodily force or physical restriction that substantially immobilizes or reduces the free movement of a student ~~through physical contact.~~
- H. Positive behavioral interventions: Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
- I. Restraint: Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.
- J. Restraint device: A device used to assist in controlling a student, including, but not limited to metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485(1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.
- K. School police officer: An employee of the school district responsible for security services in the district under the direction of a school administrator, but who is also a commissioned officer.
- L. School resource officer: A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district.
- M. School security officer: A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.
- N. .
- O. Bodily injury, physical injury or bodily harm: Physical pain or injury, illness or an impairment of physical condition.
- P. Substantial bodily harm: Bodily injury which involves a temporary but substantial disfigurement or which causes a temporary but substantial loss or impairment of the function of any bodily part or organ or which causes a fracture of any bodily part.
- Q. Great bodily harm: Bodily injury which creates a probability of death or which causes significant serious permanent disfigurement or which causes a significant permanent loss or impairment of the function of any bodily part or organ.

~~Use of force continuum:~~

~~Whenever possible and practical, the use of force continuum will be followed for all students. District staff must only use the degree of force necessary to protect a student, students or staff from imminent bodily injury, substantial bodily harm or great bodily harm.~~

- ~~A. The generally accepted use of force continuum includes, in order:~~
  - ~~1. Staff/school security officer presence;~~
  - ~~2. Verbal/non-verbal communication, de-escalation;~~



3. ~~Physical interventions;~~

~~Other reasonable force as authorized by RCW 9A.16.020.~~

B. ~~Appropriate use of force:~~

1. ~~Physical force may be used to prevent or minimize imminent bodily injury, substantial bodily harm or great bodily harm to self or others, or if de-escalation interventions fail or are inappropriate to protect district property.~~
2. ~~Consistent with the provisions found in WAC 392-172A-03120, nothing in this policy and procedure precludes the use of reasonable force to control unpredicted spontaneous behavior by a student with an Individualized Education Program (IEP) that includes an Aversive Intervention Plan or by a student with a Section 504 Plan, when the behavior poses a clear and present danger of serious harm to the student, to another person, or to property; or of seriously disrupting the educational process. (See Policy/Procedure 3247, Isolation and Restraint of Students with IEPs and Section 504 Plans).~~

**General use of restraint, isolation, or other forms of reasonable force:**

- Restraint, isolation, or other forms of reasonable force may be used to prevent or minimize imminent bodily harm to self or others, or if de-escalation or other positive behavioral interventions fail or are inappropriate, to protect district property, where there is an "imminent likelihood of such serious harm" occurring, as defined above.
- Restraint, isolation, or other forms of reasonable physical force may be used when a student has caused a substantial loss or damage to the property of others, and the student's behavior poses a substantial risk that such property damage will be inflicted.
- Restraint devices may be used as needed to obtain possession of a known or reasonably-suspected weapon or other dangerous object on a person or within the control of a person.
- An IEP or plan developed under Section 504 of the Rehabilitation Act of 1973 must not include the use of restraint or isolation as a planned behavior intervention unless a student's individual needs require more specific advanced education planning and the student's parent or guardian agrees. Nothing in these procedures is intended to limit the provision of a free appropriate public education (FAPE) under Part B of the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.
- Restraint, isolation, or other forms of reasonable physical force will not be used as a form of discipline or punishment.
- Restraint, isolation, or other forms of reasonable physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation and positive behavioral interventions fail or are inappropriate.
- Restraint, isolation, or other forms of reasonable physical force should not be used as an intervention if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of such techniques.

C. ~~Inappropriate use of force:~~

1. ~~Physical force, will not be used as a form of discipline or punishment;~~

2. ~~Physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules, or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation intervention fail or are inappropriate; and~~
3. ~~Physical force, should not be used as an intervention, if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of force.~~

**Practices presumed to be unreasonable when correcting or restraining any child (RCW 9A.16.100):**

Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:

- throwing, kicking, burning, or cutting a child;
- striking a child with a closed fist;
- shaking a child under age three;
- interfering with a child's breathing;
- threatening a child with a deadly weapon; or
- doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.

**Prohibited practices involving restraint, use of force, and discipline specifically for students eligible for special education (consistent with WAC 392-172A-02076):**

The following practices are prohibited with students eligible for special education services:

- District personnel are prohibited from using aversive interventions with a student;
- District personnel are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;
- No student may be stimulated by contact with electric current, including, but not limited to, tasers;
- A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid from when the food or liquid is customarily served as a form of punishment;
- A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);
- A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
- A student must not be denied or subjected to an unreasonable delay in the provision of medication;

- A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;
- A student must not be forced to listen to noise or sound that the student finds painful;
- A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;
- A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;
- A student's head must not be partially or wholly submerged in water or any other liquid.
- A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object or against a wall or the floor, except under the conditions set forth in WAC 392-172A.02110;
- A student must not be subjected to the use of prone (lying face-down) or supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

#### **Degree of force:**

- ~~Force must not be continued if a determination is made by the staff member administering the force that the student is no longer at risk of causing imminent bodily injury to him or herself or others.~~ Restraint, isolation, or other forms of reasonable force will be discontinued as soon as a determination is made by the staff member administering the restraint, isolation, or other forms of reasonable force that the likelihood of serious harm has dissipated; and
- Force must be administered in such a way so as to prevent or minimize physical harm. If, at any time during the use of restraint, isolation, or other forms of reasonable physical force, the student demonstrates significant physical distress, the ~~force~~ technique must be reduced immediately and, if necessary, school staff must take immediate steps to seek medical assistance.

#### **Monitoring:**

An adult must continually monitor any student when restraint, isolation, or other forms of reasonable physical force is used. The monitoring must be conducted by ~~direct observation~~ continuous visual monitoring of the student. Monitoring must include regularly evaluating the student for signs of physical distress.

#### **Processing the incident Post-incident notification and review with parent/guardian:**

Within twenty-four (24) hours following the ~~release of a student from the use of restraint, isolation, or other forms of reasonable physical force with a student,~~ the school will implement follow-up procedures. ~~the principal or designee will~~ must make a reasonable effort to verbally inform the ~~student's parents~~ parent or guardian of the incident. ~~The principal or designee must~~ also and send written notification as soon as practical, but postmarked no later than five (5) business days after the use of restraint, isolation, or other forms of reasonable physical force has been used with a student. ~~If the language of the parents is other than English~~ school or district customarily provides the parent or guardian with school-related information in a language or mode of communication other than English, the written use of force report ~~will~~ must be provided to the parent or guardian in the language of the home, if practicable ~~that language or mode of~~

communication.

~~These procedures will include reviewing~~ The principal or designee will review the incident with the student and the parent or guardian (though not necessarily at the same time) to address the behavior that precipitated the use of ~~restraint or isolation~~ the technique and the appropriateness of the response. ~~And reviewing~~ The principal or designee will review the incident with the staff person(s) who administered the restraint, isolation, or other forms of reasonable physical force to discuss whether proper procedures were followed and what staff training or support is needed to help the student avoid similar incidents.

IEPs and 504 plans will include the above procedures for notification of parents/guardians regarding the use of isolation and restraint on their student.

**Incident report:**

Any school employee, school resource officer or school security officer who uses restraint, isolation, or other forms of reasonable physical force, as defined in this procedure, on any student during school-sponsored instruction or activities, will inform the ~~building administrator~~ principal or a designee as soon as possible and within two (2) business days submit a written report of the incident to the district office. The written report will contain, at a minimum:

- The date and time of the incident;
- The name and job title of the staff member who administered the restraint, isolation, or other form of reasonable physical force;
- A description of the activity that led to the restraint, isolation, or other form of reasonable physical force;
- The type of restraint, isolation, or other forms of reasonable physical force used on the student, and the duration;
- Whether the student or staff was physically injured during incident involving restraint, isolation, or other forms of reasonable physical force;
- Any medical care provided to the student or staff; and
- Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

**Resolution of concerns about the use of force incident:**

A student or his/her parent or guardian who has concerns regarding a specific incident involving restraint, isolation, or other forms of reasonable physical ~~use of~~ force may seek to resolve the concern by using the district's complaint process which is set forth in Policy 4312 Grievance.

**Providing parents/guardians with Restraint, Isolation, and Other Uses of Reasonable Force policy:**

The district will make available to all parents/guardians of students the district's policy on Restraint, Isolation and Other Use of Reasonable Force. If the student has an IEP or 504 plan, the District will provide the parents/guardians a copy of the policy each time an initial or annual IEP or 504 plan is developed.

**Staff training requirements:**

All training will include instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior and safe and appropriate use of force, isolation and restraint. Annually, administrators will provide all staff with the district established policy and procedure regarding the use of reasonable force.

**Physical force:**

All staff should be informed of de-escalation strategies and proper physical intervention procedures. Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.

Only staff trained by a qualified provider and authorized to use isolation, restraint, restraint devices or chemical spray procedures will administer it to students. The appropriate personnel will include those staff members who are most likely to be called upon to use isolation, restraint, restraint devices or chemical spray to prevent or address disruptive or dangerous student behavior.

**Submission of incident reports to the Office of Superintendent of Public Instruction:**

Beginning January 1, 2016 and annually by January 1 thereafter, the district will summarize the written incident reports described above and submit those summaries to OSPI. The summaries will include:

- the number of individual incidents of restraint and isolation;
- the number of students involved in the incidents;
- the number of injuries to students and staff; and
- the types of restraint or isolation used.

**Annual Report:**

The building administrator or a designee will maintain a log of all instances of use of force, as defined by this procedure, which will be presented to the superintendent annually. The superintendent will provide an annual report to the board regarding the district's use of force.

Date: 05.21.14

WSSDA merged into 3246

## ISOLATION AND RESTRAINT OF STUDENTS WITH IEPS AND SECTION 504 PLANS

3246  
Paragraph 1

It is the policy of the Chewelah School District Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those with an Individualized Education Program (IEP), an Aversive Intervention Plan (AIP) or a plan developed under Section 504 of the Rehabilitation Act of 1973 (Section 504 plan) will remain free from the unreasonable use of force.

3246  
Paragraphs  
1 and 5

Isolation and restraint of these students will generally be avoided and will not be used as a form of discipline or punishment. The district recognizes, however, that isolation and restraint are necessary at times to preserve the safety of students and school staff. The district therefore authorizes these actions under limited circumstances. This policy and its accompanying procedure set forth the statutory definitions and authorized use of isolation, restraint and restraint devices as well as incident review procedures and requirements for reporting and parent/guardian notification.

Procedure  
3246 P  
Page 6  
last paragraph

The district will provide parents or guardians of students with an IEP or Section 504 plan a copy of the district's Isolation and Restraint policy when the IEP or Section 504 plan is created and will include parent/guardian notification procedures in the student's IEP.

Cross References: Policy 2161  
Policy 2162

Special Education and Related  
Services for Eligible Students  
Education of Students With  
Disabilities Under Section 504 of the  
Rehabilitation Act of 1973

Legal References: RCW 9A.16.020  
RCW 9A.16.100  
RCW 28A.155.210  
RCW 28A.600.485  
RCW 28A.150.300  
Chapter 392-172A WAC  
Chapter 392-400-235

Use of Force — When lawful  
Use of Force on Children — Policy —  
Actions presumed unreasonable  
Special Education notification  
procedures  
Restraint of students with individualized  
education programs or plans  
developed under Section 504 of the  
Rehabilitation Act of 1973.  
Corporal Punishment Prohibited  
Rules for the Provision of Special  
Education  
Discipline — Conditions and limitations

Management Resources:

*Policy and Legal News*, December 2013

*Policy and Legal News*, July 2013

*Policy News*, December 2008

New policy on Isolation and Restraint of students with IEPs and 504 Plans.

Use of Reasonable Force Policy retitled, revised to include new reporting requirement pursuant to ESSB 1688

Use of Reasonable Force Policy

**Adoption Date: 03.19.14**  
**Chewelah School District #36**  
**Revised:**  
**Classification: Essential**

WSSDA merged into 3246 P

## Isolation and Restraint of Students with IEPs and Section 504 Plans

### A. Definitions

3246 P  
Page 1

- **Isolation:** Excluding a student from his or her regular instructional area and restricting the student alone within a room or any other form of enclosure, from which the student may not leave. "Isolation" does not apply to an in-school suspension wherein a student is assigned to a room/enclosure where he/she is periodically monitored but left alone in the room/enclosure for periods of time to do schoolwork.

3246 P  
Page 2

- **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device.

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Page 2

- **Restraint device:** A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons. "Restraint device" does not include use of a harness or seatbelt with students whose disabilities require support and/or proper physical positioning.

### B. Authorized Use of Isolation, Restraint or a Restraint Device

District staff are authorized to use isolation, restraint or a restraint device:

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Page 3

- when responding to unpredicted, spontaneous behavior; or
- as specified in a student's Individualized Education Program (IEP), aversive intervention plan (AIP) and in a manner consistent with Chapter 392-172A WAC, or in the student's 504 plan.

Under no circumstances will isolation, restraint or restraint devices be used for purposes of discipline or punishment.

### C. Review of Incident

Following release of a student from isolation or restraint, the school will:

3246 P  
Page 5-6  
Post-Incident  
Notification...

- review the incident with the student and their parent/guardian (though not necessarily at the same time) to address the behavior that precipitated the incident; and
- review the incident with the staff member who administered the isolation or restraint to discuss whether proper procedures were followed.

### D. Reporting Requirement

If any school staff member, school resource officer (SRO) or school security officer (SSO) isolates or restrains a student with an IEP or a 504 plan during school-sponsored instruction or activities, he or she will:

3246 P  
Page 6  
Incident Report

- inform the principal or designee as soon as possible and;
- submit a written report of the incident to the district office within two (2) business days that contains, at a minimum:
  - the date and time of the incident;
  - the name and job title of the staff member who administered the restraint or isolation;
  - a description of the activity that led to the restraint or isolation;



- the type of restraint or isolation used on the student, and the duration;
- whether the student or staff was physically injured during the restraint or isolation; and
- any medical care provided to the student or staff.

#### **E. Parent/Guardian Notification**

The principal or designee will:

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Page 5-6

Post-incident  
notification...

- make a reasonable effort to verbally inform the student's parent/guardian of the incident within twenty-four (24) hours of the incident; and
- send written notification no later than five (5) business days after the incident occurred in the language that the school customarily provides school-related information to the parent.

IEPs will include the above procedures for notification of parents/guardians regarding the use of isolation and restraint on their student.

#### **F. Providing Parents/Guardians with Restraint and Isolation Policy**

3246P  
Page 6

The district will provide parents/guardians of students with IEPs or 504 plans with a copy of the district's policy on Isolation and Restraint when the IEP or 504 plan is created.

## GRIEVANCE COMPLAINTS CONCERNING STAFF OR PROGRAMS

~~A grievance relates to a claim of improper and/or inequitable application or interpretation of administrative regulations or board policy, or to charges of unjust treatment. The procedure shall apply to any member of the Chewelah school family, which includes employees, patrons, and students. It is not intended to supersede any grievance procedure that may presently or in the future be in place as a result of the district's bargaining with any recognized labor organization.~~

~~This policy does not apply to investigations of employees regarding alleged misconduct for which the possibility of employee discipline may occur by the district, the Washington State Office of Professional Practices, or the criminal justice system.~~

Constructive criticism can be helpful to the district. At the same time, the board has confidence in its staff and programs and will act to protect them from unwarranted criticism or disruptive interference. Complaints received by the board or a board member will be referred to the superintendent for investigation.

The superintendent will develop procedures to handle complaints concerning staff or programs. Complaints regarding instructional materials should be pursued in the manner provided for in Policy 2020, Course Design, Selection and Adoption of Instructional Materials.

### PROCEDURE WSSDA

~~The philosophy of this procedure is that any dispute should be resolved at the lowest level possible. If this cannot be accomplished then this process will provide for resolution in an orderly and speedy fashion.~~

Most complaints can be resolved by informal discussions between community members and the staff member. Should the matter not be resolved, the principal will attempt to resolve the issue through a conference with the community member and the staff member. The process will be as follows. The following procedures apply to the processing of a complaint which cannot be resolved in the manner described above:

#### Step 1 Present Concern in Writing

~~Within five working days of the action being grieved, the concerned person will make an appointment to discuss his/her grievance with the school employee responsible for the action. During this meeting, the person will share what they believe was done incorrectly and what they are requesting as a resolution to their concerns.~~

~~If the grievance is not resolved at this step, then continue to step #2.~~

#### Step 2 Present Concern to Employee's Supervisor

~~Within five working days of receiving a verbal response from step #1, the concerned person will make an appointment with the school employee's supervisor. At the appointment the~~

~~person shall submit their grievance in writing. The written grievance will state what they believe was done incorrectly and what they are requesting as a resolution to their concerns. Within five days of this meeting, the employee's supervisor will provide a written response. If the grievance is not resolved at this step, then continue to step #3.~~

### Step 3 Hearing with Superintendent

~~Within five working days of receiving the written response from step #2, the concerned person may make a written request to have a grievance hearing with the superintendent. The superintendent will schedule a hearing within five working days to review the written grievance. The concerned person may have a second person of their choice attend the hearing with them. The superintendent may have the responsible supervisor attend the hearing. Time and participant agreements may be waived by mutual agreement. After the hearing, the superintendent will respond in writing within five working days. If the grievance is not resolved at this step, then continue to step #4.~~

- ~~A. If the problem is not satisfactorily resolved at the building level, the community member should file a written complaint with the superintendent which describes the problem and a suggested solution. The superintendent should send copies to the principal and staff member;~~
- ~~B. The principal and staff member will respond to the superintendent in writing or in person; and~~
- ~~C. The superintendent will then attempt to resolve the matter through a conference with the citizen, staff member, and principal.~~

### Step 4 Hearing with School Board

~~Within five working days after receiving the written response from step #3, the concerned person may appeal the superintendent's decision to the Chewelah School Board. The superintendent will schedule a Board hearing within ten workdays to review the grievance. The concerned person may have a second person of their choice attend with them. The Board reserves the right to set the time, date, and all conditions of the hearing as they see fit. After the hearing, the Board will respond in writing within ten workdays.~~

~~If the matter is still not resolved, the superintendent will present the issue to the board. If the complaint is against a staff member, the board may discuss the complaint. The staff member may request that the board discuss the issue in an open meeting.~~

~~The board will attempt to make a final resolution of the matter. Any formal actions by the board must take place in an open meeting. If such action may adversely affect the contract status of the staff member, the board will give written notice to the staff member of his/her rights to a hearing.~~

~~All materials pertaining to the grievance shall be filed in the superintendent's office.~~

<u>Cross References:</u>	<u>Board Policy 2020</u>	<u>Course Design, Selection and Adoption of Instructional Materials</u>
<u>Legal References:</u>	<u>RCW 28A.405.300</u>	<u>Adverse change – in contract status of certificated employee – Determination of probable cause – Notice – Opportunity for hearing</u>
	<u>Chapter 42.30 RCW</u>	<u>Open Public Meetings Act</u>

**Adoption Date: 11.21.01**  
**Chewelah School District #36**  
**Revised Date: 12.22.04**  
**Classification: Discretionary**

### Complaints Concerning Staff or Programs

Most complaints can be resolved by informal discussions between community members and the staff member. Should the matter not be resolved, the principal will attempt to resolve the issue through a conference with the community member and the staff member. The following procedures apply to the processing of a complaint which cannot be resolved in the manner described above:

- A. If the problem is not satisfactorily resolved at the building level, the community member should file a written complaint with the superintendent which describes the problem, and a suggested solution. The superintendent should send copies to the principal and staff member;
- B. The principal and staff member will respond to the superintendent in writing or in person; and
- C. The superintendent will then attempt to resolve the matter through a conference with the citizen, staff member, and principal.

If the matter is still not resolved, the superintendent will present the issue to the board. If the complaint is against a staff member, the board may discuss the complaint. The staff member may request that the board discuss the issue in an open meeting.

The Board will attempt to make a final resolution of the matter. Any formal actions by the board must take place in an open meeting. If such action may adversely affect the contract status of the staff member, the board will give written notice to the staff member of his/her rights to a hearing.

**Date:**

## SCHOOL IMPROVEMENT PLANS

Each school willshall develop and adopt a school improvement plan or process, with annual review for progress and necessary changes. Each school willshall submit its plan to the board of directors by June 30th ~~September 30th~~ of each year for initial approval and annual review and approval.

Each school improvement plan or process willshall be data driven and willshall promote a positive impact on student learning. A positive impact on student learning means promoting the continuous achievement of the state learning goals and essential academic learning requirements, and the achievement of nonacademic growth in areas like public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence and resiliency. The intent is, so that students can meet the goals of Washington's basic education system: to become responsible citizens, to contribute to their own economic well-being and that of their families and communities, and to enjoy productive and satisfying lives.

Each school improvement plan or process willshall be based on a building self-review that includes the active participation and input of building staff, students, parents and community members.

Each school improvement plan or process willshall address the following elements:

- A. Characteristics of effective schools as identified by the eOffice of the sSuperintendent of pPublic instruction and the educational service district (a plan may focus on one or several of the characteristics for up to three years);
- B. Safe and supportive learning environments;
- C. Educational equity factors including gender, race, ethnicity, culture, language and physical and mental ability;
- D. Use of technology;
- E. Parent and community involvement; and
- F. Other factors identified by the school community for inclusion in the plan or process.

Any school participation in a program of school improvement assistance through the state accountability system or the federal Elementary and Secondary Education Act willshall constitute sufficient compliance with this policy.

Legal References:                      WAC 180-16-220                      Supplemental basic education  
program approval requirements

Management Resources:              *Policy News*, October 2002              State Board Requires Annual School  
Plan

**Adoption Date: 03.18.09**

**Chewelah School District #36**

**Revised: 07.20.16**

**Classification: Essential Required**

## CAPITAL ASSETS/THEFT-SENSITIVE ASSETS

### Capital Assets

The ~~d~~District ~~shall~~will maintain a comprehensive capital assets record-keeping system. The goal of the capital assets program is to protect the ~~d~~District against losses that would significantly affect the ~~d~~District's students, staff, property, budget or the ability of the ~~d~~District to continue to fulfill its stewardship responsibilities.

For purpose of this policy, "capital assets" ~~shall~~will mean land, improvements to land, easements, building improvements, vehicles, machinery, equipment, works of art and historical treasures, infrastructure and all other tangible and intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period which:

- A. Retains its shape and appearance with use;
- B. Is nonexpendable, meaning if the item is damaged or some of its parts are lost or worn out, it may be more feasible to repair it than to replace it with an entirely new item;
- C. It does not lose its identity when incorporated into a more complex unit;
- D. Is valued no less than \$5,000 unless a lesser amount is set by the district; and
- E. Has a life expectancy of at least one year.

Federal law requires a physical inventory of federally-funded assets at least once every two years. Reconciled inventory reports ~~shall be maintained for review~~ will be provided to the Board. Such report ~~shall~~will identify lost, damaged or stolen capital assets. Missing capital assets will be removed from district property records by a vote of the ~~b~~Board.

No equipment ~~shall~~will be removed for personal or non-school use.

### Leases

In accordance with Governmental Accounting Standards Board (GASB) Statement No. 87, the District's capitalization policy is as follows:

Lease assets with total payments over the lease term of \$10,000.00 or greater will be accounted for per GASB 87 rules.

### Theft-Sensitive Assets

For purposes of this policy, "theft-sensitive" are those items identified by the ~~d~~District as most subject to loss (~~e.g., audio-visual equipment, laptop computers, digital cameras~~). A list of theft-sensitive assets will be maintained by the District. The ~~d~~District should establish procedures for internal controls and conduct an annual inventory of theft-sensitive assets.

The Superintendent ~~shall~~will develop procedures to implement this policy, including maintenance requirements and sales procedures to ensure the highest possible return.

Cross References: Board Policy 6570

Property, Data and Records  
Management

Legal References: RCW 28A.335.090

Conveyance and acquisition of property  
— Management — Appraisal



34 CFR § 80.32	Uniform Administrative requirements for grants and cooperative agreements to state and local governments – Equipment
7 CFR § 3015, 3016	Agriculture
45 CFR § 92.32	Health and Human Services
Office of Management and Budget (OMB) Circular A-87	Cost Principles for State, Local, and Indian Tribal Governments, Attachment B(19)

Management Resources:	<u>2012 – June Issue</u>	
	Policy News, June 2008	Capital Assets/Theft-Sensitive Assets
	Policy News, April 2006	Fixed Assets

**Adoption Date: 6.21.06**  
**Chewelah School District #36**  
**Revised: 04.06; 06.08, 12.08**  
**Classification: Essential**



STATE OF WASHINGTON

DEPARTMENT OF ENTERPRISE SERVICES

1600 Jefferson St. SE, Olympia, WA 98501  
PO Box 41476, Olympia, WA 98501-1476

April 27, 2022

TO: Jason Perrins, Chewelah School District

FROM: Kim Obi, Contracts Specialist, (360) 407-8273

RE Agreement No. 2019-090 A (1), Amendment No. 2  
M&V Agreement No. 2019-090 B (2)  
Contract No. 2019-090 G (1-1)  
Jenkins Phase 1 HVAC & Controls Upgrades

IAA No. K5486

McKinstry Essention, LLC

SUBJECT: Funding Approval

The Dept. of Enterprise Services (DES), Energy Program, requires funding approval for the above referenced contract documents. The amount required is as follows (see page 2 for funding detail):

ESCO Audit	\$ 45,933.00*
ESCO Professional Services Total	\$ 827,374.82
ESCO Measurement and Verification Total	\$ 8,698.38
ESCO Construction Total	\$ 2,618,215.74
DES Energy Program Project Management Services Total (IAA)	\$ 66,700.00
<b>Total Funding</b>	<b>\$ 3,566,921.94</b>

**In accordance with the provisions of RCW 43.88, the signature affixed below certifies to the DES Energy Program that the above identified funds are appropriated, allotted or that funding will be obtained from other sources available to the using client/agency. The using/client agency bears the liability for any issues related to the funding for this project**

By Jason Perrins Superintendent Date 5-4-22  
Name / Title

Please sign and return this form to E&AS. If you have any questions, please call me.

Agreement No. 2019-090 A (1), Amendment No. 2  
M&V Agreement No. 2019-090 B (2)  
Contract No. 2019-090 G (1-1)

Funding Approval Detail

**ESCO Professional Services**

Energy Audit and Energy Services Proposal	\$	45,933.00
*Audit of Energy Services Proposal from Authorization 19-090 A (1)	\$	(45,933.00)
Design and Implementation of Energy Conservation Measures	\$	764,762.00
Apprenticeship Incentive	\$	929.37
<u>Sales Tax (7.6%) (Includes tax on Audit proposal)</u>	\$	<u>61,683.45</u>
<b>Total</b>	\$	<b>827,374.82</b>

**ESCO Measurement and Verification**

First Year Measurement & Verification	\$	8,084.00
<u>Sales Tax (7.6%)</u>	\$	<u>614.38</u>
<b>Total</b>	\$	<b>8,698.38</b>

**ESCO Construction**

ESCO Contract Amount	\$	2,433,286.00
<u>Sales Tax (7.6%)</u>	\$	<u>184,929.74</u>
<b>Total</b>	\$	<b>2,618,215.74</b>

**DES Energy Program Project Management Services**

<u>Project Management Fee from IAA No. K5486, Amendment No. 1</u>	\$	<u>66,700.00</u>
<b>Total</b>	\$	<b>66,700.00</b>

Note: Items and dollar values shown in a lighter color shade have been approved via previous funding authorizations and are shown for informational purposes only.

# Chewelah School District Strategic

<b>School District:</b> Chewelah School District	<b>Plan Reviewed by staff on:</b>
	<b>Plan Reviewed by staff on:</b>
<b>Date Completed:</b> April 2022	<b>Plan Reviewed by staff on:</b>
<b>Date Board Approved:</b> April 20, 2022	
<b>Strategic Plan Steering Committee</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 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

## 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>Lead</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>	Completion date is June 2023.	Superintendent and Building Principals	ESD 101 will provide support and training. Funds to pay staff will come from general fund, ESSER and Title.	Principals will monitor teacher progress during the year and will check completion of teacher work in June of 2023.

<b>teachers to follow and complete.</b>				Staff will complete Scope and Sequence documents
<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>	2022-23 School Year	CSD Teachers  Principals will monitor and support teachers through the process.	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	Copies of Scope and Sequences from all teachers will be collected and organized by administration. Feedback will be given.

**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>Lead(ers)</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. Adjustments will be made in August and during the year as needs are identified.</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  TPEP	Student academic success and teacher performance. Teacher feedback and input. PD needs identified in School Improvement Plans.

<p><b>Evaluation of PD results.</b></p> <ol style="list-style-type: none"> <li>1. <b>Review of student performance and learning progress</b></li> <li>2. <b>PD Survey results</b></li> <li>3. <b>PD Committee feedback.</b></li> </ol>	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.
<p><b>Implementation of PD Plan.</b></p>	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
2. .Levy Funds- PD

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

Activities	Timeframe	Lead	Resources	Measures
<p><b>Building Orientations Development Pan:</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 student handbook. Staff Handbook</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.
<p>CSD Mentoring Program (ESD 101)</p> <p>a. Certificated</p>	Each year with new hires	Superintendent and Principals and peer mentors	ESD	Survey feedback and ESD feedback.

b. Classified				
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.

**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. Levy and General budget-
4. 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>Lead</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	Improvement in trust, planning, being informed, feeling part of a community shared by stakeholders.
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
Strengthen and continue with current communication strategies that work.	2022-23	CSD Leadership Team and District Office.	Newsletters, Emails, Planning events, Radio, Focus groups, Sup Scoop,	Surveys and comments following communication

		Building Offices and building leadership teams.  Board of Directors	staff meetings, PLC, Board Meetings,	
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<b>Funding: List and describe funding amount(s) and source(s) associated with the above activities.</b>
1. District website and resources- \$3,500
2. Levy and General budget- \$10,000

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

<b>Activities</b>	<b>Timeframe</b>	<b>Lead</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

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

<b>Activities</b>	<b>Timeframe</b>	<b>Lead</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	2022-24	District Admin and School Counselors will coordinate student needs and resources	Mental Health Therapist and ESSER Funds	Number of students improving in attendance and participation in school.

mental health conflicts and provide skills to help students be independent.		with Mental Health Counselor.		Students exiting out of mental health support
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**Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.**

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>Lead</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  ESD provides facility reports  OSPI	Long range plan prepared and delivered to the board by June of 2023  Minutes of meetings and list of feedback  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>Lead</b>	<b>Resources</b>	<b>Measures</b>
Community plan: explore and identify best means to educate and share with	2022-24	Superintendent, Maintenance Supervisor,	Media options: Radio, newsletters, website,	Support on levies and bonds

community. Community in-person meetings, letters, The Independent, Flyers, radio, etc.		School Board, and Facility committee	Facebook, newspaper, community meetings	Feedback from community Evaluate the effectiveness of communication
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

# *Jenkins*

Jr/Sr High School



2021-2022

## Parent/Student Handbook

Principal  
Assistant Principal  
Athletic Director  
CTE Director  
Counselor  
Jr/Sr High School Web Site  
Jr/Sr High School Office Phone  
Office Fax number

Shawn Anderson, ext. 2001  
Tom Skok, ext. 2003  
Shirley Baker, ext. 3107  
Erin Dell, ext. 2129  
Vanessa Bigler, ext. 2010  
<http://www.chewelah.k12.wa.us>  
(509) 685-6800, ext. 2025  
(509) 935-9206

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# BOARD OF DIRECTORS

Kyra Rolstad, Bryan Tidwell, TO Bakken, Judy Bean, Dan Krouse

## SUPERINTENDENT

Jason Perrins

## JENKINS JR/SR/ HIGH STAFF

### ADMINISTRATION

Anderson, Shawn	Principal	2001	sanderson@chewelahk12.us
Skok, Tom	Assistant Principal	2003	tskok@chewelahk12.us
Baker, Shirley	Athletic Director	3107	sbaker@chewelahk12.us

### FACULTY/STAFF

	<b>Position</b>	<b>Phone Ext.</b>	<b>E-Mail</b>
Baker, Shirley	Language Arts	3110	sbaker@chewelahk12.us
Bennetch, Bethany	Speech	4012	bbennetch@chewelahk12.us
Bigler, Vanessa	Counselor	2010	vbigler@chewelahk12.us
Boswell, Chelsi	Math	2114	cboswell@chewelahk12.us
Breiter, Kassi	Nurse	4015	kbreiter@chewelahk12.us
Brown, Sheri	English	3128	sbrown@chewelahk12.us
Burnell, Lisa	Custodian		lburnell@chewelahk12.us
Campbell, Paige	History	2104	pcampbell@chewelahk12.us
Christian, Rhonda	Librarian	2200	rchristian@chewelahk12.us
Forsberg, Ryan	Science	3103	rforsberg@chewelahk12.us
French, Kirsten	Language Arts	2108	kfrench@chewelahk12.us
Gilreath, Ann	Para-Educator		agilreath@chewelahk12.us
Greenfield, Ross	Science	2118	rgreenfield@chewelahk12.us
Johnstone, David	Math	3106	djohnstone@chewelahk12.us
Kernan, Maddie	Language Arts	3128	mkernan@chewelahk12.us
King, Kevin	Custodian	3020 VM	kking@chewelahk12.us
Lee, Jacob	Math	2113	jlee@chewelahk12.us
Lehman, Alan	Para-Educator		alehman@chewelahk12.us
Lehrbas, Rosa	Special Education	3125	rlehrbas@chewelahk12.us
Levchenko, Zachary	Technology-Director	1010	zlevchenko@chewelahk12.us
Markel, Aubrey	Agriculture/FFA	2102	amarkel@chewelahk12.us
Nelson, Jeannie	Para-Educator		jnelson@chewelahk12.us
Oltman, Ryan	Special Education	2101	roltman@chewelahk12.us
Pettigrew, Lindsey	Cook		lpettigrew@chewelahk12.us
Sawyer, Cheryl	Office Secretary	2002	csawyer@chewelahk12.us
Schulz, Mikhaila	History		mschulz@chewelahk12.us
	Registrar	2009	
Sheppard, Carrie	ASB Bookkeeper	2006	csheppard@chewelahk12.us
Shoemaker, Jerome	CTE/Shop Teacher	2121	jshoemaker@chewelahk12.us
Skok, Tom	Support Services	2113	tskok@chewelahk12.us
Slater, Tim	CTE	2115	tslater@chewelahk12.us
Gregory, Sarah	Title	4121	sgregory@chewelahk12.us
Trudeau, Geri	Para-Educator		gtrudeau@chewelahk12.us
Trudeau, Joe	Band/History		jtrudeau@chewelahk12.us
Watts, Jennifer	Math	2117	jwatts@chewelahk12.us
Youngblood, Jenny	Science	2103	jyoungblood@chewelahk12.us

## 2021-2022 STUDENT ASB OFFICERS

### **Senior High School:**

President: Elijah Fazio  
Vice President: Brooke Bennett  
Treasurer: Bindi Bennett  
Secretary: Caelyn Beck  
Sergeant at Arms: Avi Sahota  
School Board Representative: Keona Ross  
ASB Advisor: TBD

### **Junior High School:**

President: Frankie Sety  
Vice President: Kannon Sheppard  
Secretary: Simi Sahota  
Treasurer: Grady Skok

## STUDENT HANDBOOK REVIEW COMMITTEE

Parents: JSHS Parent Advisory Committee

Staff: Shawn Anderson, Shirley Baker, Tom Skok, Maddie Kernan, Carrie Sheppard

Chewelah School District #36 Board Members: Judy Bean, TO Bakken, Dan Krouse, Bryan Tidwell and Steve Phillips

**NONDISCRIMINATION FOR SCHOOL PUBLICATIONS  
AND PUBLIC ANNOUNCEMENTS**

The Chewelah School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identify, 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**

Shirley Baker  
PO Box 47  
Chewelah, WA 99109  
509-685-6800, Ext. 8-3107  
sbaker@chewelahr12.us

**Section 504/ADA Coordinator**

Sarah Gregory  
PO Box 47  
Chewelah, WA 99109  
509-685-6800, Ext. 8-4121  
sgregory@chewelahr12.us

**Compliance Coordinator for State Law (RCW 28A.640/28A.642)**

Jason Perrins  
PO Box 47  
Chewelah, WA 99109  
509-685-6800, Ext. 8-2001  
jperrins@chewelahr12.us

*The Chewelah School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. For information regarding translation services or transitional bilingual education programs, contact Renee Jungblom 685-6800*

**CHEWELAH SCHOOL DISTRICT #36 MISSION STATEMENT**

**“We teach to ready our younger generations.”**

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



## **HISTORY OF JENKINS JR/SR HIGH SCHOOL**

Before the year 1879, a school was not known to the settlers of what is now, Chewelah (derived from a Native American word). A small log building served the residents of the area until growth demanded a larger building in 1885. By 1910 a high school stood where the old middle school gym now stands. A newer high school was constructed in the 1930s with additions in the 1950s. This school served high school students until the current high school housed its first classes in 1977. Photographs of past graduating classes from 1939 to present line the halls of our school.

## **JENKINS JR/SR HIGH SCHOOL MISSION STATEMENT**

“Create a safe, positive learning community to prepare productive, responsible citizens.”

## **STUDENT INFORMATION**

### **ABSENCES**

Good attendance is essential for the maximum education benefit and mastery of the programs provided for students. Continuity of instruction and student participation are principles which underlie and give purpose to the requirement of compulsory school attendance.

Students and parents are responsible for complying with District policy and the compulsory attendance laws of Washington State (Board Policy 3121 and Procedure 3122). To that end, students are required to be in attendance and on time for their assigned classes when school is in session. In addition, students must check out with the office if they are leaving campus with parent permission prior to the end of the school day. Students will not be granted permission to leave early without approval of parent/guardian by phone or verifiable note. Failure to follow proper checkout procedures will result in disciplinary action.

### **Attendance Expectations**

Attendance will be taken daily for all students each period. Students are expected to remain in their scheduled class for the duration of the class period. Attendance is extremely important. Our district is planning to be in a full-year of in-person learning.

If the Chewelah School District or Jenkins is participating in remote learning, due to state or local requirements, a remote learning absence is defined as a student not participating in planned instructional activities on a scheduled remote learning day. Student participation, to be counted as present, may include, but not be limited to:

- Daily logins to Canvas
- Daily interactions with teacher to acknowledge attendance (including messages, emails, phone calls, or Zoom meetings)
- Evidence of participation in a task or assignment.

If a student does not engage or demonstrate participation in required work, the student would be marked absent. For our non-internet connected students, if assignments are not turned in as outlined in the individual remote learning plan, their attendance for the week would be marked as unexcused.

Parents or guardians will still need to notify the school office if their student is sick, has an appointment, etc.

If your student is sick, or shows symptoms of Covid-19, please do not send your student to school.

1. Do they have any of the following symptoms that are not caused by another condition?
  - Fever (100.4 F) or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Unusual fatigue
  - Muscle or body aches
  - Headache
  - Unusual fatigue
  - Muscle or body aches
  - Headache
  - Recent loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nauseas or vomiting
  - Diarrhea
2. Have they been in close contact with anyone with confirmed Covid-19?
3. Have they had a positive Covid -19 test for active virus in the past 10 days?
4. Within the past 14 days, has a public health or medical professional told you to self-monitor, self-isolate, or self-quarantine because of concerns about Covid infection?
5. If you answered yes to any of the above questions in 1-4 your student will need to stay home for student and staff health and safety, this includes attending partial school or any entry to the buildings. Please contact the office attendance secretary Renee Whitley if this situation arises.

### **EXCESSIVE EXCUSED ABSENCES**

In certain circumstances a student's excessive absences will have a negative impact on their grades and possible failure of courses. Students with chronic excused absences may be required to attend a Community Engagement Board hearing and abide by the board's recommendations for improved attendance.

### **TRUANCY/UNEXCUSED ABSENCES**

Truancy/unexcused absence is a violation of law and district rules and will result in disciplinary action and possible court actions. Some examples of truancy are skipping class, being absent without parental and school permission, and failure to attend required scheduled assemblies.

Along with disciplinary action that will be imposed as a result of truancy, students will not be allowed credit for any work missed during the period of truancy. Unexcused absences are those not defined by law or policy or those without an excuse statement provided by the parent.

### **ACCIDENTS**

When an accident occurs, it must be reported at once to the teacher or staff member in charge, who will then report it to the office and any other necessary authorities within 24 hours. Proper medical referrals are made when necessary. First-Aid kits are in the office, physical education department, and vocational building.

### **ADMINISTRATIVE OFFICE/BUSINESS HOURS**

The office at JSHS is open from 7:45 a.m. – 4:00 p.m. every day school is in session. It is important that students and visitors use the window provided for matters needed in the office. The Principal, Assistant Principal and Athletic Director offices are in the main office. The main part of the school is closed at 4:00 p.m. daily and is not accessible to students unless under the direct supervision of a teacher or advisor.

### **ANIMALS AT SCHOOL**

Students are not allowed to bring pets or other animals to school without permission from the principal. This includes leaving pets in vehicles during the day.

## **ASSOCIATED STUDENT BODY (ASB)**

The Associated Student Body (ASB) is comprised of all Jenkins Jr/Sr High School students. Student Council includes all elected officers of classes, clubs, activities and the ASB officers. High School (9-12) and Junior High (7-8) have separate student council officers and separate student council meetings.

## **ASB CARDS**

Students may purchase an ASB card for \$35.00 for high school and \$30.00 for junior high. The ASB card is required to participate in all sports, band, theater, and clubs. The ASB card allows students to attend all varsity home events (except playoffs) for free and attend dances at a reduced cost. Pictures for cards will be taken shortly after the start of the school year. All students must have their picture taken. If you are a Free or Reduced Meal participant there is no charge for your ASB Card this year. Jenkins received a state grant which will pay for the fee.

## **ATHLETIC PARTICIPATION WAIVERS**

Waivers for Physical Education graduation requirements will be granted for each student athlete who completes a sport season in good standing.

## **BACKPACKS**

Students cannot bring backpacks into their classrooms during the 2021/22 school year in an effort to effectively social distance.

## **BUS REGULATIONS**

Riding the school bus is a privilege. Improper conduct on the bus is addressed in CSD Policy and Procedure 3241. Only students who are regularly assigned to a bus may ride that bus. Others must have a note of permission signed by a JSHS office staff member. Students are to go immediately to their bus as soon as they are dismissed from school in the afternoon. JSHS bus riders may not leave campus after arriving at school.

## **CAMERAS**

Jenkins Jr/Sr High School is equipped with video only security cameras throughout the school. These cameras are intended to help provide a safe environment for students and staff at our school.

## **CAMPUS POLICY**

Students who have all their classes in the junior/senior high school building are to remain on campus for the entire school day. Students must stay on campus once they arrive in the morning. Exceptions to this policy are for pre-arranged appointments, using the proper checkout procedure, and during lunchtime when the campus is open **to students in grades 10-12**. This lunch privilege is afforded to students as a measure of trust and responsibility. Individual students may lose open campus privileges or campus may be closed to all students if there are concerns from staff or community members regarding student safety or behavior. Sophomores will need to have written permission from parents in order to have open campus.

It is the policy of Jenkins Jr/Sr High School to offer equal access to Running Start and Chewelah Quartzite Learning students in all areas. Students who are scheduled for less than six (6) periods per day must avoid loitering on campus during non-scheduled time. This includes the halls, gym, shop, or other areas. If a student is enrolled in a class and has teacher permission, he or she may stay in that class to work on a school project under the supervision of that teacher. Violators will be subject to discipline and/or be placed in a full schedule of classes. Students who are dependent on bus transportation to and from school should be enrolled full time. Running Start students with one period in between two class at Jenkins will be allowed to stay on campus with arrangements from the principal.

## **CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM**

CTE courses are required for graduation. These classes include areas where safety is of prime concern. Due to liability and safety concerns, facilities are only available for use by students who are enrolled in specific CTE classes. Work in these shop areas is for the purpose of educational use only. Work can be done for others by an enrolled student, during their scheduled class time, and only with the CTE instructor's approval.

## **CELL PHONES/ELECTRONIC DEVICES**

- Cell phones will be silenced and out of sight during class periods unless specifically allowed by the classroom teacher for educational purposes. Educational purposes may include but not be limited to using the phone to upload or download assignments, etc.
- If a student's cell phone becomes a disruption to the learning environment the teacher will hold a conference with the student and parent/guardian. If the behavior continues, the second step will be a disciplinary referral. If a student is using an electronic device or cell phone to disrupt the learning environment or to harm others their cell phone privileges may be revoked by the administration. There will be a behavior plan developed which will be signed by the offending student and parent/guardian.
- Students may use their cell phones before and after school, during passing time (for grades 9-12) and during lunch.
- A telephone is available in the office for students with permission from office staff.

## **CHANGE OF ADDRESS PROCEDURES**

Parents/students must contact the registration secretary as soon as possible if an address or telephone number change occurs during the school year. Parents may make changes on their Family Access Skyward account.

## **DANCES/SOCIAL EVENTS**

**High School Dances: (Due to COVID-19 restrictions, dances may not be available in the 2021/22 school year.)**

- Jenkins High School students (grades 9-12) may attend dances with a guest of high school age who attends another school after completion of the Guest Approval Form.
- 7<sup>th</sup> and 8<sup>th</sup> grade school students are not admitted to high school dances.
- If a student briefly leaves the dance, he/she must be accompanied by staff, or he/she will not be allowed to return to the dance.
- Student dance styles will avoid lewd, sexually suggestive, or potentially dangerous movements.
- Tickets are pre-sold and will also be available for purchase at the door.
- No one will be admitted over the age of 20; ID is required for admittance.
- A Breathalyzer test may be given if there is reasonable suspicion.
- Dances will be from 8:00 PM – 11:00 PM.

### **Junior High Dances:**

- To attend a school dance, a student must have attended all day at school on that day of the dance/activity, unless special arrangements have been made.
- Dances are for Jenkins Jr. High School students only unless another Jr. High School has been invited by the student council.
- When a student briefly leaves the dance, he/she must be accompanied by staff, or he/she will not be allowed to return to the dance.
- High school students and other guests are not allowed on campus in the Jenkins Jr. High School areas while the activity is taking place.
- Parents/guardians are always encouraged to volunteer as chaperones after a background check.

## **DRESS CODE/APPAREL – See Discipline Policy 3241, pg. 5, In-school and short-term suspension.**

Students have a responsibility to dress and appear on school campuses according to standards of propriety, safety, and health.

Dress/Apparel. A student's dress and appearance may be regulated when, in the judgment of school administrators, there are reasonable expectations that:

- A health or safety hazard shall be presented by the student's dress or appearance.
- Damage to school property shall result from student's dress; or
- A disruption to the learning environment may occur.

The following guidelines will uniformly be applied to dress and grooming for all students.

- Shorts and skirts are to be longer than the student’s fingertips when arms are at sides and fully extended. Holes and frayed material in pants/shorts/skirts should not be above the fingertips.
- Footwear with soles must be worn in school facilities and on school grounds.
- Reference to tobacco, marijuana, weapons, violence, drug and/or alcohol on clothing is not allowed. Colors or clothing with the purpose of gang identification, and inappropriate pictures and /or words on clothing of an obscene and/or sexual nature are also prohibited.
- Clothing should adequately cover the body. See-through apparel, clothing with holes in the seat or crotch, bare stomachs or midriffs, bareback shirts (halter/tank tops/racerback), low cut shirts or dresses, and strapless dresses are prohibited. Shirts should cover the midriff to the beltline. All undergarments should be covered.
- Proper personal hygiene is encouraged of all students and will reduce problems with peers. Wearing clean clothes and regular bathing is essential.
- Sunglasses are not to be worn in school unless prescribed by a physician and cleared through the office.
- Junior high students may not wear hats in class or assemblies.
- Non-distracting hats are allowed in the high school setting; however, hoodies should remain off heads during class and all assemblies for safety purposes.

Where such violations or disruptions occur, the student shall be subject to disciplinary action.

**EMERGENCY DRILLS: EVACUATIONS (FIRE DRILL – BOMB THREAT – EARTHQUAKE)**

Drills at regular intervals are required by law and are an important safety precaution. Fire drills are one of the evacuation drills at JSHS. It is essential that when the first signal is given for a fire drill, everyone obeys the verbal orders for evacuation by the building administrator or designee. If directed to exit the building, students will promptly clear the building by the prescribed route as quickly as possible. The teacher in each classroom will give the students instructions. Students/teachers shall stand at least 50 feet away from the building until signaled to reenter.

Intentional pulling of a false fire alarm will result in police notification and criminal charges will be pursued by the school district.

During an earthquake, students should move under desks or tables and away from unsecured objects.

**EMERGENCY SCHOOL CLOSURES**

Since it is possible for Chewelah Schools to start late or remain closed from time to time, it is important to listen to local radio or TV stations for this information. Local TV stations are: Channel 6-KHQ, Channel 2-KREM, and Channel 4-KXLY. Local radio stations are 98.1 FM KISC, 92.1 FM KCVL, 1240 AM and 920 AM and Chewelah KCHW 102.7 FM. Chewelah School District also uses a mass telephone, text message, and e-mail system to notify families. It is important for families to keep contact information up to date in Skyward.

**FEES**

Some elective classes at JSHS include fees. A fee may be collected for any program in which the resultant product is in excess of minimum requirements and, at the student’s options, becomes the personal property of the student. These fees shall be described in class registration literature and are school board approved. A waiver or reduction may be requested through qualification for free and reduced lunches. The USDA Child Nutrition Program guidelines shall be used to determine qualification for a fee waiver or reduction.

**FEES A STUDENT MAY BE LIABLE FOR:**

Fees are by term and are not refundable after the first two weeks of the term. Courses such as art, pottery, CTE, and band may have fees associated with them. These fees can vary by year and term. Please see the individual course syllabus to determine any necessary fees.

District charges/fines

- Lost or damaged textbooks or library book(s) (replacement cost), P.E. locks, etc. \$5.00 - \$120.00 per item.
- Destructive writing or damaging desks - \$5.00 - \$125.00
- Damage to equipment or school facilities – repair or replacement costs possibly including labor.

### **FIELD TRIPS (Due to COVID-19, field trips may be reduced, eliminated or modified.)**

Field trips are used to enhance the educational process and recognize positive behavior. A signed permission form must be turned in prior to participating. Consistent failure to respond to classroom/school discipline may result in losing the field trip privilege or may make it necessary for a parent to attend.

#### ***8<sup>th</sup> GRADE TRIP***

This will be determined annually. Each class will need to raise money for their trip by doing fundraisers, throughout the year. Fundraisers need to be voted by the class, approved by the principal and ASB. Parents may sponsor fundraisers and donate proceeds to 8<sup>th</sup> grade trip fund. Students may attend the 9<sup>th</sup> grade trip if they have earned less than three office referrals throughout the course of the year, and no F's during 3<sup>rd</sup>/4<sup>th</sup> quarter.

#### ***JUNIOR HIGH 100% CLUB***

Students in good standing (no missing assignments with a passing grade and no office referrals/detentions) may attend the 100% club field trip. There will be one activity per semester.

### **FOOD AND DRINK**

To keep our school clean, safe, and well maintained, food and drink are only allowed with teacher permission. Lunch food may be allowed in carpeted areas of hallways or classrooms ~~this year~~. Water is acceptable in class at any time and is the only drink allowed in the junior high carpeted hallway.

### **GUIDANCE & COUNSELING**

The purpose of the guidance counseling service is to help students with their social, educational, career, and personal development. Conferences with students are scheduled whenever necessary. Students wishing to see their counselor should make an appointment. The counselor will assist the student:

- In making curriculum selections as aligned to their High School and Beyond Plans.
- In providing standardized test interpretation.
- In offering occupational and career information.
- In providing confidential assistance with personal conflicts and challenges, including referral for drug/alcohol assessment and intervention services.

### **GYM USE**

The gym is used for classes, athletics, assemblies, recreation, and other activities. Keeping the gym both clean and safe is very important.

Gym rules:

- An adult must supervise activities.
- Shoes shall be clean of dirt and rocks that can damage the gym floor. Rubber-soled athletic shoes are expected of all PE students and athletic participants.
- Reckless and dangerous behavior is prohibited.
- Drinking water containers should have a lid.
- Often the gym is used as a classroom, therefore, respect the space if in use.

### **HALL PASSES**

Students who need to leave class must carry with them a JJSHS DESIGNATED HALL PASS that must be authorized by the teacher. Students are to remain in class the first 10 and last 10 minutes of class. Junior high students are not allowed to linger in the halls during high school lunch. High school students are not allowed to linger in the junior high hallway during lunch.

## **HOMEWORK MAKEUP**

If a student is absent for an extended time the office will make an effort to get homework assignments upon parental request. Students are encouraged to contact their teacher directly through e-mail or other established procedures in the syllabi. The office will try to get homework assignments; however, we cannot guarantee success in only one day. Teachers allow reasonable time for makeup work for excused absences. The general rule is one day for each day of excused absence.

## **ILLNESS AT SCHOOL**

If a student becomes ill at school the student will be directed to go to the Health Room on the stage. Parents and or guardians will be immediately contacted and will receive information regarding the safe return of students to the school. If the student is having any COVID-19 related symptoms, they will remain in the Health Room until parents or guardians can pick them up from school. The parent or guardian will receive a letter with information about COVID-19 testing locations and explaining how the student will be encouraged to have a COVID-19 test or a letter from their physician stating that the symptoms are not COVID-19 related. The letter will state the conditions for the student's return to school.

School staff members are not permitted to issue non-prescription medication unless as specified by a medical professional as part of a student's Emergency Care Plan. An ill student must call his/her parent/guardian for permission to leave school, checking out through the office before leaving, and will not **be** allowed to remain in bathrooms or other unsupervised areas. Students who need to take any medication at school must have a completed medical form signed by the parents and physician (forms available at the office). **This includes all prescribed and over-the-counter medications.** Prescribed medication must be checked into the office and will be dispensed per doctor orders. A student is permitted to carry a one-day supply of over-the-counter analgesics such as (Tylenol, Ibuprofen, Aspirin) once the form has been completed and submitted to the office. All medications must be in the original containers and for his/her consumption. Students are prohibited from dispensing these medications to other students.

## **LEAVING DURING SCHOOL HOURS/CAMPUS POLICY**

Students are not allowed to leave the school grounds at any time during the school day without following checkout procedures, except during lunch when campus is open to students in grades 10-12. In the event of an emergency or illness, the student shall notify their teacher and report to the office. Parent or guardian notification will be required for the student to leave the school grounds. Failure to follow this procedure when leaving school is a campus policy violation and will result in an unexcused absence or truancy.

## **LIBRARY/MEDIA CENTER**

The building library will remain open from 7:45 AM to 4:00 PM for the general population of students. The JSHS Library is considered a classroom space, used for a variety of purposes by students and teachers throughout the school year. Please be respectful of others in this environment.

## **LOCK DOWN**

In case of an armed intruder, JSHS will implement a lock down procedure. Staff and students will be instructed on lockdown procedures, when possible, over the intercom and be given specific directions and information. It is essential that procedures are followed promptly to ensure the safety of everyone. There are times when it is not the best choice for a classroom or individual to remain in a lockdown but to flee. Again, it is necessary to follow the directions of the adults in the classroom or setting. If you find yourself alone, you must make a choice as how to react as an individual to keep yourself safe while listening to information from the administrator or adult on the intercom.

## **LOCKERS**

Hallway and gym lockers are school property assigned to the student for use during the school year. Students may not switch lockers without the permission of the Principal or Assistant Principal. Lockers are the possession of the

school and may be inspected without notice. Students are not to jam their lockers in a manner that the lock will not function. Tampering or modifying the lock or lock mechanism holds the student responsible for items lost or stolen. Students should avoid placing stickers or other adhesive backed papers on the lockers. Students are responsible to leave lockers in the condition in which they were issued. All PE, Weight Training students and athletic participants will be issued a lock and a locker. Students are required to use the locker and should not leave personal items unsecured.

## **LOST & FOUND**

Lost & found will be in the Jock City hallway. Some small and/or valuable personal items will be kept in the office. The box will be emptied periodically, and all unclaimed items will be donated to charity. If you find something that does not belong to you, turn it into the office.

## **LUNCH AND CAFETERIA GUIDELINES**

- Breakfast and lunch is provided free of charge to all Chewelah School District students for the 2021-22 school year. Students may also bring their own lunch to school.
- No food or open drink containers are to be taken into the carpeted areas of the school unless permitted by the principal.
- There will be designated areas that students will be assigned to eat in the high school. The designated areas are the cafeteria, the library and on the gym bleachers. If more space is needed for safety, additional classrooms will be opened. Junior high will all eat in the cafeteria during the hybrid model. Both JH and HS will have assigned seating and will use social distancing.
- Charging of breakfast, lunches and/or ala carte can create a debt that is hard to pay. It is best to try to pay for your meals in advance of eating to avoid charging a lunch.
- Students may sit in their own car on school property during lunch time.
- Students are allowed outside at lunch in designated, supervised areas, such as the front of the school outside the main office and gym entrances.

## **THE MCKINNEY VENTO ACT (TMVA)**

TMVA addresses the issue of homeless children and youth and defines them as those who lack a fixed, regular, and adequate nighttime residence. This includes children and youth living in:

- Emergency or transitional shelters
- Motels, hotels, trailer parks, or camping grounds
- Shared housing due to loss of housing or economic hardship (doubled-up)
- Hospitals secondary to abandonment or awaiting foster care placement
- Cars, parks, public spaces, abandoned buildings, substandard housing, or similar situations
- Public or private places not ordinarily used as sleeping accommodations for human beings

The intent of this act is to ensure that homeless children and youth have equal access to the same free and appropriate public education as housed children. Those who are in any of the above situations should contact Vanessa Bigler in the Jenkins Junior/Senior High School Counselling Office at 685-6800, extension 2011.

## **MOMENT OF SILENCE**

A moment of silence shall be prior to the Pledge of Allegiance on September 11, or the school day prior to this date. This moment of silence is in recognition of the loss of life that occurred in 2001 on that day in New York City due to a hostile attack on the World Trade Centers, The Pentagon in Washington, D.C., and a commercial airliner that was intentionally destroyed in Pennsylvania. To encourage students to reflect on our heritage as a country and community, a second moment of silence shall be prior to the Pledge of Allegiance on the school day before the Veteran's Day Holiday in recognition of efforts to support human rights around the world. A third moment of silence shall be prior to the Pledge of Allegiance on the school day before Martin Luther King Holiday in recognition of efforts to support human rights within the United States of America.



## **PARENTAL ACCESS TO STUDENT RECORDS (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

- The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the district records custodian a written request that identifies the record(s) they wish to inspect. The records custodian will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading. They should write the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, hearing officer, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA.
- The name and address of the Office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, D.C. 20202-4605

State Law Qualification: Although FERPA allows 45 days to honor a request, the state policy records law requires an appropriate response to a “public records” request within five business days. RCW 42.17.320

NOTE: In addition, a school may want to include its directory information public notice, as required by section 99.37 of the regulations, with its annual notification or rights under FERPA.

## **PARKING LOT**

Use of the school parking lot is a privilege. Students are expected to enter and leave school property in a safe and orderly fashion. Students must have a valid driver’s license and proof of insurance. It is required that all students register any vehicle they may drive to school. There are three parking lots at JSHS. Students may park in the two lots in front of the school during the school day. Parking in the rear of the school is prohibited until after 3:00 PM or school is dismissed. When using the paved lot, students must park within the lines in designated spaces. Students may not park in staff, visitor, or handicapped parking spaces (without a valid handicapped permit). Driving in excess of 10-mph is subject to discipline for reckless or dangerous driving. Students may not sit in cars during school except at their lunch time.

## **PERSONAL PROPERTY/VALUABLES**

Students are advised not to bring large amounts of money or valuables to school. Students are also advised to secure their belongings in their locked school or gym lockers. The office will occasionally hold money or items of value upon request. The Chewelah School District is not responsible for items lost or stolen at school or at school activities. If valuables are taken from a secured locker, contact the office to make a written report. The school is not obligated to investigate theft when students leave belongings unsecured. If students bring personal items to school, they do so at their own risk. The school is not responsible for reimbursement of any kind to students or their families.

## **PUBLIC DISPLAY OF AFFECTION (PDA)**

Students shall refrain from inappropriate behaviors on campus and at school related events. Inappropriate public display of affection, such as: lewd or inappropriate touching, fondling, lap sitting, etc., are not allowed and will result in discipline being applied.

## **SKATEBOARD OR ROLLERBLADES, BIKES AND SCOOTERS**

Students shall not rollerblade, roller-skate, skateboard or ride bikes or scooters on school grounds for recreational purposes, including all outdoor and indoor non-instructional periods. For purposes of this policy, school grounds shall include all school buildings, parking lots, paths, playgrounds, and stairwells leading to school entrances. Students may ride skateboards, rollerblades and bikes or scooters to school. This is considered non-recreational and will be allowed. Students on skateboards and scooters shall dismount before entering school grounds. Students choosing to carry rollerblades, roller skates, skateboards or scooters onto school grounds shall promptly store such equipment in lockers or other approved storage areas like the office.

## **STUDENT COUNCIL**

The Student Council has a highly active role. Its purpose is not to govern the students, but to serve as a meeting place between the student body and the administration, where the students can assume much of the responsibility of organizing their high school activities. It is the place where the problems or questions arising from either the students or the administration can be presented for discussion and consideration.

The Student Council's main purposes are as follows:

- To unify student activities under one control and promote the general activities of the school;
- To promote the safety and positive climate of the school;
- To aid in the internal administration of the school;
- To teach students the values of working in a democracy.

Officers of the Student Council (ASB) are elected in school-wide balloting in the spring of each school year. Each class, club, and activity, elects representatives to the council. The council holds regular meetings. Council members are encouraged to take the JH or HS leadership class.

For Junior High students: The Associated Student Body (ASB) is comprised of 7<sup>th</sup> and 8<sup>th</sup> grade students enrolled full-time at Jenkins Junior/Senior High School. Officers are elected in the spring from the current 7<sup>th</sup> grade class. Student Council representatives are elected from 1<sup>st</sup> period classes and may change each semester. Participation in Student Council provides opportunities for student leadership and management of activities and finances.

## **TARDINESS**

Students are expected to be on time to class for both live and distance learning courses. Students who have excessive tardiness are subject to discipline. Students who arrive 10 or more minutes after start of class are considered absent. Teachers should send tardy students directly to the office for a tardy slip.

## **VISITORS/GUESTS**

Visitors must check in at the office. If a visitor is not a parent, guardian or listed on Skyward as an emergency contact they may not visit a student.

## **WEAPONS AND DANGEROUS INSTRUMENTS**

A student may not possess or transmit any object that can be reasonably considered to be a firearm, air gun or dangerous weapon on school property or in vehicles. Violation of this rule with a firearm will result in a minimum one-year expulsion unless modified by the Superintendent. Any violation of this policy by secondary students constitutes grounds for expulsion from the state's public schools. School officials will promptly notify law enforcement and the student's parent or guardian regarding any allegation or indication of such violation.

Examples of dangerous weapons are throwing stars, nun-chu-ka sticks, and BB or pellet guns. Other dangerous weapons are defined in chapter RCW 9.41 including 9.41.280.

## **ACADEMIC INFORMATION**

### **COURSE SELECTION/SCHEDULE CHANGES**

- If the classes requested cannot be assigned to a student's class schedule, alternates will be assigned in the order of preference and availability to fill the student's schedule.
- Students may only initiate schedule changes during the first week of the term. No changes will be considered without a compelling educational reason.
- Students are required to attend their assigned class until their schedule change is approved and completed.

### **DROPPING COURSES**

Students have seven (7) school days to change courses at the semesters. After seven days the students who drops a course will receive an F or an incomplete on their transcripts.

### **FINAL EXAMS**

Comprehensive final exams or projects may be given each term to students at JJSHS. Exams will be scheduled toward the end of the semester.

### **GRADES: (Grading scale and GPA)**

The numerical values assigned for grade point averages are in parenthesis. All JJSHS teachers follow this scale.

93-100	A (4.0)	83-86	B (3.0)	73-76	C (2.0)	60-66	D (1.0)
90-92	A- (3.7)	80-82	B- (2.7)	70-72	C- (1.7)	0-59	F (0.0)
87-89	B+ (3.3)	77-79	C+ (2.3)	67-69	D+ (1.3)		

- Note: A Pass (P) does not figure in the student GPA.

### **GRADES: (Progress Reports)**

Progress reports are issued at approximately the nine-week mark of each semester. Progress reports show the student's grades to the midpoint of the semester and are also used to determine eligibility for participation in extracurricular activities. A total of two mid-term reports are completed per school year. Students or parents who would like more frequent reports should initiate these reports. Parent access via Skyward data management is available through the Chewelah School District website ([www.chewelaha.k12.wa.us](http://www.chewelaha.k12.wa.us)). Passwords are available through the JJSHS Counselling Office. Junior high students with a D or F at mid-quarter will receive a printed progress report sent home via the student.

### **GRADES: (Report Cards)**

Report cards are issued at the end of each 18-week grading term. Letter grades are used to designate a student's achievement. Semester II assignments and assessments must be complete on the last day of school. If there are

extenuating circumstances, the student should contact their teacher and/or counselor immediately. Students receiving an incomplete at the end of a semester will have two weeks from the last day of the term to complete work unless the state allows for changes in the procedure.

### **HONORS AT COMMENCEMENT FOR THE GRADUATING SENIORS**

The following system will be used to determine class rank including Valedictorian and Salutatorian. In addition to the current GPA system, at the culmination of the first semester of the senior year, the following formula will be applied. An internal GPA will be figured in a weighted system. Advanced courses will be given one additional GPA point per course. The student with the highest weighted GPA is top ranked student and is named Valedictorian.

The student with the second highest weighted GPA is the #2 ranked student and is named Salutatorian.

The student's internal GPA will be determined by an internal weighting system:

Advanced Courses: A=5, B=4, C=3, D=2, and F=0

Regular Courses: A=4, B=3, C=2, D=1, and F=0

Each year the administrative team, counselor, and with feedback from teachers, will determine which courses will be considered advanced courses. This information will be communicated to students and parents on or before the second day of the school year.

### **RUNNING START**

This is a program designed to allow students to earn College and High School credit simultaneously. For information see the Counselor. Seniors in Running Start must finish High School graduation requirements by the second college quarter in order to be eligible for a JSHS diploma at graduation.

### **TECHNOLOGY/INTERNET**

Chewelah School District continues to strive to provide technical tools that enhance skills and opportunities for student learning. The use of computer workstation and laptop tools is a privilege that can be lost if not appropriately used. The uses of games, posting or viewing inappropriate materials, or hardware sabotage are some of the actions that could result in disciplinary action. Students will be permitted access to the internet unless a form is on file that states it is the wish of the parent or guardian that the student does not access the internet at school (See Policy 2022 & 2022P) Electronic Information System (Networks). Students shall keep passwords confidential from other students. Students who share passwords, or use another person's computer password, shall be subject to disciplinary action and possible loss of computer/network privileges.

### **TEXTBOOKS**

Textbooks are issued to students in some classes. Textbooks, workbooks, and all other materials issued for student use will be examined at the completion of the course. Students will be charged fees for loss or negligent damage to these materials.

### **TESTING**

#### **PSAT**

All Juniors should take this test. There are fees associated with the PSAT. Please contact the counseling office for fee and schedule information. PSAT is given in October.

SAT: On-site twice yearly. Go to [Collegeboard.org](http://Collegeboard.org) for more information.

ACT: Go to [actstudent.org](http://actstudent.org) for more information.

Testing information will be presented to you by our Counseling Department; however, don't hesitate to contact the office for any assessment information you might need.

## **EXTRA-CURRICULAR ACTIVITIES AND CLUBS**

Each student is encouraged to participate in extra-curricular activities. Club descriptions are available from the club advisors. Commonly offered activities are listed below, however, they are subject to change:

<b>HIGH SCHOOL (9<sup>th</sup>-12<sup>th</sup>)</b>	<b>JUNIOR HIGH SCHOOL (6<sup>th</sup>-8<sup>th</sup>)</b>
<b>FALL:</b>	<b>FALL:</b>
-Football (boys/girls)	-Football (7 <sup>th</sup> & 8 <sup>th</sup> boys)
-Volleyball (girls)	-Volleyball (girls)
-Cross Country (boys/girls)	-Cross Country (boys/girls)
-Marching Band/Pep Band	
	<b>EARLY WINTER:</b>
<b>WINTER:</b>	-Wrestling (boys/girls)
-Wrestling (boys/girls)	-Girls Basketball
-Basketball (boys/girls)	
	<b>WINTER:</b>
<b>SPRING:</b>	-Science Olympiad
-Baseball (boys - including 8th)	
-Track (boys/girls)	<b>LATE WINTER:</b>
-Tennis (boys/girls - including 8th)	-Boys Basketball
-Golf (boys/girls - including 8th)	
-Softball (girls)	<b>SPRING:</b>
	-Track (boys/girls)
	-Softball (girls)

### **YEAR-AROUND ACTIVITIES**

Color Guard, National Honor Society, FFA, Cheerleading, Student Council (ASB), CCREW Club, Drama, Unified Sports, Knowledge Bowl, Pep Band and possibly Esports Club are offered at Jenkins on a yearly basis.

### **FFA**

The FFA Organization is a national youth organization that makes a positive difference in the lives of young people by developing their potential for leadership, personal growth and career success through agriculture education. FFA functions within the three-circle model of agricultural education as a student leadership organization that complements a student’s classroom/laboratory instruction and Supervised Agricultural Experience program. FFA members can compete in Career Development Events (CDEs) that cover job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while other allow them to compete in teams. Check out [www.ffa.org](http://www.ffa.org) for more info! FFA Dues for High School per year are \$25.00 and \$5 for Junior High.

### **NATIONAL HONOR SOCIETY**

To be eligible for election to membership in this chapter, you must be a full-time student at the Chewelah School District (grades 9-12) for a minimum of three semesters and maintain a minimum cumulative GPA of 3.5. After returning the membership form, your eligibility shall then be considered on your service, leadership, scholarship, and character by the Jenkins High School faculty. Service is defined by voluntary contributions made by you to your school or community, done without compensation and with a positive, courteous, and enthusiastic spirit. Leadership is demonstrated by students who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. A student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern and respect for others and generally maintains a good clean lifestyle.

NHS is a national service organization designed to recognize students who have excelled in the four areas: of service, leadership, scholarship and character. This membership is recognized by College and

Universities, scholarship committees, and prospective employers. Membership in NHS is something to be proud of and respected. A \$15 one-time induction fee is required.

### **FEES, STUDENT BODY**

- ASB Card \$35.00 for high school and \$30.00 for junior high school (Required for all sports, clubs, Pep Band Members, Class Officers, Science Olympiad Members, Knowledge Bowl Members, National Honor Society, ASB Officers, and Cheerleaders). Students who qualify for free/reduced lunch may have the ASB card waived.

### **SPORTS**

Any student involved in extracurricular activities must have a signed extracurricular code, accident insurance, medical release form, sport safety guidelines submitted to the Athletic Director via the athletic eligibility website, FamilyID.com. and other paperwork on file with the Athletic Director. Students involved in these activities must also abide by specific academic standards to be eligible. Athletes and Cheerleaders are expected to follow dress guidelines outlined by their coach or advisor. These may be stricter than the regular school dress code expectations. See the Athletic Director or Head Coach for more information.

### **SPORTSMANSHIP**

JJSHS has always had the reputation of displaying excellent sportsmanship at interscholastic contests. Our goal is to ensure that this continues. Our student body and our fans need to be aware of our rules of good conduct and sportsmanship. Our athletic league and JJSHS promote fair play and good sportsmanship by all. Some areas of focus are:

- Be positive examples of good sportsmanship for others.
- All yelling, screaming, or cheering should be FOR our own team – not AGAINST the opposition or officials.
- No taunting of opponents or opposing fans is allowed.
- Only authorized school personnel should be on the playing field/floor.
- Refrain from throwing objects of any kind onto the playing surface or field.
- Refrain from booing or making vulgar or suggestive gestures.

We urge everyone to go to the games and cheer our teams to victory and abide by the sportsmanship rules listed above. Any spectator in violation of these rules may be advised to leave the sporting event. Continuous and/or serious violation may result in suspension from participating in or attendance at extra-curricular activities.

## **DISCIPLINE PHILOSOPHY AND PLAN**

**“A safe orderly school only happens when everyone is involved in discipline”**

**At JJSHS there are six general behaviors all students and staff should adhere to:**

**COURTESY** – All students and staff at JJSHS will be courteous to all others.

**RESPECT** – All students and staff at JJSHS will respect self, others, individual differences, and property.

**COOPERATION** – All students and staff at JSHS will actively work to cooperate with others.

**HONESTY** – All students and staff at JSHS will observe the belief that honesty is the best policy.

**RESPONSIBILITY** - All students and staff at JSHS will accept the responsibility for their actions and know the school rules and expectations.

**SELF-DISCIPLINE/WORK ETHIC** - All students and staff at JSHS will strive toward self-discipline and a strong work ethic.

### **STATEMENT REGARDING JENKINS JR/SR HIGH SCHOOL DISCIPLINE POLICY**

It is the policy of Chewelah School District No. 36 to encourage student conduct that shall promote good health, reasonable standards of behavior, effective citizenship, and a positive environment for learning. Students on school grounds or in places under school jurisdiction are expected to abide by the rules, which are established to achieve these objectives.

Admission to the schools of Chewelah carries with it the presumption that the student shall conduct him/herself as a responsible member of the school community. This includes the expectation that the student shall obey the law, adhere to the policies of the School District, and comply with rules and regulations implementing these policies. In addition, the student is expected to safeguard the property of the school and to respect the rights and privileges of others in the school community.

In accordance with his/her level of maturity, each student is expected to accept responsibility for his/her own conduct. In order to accomplish the educational purposes of the Chewelah School District in an effective school environment, the Board of Directors has approved a standardized student discipline model developed with input by parents/guardians/custodians, students, and staff. When violations of these rules occur, the school is authorized to take appropriate action designed to ensure more responsible behavior on the part of the student. When considering the level of disciplinary action, staff shall consider several factors including, but not limited to, the student's attitude, the severity of conduct, the student's intent, the effect on other students and/or staff, mitigating circumstances, and the student's discipline history. When violations of the laws of the United States, the State of Washington, and/or its subdivisions are also involved, the school should refer such matters to parents, legal guardians, or appropriate authorities.

Students are reminded that they should adhere to a code of good behavior, not only for their benefit, but for the benefit of others as well. Students are responsible for their actions and will be held accountable for the rules and regulations concerning student behavior.

### **STUDENT DISCIPLINE**

#### Student Conduct Rules

Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity should not be retaliated against for making the report.

#### Reporting Student Law Violations:

(1) Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.

(2) When a Principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of

removing the minor from the school premises, the Principal or other school official will take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken. An exception applies when a minor has been taken into custody as a victim of suspected child abuse: in that event the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

(3) In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of the Chewelah Public Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:

- (a) Knowingly possessing illegal drugs or alcohol.
- (b) Aggravated or felonious assault.
- (c) Vandalism resulting in significant property damage.
- (d) Theft of school or personal property of a significant nature.
- (e) Automobile accident.
- (f) Any other behavior which significantly threatens the health or safety of students or other persons, and such other offenses which are required to be reported by law. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

#### Police Questioning of Student

It is the philosophy and belief of the administration at Chewelah Public Schools that the responsibility for dealing with student discipline violations rests with us. Thus, we will make every effort to handle such problems in-house, according to the policies and procedures established by the district and the school. However, when violations of state laws or city ordinances occur, or when students or parents refuse to work within the established policies of the district and school, or where security of persons or property appears to be in jeopardy, the district will not hesitate to call the police. In the event the police desire to talk to a student during school time the administration will follow new state law in coordination with our local police department.

#### Corrective and Disciplinary Techniques

These discipline guidelines will be followed for the 2021-2022 school year. If the School Board adopts new Discipline Policy/Procedures, the Disciplinary Procedures in the Student Handbook will be subject to change and an Addendum will be sent to parents and communicated with students.

#### Level 1:

Teacher and student resolve the problem. Teachers will use a variety of strategies to resolve minor issues when managing their classrooms, including brief exclusions from the classroom. Students will not be excluded from their classroom unless they are causing a substantial disruption to the learning environment. Teachers will use three corrective teaching techniques before a staff-supervised detention is assigned. Though a staff-supervised detention may be issued any time a teacher deems it appropriate, teachers are encouraged to require the student to serve a classroom detention before issuing a staff-supervised detention. Staff-supervised detention(s)/consequences. Only 3 behavior related detentions will be allowed before moving to the next level.

#### Level 2: 30-minute detention

#### Level 3: One-hour detention



Level 4: Two-hour detention

Level 5: Suspensions are a reasonable consequence as per Policy 3241P-Refusal to cease prohibited behavior.

Level 2, 3 & 4 referrals are the accumulation of all teachers, not just one individual teacher. The severity of the incident or the accumulations of several incidents may cause several steps to be bypassed. This decision is left to the discretion of the Principal or designee.

The following is representative of the types of corrective disciplinary measures available but is not all inclusive:

### **Detention**

Detention period is a time when the student is assigned to stay after school for school rule violations or an infraction of acceptable behavior. Detention periods are scheduled on Monday-Thursday from 3:15-3:45 PM. If a student misses an assigned detention due to absence from school, it will automatically be moved to the next available night. It is the student's responsibility to attend the next evening unless other arrangements are made with the principal. Students should understand that any certified or support staff member in the building has the authority to correct misconduct at any time. Therefore, it is conceivable that any staff member may assign a detention to a student who is violating school rules. Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. Students and parents may challenge the administration of other forms of discipline, including the imposition of after-school detention using the grievance process outlined below and in Policy 3241(P).

Once a student has been assigned three behavior-based detentions, they will automatically move to a one-hour detention.

### **Detention Period Rules:**

1. Detentions will be held in the classroom of the assigned teacher for the assigned time or with the detention supervisor in the designated detention room.
2. If a student shows up after 3:15 PM without approval, he/she may be requested to stay for the entire assigned time and may be assigned additional detention day(s).
3. Detention time should be used to work on academic work or reading.
4. Students will work independently and quietly.
5. Students will not be allowed to leave the room without the permission of the monitor.
6. Failure to attend an assigned detention without prior approval of the Principal will generally result in the assignment of an additional detention according to the detention schedule.
7. Failure to report for a doubled detention will result in assignment of additional time.
8. Bus riders shall not be exempt from detention periods. They shall, however, be allowed sufficient time to make arrangements for a ride home before they serve their detention periods.

## **CONDUCT AND DISCIPLINE**

The infractions of school discipline listed below and on the following pages are grouped in categories according to the seriousness of the offense. The list has been drawn from past records and from known situations. It is not intended to cover all situations, and therefore, all types of infractions may not be included. Modifications will be made, if necessary, at the discretion of the building Principals. In all instances, interpretation is left to the individual Principal to modify penalties suggested whenever extenuating circumstances seem to be present in order that both the student and the educational interests are dealt with in a fair manner. Any student placed on out-of-school suspension or any student who is expelled, will not be allowed to attend any school activities on or off campus during the time of his/her suspension or expulsion.

### **A) Acts of Misconduct: Group I - Misbehavior**

Group I include those student behaviors which interfere with the orderly educational process in the classroom. These include, but are not limited to such behavior as:

- being in restricted areas of building or grounds without permission
- littering school grounds or building
- improper care or deliberate damage to books or school property
- traffic or parking violations related to school rules
- violation of dress code
- inappropriate display of affection
- eating or drinking outside of the cafeteria
- failure to cooperate with teachers and school officials
- out of classroom without a pass

Penalties: Disciplinary actions consistent with Group I infractions include but are not limited to:

- teacher-student conference
- in-class disciplinary action
- counselor/student conference
- administrator/student conference
- detention(s)
- task assignments
- loss of privileges

### **B) Acts of Misconduct: Group II Discipline Infractions**

Group II include those student discipline infractions, which interfere with the orderly educational process in the school. These include, but are not limited to such behaviors as:

- any repeated or chronic misbehavior as defined in Group I
- defacing school property
- tampering with and/or misusing computer programs, equipment and/or
- student report cards, passes or any other school records
- verbal assault or verbal/written threats
- disturbance of class, study hall, cafeteria, or any other school function
- Inappropriate language or gestures, not directed at specific individuals
- defiance and/or display of disrespect of staff/personnel authority

- failure to abide by rules and regulations regarding field trips
- inciting conflict between others

Penalties: Disciplinary actions consistent with Group II infractions include, but are not limited to:

- administrator/teacher/student conference
- detention
- task assignment
- loss of privileges
- parent conference
- disciplinary reassignment (short term)
- modification of schedule and/or privileges
- suspension
- home-based instruction

### **C) Acts of Misconduct: Group III - Disruptive Behavior**

Group III include those student behaviors which seriously disrupt the orderly educational process in the classroom and/or the school. These include, but are not limited to, such behaviors as:

- any chronic disciplinary infraction as defined in Group II
- fighting which is defined as a physical conflict between two or more students
- gambling which is defined as participating in games of chance for money and/or other things of value
- display of nude or obscene pictures or being in possession of adult literature or magazines.
- stealing which is defined as the act of taking and carrying away the personal property of another without the consent of the owner, including school property
- slander and/or defamation of character
- use of profane, obscene, immoral or offensive language and/or gestures directed at other individuals and especially school personnel
- persisting in serious acts of disobedience or disorderly behavior which may prove detrimental to the school, harmful to health and safety, and inhibiting the rights of others
- possession of fireworks
- harassment/intimidation/bullying of students or school employees
- any type of interference with the educational process and/or the operation of school or interference with any school personnel's responsibilities and duties.

Penalties: Disciplinary actions consistent with Group III infractions include, but are not limited to:

- administrator/teacher/parent conference
- administrator/student/parent conference (Possible restorative justice parent mtg.)
- disciplinary reassignment (short term)
- restitution or restoration, as applicable
- detention(s)
- home-based instruction (six days or less)
- modification of schedule and/or privileges
- suspension
- referral to legal authorities/law enforcement agencies

- disciplinary reassignment (long term)
- expulsion

#### **D) Acts of Misconduct: Group IV - Serious Discipline Infraction**

Group IV acts of misconduct include those serious misbehaviors which threaten to impair the educational efficiency of the school, seriously disrupt the orderly educational process in the classroom and/or the school, and for which there are no reasonable alternative discipline management techniques other than those specified. Included, but not limited to, are such behaviors as:

- arson which is defined as the willful or malicious burning of a building or its contents and/or the personal property of others
- assault which is defined as an offer or attempt to do bodily harm to another without physical contact. This includes threats and verbal assaults.
- assault and battery which is defined as a physical contact with another without that person's consent
- aggravated assault which is defined as assault with a deadly weapon
- robbery which is defined as the taking of personal property in the possession of another against his/her will, accomplished by means of force or fear
- burglary of a District facility
- sex violations that are defined to include offenses against chastity, common decency, morals, sexual harassment and the like, indecent exposure is included here
- extortion which is defined as obtaining money or information from another by coercion or intimidation
- vandalism, which is defined as the willful or malicious destruction of school property or the property of others
- any assault or battery on school district personnel (expulsion)
- possession, use, and/or concealment of a weapon. A weapon is any instrument, which may produce bodily harm or death. Weapons include, but are not limited to, any knife, firearm, air gun, screwdriver, home-made weapon, fireworks, throwing instrument, firearm ammunition, or any other device which may produce bodily harm or death.
- possession, and/or use of narcotics, dangerous drugs, or alcohol as outlined in Board Policy.
- prohibited items are not allowed on school premises including vehicles in parking lots, city streets, private parking lots, or other areas not so designated while in attendance at school or school sponsored functions.

Penalties: Disciplinary actions consistent with Group IV infractions include, but are not limited to:

- referral to the legal authorities for legal action as appropriate
- modification of schedule and/or privileges
- disciplinary reassignment (short term)
- disciplinary reassignment (long term)
- suspension
- home-based instruction
- expulsion
- restitution or restoration, as applicable

The following policy will be used to administer student discipline.

**Please refer to Chewelah School District Policies for the following:**

Sexual Harassment – Policy 5011

Prohibition of Harassment, Intimidation and Bullying – Policy 3207

Prohibition of Harassment, Intimidation and Bullying procedure – Policy 3207P

Student Discipline – Policy 3241P

Excused and Unexcused Absences Procedure – Policy 3122P

Policies are found on the Chewelah School District Web Site:

- <http://www.Chewelah.k12.wa.us>
- Our District drop down
- CSD Policies and Procedures

**Please sign below and return to the school.**

I have read and discussed the Student Handbook information with my student.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Parent/Guardian

I understand I am responsible to follow the rules and policies listed in this handbook.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Student

**Gess Elementary School  
Student Handbook  
2022-23**



Staff information needs to be updated  
Food service information free/reduced information will need to be updated  
School Year Calendar added as last page

**Gess Elementary**  
Home of the Gators  
E. 405 Lincoln Street  
Chewelah, WA 99109  
509-685-6800

**Julie Price, Principal**  
[jprice@chewelak12.us](mailto:jprice@chewelak12.us)

Chewelah School District Website  
[www.chewelak.k12.wa.us](http://www.chewelak.k12.wa.us)

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**Gess Elementary School**  
**District Phone Number– 509-685-6800**

Gess Office extension	8-4002
Gess Attendance	8-4002
Gess Nurse	8-4015
Transportation Department	8-1701

**GESS MISSION** Together, the Gess Community fosters a joyful growth experience for all by modeling high expectations in a purposeful, secure environment.

**GESS WORK ETHIC** Gess staff believes that developing a strong work ethic is important to a student's success. As a result, students are taught to be attentive, prepared, and punctual. In addition, the staff strives to teach students to plan, prioritize, follow through, and meet responsibilities with a no-excuse attitude.

### **GESS GOALS**

Gess Elementary will provide students and staff a clean and safe environment for learning and working.

Students will achieve at, or above, the state average on required assessments.

Gess Elementary will be a student and parent-oriented organization.

Gess Elementary will strive to provide parents options and choices in the education of their children

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## Staff Directory

Gess Phone Number 509.685.6800  
Main office extension 4002

### Principal

Julie Price ext. 4001

**Paraeducators** – Alicia Adelsperger, Brianne Chantrey, Gloria Coppock, Lynette Crise, Kim Hartill, Clover Joyce, Cara McCanna, Jennifer Mott, Hans Offerdahl, Kim Stricker, Susie Timm, Rosa Turner

**Custodial Team** – Darrel Proszek, Caleb McCoy

**Kitchen Team** – Pam Hergesheimer, Lindsey Pettigrew, Sydney Cote

**Office** – Renee Whitley ext. 4002

**Preschool** – Mary Kersey ext. 4129

**Transitional Kindergarten** – Sara Riley ext. 4132

**Kindergarten** – Alyssa Carlson ext. 4134  
Jeff Kersey ext. 4110

**First Grade** – Jennifer Drake ext. 4125

**Second Grade** – Aimee' Bergman ext. 4128  
Christine Chalmers ext. 4109

**Third Grade** – Emily Levchenko ext.  
Margo Sety ext. 4120

**Fourth Grade** – Brian Harting ext. 4107  
Patty Boyd ext. 4104

**Fifth Grade** – Stephanie Hulin ext. 4106  
Julie Sautter ext. 4111

**Sixth Grade** – LeAnn Jones ext. 4119  
Kallie Tilla ext. 4108

**Special Education** – Sarah Gregory ext. 4121  
Karen McKinnis ext. 4112  
Chenea Foster ext. 4124

### Specialists

Emily Smith - Music/Beyond ext. 4133  
Leah Oman-Health & Fitness ext. 4105

### Certificated Support Staff

Bethany Bennetch ext. 4012  
Sheila Krouse ext. 4011  
Daphne Scranton ext. 4101

**Library** – Brianne Chartrey ext. 4130

**Nurse** - Kassi Breiter; ext. 4015 & 2015

**Counselor** – Rene' Jungblom ext. 4010

Jason Perrins, Superintendent

### Board of Directors

Judy Bean-Chair  
T. O. Bakken  
Dan Krouse  
Steve Phillips  
Bryan Tidwell

**Julie Price, Principal**

[jprice@chewelahk12.us](mailto:jprice@chewelahk12.us)

Chewelah School District Website  
[www.chewelah.k12.wa.us](http://www.chewelah.k12.wa.us)

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*Welcome to  
Gess  
Elementary!*

## STAFF BELIEFS

- Every student can learn.
- Each student should have a foundation on which to build his or her learning in reading, writing, math, science, and social studies.
- Students will learn to make appropriate decisions and take responsibility for their own actions.
- Students will learn to apply skills to real world situations, making learning meaningful.

### Schedule Information

Daily Office Hours  
8:00 AM – 3:30 PM

### Daily Bell Schedule

Monday 9:30-2:45  
Tuesday through Friday - 8:30 to 2:45

**Late Start Mondays** School begins 1 hour late on Mondays throughout the school year. This allows staff to work together to ensure that curriculum and assessments are aligned to the state standards.

**Early Dismissal Days 8:30 – 12 p.m.** Early dismissal days are scheduled for parent conferences (November and April) and report card preparation days. (See calendar for specific dates).

## General Information

### Attendance Matters At Gess Elementary

Regular, on-time attendance at school is a necessary ingredient for your child's success as a learner. Good attendance and punctuality at school improves learning. State law (RCW 28A.225.010) requires regular and punctual attendance in school. **Your child should arrive at school no earlier than 8:00 AM and must be in class at 8:30 AM.** Students are tardy when they arrive after 8:30 and must check in at the office before going to class.

Please make every effort to schedule appointments outside of the school day. Should you need to take your student out of class early, you (or someone you have authorized in writing) must request the early release from the office, present valid identification, and sign out your student. Early releases are documented daily and will appear as a tardy/early dismissal on your student's attendance history.

Absences due to illness or a health condition, a religious observance (when requested by a student's parent or guardian), school-approved activities, family emergencies, and, as required by law, disciplinary actions or short-term suspensions shall be excused. A doctor's note may be required if your child accumulates excessive absences.

**ATTENDANCE & CHECK IN/OUT** Children are required to check-in at the blue desk if they are late and must be signed out by a parent or guardian if they leave early. If a relative or friend will be picking up your child, please send a note or notify our office.

If your student is absent for an extended period of time, please contact your student's teacher and work together to complete missing assignments.

Attendance is monitored daily, and calls are made to absent students. Please contact the office at 685-6800 Ext 4002 when your child is absent or send a note stating the date of absence and the reason.

Parents of chronically tardy students may be asked to meet with school staff in an effort to solve this problem. Unexcused absences are processed according to state law. Notification letters may be sent home after 3 or more unexcused absences. If necessary, a juvenile court petition will be submitted.

**COMPUTERS AND THE INTERNET** Technology is an important part of today's society. Using technology during school is a critical component of your student's learning. Computers and the Internet are both tools your student will use while attending Gess.

Students must not:

- Use any computer, network, control center or teacher workstation without permission.
- Modify or alter the network operating system.
- Bring up inappropriate or unauthorized websites.
- Vandalize equipment.
- Use software or passwords illegally.
- Install or store illegal hardware or software on any network, server, or workstation.

**COUNSELOR** A school counselor is available to work with students individually or in groups as well as in the classroom to address concerns. Brief individual counseling at school may be provided. For students interested in ongoing individual counseling outside of school, referrals, assistance, and support are provided through the counseling process

At Gess Elementary the counselor teaches social emotional learning through the Second Step program to Grades Pre-K to 5<sup>th</sup> grade. The sixth-grade class focus is on bullying, harassment, career, and substance abuse education.

Every attempt will be made to get permission from parent/guardian before seeing a child individually, however, it is not always possible. In certain instances, the counselor may make counseling decisions on the student's behalf. If you feel your child would benefit by seeing the school counselor or you have questions about the Gess counseling program, please call the counselor at 509.685.6800 Ext 4010.

**DRESS CODE** Children are expected to dress in an appropriate manner that does not interfere with the educational process. Typically, the major clothing problem is children not dressing warmly during cold weather and wearing clothing that is too revealing.

**The specific Gess dress and grooming code:**

1. Proper personal hygiene is required of all students and will reduce problems with peers. Wearing clean clothes and regular bathing is essential. Marks, drawings, and letters on the skin are not allowed.
2. Hats or other head coverings are not to be worn in the school building.
3. See-through apparel, bare back tops, strapless dresses, spaghetti strap clothing, low, revealing necklines and "muscle shirts" with large armholes are prohibited.
4. Undergarments should be always worn but may not be visible at any time.
5. Shorts and skirts are to be longer than the student's fingertips when arms are at sides and fully extended.
6. Bare skin must not be visible between shirt bottom and pants/skirt top at any time.
7. The waist of pants, shorts, and skirts may be no lower than the top of the hipbone. (boys & girls)
8. Footwear with soles must be worn in school facilities and on school grounds.
9. Reference to tobacco, weapons, drug and/or alcohol on clothing is not allowed. Inappropriate pictures and/or words on clothing of an obscene and /or sexual nature are also prohibited.
10. Clothing that promotes gang involvement or wannabe gang association is prohibited. This includes but is not limited to "showing colors" and wearing chains.
11. Sunglasses are not to be worn in school unless prescribed by a physician and cleared through the office.

Dress code violations will be handled through school discipline, including but not limited to 1)

immediate correction of problem, which may mean a call home for a change of clothing; 2) immediate correction of problem with parent conference required; 3) immediate correction of problem, disciplinary action & parent notification.

**DRESS FOR THE WEATHER** Recess is rarely cancelled. Please be sure your child's clothing is appropriate for the weather conditions each day. A note from a parent will allow a student to stay in for up to three days. Beyond this, a note from a physician is required.

**EMERGENCY PROCEDURES** In order to be prepared in the event of an emergency or crisis situation, students and staff members regularly practice fire, evacuation, and lock-down drills. All crises, whether major or minor, require a common sense of purpose and cooperation. Our primary responsibility during any crisis or emergency situation is to keep students safe. In the event of an emergency or crisis situation at school, information will be communicated through the Global Connect system that will call your home.

Please ensure your contact information is current. In the event of an emergency, this will ensure that you receive the most up-to-date information possible.

**FIELD TRIPS** Children are given the opportunity to go on walking and bus field trips throughout the year. Parents will be asked to sign a permission slip for their child to participate when transportation by bus is required. If space permits, parents are welcome as chaperones on field trips to help with supervision. Chaperones are asked not to bring other children.

## FOOD SERVICE

### Information for September – June 2023

Chewelah School District is able to offer free meals to all children 0-18 through June 2023.

Please continue to fill out the free/reduced meal applications as this waiver may change. The meal service application also provides information for school grant opportunities as well as additional resources for students that qualify for the program.

#### **National School Lunch program**

The National School Lunch Act makes free or reduced breakfast and lunches available to children of families who qualify. An application for free or reduced priced meals is available at the office and online through Skyward Family Access registration. Please complete one application per household, listing all Chewelah School District students.

A new application can be filled out at any time if there is a change in household income or a change in household size.

If you have questions regarding completion of your application, please call 509-685-6800.

## **LUNCHROOM PROCEDURES & EXPECTATIONS:**

1. The lunch line should be orderly with no crowding in front of others.
2. No money will be taken in the lunch line. Please pay for food or milk at the office.
3. All food is to remain in the cafeteria.
4. Food is not to be thrown.
5. Students receiving free or reduced lunches are not to give their food away.
6. No student is allowed to give his or her tray to a non-paying student to try to get seconds.
7. Students who cannot follow rules and regulations relative to the cafeteria may be denied the privilege of eating in the cafeteria.

**SPECIAL DIETARY NEEDS** If your child has a special dietary need, please inform the School Nurse. She will provide you with a Health History Form identifying a food allergy or any other impairment that may affect their child's diet. In order to facilitate the special dietary need, the school must receive a completed Special Dietary Needs Form signed by a recognized medical authority.

When a family returns the Special Dietary Request Form, the child's dietary need will be accommodated immediately. If the family does not return the form, the school will not accommodate the special dietary need

**ENERGY DRINKS** In effort to maintain student wellness, energy drinks are not allowed on school campus during the school instructional day. Energy drinks contain high amounts of caffeine along with other stimulants which have serious health consequences such as increased heart rate, sleep disturbances, increased blood pressure, seizures, stroke, increased anxiety, and increased risk for arrhythmias (irregular heart).

**FOOD/SNACKS IN CLASSROOM** Due to the increased number of students with food allergies, only store-bought food items are accepted for classroom parties. These items need to have the nutritional information and ingredients listed.

**FUNDRAISER** Gess Elementary has a spring fundraiser. Students may sell to friends and family to help raise money for the Associated Student Body to help pay for student activities, special programs, and awards. A prize may be earned by students depending on the number of sales made. Students are not to go door to door to make sales.

**INJURIES AND INSURANCE** The Chewelah School District and Gess Elementary does everything in its power to keep your student safe and secure while attending school. We are unable to guarantee your student will not be hurt or injured while attending school. Our district's insurance **does not** provide medical insurance coverage for school accidents. This means that you are responsible for the medical bills if your student gets hurt during the school day or at school activities.

Student accident insurance is available for you to purchase. Contact the school office or visit the school website for more information.

**LOST AND FOUND** Please mark all clothing, lunchbox, and other belongings with your child's name. properly identified items can be returned to students

Unclaimed lost and found items are donated to local charities prior to Winter Break, Spring Break, and Summer Break.

Please check the lost and found area when you come to Gess and claim your child's clothing.

**PERSONAL PROPERTY** Personal electronic devices such as music players, gaming systems, and cameras **are not allowed at school**. Such items disrupt the learning environment and also are at risk of being lost or stolen. The school will not be responsible for replacing items that have become missing or stolen.

Toys, cell phones, mp3 players, skateboards, etc., are best left at home, and the district assumes no responsibility if they are brought to school. Play equipment is provided for recess. Too often, toys become lost, damaged, or stolen.

**PROBLEMS/CONCERNS** Should you experience or hear of something that does not make sense, please visit immediately with your child's teacher. If, after talking to the teacher, you have unanswered questions, then visit with the principal. Our goal is to find solutions to problems that are in the best interest of all children.

**SKYWARD FAMILY ACCESS** Skyward family access allows parents and guardians to play a more involved role in the child's educational progress and improved communication with the school. Parents and guardians use Family Access via the internet using a secure login that the school district assigns. Annual verification of student enrollment information is done at the beginning of each school year through family access. This area also allows parents and guardians to update phone numbers and address changes throughout the school year.

Skyward gradebook is available for grades 3-6. This module allows parents/guardians to view class assignments and grades. Other information available through Skyward includes attendance, and food service.

Contact the school office if you do not have a Family Access login and password.

**SNOW CLOSURE** Occasionally, bad weather requires that school be closed or delayed. This decision is made with children's safety in mind. Announcements are given on several Spokane radio stations, television stations, and the Global Connect system will call your home. This information is usually available by 6 A.M.

**TELEPHONE USE** Parents are encouraged to call Gess whenever they have a question or concern. However, please realize that there are over 300 students and adults working in our school every day and many phone calls are received. You are encouraged to decide with your children before school rather than calling during the day to have the school relay information.

Emergency situations do arise, and the office will do everything possible to assist parents. Children are not allowed to make phone calls except with the permission of their teacher. Children are not allowed to use their cell phones during the school day except at the office.

Cell phones may be taken from the student if they are out in the classroom, in the halls or on the playground. Phones may either be returned to the student at the end of the day, or a parent will be called to pick the phone up.

### **UPDATE STUDENT RECORDS**

Please help us keep our student records up to date. If information about your child has changed, please contact the office for a Change of Information Form (this cannot be done over the phone). Such information might include a change in employment, phone number, a different person to contact in case of an emergency, or a new baby-sitter.

# STUDENT HEALTH INFORMATION

**Where should parents draw the line when it is time to decide how sick is too sick to go to school or day care?**

***Northeast Tri County Health advise keeping children home if they show any of these symptoms:***

- **Appearance, behavior:** Unusually tired, pale, lack of appetite, difficult to wake, confused or irritable. This is enough reason to keep a student home.
- **COVID-19:** If symptoms are consistent with COVID-19, call your healthcare provider. Possible symptoms include: Fever, cough, sore throat, congestion, headache, shortness of breath, nausea, vomiting, diarrhea, and alteration in smell and/or taste. Students' will need to remain at home for 10 days from symptom onset or receive a negative confirmatory test for COVID-19; AND be fever free for 24 hours without the use of medication.
- **Eyes:** Red, thick mucus or pus draining from the eye or pink eye. Itching with a crust on the eyelids after sleep -- this condition may be "pink eye" and needs medical evaluation.
- **Fever:** Temperature of 100 degrees or higher. Keep students' home until they are fever free for 24 hours without use of medication and follow your school's policy for return to school.
- **Persistent nasal drainage or chronic cough:** Should be seen by a health care provider. These conditions may be contagious and require treatment.
- **Sore throat:** Especially with fever or swollen glands in the neck. A student with a confirmed diagnosis of strep throat can return to school after 24 hours of appropriate treatment.
- **Cold-like symptoms and trouble breathing:** See your health care provider.
- **Diarrhea:** Three or more liquid stools in a 24-hour period, especially if the student acts or looks ill.
- **Vomiting:** Vomiting two or more times within the past 24 hours.
- **Rash:** Body rash, especially with fever or itching.
- **Chicken pox:** Students are infectious one to two days before the rash appears until the last blisters (sores) are dry and crusted. This is usually five to six days after the rash appears. Students are to remain home while infectious.
- **Ear pain with fever:** This should be evaluated by a health care provider. Untreated ear infections can cause permanent hearing loss.
- **Lice:** Students with suspected infestations will be screened. Parents will be notified of treatment needs. Please notify the school if you find head lice on your student.
- **Scabies:** Students with scabies can return to school 24 hours after treatment has begun.

***Please remember as we approach flu season, all school age and childcare students need an influenza vaccination to reduce their risk of getting and spreading influenza in the classroom.***

***Students, please practice the following to reduce your risk of any infection:***

- *Cover your nose and mouth with a tissue when sneezing, coughing, or blowing your nose.*
- *Wash your hands after sneezing, blowing your nose, coughing, or after touching used tissues or handkerchiefs.*
- *Wash your hands after touching anyone else who is sneezing, coughing, blowing their nose, or whose nose is running.*

- *Throw used tissues into the trash as soon as possible.*
- *Wash your hands often when sick.*
- *Use warm water and soap or alcohol-based hand sanitizers to wash hands.*
- *Social distance whenever possible.*
- *Wear a face covering in public places or when around others from outside your household.*
- *Stay home when you are sick.*

### **Prepare for Your Student's Health at School**

**Health issues:** Please report any health issue your child has that could impact safety and learning at school to the school nurse. It is important you update your student's health registration form once a year, so the school nurse is aware of any new or ongoing health concerns.

### **Life Threatening Health Conditions**

**Emergency Care Plans for School:** Washington state law (RCW 28A.210, Section 1) requires that school staff and parents/ guardians plan together for the safe care of their child throughout the school day. When there is a student with a known life-threatening health condition, schools must be prepared for a life-threatening event on the day the student starts school. Please complete the appropriate Emergency Care Plan (ECP) forms and take needed medication(s) to the school before your child's first day of attendance. If you have questions, please call the school nurse. These documents need to be completed EVERY year prior to the start of school. ECP's contain the most current information and need to be submitted along with needed medication(s) and supplies before the first day of school. Examples of ECP's include: Anaphylactic allergies, asthma, diabetes, seizure disorders, blood disorders, and heart disorders.

**Medications: Prescription and Over the Counter** If a student needs to take any type of medication during the school day, even if it is temporary, a "Medication Authorization for School" form must be completed by the child's health care provider and signed by the parent/ guardian. Examples include over the counter medications such as Ibuprofen, Tylenol, cough drops, vitamins, topical ointments, OR prescription medications like rescue inhalers, antibiotics, ear drops, eye drops, Epi-pens, ADHD medications, tube feedings, etc. This form is available at your child's school, from the School Nurse, or on the school website. A new medication authorization is required each school year. It does not carry over to the next school year. The completed form must accompany the medication and will be kept in the school office. Parent/ guardians are responsible for providing the medication. Prescription medication must be in the original container labeled by a pharmacist or physician with the correct name of the medication, dosage, route given, and time for school administration. Please obtain a second bottle to be kept at school for this purpose. Over-the-counter medication must be in its original container, labeled with your student's name. Medication sent to school in a baggie or lunch box will not be accepted.

**Self-Carry Students:** Students who have been approved to "self-carry" by their health provider and parent must also demonstrate ability to properly manage self-administration to the School Nurse. The following requirements must be met if medication is to be carried by a student:

- Only one day's dose may be carried unless as in the case of, inhalers, such a request is impossible.
- A student must be able to self-administer without any assistance or reminders.



- The student is not to share their medication with anyone else.

It is always recommended to keep a "back up" supply of the ordered medication in the health office in case your self-carrying student forgets their needed medication(s). Students must have their medication accessible for ALL field trips, and school activities. If they do not, the student will not be allowed to participate. Parent/ guardian will be notified of need to provide medication.

**Hearing and Vision Screening** State required visual and hearing screenings are coordinated by the district nurse each year. Parents are informed if screening information shows their child should receive further examination.

**Immunization Information and Compliance** All Chewelah School District students must be up to date on their childhood immunizations, in accordance with Washington State Law on or before their first day of attendance. In addition, starting on August 1, 2020, the revised rule requires medically verified immunization records for school and preschool entry as well as any new immunizations given. Medically verified records include one or more of the following:

- A Certificate of Immunization Status (CIS) filled out by the parent or guardian and signed by a health care practitioner
- A CIS filled out by a parent or guardian WITH medical records attached. Examples include:
  - Lifetime immunization record completed by a health provider
  - Immunization record printed from another state's immunization registry
  - Immunization record printed from a health provider's office
- A CIS printed from the Washington State Immunization System by a health care provider or school
- Official immigration immunization record
- A CIS printed from MyIR.net. You can obtain a copy of your own or your child's (under age 18) immunization record located in the Washington Information System (WAIS).
- Health provider documentation of a blood titer showing immunity for a disease for which full immunization is required
- A Completed Certificate of Exemption (COE) signed by a health care practitioner in the state of Washington

### **Meningococcal and HPV Information**

As a parent, there is nothing more important than safeguarding your child's health. The Washington State Legislature requires us to make information available to you about meningococcal disease and human papillomavirus (HPV). Know the facts about these diseases and the vaccines available to protect your child. For more information see the Chewelah School District web page, Services tab, Health services.

# DISCIPLINE AND RULES FOR STUDENT BEHAVIOR

Setting rules for children's behavior and disciplining is done as an act of care for all children's academic and social development. Children are expected to be safe and not disruptive to the learning process. The BI Program is under the direction of the principal. It provides students with instruction in school rules, appropriate play activities, and how to respond to disagreements and conflict. Students involved in especially disruptive and unsafe behavior, or those whose actions do not change, are referred directly to the principal.

## TRANSPORTATION

One of our primary concerns is your child's safety. Please be very cautious going to and from school. Children who ride the bus need to be at designated bus stops and follow their bus driver's instructions for loading and unloading. Children who walk need to cross busy streets at crossings and do not arrive until 8:00 A.M. The first bell for school rings at 8:25 with classes beginning at 8:30. If children who walk eat breakfast at school, they should be at school by 8:00 A.M.

If you are transporting your children to and from school, please go slowly and use caution. Our crossing guards are on duty from 7:50 - 8:15 AM and again from 2:45 -3 PM.

**BICYCLES AND WHEELED DEVICES** Students are welcome to ride bicycles to school. They may be secured at the bike rack, located near the bus loop area. Storage is not available for any other wheeled items – such as skateboards and scooters. The school is not responsible for lost, stolen, or damaged items.

Wheeled items are not to be ridden on school grounds.

**BUS PASSES** If students need to ride a bus they usually do not ride, or if they are to get off at a different bus stop, a note of explanation signed by a parent **must** be received in the office. A bus pass will be issued that allows the child to board. For the safety of our students, drivers are directed not to let children on or off at stops other than the one assigned.

## BUS RULES

1. Pupils being transported are under the authority of the bus driver. All students shall follow the driver's instructions the first time they are given.
2. Students shall maintain order at all times; no fighting, wrestling, pushing, yelling, throwing things, or any boisterous activity will be permitted. Student expectations are the same for behavior on the bus as well as in the regular classroom.
3. Students will remain seated with feet on the floor while the bus is in motion and will not move from seat to seat once aboard the bus. The driver may assign students to seats.
4. Students shall converse in normal tones; loud or vulgar language (includes all swearing) is prohibited.
5. Students shall keep their hands, legs, arms, and other objects to themselves and in no case will anything be extended through the windows of the bus.
6. Windows will be opened or closed with the permission of the driver.
7. Students will not litter, write on, or damage the bus in anyway and will do what is reasonable to keep the bus clean.
8. Students shall not bring animals, firearms, weapons or other potentially dangerous or hazardous material on the bus.
9. Students shall use the emergency door only in case of an emergency.

10. Students will be on time for the bus both morning and afternoon. All students shall maintain a safe distance (at least 6 ft.) from the bus when awaiting loading. They should enter and leave the bus in an orderly fashion.
11. When it is necessary to cross the road, students shall cross only in front of the bus as directed by the driver.
12. Students shall at all times be courteous to the driver, fellow students, and others.
13. Students shall have written permission to leave the bus other than at the regular stop or at school.
14. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit the privilege to ride on the buses.
15. Eating and drinking only with the permission of the bus driver.
16. Use and possession of tobacco, alcohol, or drugs are prohibited.
17. Skis, ski poles, and snowboards are not allowed in the bus passenger area.
18. Skateboards and scooters must be in a backpack, or attached to a backpack, held on the student's lap or the driver may safely secure the items in the bus.

## **Academic Information**

**HOMEWORK** The purpose of homework is to practice and develop skills and independent study habits. Completing homework assignments on time is expected. The teachers at Gess Elementary appreciate any assistance parents provide their children with homework assignments.

1. Schedule a time to do homework every day.
2. Provide a quiet area for your child to work.
3. Make sure good lighting and materials (pencils, paper) are available.
4. Let your child work on his/her own but be available to help.
5. Check to see that all assignments are complete and done well.
6. Be encouraging and supportive.

**ACADEMIC SERVICES** - Special Education, Title I, Learning Assistance Programs and Highly Capable services are available for children who possess exceptional needs. If you feel your child has special needs and may benefit from these services, please talk to your child's teacher.

Gess also provides special education services for pre-school children aged three to five. Any child, through age 21, who resides within the school district boundaries and who is suspected of having a disability, may be referred for possible screening and/or evaluation to determine the need for special education services. Anyone wishing to make a referral may contact the building principal at 658-6800 Ext 4002. If you need information about special education services presented in your native language, or require accommodation to access this information, please contact the district office at 685-6800 Ext 1002.

**INSTRUCTION & CURRICULUM** Instructional techniques vary at Gess depending on the teacher and grade level. However, all instruction focuses on the areas of reading, writing, math, science, social studies, health, and the arts.

**LIBRARY** - All children are given the opportunity to check out library books each week. Please assist us by ensuring that books are properly taken care of and returned in a timely manner. Damaged and lost books must be paid for before your child receives their last report card. Students who do not return books or pay for loss and damages will lose library checkout privileges.

**PHYSICAL EDUCATION** - All students attend PE and are required to wear athletic shoes. If a student does not wear appropriate clothing and shoes, they may not be allowed to participate and may not receive credit for that day.

**REPORT CARDS** A report on each child's progress is sent home at the end of each quarter. Parents should call their child's teacher immediately any time they have concerns or questions about general progress or grades.

**RESOURCES** The following links to platforms, learning apps and other resources may be found on the Chewelah School District website.

- COVID 19 Resources
- Learning Platforms
  - Seesaw Login
  - Canvas Login - First login to Office365, then either use the Canvas app shortcut in the waffle or the following link
- Microsoft Office365 - Use for access to student email, Office365 apps, etc.
- Skyward Family Access
- Accelerated Reading List: Elementary School
  - Renaissance Reading quiz list
  - Renaissance for Accelerated Reader
  - Stemsscopes
- Application for Free and Reduced-Price meals
- Choice application
- Threat Assessment webpage
- Chewelah School Districts Prohibition of Harassment, intimidation
- Smithsonian Museums
- Microsoft Office365 Information | Students
- Safeschools alert
- Digital History
- NetzSmartzKids

Chewelah School District is not responsible for the contents, information or services which may appear on any off-site pages, web sites or links referenced. The presence of a hyper-link from a District webpage is for convenience only and does not imply any kind of endorsement by the District of those pages or links, or any endorsement of the contents or material on them.

**RETENTION** There are important things you can do if your child is having trouble in school and you fear that he/she may be asked to repeat a grade.

- Make an appointment to talk with your child's teacher. Find out exactly what the problems are.
- Ask for suggestions of things you can do at home that will help.
- Have the child's eyesight and hearing checked.
- See that your child attends school regularly.

**TESTING** State required tests are taken by third, fourth, fifth and sixth graders each year. Additional testing occurs in classrooms through the year as teachers constantly assess children's progress. Please visit with your child's teacher if you have any questions regarding testing or test results.

# **CHEWELAH SCHOOL DISTRICT**

## **Parent-Student-Teacher Compact**

The Gess Elementary School Mission: Together, the Gess Community fosters a joyful growth experience for all by modeling high expectations in a purposeful, secure environment.

### **Chewelah School District and Gess Elementary are committed to:**

- Providing high quality curriculum and instruction in a supportive and effective learning environment.
- Ensuring regular two-way communication between family members and school staff, in a family's primary language, when possible.
- Offering Parent-Teacher Conferences at least annually.
- Providing reasonable access to staff.
- Providing opportunities for parents to volunteer and participate in their child's class and observe classroom activities (advance arrangement is appreciated).
- Focusing equally on providing developmental responsiveness and academic excellence for students because each child is unique.

### **As a Gess Student, I will:**

- Always try to complete my assigned work and do my best in my behavior.
- Believe that I can and will learn.
- Work cooperatively with my classmates.
- Show respect for myself, my classmates, my teacher, my school, and other people.
- Obey school and classroom rules.
- Take pride in my school.
- Come to school regularly and on time with my homework and my supplies.
- Engage in school by participating in clubs or extracurricular activities, when possible.

### **As my Child's Parent/Guardian I will:**

- Show respect and support for my child, the staff, and the school.
- See that my child attends school regularly and arrives on time.
- Establish a time for homework and review homework regularly.
- Encourage my child by giving attention, showing interest, and participating in his/her learning process.
- Talk and read with my child and let him/her read to me.
- Communicate regularly with my child's teacher.
- Attend Parent-Teacher conferences when possible.
- Support the school in developing positive behaviors.
- Volunteer time at my child's school or school activities.
- Be involved and support my child in events such as Parent-Family Engagement Nights and the Science Fair.

### **As a Gess teacher, I will:**

- Believe that each student can learn.
- Provide instructional supports for individual learning needs.
- Provide an environment that is conducive to learning.
- Identify a student's strengths and build on his/her successes.
- Provide meaningful and appropriate homework activities.
- Enforce school and classroom rules and expectations fairly and consistently.
- Show respect for each child and his/her family.
- Seek ways to involve parents in the school program.
- Communicate regularly with parents/guardians.

## Child Safety - General Information

**Please take time to review the following safety guidelines with your child:**

- Go directly to and from school.
- Cross at crosswalks with the crossing guards.
- Walk on the side of the road facing on-coming traffic or use the sidewalk.
- Do not accept rides, candy, or anything from strangers.
- Do not talk to or provide directions to a stranger.
- Make sure the way to school is the safest way.
- Look up and down the street to check for cars before crossing.
- Never walk between cars parked on the street.
- Always line up at your designated bus stop.
- Notify the office if you are being bothered on the way to school.

**FIREARMS** It is unlawful for any student to carry onto any school premises, school provided transportation, or areas with facilities being used exclusively by public school any firearm or weapon. The law defines weapons as, but not limited to, guns of any type, knives, box cutters, any sharpened objects, shocking and laser devices. Law enforcement may intervene if such items are brought on school property. Students who violate the firearm policy will be expelled from school in accordance with RCW 28A.600.420.

**HARASSMENT** Harassment, including intimidation, sexual innuendoes, and other attacking words and actions are those most common in a school setting. If you believe your child is being harassed in any way, please visit immediately with the principal.

### **VANDALISM**

**HELP PROTECT OUR SCHOOL.** If you see individuals in the act of committing vandalism at school, please call 911 and do not attempt to confront the individual(s) on your own. If you suspect someone of having committed vandalism at the school or have any information about a vandalism incident, please call the office at 509-685-6800.

**COMMUNITY RESOURCES** The Chewelah School District cooperates with county and state agencies in meeting student and family needs. Some of the agencies in our area include:

Alcohol & Drug Help	800-572-0947
Child & Family Services	800-544-0543
Stevens County Counseling	935-4808
Poison Control	800-222-1222
Domestic Violence	800-562-6025
County Health Department	684-5048
Chewelah Food Bank	935-5204

### **THE MCKINNEY VENTO ACT**

Addresses the issue of homeless children and youth and defines them as those who lack a fixed, regular, and adequate nighttime residence. This includes children and youth living in:

- Emergency or transitional shelters
- Motels, hotels, trailer parks, or camping grounds
- Shared housing due to loss of housing or economic hardship

- Hospitals secondary to abandonment or waiting foster care placement
  - Cars, parks, public spaces, abandoned buildings, substandard housing, or similar situations
  - Public or private places not ordinarily used as sleeping accommodations for human beings
- The intent of this act is to ensure that homeless children and youth have equal access to the same free and appropriate public education as housed children. Those who are in any of the above situations should contact the Chewelah School District at 685-6800

**FERPA – Family Educational Rights & Privacy act**

Gess complies with the 1974 Family Educational Rights and Privacy Act. This act states that parents and eligible students have the right to: inspect and review their student's education records; request the review of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights; consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Family Education Rights and Privacy Act and regulations authorize disclosure without consent; file with the U. S. Department of Education a complaint concerning alleged failures by the school district to comply with the requirements of the act and this part; and obtain a copy of the district's policy regarding implementation of the Family Education Rights and Privacy Act of 1974 at the Chewelah School District Administration.

The following student directory information may be released by the district unless a student's parent requests in writing that such information not be released: student's name, address and telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent previous educational agency or institution attended by the students; and photographs and other similar information.

**NONDISCRIMINATION FOR SCHOOL PUBLICATIONS AND PUBLIC ANNOUNCEMENTS**

The Chewelah School District does not discriminate in any programs or activities 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**

Shirley Baker  
 PO Box 47  
 Chewelah WA 99109  
 509-685-6800 Ext 1007  
 sbaker@chewelahr12.us

**504/ADA Coordinator**

Sarah Gregory  
 PO Box 47  
 Chewelah, WA 99109  
 509-685-6800, Ext.4121  
 sgregory@chewelahr12.us

**Compliance Coordinator for State Law (RCW 28A.640/28A.642)**

Jason Perrins  
 PO Box 47  
 Chewelah, WA 99109  
 509-685-6800, Ext. 1002  
 jperrins@chewelahr12.us

# Calendar Added h



# Quartzite Learning Student Handbook 2022-2023

## Summary of Changes

Page 10, Closed Campus: Language was added to clarify that once students are at school they are expected to stay there until they go home for the day.

Page 12, Supervision of Students: Language was modified to reflect next year's class schedule and classroom availability for students.

Page 13, Transportation: Language was added to clarify that students riding the school bus will be dropped off and picked up at Quartzite Learning and are not to be walking to other buildings to catch the bus.

We are also developing a short one-page summary of key points in the handbook to give to parents and students when school begins since we know that most of them do not take the time to read the whole thing.

# **Quartzite Learning**

## **2022-2023**

### **Parent / Student Handbook**



***Options, Opportunities, and Endless Possibilities***

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# School Calendar

## Chewelah School District

### 2022-2023 School Calendar

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				



March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

 School Closed  
 Early Release Day

 Monday - 1 hour late start  
 End of Term

 Waiver Days, No students,  
 Parent Conference Days  
 First and Last Day of School

8/23, 8/24, 8/25	Staff Professional Development	1/16	Martin Luther King Jr. Day - no school
8/25	Open House	1/27	Early Release - Teacher grading
8/29	First Day of School for students	2/20	Presidents' Day - no school
9/5	Labor Day - no school	3/10	Snow Makeup day
11/4	Early Release - Teacher grading	3/31	Early Release - Teacher grading
11/11	Veterans Day - no school	4/3-4/7	Spring Break - no school
11/21-11/22	Full Day Parent Conferences (no students)	4/20-4/21	Full Day Parent Conferences (no students)
11/23-11/25	Thanksgiving Break - no school	5/29	Memorial Day - no school
12/19-1/2/23	Winter Break - no school	6/3	Graduation - 11:00 AM
		6/9	Last Day of School - (2 hour day)

## Staff Contact Information

Quartzite Learning

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<b>Toni Lundquist</b> Administrative Assistant, Registration & Compliance	ext. 1007	<a href="mailto:tlundquist@chewelahk12.us">tlundquist@chewelahk12.us</a>
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# Quartzite Learning

*Options, Opportunities, and Endless Possibilities*

## **Mission Statement**

At Quartzite Learning, our mission is to educate all students by providing a safe and productive learning environment where students are respected, empowered to take ownership of their learning, and acquire the skills necessary to lead successful lives. We feel that serving the students and families of this community is our top priority. We value the opportunity to serve the students in the Chewelah area and provide them with quality programs, innovative curriculum, and flexible scheduling to accommodate their changing needs.

## **Our Belief**

At Quartzite Learning, we believe that all students can achieve excellence in a positive, challenging educational environment that stimulates their interests, channels their energies, and develops their skills and abilities.

## **Commitments**

At Quartzite Learning, we are committed to:

- Serving as a resource for parents and students to access quality educational curriculum and tools that will facilitate learning;
- Creating programs that support the diverse needs of students and families;
- Providing integrated, hands-on, and project-based learning opportunities that explore real-world problems and challenges;
- Facilitating a safe environment to engage learners in dynamic, meaningful, and challenging curricula;
- Equipping students with college and career ready skills enabling them to meet the challenges of the 21st Century.

## **Our Programs**

Quartzite Learning operates under the Washington State Alternative Learning Experience (ALE) requirements. The graduation requirements for a high school diploma are consistent with Chewelah School District Policy 2410. Quartzite Learning recognizes and allows for different paths to accomplish those educational requirements. Currently a variety of classes in online, onsite, and remote course types are offered. Staff works with each student and family to determine the best type of program for the individual. For high school students, there are many options when structuring the course load of a student to help them be successful and achieve a high school diploma. An Open Doors Reengagement Program is also available for students who need options other than a high school diploma including working towards their GED.

- **Typical Elementary Student**

The elementary teacher will work with the parent/family to determine the instructional materials that will work best for the student. There are multiple options for materials that are textbook, workbook, and activity based. There are limited online offerings for elementary students. There is not currently a full online curriculum option for elementary students at Quartzite Learning, but this may be an option in the future. Instruction is then delivered primarily by the parent in a “homeschool” type setting. The elementary teacher will work with the family to guide progress, answer questions, and develop pacing and schedules.

- **Typical Junior High and High School Students**

The junior high and high school teachers will work with the student and family to determine the most appropriate materials for each class that the student needs to take. There are multiple options for materials that are textbook, workbook, online, and activity based. The choices for type of materials available vary depending on the course and content area. Students may work completing online, out of books, or a combination of these options for classes. For some students and families, instruction may be delivered primarily by the parent in a “homeschool” type setting. For other students and courses, instruction may be delivered through their online course or on a weekly basis by Quartzite Learning staff. Students can flex their course load and schedules as needed as long as they are still making satisfactory progress and completing the courses needed to graduate.

- **Open Doors Reengagement Program**

The Open Doors Reengagement program provides an opportunity for students to work towards earning their GED. Instruction for this program is delivered through online courses or a textbook/workbook format. The instructor will work with the student to pretest and design a course of study most appropriate for the student and their individual success.

## **Attendance**

Attendance is determined by academic progress, keeping a weekly calendar of hours spent on schoolwork, as well as making weekly contact. Academic progress will be evaluated every month during the monthly progress review as detailed in the Written Student Learning Plan (WSLP). Students are encouraged to keep regular hours at home. All students are expected to complete a minimum of 27.75 documented hours per week. Required hours per week will be prorated for students attending less than full-time. Weekly contact is attendance. Failure to make weekly contact may result in a truancy petition being filed and referral to the community truancy board. Compulsory attendance laws apply to all students and unexcused absences/truancies will be handled in alignment with WAC 392-550-040. No contact for 20 consecutive days may result in withdrawal from Quartzite Learning.

## **Truancy in ALE Programs (WAC 392-550-040)**

The steps below outline the truancy process for students enrolled in Alternative Learning Programs.

- Inform the parent by notice through direct personal contact whenever the child has failed to make weekly contact without valid justification.
  - Notice must inform the parent of the potential consequences of additional missed weekly contacts.
- After the second consecutive (in a row) week of missed contact without valid justification or the third cumulative (total) week of missed contact without valid justification, the school will

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schedule a conference with the parent and child to discuss the missed contact, administer a screener, and develop a data-based intervention plan to reduce the child's missed contact.

- The purpose of the conference is to understand the underlying reasons for the missed contact and to develop an intervention plan to address them.
- Middle school and high school students will be administered the WARNS or other screener to identify barriers to attendance.
- If the parent does not attend the conference, it may be conducted with the student and school official. The parent will then be notified of the steps to be taken to eliminate the child's missed weekly contact.
- If the above steps are not successful in substantially reducing the student's missed weekly contacts without valid justification, the school will file a truancy petition with the juvenile court system.
  - The petition will be filed no later than the fifth consecutive or sixth cumulative missed weekly contact without valid justification. The petition may be filed earlier and may include previous history of unexcused absences.
- The truancy petition will be stayed and the student and parent will be referred to a community engagement board or other coordinated means of intervention.

### **Weekly Contact**

Two-way contact between the student and teacher is required a minimum of once a week. Contact may occur in the following ways: in person, by phone, by email, or other approved synchronous communication. For elementary aged students, parents are expected to keep track of their student's academic progress at home and report it to their teacher on a weekly basis. For secondary students, this responsibility generally transitions to the student. This progress will be communicated weekly by parents/students in an online journal (or other agreed upon method) submitted to their teacher each week. Weekly contact logs and monthly progress reviews will be used to track academic progress during the school year.

### **Written Student Learning Plan (WSLP)**

Upon enrollment with Quartzite Learning, students and parents will meet with their teacher to establish a written student learning plan. This plan will outline the courses the student will be taking, instructional materials that will be used, timeline for course completion, and a syllabus detailing the objectives and standards that the course will cover. The WSLP will also summarize the requirements for weekly contact and monthly academic progress.

### **Monthly Progress Reviews**

Students and parents are required to meet with their teacher each month for the purpose of completing a monthly academic progress review. These meetings should be scheduled in advance with the teacher and must be completed no later than the first five days of the following month.

Student monthly progress will be determined as satisfactory or unsatisfactory and is at the discretion of the certificated teacher based on weekly evaluations and the student's ability to complete certificated teacher-initiated learning benchmarks for the month. Methods for determining satisfactory progress



may include: progress grades, assignment completion rates, and non-academic factors such as attendance, attitude, and behavior. If a student fails to make progress, then monthly progress is unsatisfactory, and an intervention plan will be put into place for the following month. If after no more than three consecutive calendar months in which it is determined the student is not making satisfactory progress despite documented intervention efforts, a course of study designed to more appropriately meet the student's educational needs must be developed and implemented by a certificated teacher in conjunction with the student and when possible, the student's parent. This may include removal of the student from the alternative learning experience and enrollment of the student in another educational program offered by the school district.

## **Registration / Enrollment**

Students between the ages of five and twenty-one are eligible to attend Quartzite Learning. Criteria considered when enrolling in the program are:

1. Resident district status;
2. Ability to work independently;
3. Parent's ability to commit and support the home education experience;
4. Life circumstances relative to attending school;
5. Prior attendance and discipline if transferring from other school programs;
6. Future goals of student.

Enrollment process:

1. Student/parent completes a Quartzite Learning enrollment form and application materials.
2. Student and parent(s) meet and interview with principal to review participation guidelines.
3. Once the enrollment is approved, the student and parent will complete a written student learning plan (WSLP) with a certified staff member. That certified teacher will work with the student and parent in the development of the student's individual learning plan.
4. Teacher works with parent and student to implement and carry out the student's individual learning plan. (Receive curriculum, online classes, sign up for workshops, etc.)

When the superintendent or designee determines the program to be at capacity, students interested in participating in the Quartzite Learning will be placed on a waiting list until accommodations can be made to serve the interested student.

As a program operating under Washington State Alternative Learning Experience laws, students must demonstrate adequate progress equal to a year's progress in a traditional school. Failure to demonstrate progress shall result in the student losing enrollment privileges and he/she will be required to transfer to a traditional school or other alternative program. A student would not become eligible for re-application until after at least one complete semester following disenrollment. These days may span over two academic school years in the instance a student is declared ineligible in the second semester of a school year. Enrollment represents a signed learning contract between parents/students and certificated teacher from the Chewelah School District. Given the time and resources to develop a WSLP, a parent is expected to actively participate in the design and implementation of the Written Student Learning Plan (WSLP). Staff will monitor and adjust student learning plans as necessary for maximum student growth.

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Students in current violation of attendance requirements in a public or private school will need to continue to meet requirements of any plan in place upon enrollment in Quartzite Learning. Enrollment in Quartzite Learning requires a minimum commitment of one semester before the student will be eligible for transfer to another district program.

### **Tutoring**

The staff at Quartzite Learning is dedicated to ensuring student learning plans are met. If extra help is needed on a given course, parents and students are encouraged to contact their teacher and schedule a time when they can meet one-on-one for extra support. Staff will work with parents to accommodate their children's needs. One-on-one tutoring times are by appointment only.

### **Behavior Expectations**

Students are expected to behave in a safe and cooperative manner while participating in all program activities. Consequences for violations of these expectations will be consistent with school board policy 3214.

Students, who are disruptive, defiant, unsafe, rude, or offensive at any time, will be brought to the attention of their parents. If disruptive behavior continues, the student will be referred to the Principal and subject to school discipline. Behavior may cause the student to lose the privilege to attend Quartzite Learning.

### **On-Site Classes / Workshops**

Students may have the opportunity to participate in classes taught by a Quartzite Learning teacher. Students must have all required paperwork submitted to partake in these classes and the class must be part of the written student learning plan prior to the student attending. Enrollment for these classes will only be available at the beginning of each semester.

### **Cheating / Plagiarism**

Cheating shall be defined as giving or receiving information or help on a test; possession of any unauthorized material during a test; copying another student's assignment or knowingly allowing another unauthorized student to copy from his/her assignment; working with others on a project that is meant to be done individually; unauthorized possession of test or quiz questions and/or answer sheets; completing an assignment, test, or quiz on behalf of another student; submitting duplicate work; having someone else complete an assignment, test, or quiz on behalf of the student, or accessing a teacher edition. Plagiarism, the use of another's ideas or products as one's own, shall also be defined as cheating. Plagiarism is any failure to give credit for information found and used. It may involve word-for-word copying, paraphrasing, or simply using ideas and information. The penalty for cheating / plagiarism may result in a zero for work involved and the student may be subject to other appropriate disciplinary action that may include lowering the grade. The student may be allowed to resubmit the assignment using his or her own work for full or partial credit.

## Closed Campus

Students in K-8 attending classes, a scheduled tutoring time, or working on-site, must be accompanied by a parent/guardian in order to leave the facility. Once the class is complete students in grades K-8 may leave campus with a parent or may walk if a parent has provided a note or phone call to staff stating that they give permission for their child to walk home. In the event that a friend of the family or a relative will be picking up the student, a note must be provided to staff granting permission. Students in grades 9-12 are permitted to leave campus after the class or work time has ended unless the parent/guardian requests differently. Students may not come and go as they please during the day. Once they are at school they are expected to stay there until they leave for the day.

## Graduation Requirements

Graduation requirements will follow school board policy 2410 and procedure 2410P.

The table below outlines the credits and subject areas of study that are required of each graduation candidate seeking a Chewelah School District diploma through Quartzite Learning. Additional graduation requirements include: fulfilling a state recognized Graduation Pathway (see Testing section), completion of Washington State History, and completion of a high school and beyond plan.

### Quartzite Learning - Minimum Credit Requirements

SUBJECT AREA	CLASS OF 2022 +
ENGLISH	4.0
MATH *	3.0
SCIENCE	3.0
SOCIAL STUDIES **	3.0
CTE	1.0
HLTH & FITNESS ***	2.0
ARTS/PPR	2.0
LANGUAGE/PPR	2.0
ELECTIVES	4.0
TOTAL	24.0

\*Math – Must include 1.0 credit Algebra, 1.0 credit Geometry, 1.0 credit Additional Math

\*\*Social Studies – Must include 1 credit of US History, .5 credit of Contemporary World History, Geography and Problems, .5 credit of Civics, 1.0 credit Social Studies Elective, and successful completion of Washington State History, which meets the requirements in WAC 180-51-067.

\*\*\*Health/Fitness – Must include 0.5 credit in Health which meets the requirements in RCW 28A.230

PPR: Personalized Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, which may include CTE, and are intended to provide a focus for the student's learning.

## **Blended Program with Jenkins Jr/Sr High School**

Students can apply for Jenkins Jr/Sr High School classes to be blended with their alternative program courses. Approval for a blended program will be handled on a case-by-case basis by the administrative team in both buildings. Quartzite Learning students are to only be on campus at Jenkins Jr/Sr High School during scheduled classes. Students visiting Jenkins when not attending a scheduled class must check in at the office. Failure to comply with these expectations may result in disciplinary action or in loss of privilege of participating in a blended program.

## **Special Education Services**

Students with disabilities or currently receiving special education services and attending Quartzite Learning will receive services in alignment with their Individualized Education Plan (IEP) and Written Student Learning Plan. They may receive services onsite from special education staff at Quartzite Learning, through a blended program with Jenkins Jr/Sr High School or Gess Elementary, or through their general education courses on their WSLP. These decisions will be made through the IEP process.

## **Extra-Curricular Activities**

Students have the privilege of participating in all the extra-curricular activities offered at district schools. This includes clubs, sports, dances, assemblies, homecoming, and prom. Students participating in these activities are subject to extra-curricular regulations. Junior High and High School students attending school dances must inform that school 24 hours in advance.

## **Grading & Credits**

Credits in grades 9-12 will be granted based upon completion of courses as designed in the student learning plan. All credits granted will be based on the ability of the student to demonstrate competency in the assigned area as defined in the course description. Students are expected to make academic progress as evaluated by the monthly review process and district and state approved assessments.

## **Insurance**

Student accident and health insurance is available to all Chewelah School District students.

## **Lunch & Breakfast**

Students are able to eat lunch and breakfast at the Quartzite Learning building. Hot lunches will be served Tuesday, Wednesday, and Thursday. Sack lunches will be available on Monday and Friday. Junior and High School students will be allowed to eat lunch or breakfast at Jenkins Jr/Sr High School if lunch and class periods coincide. Students need to notify Quartzite Learning staff if they need a lunch by 9:00 a.m. in order for the kitchen to prepare a lunch for the student. If eligible, students can access free and reduced lunches.

## **Pictures**

Students will participate in school picture day and may purchase photograph packages.

## Supervision of Students

Students are not to be dropped off at the building at times other than for a scheduled class, appointment, or conference except with the permission of the teacher and/or program administrator. Classroom and computer lab time will be available on a scheduled basis Monday through Thursday. When teachers are teaching on-site classes, classroom or computer lab supervision may be provided by a paraeducator. Classrooms will be closed on Friday to students unless arrangements are made for students that are on a blended schedule with Jenkins Jr/Sr High School.

## Testing WAC 392-121-182; RCW 28A.200

Students participate in school benchmark assessments in the fall, winter and spring. This testing can be used as a diagnostic to help provide students with grade appropriate curriculum and educational assistance.

All students enrolled must take the state assessments provided for 3<sup>rd</sup> – 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students. These tests measure the proficiency of students in Washington State and serve as the state's exit exam. Students must pass this assessment or access another pathway (see below) in Math and English Language Arts (ELA) in order to be eligible to graduate. Current assessments at each grade level are listed below.

- 3<sup>rd</sup> grade: Math and ELA
- 4<sup>th</sup> grade: Math and ELA
- 5<sup>th</sup> grade: Math, ELA, and Science
- 6<sup>th</sup> grade: Math and ELA
- 7<sup>th</sup> grade: Math and ELA
- 8<sup>th</sup> grade: Math, ELA, and Science
- 10<sup>th</sup> grade: Math and ELA
- 11<sup>th</sup> grade: Science and any assessment not previously passed
- 12<sup>th</sup> grade: any assessment not previously passed. **Please Note:** Students must successfully complete and pass all state required tests (or an approved pathway) in order to graduate from high school.

The graduation pathways currently available are:

- Graduation standard on Smarter Balanced or WA-AIM (ELA and math)
- Dual credit course
- Bridge to College course
- C+ in AP, IB, or Cambridge class or achieving certain score on AP, IB, or Cambridge tests
- ACT or SAT score

Students must demonstrate skills via a pathway for ELA and math. The above options can be used interchangeably to meet both requirements. Alternatively, the following two pathways are considered to meet both ELA and math:

- ASVAB;
- CTE Sequence.

## **Transportation**

Quartzite Learning students may use district transportation to attend school district functions as identified in their WSLP (i.e. classes, field trips, computer lab use, etc.). Please visit your assigned teacher for further information. Participation will be in accordance with school district transportation policy. Any student riding the school bus in the morning to school will be dropped off at Quartzite Learning. Students riding the bus home in the afternoon will be picked up at Quartzite Learning by the bus and are not allowed to walk to Gess or Jenkins to catch the bus.

## **Visiting & Loitering at Other Schools**

Students will need to check in at the office to be at other district schools unless attending a schedule class. Students will not “hang-out” on school property. Students who violate this will be subject to school disciplinary action.

## **Field Trips (Educational Excursions)**

A parent or legal guardian is allowed to go on field trips with their student(s) as long as they have completed and passed the Washington State Criminal background check and completed the district volunteer packet. Students will need to meet qualifications to be able to attend field trips and extra activities. Volunteer packet is available at the Quartzite Learning building. There is no charge for a background check.

To participate in fieldtrips and other extra activities, students are required to be making satisfactory progress and passing all classes. Students need to have a signed permission slip turned in for all field trips. If a student does not plan on attending, they need to let their teacher know as soon as possible.

## **Technology / Internet**

Chewelah School District continues to strive to provide technical tools that enhance skills and opportunities for student learning. The use of computer workstation tools is a privilege that can be lost if not appropriately used. The uses of games, posting or viewing inappropriate materials, or hardware sabotage are some of the actions that could result in disciplinary action. Students will be permitted access to the internet unless a form is on file that states it is the parent/guardian wishes that the student not access the internet at school (See Policy 2022 & 2022P) Electronic Information System (Networks). Students shall keep passwords confidential from other students. Students who share passwords or use another person’s computer password shall be subject to disciplinary action and possible loss of computer/network privileges. Junior high and high school students will have a school district Microsoft Office 365 account including a school district email address. Junior high and high school students are expected to check their email regularly as a way of maintaining communication with their teacher.

## **The McKinney Vento Act**

This act addresses the issue of homeless children and youth and defines them as those who lack a fixed, regular, and adequate nighttime residence. This includes children and youth living in:

- Emergency or transitional shelters;
- Motels, hotels, trailer parks, or camping grounds;
- Shared housing due to loss of housing or economic hardship (doubled-up);

- Hospitals secondary to abandonment or awaiting foster care placement;
- Cars, parks, public spaces, abandoned buildings, substandard housing, or similar situations;
- Public or private places not ordinarily used as sleeping accommodations for human beings.

The intent of this act is to ensure that homeless children and youth have equal access to the same free and appropriate public education as housed children. Those who are in any of the above situations should contact the Chewelah School District at 685-6800.

### **Open Doors Reengagement Program**

The Open Doors Reengagement Program is a dropout reengagement system that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. Through this program, students can work towards attaining their GED or employability and job skills.

Open Doors reengages disconnected youth through programs that:

- Encourage community partnerships;
- Create multiple pathways for students to realize success;
- Provide an on-ramp to post-secondary achievement through a performance based, individualized support model.

## **Nondiscrimination for School Publications and Public Announcements**

The Chewelah School District does not discriminate in any programs or activities 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 Chewelah School District offers classes in many career and technical education program areas under its open admissions policy. For more information about particular course offerings, contact the admissions office at (509) 685-6800, extension 2010. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

### **Title IX Coordinator**

Shirley Baker  
PO Box 47  
Chewelah, WA 99109  
509-685-6800, ext. 3107  
sbaker@chewelakh12.us

### **Section 504/ADA Coordinator**

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

### **Compliance Coordinator for State Law (RCW 28A.640/28A.642)**

Jason Perrins  
PO Box 47  
Chewelah, WA 99109  
509-685-6800, Ext. 2001  
jperrins@chewelakh12.us

The Chewelah School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. For information regarding translation services or transitional bilingual education programs, contact Jason Perrins.

## **State Law Information**

A copy of the current Washington Administrative Code regarding Alternative Learning Education in digital or print form will be made available to parents at their request.



## Chewelah School District Coaches Handbook

Chewelah School District will use these standard operating procedures to guide our extracurricular programs. All school coaches will follow the philosophy and procedures listed below.

In alignment with the Chewelah School District Mission Statement, all of our extracurricular programs and activities are designed to teach and reinforce the knowledge, skills, and behavior goals of the district.

### Mission Statement

The Chewelah School District, in partnership with parents and the community, strives to provide a safe environment where all students learn and practice the knowledge, skills, and behaviors needed to be responsible citizens, productive members of society, and successful lifelong learners.

### Chewelah School District Athletic Philosophy

The Chewelah School District Interscholastic Athletic Programs exist to support the district promise – “We teach to ready the younger generation.” – by:

- Recognize recognizing the purpose of athletics is to promote the physical, mental, moral, social and emotional well being of the individual players;
- Teach teaching fundamentals and rules of the sport;
- emphasize emphasizing the proper ideals of sportsmanship, ethical conduct and fair play;
- encourage encouraging leadership, use of initiative, and good judgment by the players of the team;
- stress stressing the values derived from playing the game fairly;
- show showing cordial courtesy to visiting teams, fans and officials;
- remind reminding all participants that an athletic contest is only a game – not a matter of life or death;
- make sure ensuring every eligible student including, but not limited to, alternative students and home school students, should be encouraged to turn out for a sport and supported in this endeavor.

## Chewelah School District Goals

### Knowledge

It is the goal of the Chewelah School District, by providing a continuum of educational opportunities, to:

1. Ensure those students master basic academic knowledge in the areas of language arts, mathematics, social studies, science and technology.

2. Provide students with opportunities and instruction in the arts, physical education, health, and world languages.
3. Provide students with career exploration opportunities, vocational experiences and/or training in both the regular academic and applied vocational programs.

### **Skills**

It is the goal of the Chewelah School District, through its academic and extracurricular programs, to teach and assess students, as well as model the following skills:

1. Communication Skills
2. Interpersonal Skills
3. Goal-setting/Planning Skills
4. Problem-solving Skills
5. Research/Information Management Skills
6. Organizational Skills

### **Behaviors**

Acknowledging that parents are their children's first teachers, it is the goal of the Chewelah School District, through its policies, procedures, discipline plans, and extracurricular activity codes, to reinforce and continually develop and model the following positive behaviors:

1. Courtesy
2. Respect for self, others, individual differences, and property
3. Cooperation
4. Honesty
5. Self-discipline/work ethic
6. Responsibility

Contracted and volunteer coaches employed by the Chewelah School District are expected to uphold the tenets of knowledge, skills and behavior as outlined above in all aspects of sports, which include but are not limited to practice, contests, fundraising and service.

## **Coaches Expectations**

### **Inventory and Storage**

Coaches will electronically submit an annual inventory of uniforms and equipment within two weeks of the final athletic contest. Coaches are expected to properly and securely store all uniforms and equipment. Onsite storage will be provided for all athletic teams and cheer. The athletic director will ensure that

proper storage is available. Coaches will inform the athletic director if storage options are inadequate to safeguard the longevity of uniforms and equipment.

### **Safety**

Athletic activities are inherently dangerous and students should be aware of the risks. Placing safety as a paramount priority can minimize these risks. We need to do everything possible to keep our students safe. It is the coach's responsibility to look for and rectify unsafe conditions, practices and equipment. Instances of concern must be brought to the immediate attention of the athletic director. Families have signed the Inherent Risk notifications as part of the athletic clearance process. It is the coach's responsibility to reinforce the safety guidelines of his/her sport as a part of each practice plan.

### **Participation**

The primary reason youth play a sport is to have fun. While consistent participation at the Junior Varsity and C Squad levels will be incorporated as team goals, actual playing time is ultimately the responsibility of the individual coach.

The level, or combination of levels (C, JV, V), at which an athlete participates will be determined by the Head Coach, after consultation with the assistants. Factors to be considered include:

- Readiness as determined by skill levels and attitude;
- The levels of competition that will challenge the athlete but also provide reasonable opportunities for success;
- Availability of practice attention and playing time;
- Athlete's work ethic and commitment;
- Academic eligibility and behavior expectations as outlined by the Chewelah School District Activities Code.

Under the oversight of the head coach, communication to athletes of their role on the team is the responsibility of the coach assigned to the team's level (varsity, junior varsity, C.)

Opportunities for athletes to participate vary from sport to sport, and perhaps from week to week within a sport. Example: A young varsity player may benefit more from playing primarily JV some nights against strong opponents, rather than seeing little or no playing time at the varsity level. The same player may get meaningful varsity time the next week against a lesser opponent.

It is imperative that coaches inform athletes and parents if an athlete is "playing up" or "playing down" to facilitate communication regarding the athlete's status.

### **Expectations of Coaches**

1. Chewelah School District paid and volunteer coaches will embrace their roles as educators and they must observe the standards inherent in public trust positions.
2. Chewelah School District coaches will recognize their influence extends beyond athletics, touching all areas of school operations involving student morale and discipline.
3. Coaches will work to develop positive self-worth and good sportsmanship in the student athlete. As students represent their school, team, and community, the above-mentioned qualities are of equal importance to the development of physical skills and winning contests.
4. Every attempt will be made to involve as many participants as the coach feels can be supplied with meaningful practice attention and playing time. This may vary from sport to sport and year to year.
5. When cutting (elimination from the program) is deemed advisable, follow these guidelines:
  - a. Each individual must be given a sufficient opportunity to demonstrate his/her skills. This will amount to no less than five (5) team practices.
  - b. Attitude, skill level, and commitment will be considered in the retention and placement of individual participants.
6. Coaches will monitor student attendance.
  - a. Each student will be expected to have good attendance in school. Each student is expected to be in school for the full day of a contest, activity, and/or practice unless prior arrangements are made and approved by the Athletic Director. Penalty: student is ineligible to play or practice that day.
  - b. Each student is expected to be in attendance at all team practices unless excused for illness or by prior approval. Penalty: student is ineligible to participate in the next practice.
7. Dress Code expectations:
  - a. Coaches: Professional and conservative dress is expected of all coaches at home and away games.
  - b. Athletes: Players represent the Chewelah School District and the Chewelah community. Coaches will establish a dress code for all students in their programs.
8. If we are to obtain the goals in our athletes' behavior that we desire, it is necessary that the coach will follow these directions:
  - a. Coaches will not berate, demean or belittle players at any time.
  - b. Coaches will ensure that inappropriate subject matter or language (profanity) will not be used or tolerated at practices or contests.
  - c. Visiting coaches and team members will be treated as guests. Coaches will ensure that visitors will not be berated, demeaned or belittled at any time.
  - d. Game officials shall be treated professionally. Coaches shall maintain proper decorum for themselves and their players in all relations with officials.

- e. Coaches will collect uniforms after the last contest. An electronic inventory sheet will be emailed to the A.D. within two weeks of the season completion.
9. Required certifications
- a. Safe Schools coursework as specified by the Chewelah School District.
  - b. Annually complete the WIAA general rules clinic and the WIAA approved rule clinic for the sport being coached prior to the end of the third week of the sports season.
  - c. Hold a valid current First Aid Certification or be enrolled in a First Aid class.
  - d. Hold a valid current CPR Certification or be enrolled in an approved CPR Course.
  - e. Successfully completed Concussion recognition and management with Return to Play Protocols training as required by Washington State Law that must be renewed every three (3) years (This is part of the yearly WIAA rules clinic).
  - f. Successfully completed Sudden Cardiac Arrest Awareness and Training as required by Washington State Law that must be renewed every three (3) years (This is part of the yearly WIAA rules clinic).
  - g. Before the beginning of the third year of coaching, a member school coach (paid or volunteer) must complete a school district approved Coaching Principles training that requires a minimum of five (5) hours of instruction, or complete the NFHS Coaches Fundamentals Course, or attend all sessions of the WIAA Coaches School, or other Coaches School as approved by the WIAA or the local school district. After initial completion, coaches will be required to repeat this training every three (3) years. The training may include but is not limited to:
    - i. Medical aspects of coaching
    - ii. Legal Aspects of Coaching
    - iii. Psycho/Social Foundations
  - h. Sports-specific certifications
    - i. POLE VAULT - "Hands on" Pole Vault Coaches Training is required for pole vault coaches. Coaches must be recertified every three (3) years with "hands on" training to be required the first year and either the "hands on" training or completion of WIAA-approved online courses in subsequent years. Each team must have a certified pole vault coach on site during practice and competition for athlete(s) to be eligible to participate in pole vault.
    - ii. CHEER - "Hands on" stunt Certification is required for cheer coaches and dance/drill coaches who intend to have their cheer or dance/drill squad(s) perform stunts. The certification program must be approved by the Washington State Cheer Coaches Association, the Washington State Dance/Drill

- Coaches Association, and the WIAA. Coaches must be recertified every three (3) years with “hands on” training. Each team must have a stunt certified coach on site during practice and competition for athlete(s) to be eligible to stunt.
- iii. FOOTBALL - All Middle School and High School football coaches must complete school-district approved technique specific safety training similar to “Heads Up Football”. The training must include, but is not limited to, “hands on” Safer Tackling Techniques and Drills, Helmct and Shoulder Pad fitting, Concussion management with Return to Play Protocols following a concussion, Heat and Hydration training and Sudden Cardiac Arrest training. Football coaches will be required to repeat this training every three years

### Competitiveness

Our school and community expect our varsity teams to be at the highest possible competitive level. The coach is expected to exercise professional judgment to achieve this goal. In working toward that goal, the coach must ensure that honesty, integrity, dedication, hard work, fairness and sportsmanship are both demonstrated and demanded. The success of the season is a function of the effort put forth by the coach and the players.

### Standard Operating Procedures

1. The FamilyID.com athletic clearance process must be completed before an athlete is allowed to participate in any in-season team activities. The athletic director will distribute the Emergency Card for each cleared athlete before the first practice or as they become eligible. **Absolutely no player is allowed to practice in any way without an Emergency Card.**
2. Transportation guidelines are as follows (Policy 3700):
  - a. When transportation is provided by the school district, a participant shall travel to and from an activity in the vehicle provided. A student may drive to and from practice in his or her own vehicle. They may not drive other students to and from an off-campus location.
  - b. A student may be released from school district responsibility and supervision at an extra-curricular event directly to their parent or guardian, or Skyward emergency contact after the adult signs the attendance roster at the conclusion of the athletic contest.
  - c. Each athlete will remain with the team and under the supervision of the coaching staff when attending contests. Team members will not leave the building or the field when at away contests.
  - d. Each team member, while traveling to and from athletic contests, will obey all school bus regulations. It is required for student athletes to dress appropriately for home and away contests in accordance with the team dress code or the dress code outlined in the Jenkins Junior/Senior

- High School Student Handbook. Appropriate dress promotes pride in the team and in Jenkins Junior/Senior High School.
- e. It is the philosophy of Jenkins Junior/Senior High School that academic learning time be maximized. It is the coach's responsibility to minimize the loss of academic learning time. The Athletic Director will set class dismissal time as ~~ten~~ fifteen minutes prior to the scheduled bus departure. ~~With few exceptions, athletes will not be dismissed early from school for home contests and only with the approval of the Athletic Director.~~ For home contests, athletes will be dismissed 45-90 minutes prior to the start of the first contest for that team.
3. Busing procedures for athletic contests are as follows:
- a. Bus requests: With rare exception, bus requests will be made prior to the start of the athletic season and no later than two weeks prior to your trip. The Athletic Director will confer with coaches regarding the bus departure time to allow for adequate warm up prior to the earliest game/event. The Athletic Director will use the district Travel Time Matrix to help calculate bus departures, or an online map program, adding 15 minutes to the estimated time to account for bus travel as well as additional time in the event of inclement weather. Stops for food, either going or returning, must be made with no more than 60 minutes at the stop. The Athletic Director will make and confirm bus requests for athletic trips with the transportation supervisor.
  - b. Departure time: Ensure athletes are ready for departure at the designated "bus load" time.
  - c. Coach contact information (names and cell phone numbers) will be shared with the Chewelah School District transportation department.
  - d. The bus driver has ultimate control and responsibility for the bus. Athletes and coaches are expected to follow all Chewelah School District rules for bus rider safety.
  - e. Coaches are in charge of their athletes. Be considerate of the bus driver.
    - i. Control your team so the driver does not have to take action.
    - ii. Keep the noise down. Only personal music devices with headphones are permitted.
    - iii. Students will follow posted bus rules.
    - iv. Coaches may move on the bus to players for various reasons.
  - f. Food: Food will be allowed on bus trips; remind your athletes that this is a privilege. There shall be no glass containers allowed on the bus. There shall be no sunflower seeds eaten on the bus. Have bags on the bus for garbage. Take several minutes upon return to have athletes clean up the bus. This is to be supervised and inspected by at least one of the coaches involved.
  - g. Stopping to eat after a contest may be appropriate in some cases. Coaches are expected to communicate his/her intention to stop for food prior to the event to allow athletes to prepare for post-contest nourishment. Good judgment should be used relative to return time. Winning or losing should not be a factor in determining whether or not

you stop. FOOD STOPS MAY BE SUSPENDED DUE TO COVID-19 PROTOCOLS.

- h. You, as coach, are responsible for the student’s safety to and from contests, which includes any stops along the way. Coaches must take attendance any time participants enter the bus, and re-check attendance at each entry and exit.
  - i. At least one member of the coaching staff must carry a charged, functional cellular device any time a team travels in school district transportation (bus or van). Coaches are encouraged to utilize communication apps (e.g. Remind, Hudl), rather than group texts, to inform parents and guardians of transportation plans and estimated time of arrival. Coaches are advised to use “two deep” communication when contacting parents and athletes. Messages should never be sent between a member of the coaching staff to individual athletes and parents; always include another coach or the athletic director in your communication web
4. Each coach is to check inventory of his/her equipment for his/her sport before the start of the sport season and at the end of the season and report to the Athletic Director any discrepancies. A copy of uniform and equipment inventory is to be electronically submitted to the Athletic Director at the coaching evaluation meeting. Coaches are responsible for the care of the equipment. Keep equipment safe and secure.
5. OFFICIAL UNIFORMS: Coaches are expected to utilize our school colors (Navy Blue/White) as the predominant colors of official uniforms. When including logos in your uniform design, use the official Cougar and Raider logos on all garments to be worn within the contest venue (court, field, track, mat, etc.)
6. ~~Our ASB budgeting process is under review and this section will be significantly updated in the near future.~~ **ASB Budgeting and Purchasing**
- a. Budgeting Process
    - i. ASB Secretary distributes the Budget Worksheet for the upcoming school year.
    - ii. Coaches fill in the Budget Worksheet with the following information:
      - 1. Projected revenues from fundraisers, donations, ASB transfer (including sources)
      - 2. Projected expense estimates (including description and potential vendor)
  - b. **Purchasing process**
    - i. Identify the necessary equipment or uniforms.
    - ii. Receive a quote from the vendor.
    - iii. Obtain a Purchase Order (PO) Request Form from the Main Office.
    - iv. Fill out the PO Request form. Out of state vendors often do not include sales tax on their quotes. You must add sales tax and shipping (if not included on your quote). Adding 20% to





- c. Coaches will maintain Emergency Cards in an accessible location known to all coaches and volunteers.
  - d. Coaches will return the team travel kit after the last contest of their season.
10. Communication with parents and athletes is a top priority.
- a. A preseason meeting will be held on to explain team expectations and respond to parent questions and concerns.
  - b. The Athletic Director will convey district policies which apply to all sports (e.g. academic eligibility requirements, transportation policies)
  - c. Individual sport ~~followed by a sport-specific~~ meetings will be conducted by the head coach which covers the rules, procedures and expectations adopted by the coaching staff.
11. Keep the Athletic Director informed if you are having problems with players, parents, etc. We believe strongly in the role athletics plays in our curriculum. We also believe in students being accountable for poor choices. Consequently, we view what you are doing as very important and encourage coaches to seek administrative advice and council.
12. First aid procedures are to be followed as follows:
- a. The coach is to give first aid when it is necessary. Refer injury cases to a physician when there is a question of treatment rather than to diagnose the injury. The present procedure calls for an ambulance at each varsity high school football game. For other activities, an ambulance will be on call.
  - b. Coaches shall be alert to injuries as they occur. Be overly concerned. The welfare of the participant shall be uppermost in the mind of the coach at all times. Prompt attention is to be given to any injured player. Coaches shall have a current first aid card and insure that proper principles be followed in handling injured players.
  - c. Insist that participants report injuries, however slight.
  - d. Take care of cuts and abrasions immediately.
  - e. Have a well-stocked first aid kit on site for every practice and contest. Care should be taken to be sure to observe all necessary precautions when dealing with bodily fluids.
  - f. All injuries which remove an athlete from practice or a contest must be reported and a written report of the accident filed with the building administrator no later than the next working day.
  - g. Coaches are to immediately inform parents when an athlete is injured.
  - h. Athletes who seek out medical attention for an injury must submit a note from the medical practitioner verifying the athlete can return to full participation or outlining the degree to which the athlete can resume participation.
13. The most important relationship which exists in the athletic program is established between the coach and the team. The nature of this relationship will determine, to a great extent, the coach's success as an educator. To be most effective, the coach must be honest and impartial in all relationships with their athletes. The coach must be rigorous in their

policies, and yet be kind and understanding in dealing with personal problems that arise. The coach must realize their position as an adult dealing with young people. Coaches must be a positive force in their team's development, offering encouragement and compliments as well as critiques of members of the team.

When a coach has to deal with violations of the Chewelah School District Activities Code in regard to one of his/her athletes, the following action may be taken. (NOTE: PARENTS MUST BE NOTIFIED)

- a. Disciplinary action. \*
- b. Suspension from the team for a specified time.
- c. Loss of athletic letter.
- d. Expulsion from the team.
- e. Any or all of the above.

\*Corrective action taken that does not include suspension or expulsion, such as verbal exhortation, running laps, physical exercises, demotion, etc., the degree or amount of corrective action should be consistent with the offense.

Incidents which may occur on any court, practice field or during athletic contests which require discipline, (but not to the extent of suspension or exclusion of the participant) are to be handled by the coach of that individual sport. Coaches are to inform the Athletic Director of these actions. The school administration may impose school discipline in addition to the team/coach discipline.

The following guidelines are to be used by the coach handling disciplinary action:

- a. Limit the disciplinary action to the sport in which the individual is involved.
- b. Talk to the individual and make sure he/she is aware of why the disciplinary action is being taken.
- c. Participants in the sports program shall not be held responsible or receive repercussions from the coaches because of the actions or conduct of the athlete's parent or guardian.

When a coach encounters a potential violation of law or a serious violation of school policy/athletic code, efforts must be made to preserve evidence, to contact a school administrator, and to document the incident.

14. Questions regarding team philosophy or concerns regarding individual athletes do arise over the course of the athletic season. The communication chain of command follows the progression listed below:
  - a. Assistant Coach (if specific to a sub-varsity team)
  - b. Head Coach
  - c. Athletic Director
  - d. Building Principal
15. The Athletic Director is responsible for the coaches' evaluations. The assistant coaches are evaluated in collaboration with the head coach. Coaching evaluations will take place two weeks after the final contest of a given sports season.

16. COVID-19 protocols are mandates, not guidelines. These requirements change frequently, and require diligent attention. All Chewelah School District coaches – paid or volunteer – are expected to comply with state Department of Health mandates without exception. The Athletic Director will keep coaches apprised of the most recent requirements as they emerge.

The policies outlined in this Handbook are intended as specific guidelines for behavior and procedures to enhance the athletic programs sponsored by the Chewelah School District. When a situation arises which is not addressed here, using common sense, good judgment, and keeping the safety and needs of students first should be the formula to follow. If you have any concerns or questions, please contact the Athletic Director. Thanks for the great work you do with our students!

## **CHEWELAH SCHOOL DISTRICT #36**

### **JOB DESCRIPTION**

#### **TITLE: COACH**

**QUALIFICATIONS:** Demonstrated experience working with young people in organized activities. W.I.A.A. Coaches Certification and Washington State Teachers Certification preferred. Demonstrated ability to communicate and implement diverse inter-personal strategies is necessary. Must demonstrate knowledge and proficiency in the activity and of safety issues appropriate to the grade level being coached. Must model good sportsmanship and concern for the development of the physical, mental and emotional growth of student athletes.

**NATURE OF THE POSITION:** Provide a positive, safe and enthusiastic environment for the development of student athletes. Provide quality instruction in the fundamental skills related to the activity. Assist athletes in developing positive self-esteem, sportsmanship, confidence and athletic skills as is appropriate to their age level.

#### **REPORTS TO: ATHLETIC DIRECTOR AND/OR BUILDING PRINCIPAL**

**SUPERVISES:** Student athletes, trainers, managers, statisticians, adult volunteers and others as assigned or approved by athletic director or principal.

#### **PERFORMANCE RESPONSIBILITIES:**

1. Establishes and maintains a climate of concern and respect for all students.
2. Is actively involved in promoting student development by provided a caring, nurturing environment for students in pursuit of social, emotional and academic success.
3. Coaches individual participants in the skills necessary for excellent achievement in the sport involved.
4. Plans and schedules a regular program of practice in season.
5. Works closely with the athletic director in scheduling interscholastic contests and provides scorekeeper and clock operators for JV and C Squad games.
6. Inventories and recommends purchases of equipment, supplies and uniforms, as appropriate.

7. Maintains necessary attendance forms, insurance records, physicals and similar paperwork on athletes.
8. Makes sure no player participates in practice or games until all eligibility requirements have been met.
9. Oversees the safety conditions of the facility or area in which assigned sport is conducted at all times that students are present and reports concerns, unsafe conditions to the Athletic Director.
10. Establishes performance criteria for eligibility in interscholastic competition in his/her sport.
11. Establishes and enforces safety rules for the particular sport being coached, warns participants of dangers inherent in the sport and teaches correct techniques to minimize the possibility of injury.
12. Supervises students, enforces discipline and sportsmanlike behavior at all times. Establishes and oversees penalties for breach of such standards by individual students.
13. Maintains proper supervision of students in locker rooms before and at practice facilities, on buses, while at other school, after practice and games. To included never leaving a student alone in a vulnerable situation at anytime.
14. Responsible for leaving a clean, orderly and secure facility after games, practices, or bus trips.
15. Orders appropriate awards to be presented to athletes through the Athletic Director.
16. Inventories and maintains equipment, uniforms and storage areas.
17. Calls in scores and record to appropriate papers as required by league agreement and promotes team to local organizations and newspaper.
18. Performs other duties as assigned by the Athletic Director or principal.

**TERMS OF EMPLOYMENT:** Salary and contract to be determined by the Board.

**EVALUATION: Annually following the sport season by the Athletic Director and/or the Principal.**

Approved: \_\_\_\_\_ Date \_\_\_\_\_

Reviewed and Received  
by: \_\_\_\_\_ Date \_\_\_\_\_ (Em  
ployee)

School District: Chewelah School District	Plan Reviewed by staff on: 06/08/2022
Building Name: Jenkins MS/HS	Plan Reviewed by staff on:
Date Completed: June 2022	
Date Board Approved:	
SIP Team Members	Shawn Anderson, Tom Skok, Maddie Farrell, Shirley Baker, Vanessa Bigler,

# *Jenkins 7-12 MS/HS Improvement Plan 2022-2023*

School Improvement Plans are required for every school in Washington State (WAC 180-16- 220 (2)(b)). The purpose of this guide is to support schools and districts in the continuous school improvement planning process using research-based best practices to improve educational outcomes for all students and/or eliminate opportunity gaps for data-identified students. The School Improvement Plan (SIP), required by statute, is the foundational document that drives the improvement process.

### Jenkins MS/HS Mission

**“Create a safe, positive learning community to prepare productive, responsible citizens.”**

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

## Building Community Data

*Basic demographics, brief narrative of history of school, description of school and community?*

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

Before the year 1879, a school was not known to the settlers of what is now, Chewelah (derived from a Native American word). A small log building served the residents of the area until growth demanded a larger building in 1885. By 1910, a high school stood where the old middle school gym now stands. A newer high school was constructed in the 1930s with additions in the 1950s. This school served high school students until the current high school housed its first classes in 1977. Photographs of past graduating classes from 1939 to present line the halls of our school.

[https://chewelak12-my.sharepoint.com/:b/g/personal/sanderson\\_chewelak12\\_us/EasWiZNg0aRit9CyDnGokvEBt8cri11r-yGFGtRI0i6OpQ?e=04RqJX](https://chewelak12-my.sharepoint.com/:b/g/personal/sanderson_chewelak12_us/EasWiZNg0aRit9CyDnGokvEBt8cri11r-yGFGtRI0i6OpQ?e=04RqJX)

## Building Learning Data

*Learning data: Reading, Writing, Math & Science. (Will be connected to the goals)*

[https://chewelak12-my.sharepoint.com/:b/g/personal/sanderson\\_chewelak12\\_us/EdVOCa7BeJxNtfEAf5-KEYoB9uvRmEGSOkrKdkdfWjYug4w?e=J0tln1](https://chewelak12-my.sharepoint.com/:b/g/personal/sanderson_chewelak12_us/EdVOCa7BeJxNtfEAf5-KEYoB9uvRmEGSOkrKdkdfWjYug4w?e=J0tln1)

As of June 2022, initial SBA scores for 7<sup>th</sup> and 8<sup>th</sup> grade indicate that approximately 57% of students from each grade level have passed the ELA portion of the assessment.

## Instructions: *(Remove instructions when completed)*

Using the tables below, identify your highest priority school improvement goals and activities for SY 2022-23. The School Improvement Plan (SIP) is intended to be a living, actionable document. Essential components of a SIP are: • priority goals that are actionable and measurable, • high-leverage, evidence-based activities most likely to achieve priority goals, and • multiple data measures that will be utilized to routinely check progress on the effectiveness or impact of an activity in order to determine if it should be retained, revised, or abandoned. The priority goals of the SIP should be clear and visible to all stakeholders in the educational community, revisited regularly for progress monitoring and revised as necessary SMART Goals.

*What specifically are you trying to accomplish? Do your goals meet the criteria of a SMART goal?*

A SMART Goal is specific, measurable, attainable, realistic, time-bound & should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?



- By whom?

#### Questions to ask:

- Who is responsible for carrying out the goal? Is the individual and or team committed?
- How often will the goal be reviewed during the year?
- Who is responsible for holding individuals or groups responsible?
- What professional development is needed and provided to achieve the goals?
- When will the individual or group work on the goals during the school year?
- When will the persons responsible review the goal results and adjust goals to continue?
- When will the individual or team receive feedback during their work? How...?

(Template continues on next page)

SY 2022-2023 SMART Goal #1: After the first 7-12 MAP Assessment in September 2022 the ELA data team will set ELA Improvement Smart Goal #1, using the data from the new assessment, after training in August. The goal will read something like: By the end of the 2022-23 school year, after the last administration of the MAP Reading Assessment, 90% of all students will show reading growth at ( ) level.

<b>Activities</b> <i>What will we do?</i>	<b>Timeframe</b>	<b>Lead</b> <i>Who is in charge?</i>	<b>Resources</b>	<b>Measures</b> <i>Who will check progress?</i>
<i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	<i>Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved? Who will follow up with individual or team and when?</i>	<i>What resources will be needed to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)? When will the work be done?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMART Goal?</i>
1) MAP Assessment Training	August 23, 2022, from 1 -3 PM There will be five additional 2-hour trainings throughout the year.	Erin Dell is the primary contact person for the logistics of the training; however, the principal will also be involved in the	Training has been secured at the district level.	Principal will track staff participation in the trainings and will survey staff on

		dissemination of information and the follow up with the team during PLC meetings.	Building meeting location will be determined in the summer.  Technology support will be supplied by support staff.	effectiveness of the trainings and any additional needs using a survey.
2) MAP Assessments administered quarterly in grades 7-10 for all students and selected students in grades 11-12 as determined by the ELA Data Team.	Quarterly as determined and scheduled by the teachers. This will include all special needs, Reading/Writing Learning Disabled students.	The assistant principal who is the assessment coordinator will take the lead on managing the MAP Assessment process.	Time to administer the Assessment based on classroom teacher schedule and needs.  Technology support in the classrooms may be necessary for the first administration of the assessment.	Teacher will be responsible for the administration of the assessment to all students in their grade level. Short term and long-term data will be collected quarterly and yearly and used to make educational decisions.  Assistant Principal will monitor overall administration and ensure all students have tested including any new students to the district.  Principal will meet quarterly with the assistant principal to review data.
3) ELA Data Team will determine those students who need additional support for 7/8 Title I support class as well as 10 <sup>th</sup> grade Intensified English taught by Mrs. Baker.	This is critical at the beginning of the school year and semester and for any new students to the building after the first assessment in September.	ELA Data Team in coordination with the guidance counselor and principals will monitor the placement of students.	7/8 ELA Title I course in the 2022/23 Master Schedule.  10 <sup>th</sup> grade Intensified English Course	This activity will be measured using on-going course enrollment data reviewed by principals, counselor and ELA data team members.
4) ELA Data Team will meet during PLC meeting Mondays to review quarterly assessment data from MAP and formative assessments for progress monitoring of students receiving Title I services as well as additional differentiation supports for identified students in grades 7-12.	The ELA Data Team will review assessment data monthly for progress monitoring as it relates to student enrollment in the support classes.	ELA Data Team and assistant principal will review the data for progress monitoring and report the data to the principal and counselor on a monthly basis.	PLC time set aside for this task.	Progress monitoring form created by the counseling department.
5) Creation of a 10 <sup>th</sup> Grade Title I class (Intensified English) for the 2022/23 school year.	Completed on 6/6/2022	Principal and Counselor	One class period	Class list of students scheduled in this specific class at the beginning of the 2022/23 school year.

6) Springboard Training using the on-line Webinar option as a refresher for all ELA staff 7-12. This training will specifically contain the <b>Ignition</b> materials that were new with the digital platform.	Summer/Fall of 2022 Ongoing training as needed.	Erin Dell will add the training to the professional development plan and assist with information.  Building Principals will contact teachers providing them with necessary information.  Teachers will be responsible for signing up and registering for the class.	TBD based on the number of teachers and the cost of the professional development.  I believe the training is included in the Springboard instructional materials digital text access.  \$13,000.00 yearly cost for digital materials and textbooks.	Staff participation form for specific training dates that identify that the teachers received specific <b>Ignition</b> training.
7) ELA PLC team will review additional need for Oral Reading Fluency for additional progress monitoring data in grades 7-8.	September 2022	ELA PLC Team	One PLC day.	Recommendation to the principal as an assessment tool that will assist in usable and valuable data.
8) ELA PLC team will create a school-Wide Approach to Composition for grades 7-12 implementation.	By the Semester of 2022/23 school year the PLC team will present to the administrative team information regarding a school-wide approach to composition for our 7-12 teachers.	ELA department chair will lead the discussion, planning and presentation of the school-wide plan.	Additional hours after school as needed by the team.	Completed plan by January 2023 presented to the principal.
9) School-Wide Implementation of Effective Reading and Writing Strategies using Informational Text as outlined during the 2021/22 school year.	ELA teachers presented high yield strategies for teaching informational text in content area classrooms.	Principal will establish and communicate expectations for quarterly informational text classroom activities and monitor teacher progress.	Teachers may need one additional whole group meeting to review high yield strategies with all staff. Possibly one hour to review expectations with new staff as presented by team.	All staff trained on high yield informational text reading and writing strategies as determined in teacher principal goal setting meeting at the beginning of the year.
10) ELA team will meet at least once per month with the purpose of aligning writing assessments in grades 7-12 for submission to assessment coordinator to measure growth over time.	Ongoing throughout the school year until completed in 2022/23. Final draft will be presented no later than April 2023.	ELA team will be responsible for creating the writing rubrics and assessments in alignment to instructional materials at the specific grade levels.	Additional days may be needed after school for this activity as determined by the ELA PLC department chair and the building principal.	Presentation of writing assessment plan no later than April 2023. Possible who group presentation/professional development in May 2023 or sooner as determined by the ELA team.
11) Book Study: <i>Teaching the Critical Vocabulary of the Common Core</i>	Ongoing during the 2022/23 school year.	Principals	Purchase of books \$400.00	Professional development form and participation completion.

55 words that make or break student understandings, Sprenger 2013				New staff will be strongly encouraged to attend.
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**Funding:** Please list and describe funding amount(s) and source(s) associated with the above activities.

1. MAP Assessment Training: unknown
2. Springboard training: Part of the \$13,000.00 Digital Springboard Materials Subscription.
3. Purchase of books for the staff book study: \$400.00

**SY 2022-2023 SMART Goal #2:** After the first 7-12 MAP Assessment in September 2022 the Math data team will set Math Improvement Smart Goal #2, using the data from the new assessment, after training in August. The goal will read something like: By the end of the 2022-23 school year, after the last administration of the MAP Mathematics Assessment, 90% of all students will show math growth at ( ) level.

Activities	Timeframe	Lead	Resources	Measures
1) Complete all math course curriculum mappings with related documents and supplemental instructional materials.	Click or tap here to enter text.	Click or tap here to enter text.	Teachers will have available after school paid hours to complete course maps.	Click or tap here to enter text.

2) MAP Assessment administered quarterly in grades 7-10 for all students and selected students in grades 11-12 as determined by the Math Data Team.	Quarterly as determined and scheduled by the teachers. This will include all special needs, mathematics learning disabled students.	The assistant principal who is the assessment coordinator will take the lead on managing the MAP Assessment process.	Time to administer the Assessment based on classroom teacher schedule and needs.  Technology support in the classrooms may be necessary for the first administration of the assessment.  Cost of purchase of the new MAP assessment funded through...	Teacher will be responsible for the administration of the assessment to all students in their grade level. Short term and long-term data will be collected quarterly and yearly and used to make educational decisions.  Assistant Principal will monitor overall administration and ensure all students have tested including any new students to the district.  Principal will meet quarterly with the assistant principal to review data.
3) The Math Data Team, during Monday PLC meetings, will analyze math assessment data from state assessments, grade level formative common assessments, and quarterly MAP assessments for progress monitoring of all students.	The Math Data Team will review assessment data monthly for progress monitoring as it relates to student enrollment in the support classes.	The Math Data Team and assistant principal will review the data for progress monitoring and report the data to the principal and counselor on a monthly basis.	PLC time set aside for this task.  State test scores, MAP scores and grade level assessments.	Progress monitoring form created by the counseling department.
4) Monitor the effectiveness of our 7-8 math LAP support classes as well as our Algebra I support classes, such as our block intensified Algebra I and our Algebra I remedial B/A course.	Quarterly	The Math Data Team in coordination with the counselor and administrative team will meet <b>quarterly</b> to assess support services and intervention effectiveness as determined by the team using the Circle of Inquiry method.	PLC time  Assessment data from Erin Dell	The measurement tool will be determined by the Math Data Team by the end of September 2022.
5) Math Team Meeting				
6) Completion of at least two 7 <sup>th</sup> Grade SBAC Interim Assessments for additional data points to assess teaching and learning of math.	October and February of 2022/23 school year.	The math data team will work together to plan, organize, and implement these Interim assessments.	Possible professional development of the SBAC Interim Assessment process.	Data from all 7 <sup>th</sup> grade students who have taken the assessment.
7) All math students will use assessment data to set and monitor their own personal math growth goals to be shared with their parent/guardians during conferences or mailed home with quarterly grades.	A minimum of quarterly data will be collected for monitoring of personal student growth.	The teacher that each student has will be responsible for ensuring the completion of Math Growth Goals.	Data from assessments.  Form to track student growth data.	MAP Growth Data  Local formative and summative assessment data.  Possibly use SAT, ACT, etc.

8) Celebrate quarterly student math growth data.	(TBD) To be determined in the fall by the math data team.	TBD	TBD	TBD
9) Professional Development: Attending NW Mathematics Conference in Tacoma, WA as a team of four.	October - 61 <sup>st</sup> NW Mathematics Conference	Dave Johnstone	District support for professional development at \$1000.00 per teacher from grant funding.	Teachers will use their new mathematics knowledge to improve student learning plans.  Present information to the board upon return.

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

1. Funding for additional time after school or sub costs to Curriculum Mapping: \$3000.00

2. Click or tap here to enter text.

3.

4.



School District: Chewelah School District	Plan Reviewed by staff on:
Building Name: Gess Elementary	Plan Reviewed by staff on:
Date Completed: June 2022	Plan Reviewed by staff on:
Date Board Approved:	
SIP Team Members	
TBA in August 2022	

# *Gess Elementary Pre-K-6 Improvement Plan 2022-2023*

School Improvement Plans are required for every school in Washington State (WAC 180-16- 220 (2)(b)). The purpose of this guide is to support schools and districts in the continuous school improvement planning process using research-based best practices to improve educational outcomes for all students and/or eliminate opportunity gaps for data-identified students. The School Improvement Plan (SIP), required by statute, is the foundational document that drives the improvement process.

## Gess Mission

Together, the Gess Community fosters a joyful growth experience for all by modeling high expectations in a purposeful, secure environment.

## Building Community Data

Constructed in 1984, Gess Elementary School, is a PreK-6 elementary school that serves approximately 324 students. Over 50 staff members are dedicated to creating and maintaining a positive, caring environment for all children. Gess offers a variety of learning opportunities throughout the year. In addition to the teaching and learning that takes place in the classroom, children have the opportunity to participate in a number of enrichment activities. These opportunities include physical education, music, library, and Gess Band & Choir.

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

### Gess Elementary Demographics

At Gess, 86.2% of our student population is white, 3% Asian American, 7.7% Hispanic, 5.1% two or more races. 2.9% of our population is mobile. 22.4% of our population qualifies for special education and 3.8% qualify for 504 plans. 68.5% of our students qualify for the free or reduced meal program. Average school wide enrollment for the 2021-2022 school year was 324 students. During the 2020-2021 school year of 277 students in Gess Elementary, 91.3% had fewer than 2 absences per month.

### Parent and Community Involvement

Gess Elementary strives to be active in the community. Reengaging after Covid-19 Gess Elementary will be seeking to reestablish students performing for community celebrations, Civic organizations, and churches.

Facilities here at Gess is used by the community for soccer league, baseball, and basketball. Arts and Craft shows, local events, 49 Degrees North and local churches.

Our Title I program hosts several parent nights each school year. Topics include current curriculum, fluency and reading with your child over the summer.

Gess staff are seeking to invite parent and community volunteers into our building for the upcoming 2022-2023 school year. Pre-Covid19 volunteers were often found in our classrooms and library. If you would like an opportunity to volunteer at Gess Elementary, please contact your child's teacher or the office.

### Building Learning Data

Third through Sixth Grade Spring Benchmark data for the 2021-2022 and Early WCAP portal results for the 2021-2022 Smarter Balanced State Testing.

Grade Level	STAR Reading	STAR Math	SBAC ELA	SBAC Math
	Spring Benchmark		WCAP Results	
Third Grade	43%	42%	41%	46%
Fourth Grade	52%	42%	46%	45%
Fifth Grade	40%	26%	39%	14%
Sixth Grade	33%	14%	29%	12%

### Building Learning Data continued

Kindergarten through Second Grade Reading and Math Spring Benchmark At/Above student data.

Grade Level	STAR Early Literacy	Acadience (Dibels)	Acadience Math
	Spring Benchmark Score At/Above Benchmark	End of year Reading Composite Score At/Above Benchmark	End of year Math Composite Score At/Above Benchmark
Kindergarten	63%	59%	37%
First Grade	54%	30%	38%
Second Grade	47%	44%	44%



**SY 2022-2023 SMART Goal #1:** To increase the number of students in K – 6 currently not at standard on iReady/MAPs Benchmarks, in Mathematics, by 50% from Fall to Spring.

<b>Activities</b>  <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<b>Timeframe</b>  <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	<b>Lead</b>  <i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved? Who will follow up with individual or team and when?</i>	<b>Resources</b>  <i>What resources will be needed to implement this activity toward reaching the stated SMART Goal (for example, professional development, extended time, curriculum, materials, etc.)? When will the work be done?</i>	<b>Measures</b>  <i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMART Goal?</i>
1) Ongoing mathematical practice training to classroom teachers by ESD 101 Math Coaches for the support of mathematical discourse in the K-6 classrooms.	Bi-monthly training support through the 2022 -2023 school year.  Data will be reviewed every 7 weeks.	Principal, Special Education Director, grade level team, Title/LAP teacher, and Math Coaches.	Math coaches will support teachers in incorporating mathematical discourse into their content curriculum.	Teacher survey
2) Classroom teachers will unpack grade level Common Core Standards this will be facilitated by the ESD 101 Math Coaches.	September 2022 – December 2022  Progress will be monitored through Data Team meetings	Principal, Special Education Director, grade level team, Title/LAP teacher, and Math Coaches.	<a href="http://www.corestandards.org">http://www.corestandards.org</a>	Teacher survey
3) Develop and implement with fidelity a standards-aligned, guaranteed, and viable curriculum in mathematics in every classroom. Teachers will create a scope and sequence for their grade level specific Bridges Curriculum K-5 and Carnegie grade 6.	September 2022 – June 2023 school year.  Progress will be monitored during Data Team meetings	Principal, Special Education Director, grade level team, Title/LAP teacher, and Math Coaches.	PLC time  <a href="https://achievethecore.org/category/679/create-aligned-lessons">https://achievethecore.org/category/679/create-aligned-lessons</a>	District survey

4) Classroom Teachers will use iReady/MAPs diagnostic tools to differentiate for each learner for mathematics.	September 2022 – June 2023 school year. Progress will be monitored during Professional Learning Communities.	Principal, Special Education Director, grade level team, Title/LAP teacher, and Math Coaches.	Build capacity of teachers, leaders & school staff to utilize the PLC framework to determine what students need to know, how they'll know students are learning it, how they'll respond when students don't learn, & if a student already knows it. <i>PLC on Reading and Math Training</i>	Teachers will be responsible for the administration of the assessment to each student on their class roster.  Title/LAP teacher will monitor overall administration ensuring student have tested.  Data Team will meet to determine additional interventions/extensions needed to support students.
5) Continue to build Common assessments from teacher's mathematics curriculum Bridges K-5; Carnegie 6 <sup>th</sup> grade	September 2022 – June 2023 school year. Implement assessment each quarter.	Principal, grade level teachers	Bridges Curriculum Carnegie Curriculum	Review of usage and performance data
6) Math Vertical PLC Teaming of 6 <sup>th</sup> grade teacher with 7-12 ELA Team	September 2022 – June 2023 school year. 1 <sup>st</sup> and 3 <sup>rd</sup> Monday of month	Vertical PLC Team with 7-12 Math staff	Time	PLC goals are established, and weekly discussions are documented.

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

- Title II flow through funding
- Extra hours for curriculum development and professional development. Title II, IV or grants.

**SY 2022-2023 SMART Goal #2:** To increase the number of students in K– 6 currently not meeting standard on iReady/MAPs Benchmarks, in Reading, by 50% from Fall to Spring.

Activities	Timeframe	Lead	Resources	Measures

1) Classroom Teachers will create a scope and sequence for their grade level specific Wonders Curriculum K-5 and Springboard grade 6.	September 2022 – June 2023 school year. Progress will be monitored during Data Team meetings	Principal, Special Education Director, grade level team, & Title/LAP teacher.	<a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a> <a href="https://achievethecore.org/category/679/create-aligned-lessons">https://achievethecore.org/category/679/create-aligned-lessons</a>	District survey, document will be created to support student learning
2) Classroom Teachers will use iReady/MAPs diagnostic tools to differentiate for each learner for reading.	September 2022 – June 2023 school year. Progress will be monitored during Professional Learning Communities.	Principal, Special Education Director, grade level team, and Title/LAP teacher.	PD on assessment systems training of programs	Teachers will be responsible for the administration of the assessment to each student on their class roster.  Title/LAP teacher will monitor overall administration ensuring student have tested.  Data Team will meet to determine additional interventions/extensions needed to support students.
3) Continue to develop MTSS for early interventions for and early identification of struggling students including use of iReady intervention and My Path intervention.	First Semester 2022 – 2023 school year.	Success Team committee, Principal and Vice Principal.	Time to review and adjust existing plan.	Students will be identified and receive help sooner to support their learning.
4) Springboard Training using the online Webinar option as refresher for 6 <sup>th</sup> grade teacher.	Summer/Fall of 2022 Ongoing training as needed.	Vertical PLC Team with 7-12 ELA staff  Teacher will be responsible for signing up for the training.		Specific training dates to be shared by High School Principal.
5) ELA Vertical PLC Teaming of 6 <sup>th</sup> grade teacher with 7-12 ELA Team	September 2022 – June 2023 school year. 1 <sup>st</sup> and 3 <sup>rd</sup> Monday of month	Vertical PLC Team with 7-12 ELA staff	Time	PLC goals are established, and weekly discussions are documented.
6) Use Accelerated Reader to support reading school wide	September 2022 – June 2023 school year.	All Gess Staff	AR program	School wide participation in AR assembly

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

3. Extra hours for curriculum development and professional development. Title II, IV or grants.

4.

SY 2022-2023 SMART Goal #3: Click or tap here to enter text.

Activities	Timeframe	Lead	Resources	Measures
1)Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2)Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

1. Click or tap here to enter text.
2. Click or tap here to enter text.

School District: Chewelah School District	Plan Reviewed by staff on: June 6, 2022
Building Name: Quartzite Learning	Plan Reviewed by staff on:
Date Completed: June 2022	Plan Reviewed by staff on:
Date Board Approved:	
SIP Team Members:	

# *Quartzite Learning/Open Doors K-12 Improvement Plan 2022-2023*

School Improvement Plans are required for every school in Washington State (WAC 180-16- 220 (2)(b)). The purpose of this guide is to support schools and districts in the continuous school improvement planning process using research-based best practices to improve educational outcomes for all students and/or eliminate opportunity gaps for data-identified students. The School Improvement Plan (SIP), required by statute, is the foundational document that drives the improvement process.

## Quartzite Learning Mission

At Quartzite Learning, our mission is to educate all students by providing a safe and productive learning environment where students are respected, empowered to take ownership of their learning, and acquire the skills necessary to lead successful lives. We believe that all students can achieve excellence in a positive, challenging educational environment that stimulates their interests, channels their energies, and develops their skills and abilities.

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

## Building Community Data

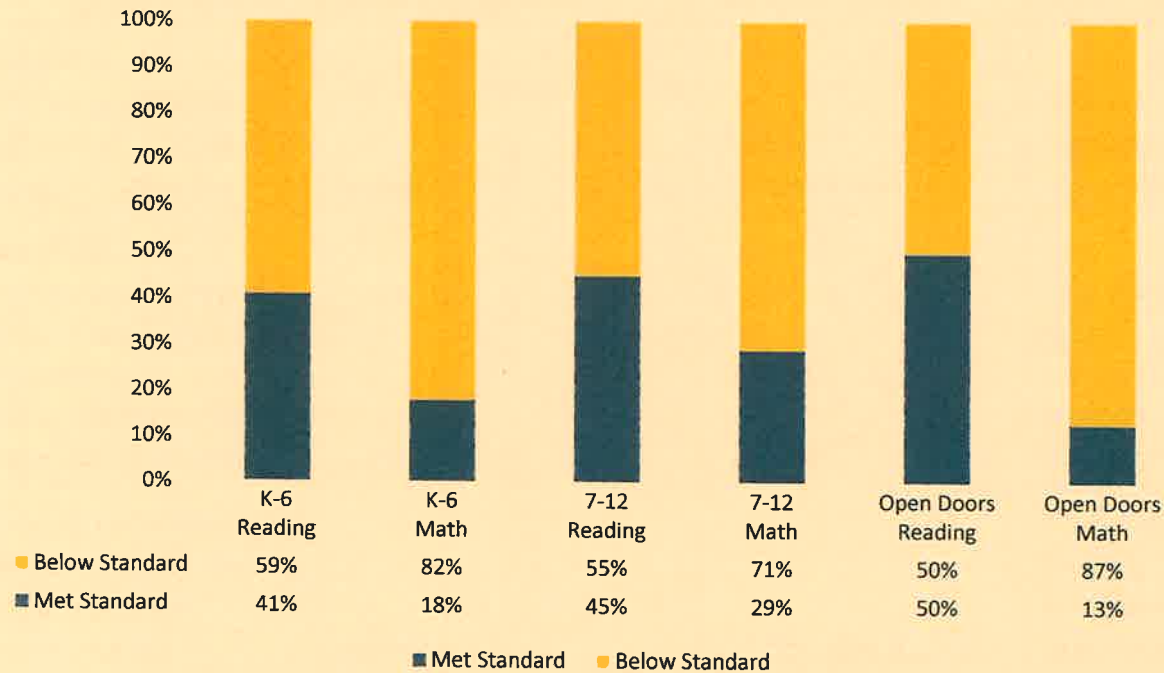
Quartzite Learning is a K-12 school that operates under the Washington State Alternative Learning Experience (ALE) requirements. The school originated as Chewelah Homelink and Chewelah Alternative High School. In 2019 the two entities were combined, and the name was changed to Quartzite Learning as a way of being more inclusive for our students and not labeling the type of school they attended. Chewelah Open Doors began in 2018 and is a dropout reengagement system that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. Students enrolled with us in this program are mostly pursuing completion of their GED but may also pursue a diploma.

	<b>Quartzite Learning</b>	<b>Chewelah Open Doors</b>
Enrollment as of October 1, 2021	121	18
Low-Income	62.8%	94.4%
Homeless	6.6%	55.6%
Students with Disabilities	18.2%	16.7%
Graduation Rate (2021)	79%	
Number of GED completions (21-22)		6

## Building Learning Data

Learning data: Current Smarter Balanced Assessment and Washington Comprehensive Assessment of Science scores from Spring 2022 are not completely in yet. Next year, we will be using the MAP and iReady Assessments instead of the Star Assessment in the data that appears below.

### Star Assessment Reading and Math Data



**SY 2022-2023 SMART Goal #1: By Spring of 2023, 60% of students in each group (K-6, 7-12, Open Doors) will be meeting standard in Reading as measured by the MAP or iReady assessment.**

<b>Activities</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>	<b>Measures</b>
1) Teachers will participate in PLC sessions every Monday focusing on student data.	Weekly	Principal and teachers	Additional PLC books or training materials for staff. Access to assessment data.	PLC goals are established, and weekly discussions are documented.
2) On-site classes will be held for students across grade levels incorporating ELA standards and reading strategies.	Weekly	Teachers	Curriculum development time over the summer. Weekly prep time with team teacher.	Students are engaged in classes and sessions are well attended.
3) SEL strategies are implemented building-wide and embedded in all classes.	Weekly	Counselor and teachers	SEL program materials and training.	CEE EES data will be reviewed and compared longitudinally.
4) Use iReady and MAP assessment systems with fidelity.	Three times per year	Principal, counselor, and teachers	PD on assessment systems.	Review of usage and performance data.



5) Create advisory classes for students grades 7-12. Topics will include: HSBP, study skills, execute functioning skills, etc.	Ongoing	Counselor	Training on HSBP for counselor. Other curriculum for use with students.	Students attend regularly and are on track with their high school and beyond plan.
6) Develop MTSS for early intervention for and early identification of struggling students including use of iReady intervention and My Path intervention.	Fall 2022	Principal, counselor, and teachers	iReady and My Path training.	Students are receiving extra help sooner and progressing on progress monitoring assessments and on their classes.
7) Focused parent groups will be held to help parents with delivery and support of reading content at home.	3 sessions in Fall 2022	Teachers	Time to plan.	Parents will be able to deliver programs with fidelity at home supported by teachers.

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

1. Extra hours for curriculum development and professional development. QL Budget or grants
2. SEL and PLC materials. QL Budget or grants

**SY 2022-2023 SMART Goal #2: By Spring of 2023, 40% of students in each group (K-6, 7-12, Open Doors) will be meeting standard in Mathematics as measured by the MAP or iReady assessment.**

<b>Activities</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>	<b>Measures</b>
1) Teachers will participate in PLC sessions every Monday focusing on student data.	Weekly	Erin and teachers	Additional PLC books or training materials for staff. Access to assessment data.	PLC goals are established, and weekly discussions are documented.
2) On-site classes will be held for students across grade levels incorporating standards for mathematical practice.	Weekly	Teachers	Curriculum development time over the summer. Weekly prep time with team teacher.	Students are engaged in classes and sessions are well attended.
3) SEL strategies are implemented building-wide and embedded in all classes.	Weekly	Counselor and teachers	SEL program materials and training.	CEE EES data will be reviewed and compared longitudinally.
4) Use iReady and MAP assessment systems with fidelity.	Three times per year	Principal, counselor, and teachers	PD on assessment systems.	Review of usage and performance data.

5) Create advisory classes for students grades 7-12. Topics will include: HSBP, study skills, execute functioning skills, etc.	Ongoing	Counselor	Training on HSBP for counselor. Other curriculum for use with students.	Students attend regularly and are on track with their high school and beyond plan.
6) Develop MTSS for early intervention for and early identification of struggling students including use of iReady intervention and My Path intervention.	Fall 2023	Principal, counselor, and teachers	iReady and My Path training.	Students are receiving extra help sooner and progressing on progress monitoring assessments and on their classes.
7) Focused parent groups will be held to help parents with delivery and support of math content at home.	3 sessions in Fall 2022	Teachers	Time to plan.	Parents will be able to deliver programs with fidelity at home supported by teachers.

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

1. Extra hours for curriculum development and professional development. QL Budget or grants
2. SEL and PLC materials. QL Budget or grants