



CHEWELAH

SCHOOL DISTRICT 36

We Teach To Ready Our Younger Generations

Board of Director's Regular Meeting October 19, 2022

6:30 PM at District Office, 210 N. Park St., 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
 - September 21, 2022 special meeting/public hearing
 - September 21, 2022 board meeting
 - October 6, 2022 work session
 - October 11, 2022 special meeting
6. Public Comments: Individuals interested in speaking are asked to sign the public comment sign-in form. Speaking time for public comments is limited to three minutes. Please recognize the Board has the option to decline verbal public comments and only allow written public comments to be submitted.
*Please know that concerns related to personnel are not heard in a regular open meeting but may be heard in an executive session with the Superintendent and Board of Directors.
Disagreements with staff decisions need to be submitted through the district's grievance policy #4312 or other pertinent grievance procedures.*
7. School Community Presentations
 - A. Student ASB Director Keona Ross
 - B. Nave Sety Scholarship – Brenda Gregerson
 - C. Student learning educators – Erin Dell/Laura Watson and Jennifer Watts/Chelsi Boswell
 - D. Counseling program – Vanessa Bigler
 - E. Athletic steering committee results – Shirley Baker
 - F. Maintenance and facilities update - Jason Tapia
 - G. Principal Reports (blue)
 - H. Student Support Services report (pink)
 - I. Business Manager – Mara Schneider
 - ✓ Financial report
 - ✓ Enrollment
8. Consent agenda:
 - A. Approve financial reports
 - B. Approve general fund voucher numbers 121886-121889 for a total of \$3,672.35; voucher numbers 121890-121942 for a total of \$68,129.56, ACH voucher for \$2,157.09, and vouchers 121951-122015 for a total of \$138,508.07
 - C. Approve capital projects fund voucher numbers 121943-121947 for a total of \$82,192.93, ACH voucher for \$387.45, and voucher numbers 122016-122018 for a total of \$11,685.75

- D. Approve ASB voucher numbers 121948-121949 for a total of \$2,569.73, voucher number 121950 for \$1,182.53, ACH voucher for \$552.98, and voucher numbers 122019-122026 for a total of \$6,263.68
- E. Approve payroll in the amount of \$973.163.15
- F. Personnel:
 1. Approve resignation of Lindsey Pettigrew as a cook
 2. Approval to post for a cook

9. Superintendent Report
 - A. Curriculum adoption update
 - B. Board member waiver of compensation per Policy 1733

10. Old Business:
 - A. Third reading new Policy 6610 Video Surveillance (gray)

11. New Business:
 - A. Approve Resolution 2022/2023-02 Public Access to School District Records (pumpkin) -
 - B. Approve Memorandum of Understanding with City of Chewelah for Chewelah School Resource Officer (green)
 - C. Approve Highly Capable Program Plan 2022-23 (pink)
 - D. First reading Policy 5310 Compensation (yellow)
 - E. First reading Policy 5230/5260 Certificated and Classified Staff Personnel Records/Personnel Records (lavender)
 - F. First reading Policy 5331 Insurance (cherry)
 - G. First reading Policy 5342 Staff Recognition (goldenrod)
 - H. First reading Policy 5344 Employee Suggestion/Incentive System (blue)
 - I. First reading Policy 5224/5252 Staff Participation in Political Activities (tan)
 - J. First reading new Policy 4400 Election Activities (buff)

12. Board Reports
 - 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. Potential executive session

15. Adjourn

Join meeting virtually via Zoom at <https://us02web.zoom.us/j/87191074014>

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
District Office, 210 N. Park St., and virtually via Zoom
September 21, 2022

Chairperson Judy Bean called the special meeting to order at 6:00 PM. Directors Steve Phillips and Bryan Tidwell were present in person. Director Theolene Bakken was present virtually. Director Krouse was excused. Superintendent Perrins was in attendance. One audience member attended in person and two attended virtually. Following the flag salute, the first item of business was:

Director Tidwell moved to approve the agenda. MC

The Board presented the Director Districts Redistricting Proposed Plan, which is based on 2020 U.S. Census population data and required by RCW 29A.76.010.

The Board requested public comment about the plan, and none was given.

The plan will be approved by resolution during the October 19 regular meeting and then submitted to Stevens County.

With there being no other business, the meeting was adjourned at 6:08 PM.

Judy Bean
Chairperson

Jason Perrins
Secretary of the Board

CHEWELAH SCHOOL DISTRICT #36
BOARD MEETING
District Office and Virtually via Zoom
September 21, 2022

Chairperson Judy Bean called the meeting to order at 6:30 PM. Directors present in person were Steve Phillips and Bryan Tidwell. Director Theolene Bakken was present virtually. Director Krouse was excused. Superintendent Jason Perrins, Business Manager Mara Schneider, and Administrators Shawn Anderson, Erin Dell, and Julie Price were present. Seven audience members attended in person and five attended virtually. Following the flag-salute, the first item of business was:

MODIFICATIONS TO THE AGENDA: None

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

APPROVAL OF THE MINUTES:

- August 24, 2022 board meeting minutes: Chairperson Bean noted that the date of the first day of school mentioned in the Superintendent's Report must be corrected. Director Tidwell moved to approve the minutes of the August 24, 2022 board meeting as corrected. MC
- Director Phillips moved to approve the minutes of the September 1, 2022 work session as written. MC

PUBLIC COMMENTS: No public comments were presented

SCHOOL COMMUNITY PRESENTATIONS:

- A. Student ASB Director Keona Ross reported on homecoming events, biking in fitness class, locker room issue at the start of school was corrected, first day of school assembly, fall sports successes, and new program being used to create yearbook.
- B. Jenkins Junior High Science Teacher Ryan Forsberg reported on the National Conference on Science Education he attended last spring. He explained his takeaways and thanked the Board for the opportunity to attend the conference.
- C. Gess Counselor Renee Jungblom and School Psychologist Sheila Krouse reported on the Innovative School Summit they attended in July. They described impactful classes and speakers, presented a one-page summary of the conference, and thanked the Board for the opportunity to attend the conference.
- D. Maintenance and Facilities Supervisor Jason Tapia provided progress updates on the Gess covered play area, the Gess AC units, and the Vo-Tech septic backup. He expressed gratitude for the people he works with and the community and enjoys seeing projects and people coming together.
- E. Jenkins Jr./Sr. High School Principal Shawn Anderson provided a written principal report and activities calendar. He added that staff is working to identify and support struggling students, the new seven-period day required some transition at the beginning of the school year, and he is enjoying the new staff members and they are doing well.
- F. Gess Elementary Principal Julie Price presented a written principal report.
- F. Quartzite Learning Principal and Student Support Services Director Erin Dell presented written principal and student support services reports. She also provided an update of the grant received from Alcoa Foundation and explained some of the professional learning events she recently attended.
- G. Business Manager Mara Schneider presented the current financial report. She and the Board discussed which items will be included in future reports.

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

- A. Approve financial reports
- B. Approve general fund voucher numbers 121754-121779 for a total of \$17,018.57; vouchers 121787-121798 for a total of \$33,758.55; vouchers 121800-121812 for a total of \$33,584.61; and vouchers 121814-121850 for a total of \$217,961.39
- C. Approve capital projects fund voucher numbers 121780-121781 for a total of \$71,575.79; voucher number 121799 for \$376.49; voucher number 121813 for \$76.07; and voucher number 121851 for \$1,600.00
- D. Approve ASB voucher numbers 121782-121786 for a total of \$9,041.42 and voucher numbers 121852-121855 for a total of \$5,255.37
- E. Approve payroll in the amount of \$804,165.37
- F. Personnel:
 1. Approval to hire Andrea Smith as a paraeducator
 2. Approve 2022-23 out of endorsement teaching assignment for Lonnie Hoxie for health
 3. Approval to post for a junior high volleyball assistant coach
 4. Approval to hire Sheri Johnson as junior high volleyball assistant coach
 5. Approval to hire Jason Tapia as junior high football assistant coach
 6. Approval to post for a 3 hour/day Gess Elementary secretary

SUPERINTENDENT REPORT:

Superintendent Perrins reported on the following:

- Superintendents' Coalition meeting with legislators prior to next legislative session
- Reminded Board of October 11 Professional Learning Communities (PLC) training
- PLC Mentor Mike Hagadone will be in the district September 23
- Toured buildings with NEWESD 101 Comprehensive School Safety Specialist Salliejo Evers. Ms. Evers will work with staff to update safety protocols and plans.
- Team of staff will attend a conference regarding alternate school calendars
- Asked Board for topics of community focus groups he will lead
- Will reach out to various community groups to keep them informed of district happenings
- Mental health services are being provided by a contracted counselor
- Staff wellness center will open soon
- Next Supe Scoop will be Tuesday, September 24

OLD BUSINESS:

- A. Director Tidwell moved to approve the second reading of Policy 4220 Complaints Concerning Staff or Programs. MC
- B. Second reading Policy 1400 Meeting Conduct, Order of Business and Quorum
- C. Director Tidwell moved to approve the second reading of Policy 2161 Special Education and Related Services for Eligible Students. MC
- D. Director Tidwell moved to approve the second reading of new Policy 2163 Response to Intervention. MC
- E. Board Legislative Representative Director Phillips continues to gather input from individual board members on the WSSDA proposed positions.

NEW BUSINESS:

- A. Director Tidwell moved to approve the potential extracurricular overnight trips. MC
- B. Director Tidwell moved to approve Quartzite Learning Instructional Materials list for 2022-23. MC
- C. Director Tidwell moved to approve programs and special program grant assurances including Federal and State Programs General Assurances: ESSER Application, Transitional Bilingual, Title II, Part A, Title I, Part A, and Title IV, Part A; Special Education IDEA Part B; Perkins V; Highly Capable Program; Learning Assistance Program; TPEP; OSSI; and Minimum Basic Education Compliance. MC
- D. First reading new Policy 6610 Video Surveillance
- E. First reading new Policy 2411 Certificate of Educational Competency
- F. Director Tidwell moved to approve the first reading of Policy 1733 Board Member Compensation. MC
- G. First reading Policy 1822 Training and Professional Development for Board Members
- H. Director Tidwell moved to approve the first reading of Policy 5001 Hiring of Retired School Employees. MC
- I. Director Tidwell moved to approve the first reading of new Policy 5612 Temporary Administrators. MC
- J. Director Tidwell moved to approve the first reading of Policy 5006 Certification Revocation. MC
- K. Director Tidwell moved to approve the first reading of Policy 5251 Conflicts of Interest. MC
- L. Director Bakken moved to approve the first reading of Policy 5222 Job-Sharing Staff Members. MC

BOARD REPORTS:

- Director Phillips thanked everyone who made a presentation.
- Director Tidwell was pleased to hear that students will participate in the community Fall Fest and parade. He said it is an exciting event for the community.
- Director Bakken is resting and doing fine.
- Chairperson Bean thanked the staff members who reported about professional learning opportunities and administrators for their informative reports. She appreciated that a majority of the meeting time was spent listening to reports of things that directly impact students.

FUTURE MEETING AGENDA TOPICS:

- Director Bakken repeated Director Krouse's previous request that the district consider adopting a policy regarding fentanyl overdose in schools.

With there being no other business, the meeting was adjourned at 8:12 PM. The next regular board meeting will be Wednesday, October 19, 2022, at 6:30 PM at the district office and virtually via Zoom.

Judy Bean
Chairperson

Jason Perrins
Secretary of the Board

**CHEWELAH SCHOOL DISTRICT #36
BOARD OF DIRECTORS
WORK SESSION
210 North Park Street
October 6, 2022**

Chairperson Judy Bean called the work session to order at 6:31 PM. Directors Theolene Bakken and Steve Phillips were present. Directors Dan Krouse and Bryan Tidwell were excused. Superintendent Perrins was present, and one audience member attended. Following the flag salute, the first item of business was:

Director Bakken moved to approve the agenda. MC

Consent Agenda - Director Phillips moved to approve the consent agenda. MC

A. Personnel

1. Approval to hire Kim Stricker as 3 hour/day Gess Elementary secretary
2. Approval to hire Natalia Collier as a Jenkins paraeducator
3. Approve resignation of Brittany Cooper as a Gess paraeducator
4. Approval to post for a paraeducator
5. Approval to hire Beckeelou Lee as a cook

Director Bakken moved to approve Resolution 2022/2023-01 Redistricting Director Districts to Adjust to 2020 U.S. Census Data. MC

Director Bakken moved to approve the third reading of Policy 1400 Meeting Conduct, Order of Business and Quorum as amended. MC

Director Phillips moved to approve the second reading of Policy 1822 Training and Professional Development for Board Members with the deletion of all language after the first paragraph. MC

Director Bakken moved to approve the second reading of Policy 2411 Certificate of Educational Competency with the addition of "Formerly Known as GED" to the title. MC

Second reading of Policy 6610 Video Surveillance.

Director Bakken moved to approve the first reading of Policy 4040 Public Access to District Records. MC

Director Bakken moved to approve the first reading of Policy 5220 Certificated and Classified Staff Job Descriptions. MC

Director Bakken moved to approve the first reading of Policy 3424 Opioid Related Overdose Reversal with the retention of the word "will" in the second sentence of paragraphs one and two. MC

Director Bakken moved to approve the first reading of Policy 5281 Disciplinary Action and Discharge with the discussed revisions to letters H, O, and R. MC

Director Bakken moved to approve the first reading of Policy 5280 Separation from Employment. MC

Director Phillips reported on the WSSDA legislative proposals voting process in which he participated during the recent WSSDA General Assembly. As Board Legislative Representative, he voted on behalf of the Board. He provided a written document with each director's votes and the Board's vote on each proposal.

Chairperson Bean reminded the Board of the email from WSSDA requesting votes for District IX board representatives. The Board also discussed their availability for the WSSDA Annual Conference November 17-19, 2022.

Superintendent Perrins reported on the following:

- Response to Bad Things Committee met today with NEWESD 101 Comprehensive School Safety Specialist Salliejo Evers to start the process of updating district safety protocols and plans
- Meeting with local pastors' group and community on October 25 at 7:00 PM
- Will be on KCHW radio on October 26 at 8:00 PM
- Reader board process update
- Gess Elementary and Quartzite Learning are working with Sam Dollar to update their logos
- Received appraisal of district office building

- Reminder of board special meeting October 11 at 5:00 PM for board training from Solution Tree, Inc. about professional learning communities

Chairperson Bean mentioned a grant opportunity for playground improvements including accessibility.

Chewelah Education Association Co-President and Jenkins Teacher Jennifer Watts reported on the Jenkins National Honor Society's recent service projects.

With there being no other business, the meeting was adjourned at 8:08 PM. The next regular board meeting will be Wednesday, October 19, 2022, at 6:30 PM at the District Office and virtually via Zoom.

Judy Bean
Chairperson

Jason Perrins
Secretary of the Board

**CHEWELAH SCHOOL DISTRICT #36
SPECIAL MEETING
District Office, 210 N. Park St.
October 11, 2022**

Chairperson Judy Bean called the special meeting to order at 5:00 PM. Directors Theolene Bakken, Dan Krouse, and Steve Phillips were present. Director Bryan Tidwell was excused. Superintendent Perrins was in attendance. Following the flag salute, the first item of business was:

Director Bakken moved to approve the agenda.

The Board received professional learning communities training provided as an interactive webinar presented by Janel Keating of Solution Tree, Inc.

With there being no other business, the meeting was adjourned at 6:30 PM.

Judy Bean
Chairperson

Jason Perrins
Secretary of the Board



Chewelah Athletics Committed to Excellence

In the classroom

In the community

In competition

Our coaches and administrators commit to

- ❖ sharing positive and constructive communication.
- ❖ designing practices to improve skills for all athletes.
- ❖ prioritizing relationships.
- ❖ facilitating professional development for all athletic department staff.
- ❖ mentoring students to enrich their growth and maturity.

Our parents commit to:

- ❖ exhibiting good sportsmanship.
- ❖ supporting team covenants and athletic code requirements.
- ❖ encouraging participation in program training and activities.
- ❖ supporting all kids – not just our own.

Our athletes commit to:

- ❖ being coachable.
- ❖ striving for improvement.
- ❖ being a team player.
- ❖ maintaining grades to stay eligible.
- ❖ setting and achieving personal goals.
- ❖ showing up and giving it our all.



Jenkins Jr./Sr. High School

October 12, 2022

Board Report

I. COVID UPDATE

There has been an uptick this week of COVID positives and students out with like symptoms who do not want to test. We've had three staff out this week and five students as of Wednesday morning. We sent a message home to parents about the increase in cases and to remind students to not share water bottles if they are in athletics.

II. PROFESSIONAL DEVELOPMENT

This month, we continue to participate in PLC Leadership, Math and ELA professional development. Today, selected math teachers in the elementary and our entire math department at Jenkins are receiving math PLC professional development on creating a guaranteed and viable curriculum for our students. As our staff continue to move forward with a focus and commitment to Curriculum Mapping, we focus on our Priority Content Standards to answer the Essential Question of what we expect students to know and do.

The PLC leadership team has developed a preliminary rough draft plan of professional development and a roll out for our district staff. We are working on fine tuning how we will include all staff with a clear and unified message about the "Why" of highly effective Professional Learning Communities".

Our Jenkins Math Department is attending the Northwest Mathematics Conference on October 13, 2022, in Tacoma. Chelsi Boswell and Jennifer Watts will be presenting information at the next board meeting about the Conference and how it applies to effective instructional practices and improved student learning.

As a staff, we are focusing our staff meetings on student engagement professional development and whole group discussions. Today, we reviewed what engagement looks like and strategies for increasing student engagement. Next week, we are reviewing how specific questioning strategies can improve engagement and how that having a guaranteed and viable curriculum has a positive effect on student learning and engagement.

III. DISTRICT AND BUILDING IMPROVEMENT PLANNING

One of our goals as a district as per the District Strategic Plan was to focus on improving our transition for new staff in the district. So far this year, we have improved our district new staff orientation and increased our information that was presented to new teachers on this paid new teacher orientation day. Staff met with Mr. Skok and I after the district meeting and lunch to review the staff handbook. We also worked as a team to continue to improve our new staff question and answer section in the staff handbook. We took questions from our new staff, and then took time to answer as many of the questions in the meeting as possible. We also took notes on the questions so that we could have follow up later.

Next, Tom has been meeting with the new teachers in the mornings on selected dates. The next meetings are on October 18 and January 9. After January, Tom and the new staff will set dates as needed based on feedback from the team. Topics have been everything from CANVAS 101 to student discipline. The main goals of the meetings have been to increase a sense of being part of a team and to reduce the feeling of isolation. We wanted to increase the support for our new staff and to make sure that they have an opportunity to have a voice and be able to ask questions.

I have started meetings with our new classified staff during PLC Mondays. The focus of our first meeting was for me to communicate expectations that centered around student and staff safety in the building and outside at lunch break. We also focused on some basic procedures for meeting with teachers to discuss teacher expectations and student learning goals.

As part of our school climate improvement process, Gareth Baker assisted office staff in the organization of our first morning staff breakfast where we enjoyed each other's company and celebrated staff success after a long and eventful Homecoming Week. Celebrating staff success is a monthly goal for our school to improve school climate and culture by recognizing staff for their work with students.

The ELA team has been meeting during their PLC time to plan their goal of creating aligned writing assessments for students in grades 7 – 12. Their first district planning day will be scheduled in November, where they will be able to work together for a half or full day of planning. They will be using the rubrics in their adopted instructional materials, with some modifications, if necessary, for grade levels.

We are beginning our Critical Vocabulary of the Common Core book study with new and interested staff in November on Tuesday mornings in the art room.

The Math Team has accomplished the first round of MAP assessments per our plan, and we are now reviewing and analyzing the math assessment data. There is a training on how to access and use the different MAP reports. Our next step will be assisting students in the setting of personal math growth goals to be shared with parents at student led conferences.

JENKINS JR/SR HIGH SCHOOL

Home of the Cougars and Raiders

October / November Events Calendar

October 12th - PSAT / SAT, Knowledge Bowl Meeting

October 13th - Priority One, District FFA Team Building

October 17th - Floriculture Practice Contest in Cheney

October 18th - Career Field Trip to Automotive Shop

October 20th - Colville Rotary Career Fair / Career Visit to Vaggen Bros.

October 28th – End of Term

October 27th - Colville Border Patrol Visit

November 1st - National College Fair

November 2nd - 8th Grade WSU Lab Experience, “Hands On” Trades Night

November 7th – 11th Art Creative

November 12th - Trap Meet – Reardan

November 21 -22nd - Parent Conferences

November 23rd – 25th – Thanksgiving Break

CHEWELAH COUGAR/JENKINS RAIDER ATHLETICS – FALL/WINTER 2022-23

10/12/2022

AWAY CONTESTS IN **BOLD** THIS SCHEDULE IS SUBJECT TO CHANGE

Date	Day	Team	Opponent	Location	Time	Dismissal/ Bus load	Depart
10/1/2022	Saturday	HS/MS Cross Country	Battle for the 509	Fairways Golf Course – Cheney	9:00AM	7:15AM	7:30AM
10/3/2022	Monday	JH Volleyball	St. George's School	St. George's School	4:00PM	1:45PM	2:00PM
10/4/2022	Tuesday	HS Volleyball (JV/V)	St. George's School (L)	St. George's	NO C 5:00 JV 6:30 V	2:45PM	3:00PM
10/4/2022	Tuesday	HS/MS Cross Country	Reardan	Reardan HS	3:30PM	12:45PM	1:00PM
10/5/2022	Wednesday	JH Volleyball	NW Christian	NW Christian Lower Campus gym	4:00 JV 5:00 V	2:00PM	2:15PM
10/6/2022	Thursday						
10/7/2022	Friday	HS Football (V)	Lind-Ritzville (L)	Lind-Ritzville	7:00PM	1:45PM 2 busses	2:00PM
10/8/2022	Saturday	HS/MS Cross Country	Max Jensen Richland Invitational	Carmichael Middle School, 620 Thayer Dr, Richland, WA 99352	TBA	TBA	TBA
10/10/2022	Monday	JH Volleyball	Valley Christian	Old Jenkins MS	4:00PM	2:45PM	3:00PM
10/10/2022	Monday	HS JV Football	Lind-Ritzville	Snyder Field	5:00PM	3:30PM (1 bus)	3:45PM
10/11/2022	Tuesday	HS Volleyball (JV/V)	NW Christian (L)	NW Christian	NO C 5:00 JV 6:30 V	2:45PM	3:00PM
10/12/2022	Wednesday	JH Volleyball	Kettle Falls MS	Old Jenkins MS	4:00PM	2:45PM	3:00PM
10/12/2022	Wednesday	HS JV Football	Deer Park	Snyder Field	5:00PM	3:45PM	3:30PM
10/13/2022	Thursday	HS Volleyball (JV/V)	Reardan (L)	Pein-Lynch Gym	4:00 C 5:00 JV 6:30 V		
10/13/2022	Thursday	JH Football	Wellpinit	Wellpinit	3:30PM	1:00PM (1 bus)	1:15PM
10/13/2022	Thursday	Moses Lake Invitational at the Gorge		The Gorge Amphitheatre	2:00PM	11:15AM	11:30AM
10/14/2022	Friday	HS Football (V)	Liberty (L)	Liberty HS	7:00PM	2:30PM 2 busses	2:45PM
10/15/2022	Saturday	HS Volleyball (V)	Liberty Tournament	Liberty HS	9:00AM	6:00AM	6:15AM

Date	Day	Team	Opponent	Location	Time	Dismissal/ Bus load	Depart
10/15/2022	Saturday	HS/MS Cross Country	League Championships	Harrington Golf Course	11:00PM	7:45AM	8:00AM
10/17/2022	Monday	JH Volleyball	Liberty JH	"Old" Middle School	4:00PM 5:00PM	2:45PM	3:00PM
10/17/2022	Monday	HS JV Football	Kettle Falls	Snyder Field	5:00PPM	3:30PM (1 bus)	3:45PM
10/18/2022	Tuesday	HS Volleyball (JV/V)	Liberty (L)	Liberty HS	4:30 JV/C 6:30 V	1:45PM	2:00PM
10/19/2022	Wednesday						
10/20/2022	Thursday	HS Volleyball (JV/V)	Davenport (L)	Davenport HS	NO C 5:00 JV 6:30. V	2:15PM	2:30PM
10/20/2022	Thursday	JH Football	Republic	Republic	4:00PM	12:45PM (1 bus)	1:00PM
10/21/2022	Friday	HS Football (V)	BYE	BYE	BYE	BYE	BYE
10/22/2022	Saturday						
10/24/2022	Monday	HS JV Football	Lind-Ritzville	Lind-Ritzville	5:00PM	1:30PM (1 bus)	1:45PM
10/25/2022	Tuesday	HS Volleyball (JV/V)	Kettle Falls SENIOR NIGHT	Pein-Lynch Gym	NO C 5:00 JV 6:30 V		
10/26/2022	Wednesday	JH Winter Sports	Practices Begin				
10/27/2022	Thursday	JH Football	Almira-Coulee-Hartline	Snyder Field	4:00PM	2:15PM (1 bus)	2:30PM
10/28/2022	Friday	HS Football (V)	Davenport SENIOR NIGHT	Snyder Field	7:00PM	5:00PM (2 busses)	5:15PM
10/29/2022	Saturday	HS Cross Country	District 7/9 Regional Championship	Chewelah Golf Course	TBA	TBA	TBA
10/29/2022	Saturday						
10/31/2022	Monday	HS JV Football	Davenport	Davenport HS	5:00PM	2:15PM (1 bus)	2:30PM
10/31/2022	Monday	HS Volleyball (V)	League Tie Breaker	Home sites	TBA		
11/1/2022	Tuesday	HS Volleyball (V)	Districts Day 1	Home sites			
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	TBA	TBA
11/4/2022	Friday	HS Football (V)	X-over game w/ District 6	TBA	TBA	2 busses	

Date	Day	Team	Opponent	Location	Time	Dismissal/ Bus load	Depart
11/5/2022	Saturday	HS Cross Country	State Meet	Sun Willows Golf Course, Pasco	TBA	TBA	TBA
11/7/2022	Monday	JH G Basketball	Liberty JH	Liberty JH	4:00PM	TBA	TBA
11/8/2022	Tuesday						
11/9/2022	Wednesday						
11/10/2022	Thursday	JH G Basketball	Kettle Falls MS	Old Middle School	4:00PM	TBA	TBA
11/10/2022	Thursday	HS Volleyball (V)	2B State Tournament	Yakima Sun Dome	TBA	TBA	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		
11/12/2022	Friday	HS Football (V)	State Playoffs		TBA	2 busses	
11/13/2022	Saturday						
FOOTBALL STATE PLAYOFFS TAKE PLACE 11/11-12/3/2022							
HIGH SCHOOL WINTER SPORTS – BASKETBALL & WRESTLING – BEGIN 11/14/2022.							
11/14/2022	Monday	JH G Basketball	St. George's	St. George's	4:00PM	TBA	TBA
11/14/2022	Monday	JH G Basketball	Valley Christian	Old Middle School	3:00PM	TBA	TBA
11/15/2022	Tuesday						
11/16/2022	Wednesday						
11/17/2022	Thursday	JH Wrestling	Davenport MS	Davenport MS	4:00PM	TBA	TBA
11/17/2022	Thursday	JH G Basketball	NW Christian	NW Christian	4:00PM	TBA	TBA
11/18/2022	Friday						
11/19/2022	Saturday						
11/21/2022	Monday	CONFERENCES					
11/22/2022	TUESDAY	CONFERENCES					
11/23/2022	WEDNESDAY	NO SCHOOL					
11/24/2022	Thursday	THANKSGIVING					
11/25/2022	Friday	NO SCHOOL					
11/26/2022	Saturday						
11/28/2022	Monday	JH G Basketball	Kettle Falls MS	Kettle Falls MS	4:00PM	TBA	TBA
11/29/2022	Tuesday	HS B/G Basketball	Jamboree w/ Colville, Selkirk	Pein-Lynch Gym	TBA	TBA	TBA
11/30/2022	Wednesday	JH B/G Wrestling	Lakeside Takedown	Lakeside (9 Mile Falls)	TBA	TBA	TBA

Gess Elementary Board Report

October 12, 2022

At the last board meeting, Mrs. Krause and Mrs. Jungblom presented to the Chewelah School Board regarding the training they attended, called Innovative Schools Summit, July 5 -9, 2022. Topics explored at this event focused on addressing learning loss, cultural responsiveness, and supportive discipline. With new lenses firmly affixed to my face, I joined the Chewelah School District PLC team having the privilege of engaging in conversation and training with Dr. Anthony Muhammad. His conversation with us centered on how to create a culture of learning for students. One of his parting statements is as follows:

“Our number one question should be, “How do we create champions for kids?”

-Dr. Anthony Muhammad

I am inviting Gess Staff to champion students by participating in different training opportunities and growing their teaching practices through reading articles. On Wednesday, October 12, 2022, elementary staff had an opportunity to learn about Essential Standards for Mathematics. Mrs. Jones, Ms. Sety, Mrs. Carlson, and Mrs. Griep attended the training. They learned about how to collectively understand the connections between the mathematical standards, mathematical practice standards, and the instructional shifts in mathematics education. Also, how to develop a strong understanding of the PLC process and how to connect the work of essential standards to mathematics team instruction and assessment actions. These teachers will bring back ideas and share what they heard to staff.

Articles are shared every week through the Peek of the Week newsletter I share with staff. Some of the articles are prompted by conversation with individual staff seeking ideas around a certain need or interests they have expressed as finding value in reading. Attached you will find different articles shared over the past several weeks including some links for larger articles.

Article Links:

[Play-based Learning: The Concept of Kids Learning by Playing | Resilient Educator](#)

<https://educationandbehavior.com/behavior-strategies-for-children-with-autism>

Big machines have arrived at Gess! Groundbreaking started this week to place the footings for the 100 ft. X 80 ft. covered structure. Mr. Tapia and his crew put up fencing the week before to keep children safe on the playground and away from the heavy equipment. Our students have had lots to say about the equipment. A link shared with staff was the Mystery Science link to support conversation about those big machines.

<https://mysteryscience.com/pushes/pushes-pulls>

Thank you for supporting the professional development for the staff at Gess Elementary. This training allows us to grow our learning and understanding of best practices.

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What is the Science of Reading?

January 14, 2021

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Our Commitment to Evidence-Based Reading Instruction: Aligning Instruction with the Science of Reading Using Structured Literacy

Being a proficient reader has an impact on a student's entire education. Teaching students to read is the work of educators. While some educators are well-equipped to take on such a significant task, others wish they were better prepared and supported to make an impact that could change a child's life. IMSE makes it easy for teachers to access and understand the core principles of Structured Literacy and the Science of Reading (SoR) through their [professional development trainings and programs](#). IMSE programs are delivered by experienced teachers, all with a master's degree, who know how to ensure that teachers feel knowledgeable and supported in their ability to teach literacy.

Notably, over the past years, the Science of Reading has compiled information that holds important implications for [empowering teachers](#) with the knowledge to help students succeed in reading. In addition, intervention research estimates that the use of evidence-based prevention and intervention approaches in literacy, such as what IMSE offers, could decrease the number of below-level readers from 30% to 5%.

The Science of Reading: What it is

The Science of Reading is a comprehensive body of research that encompasses years of scientific knowledge, spans across many languages, and shares the contributions of experts from relevant disciplines such as education, special education, literacy, psychology, neurology, and more. The Science of Reading has evolved

from a wide span of research designs, experimental methods, participants, and statistical analyses. This conclusive, empirically supported research provides us with the information we need to gain a deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development. From this research, we can identify an evidence-based best practice approach for teaching foundational literacy skills called Structured Literacy.

David Kilpatrick stated, "We teach reading in different ways; they [students] learn to read proficiently in only one way." The Science of Reading (SoR) has demystified any wonder of how we learn to read and offers evidence backed by science to confirm that there is one right way to teach reading. In addition to this, the SoR provides vital information to drive IMSE's approach to instruction and to reach all learners.

The Science of Reading: What we know

- The SoR helps us to understand the cognitive processes that are essential for reading proficiency. It describes the development of reading skills for both typical and atypical readers.
- The SoR has debunked various methods used over the years to teach reading that were not based on scientific evidence.
- Most reading difficulties can be prevented in young, at-risk students. In other grades, studies have demonstrated the effectiveness of intensive phonemic awareness training, intensive phonic decoding training, and opportunities for repeated practice with reading controlled text. Intervention in these skills leads to efficient orthographic mapping and the highest degree of success.
- Teaching whole word memorization is limited, and learning phonics empowers students with an exponential effect.
 - If a child memorizes ten words, then the child can read ten words. But, if the child can learn the sounds of ten letters, the child can read...
 - 350 three-sound words
 - 4,320 four-sound words
 - 21,650 five-sound words
- Reading development can be divided into three stages:
 - **Letters and sounds:** Letter-sound knowledge is essential for both phonic decoding and sight-word learning.
 - **Phonic decoding:** Early phonological awareness skills enable the development of letter-sound knowledge and should be targeted for direct instruction through first grade. Advanced phonological awareness skills should continue to be assessed and practiced through third grade to ensure that a solid orthographic lexicon is established.
 - **Orthographic mapping:** Understanding orthographic mapping allows for teachers to support students who struggle to read. Orthographic mapping is the process that occurs when unfamiliar words become automatic sight words. The research on orthographic mapping explains how students develop this vast sight word bank for accurate and automatic word retrieval and also why students with reading problems struggle to develop this skill.
- Phonics and phonemic manipulation must be proficient to allow for students to build a sight word bank or orthographic lexicon. To support this, students need sufficient practice and review in decoding and encoding, knowledge and application of concept skills, and exposure to decodable text.

- Comprehension is the ultimate goal for reading. It is driven by two broad skill sets that are identified in the Simple View of Reading (SVoR).
- The Simple View of Reading (SVoR) is further detailed in Scarborough's Reading Rope, which highlights the essential components of reading.
- Phonics is an important component in early, effective literacy-based instruction.
- Learning to spell is far more complex than just memorizing words. Encoding (spelling) is a developmental process that impacts fluency, writing, pronunciation, and vocabulary.
- Most teachers have received little knowledge about language structures that are used in reading, speaking, and writing. The SoR has compounded information but has yet to make it into the professional development of all teachers.
- Students with reading difficulties present on a continuum of severity and require highly skilled teachers who have the knowledge and expertise to provide intervention based on the SoR.
- The findings of the SoR translate into practices called Structured Literacy™. Structured Literacy is an approach to teach reading that is based on the Science of Reading.

Structured Literacy: How we teach

- Through Structured Literacy (SL), teachers implement methods that are appropriate for all students and particularly necessary for students with learning differences.
- Orton-Gillingham is an evidence-based SL approach that uses research from the SoR and incorporates recommended multi-sensory instructional techniques. SL supports instruction that is explicit, sequential, systematic, prescriptive, diagnostic, and cumulative.
- Instruction is assessment-driven. The diagnostic aspect of SL requires continued progress monitoring to measure outcomes and guide differentiation.
- Students are provided repeated opportunities with decodable text that have ample representations of the phonetic elements for code-emphasis.
- Through regular dictation of words and sentences containing the phonetic concept, students become skilled in spelling words within and outside of the text.

Structured Literacy: What we teach

- The SoR identifies five essential components that make up the Simple View of Reading. Structured Literacy incorporates all five:
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- Students who have difficulty decoding need a focus on phoneme-grapheme and blending automaticity for both real and nonsense words. Teachers are skilled at differentiating instruction based on assessment results.
- Orthography helps students to understand why words are spelled the way they are spelled. Students learn to identify the overlapping features of words including word origin, phoneme-grapheme correspondence, position constraints, and patterns and conventions. This helps them to acquire the alphabetic principle.
- Phonemic awareness is emphasized as a necessary pre-reading skill and teachers recognize and target the sequence of skills to build phonological awareness from early to advanced skill levels.
- Regular words are taught according to phonetic patterns and irregular words are analyzed for their irregularities. When proficient readers encounter new words, they phonemically analyze the word for the regular grapheme-phoneme patterns and are able to identify the irregular element(s) with ease. Teaching weak readers to activate this process allows them to align the letters to the phonemes in their memory.
- Morphology is the study of meaningful units within words. Students are able to expand their vocabulary when they are directly exposed to the study of root words, prefixes, and suffixes.

The Science of Reading has proven that a Structured Literacy approach is a necessary foundation for reading success. As teachers, we make a commitment to continue our education to support the learning of every student.

IMSE's Orton-Gillingham training and programs make it possible for teachers to integrate evidence-based and research-based reading instruction and intervention strategies into Multi-Tiered Systems of Support (MTSS) to empower all students in every classroom.

Sign up for our LIVE virtual Orton-Gillingham training! We are now offering half-day, evening, and weekend options to best fit your schedule.

To learn more about the Science of Reading and Structured Literacy, check out the following great reads:

- Essentials of Assessing, Preventing, and Overcoming Reading Difficulties by David Kilpatrick
- Equipped for Reading Success by David Kilpatrick
- Reading in the Brain: The New Science of How We Read by Stanislas Dehaene
- Phonics from A to Z: A Practical Guide by Wiley Blevins
- Unlocking Literacy: Effective Decoding and Spelling Instruction by Marcia Henry
- Reader, Come Home: The Reading Brain in a Digital World by Maryanne Wolf

IMSE's approach allows teachers to incorporate the five components essential to an effective reading program into their daily lessons: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

The approach is based on the Orton-Gillingham methodology and focuses on explicit, direct instruction that is sequential, structured, and multi-sensory.

It is IMSE's mission that all children must have the ability to read to fully realize their potential. We are committed to providing teachers with the knowledge and tools to deliver proven literacy education to students of all ages and abilities.

About The Author

Dr. Kirstina Ordetx is a Level 4 Master Instructor with The Institute for Multi-Sensory Education (IMSE). She holds a doctorate in Counseling Psychology with a concentration in pediatric neurology. Dr. Ordetx is an educational specialist with over 25 years of clinical experience, research, and consultation. She is a certified Structured Literacy Dyslexia Interventionist through the Center for Effective

Reading Instruction, a Certified Nutrition and Wellness Consultant, Executive Functions Coach, and a registered Licensed Mental Health Intern. Dr. Ordetx has published two books that compile her research and practice in Theory of Mind. She has served on accreditation committees for the Florida Council of Independent Schools, is a university adjunct professor in developmental and child psychology, and presents at various national and international conferences. Dr. Ordetx is head of school for a private academy in Lakewood Ranch, Florida specializing in the multi-sensory education of students who have language and learning-based differences. She is the Executive Director of the Pinnacle Pediatric Therapy Group, a multi-disciplinary, pediatric therapy clinic.

Please connect with us on [Facebook](#), [Twitter](#), and [Pinterest](#) to get tips and tricks from your peers and us. Read the [IMSE Journal](#) to hear success stories from other schools and districts, and be sure to read the [OG Weekly email series](#) for refreshers and tips.

Our Mission

We believe that reading success is fundamental, driving intellectual and emotional growth. Because success looks different for every child, IMSE is committed to providing teachers with the knowledge and tools to promote individual reading excellence.

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Classroom accommodations for ADHD

Understood



By Amanda Morin

Students with **ADHD** have difficulty with attention and self-control. And at school, that can look like inattention, distractibility, hyperactivity, impulsivity, and disorganization – all of which can get in the way of learning. What classroom accommodations can help students with ADHD? Here are some strategies teachers can try.

Setting up the classroom environment

- Use **flexible seating**, like wobble chairs, standing desks, footrests, seat cushions, or resistance bands on chair legs.
- Increase the space between desks or work tables (if social distancing guidelines aren't already in place).
- Designate a quiet work space in the classroom.
- Set up preferential seating close to the teacher and/or away from high-traffic areas.
- Post a written schedule for daily routines and rules. When possible, let the student know ahead of time about schedule changes.

Building organization skills

- Use an assignment notebook or an electronic calendar.
- Provide an extra set of books to keep at home.
- Provide folders and baskets of supplies to keep desk organized.
- **Color-code materials** for each subject.
- Provide typed notes or an outline of the lesson to help with taking notes.
- Teach **note-taking strategies**, like using graphic organizers and mind-mapping software.
- Have a buddy take notes for the student.

Giving instructions

- Give directions out loud and in writing, and have the student repeat them.

- Provide a lesson outline that details instructions and assignments.
- Keep instructions simple, clear, and concrete.
- Use pictures and graphs to help create visual interest.
- Provide a rubric that describes the elements of a successfully completed assignment.
- Help the student **break long assignments into smaller chunks**.

Completing tests and assignments

- Allow understanding to be demonstrated in different ways, like oral reports, posters, and video presentations.
- Provide different ways to respond to test questions, like saying the answers or circling them.
- Minimize the number of questions and problems per worksheet.
- Schedule frequent short quizzes, rather than one long test at the end of each unit.
- Give credit for work done instead of taking away points for late or partial assignments (with a plan for moving toward completing assignments).
- Grade for content, not for neatness.
- Give extra time and quieter space for work and tests.

Managing behavior

- Use a **behavior plan** with a reward system.
- Use a **nonverbal signal** (like a sticky note on the desk or a hand on a shoulder) to get the student's attention and indicate the need for things like taking a **brain break**.
- Talk through behavior problems one-on-one.
- Check in frequently to monitor the student's "emotional temperature" or frustration level.

What's next

Do you have a student who you think has difficulty with attention and self-control? See a **fact sheet about ADHD**.

Do you think your child may need accommodations? Get **[tips for talking to teachers about ADHD](#)**.

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When Multiplication Facts Won't Stick: Could a Language/Story Approach Work?

A research study examining the effectiveness of the "Memorize in Minutes" curriculum

Joni D. Mahler, MEd

ABSTRACT

This study examined whether a story/language based method of teaching the multiplication facts would be helpful to students who previously had difficulty with the memorization of those facts. Using the curriculum *Memorize in Minutes* by Alan Walker (Walker, 2000), the researcher taught six fourth-grade students the multiplication facts (3s through 9s) over a period of 22 sessions of 30 minutes each. The participants showed marked growth in their acquisition of the facts. The participants who started with the least prior mastery of the facts had the most growth, and with the addition of extra time, achieved equal mastery with their peers. Unexpectedly, the participants retained and even later improved upon their newly acquired facts, as measured by the delayed posttest. These results warrant further research into the use of this curriculum for teaching the multiplication facts in both clinical and classroom settings.

BACKGROUND

Most ETs have had the experience of helping a student learn or memorize something, and by the next day, the memorized fact will have completely vanished. No amount of review or practice seems to help; it is as if the information is coated with Teflon and slides right off the student's brain.

Such was my experience with a fifth grader, Sam, who had great difficulty memorizing the basic multiplication facts. We could drill a particular fact many times one day, and by the next day, that fact had vanished. We were not trying to build conceptual knowledge; this student's understanding of multiplication concepts was intact, and his engagement and motivation were in earnest; we were solely concerned with the act of memorization.

As do many students, Sam had a diagnosis of dyscalculia, or disability in math (as well as ADHD and dysgraphia). Yet, for our students with learning disabilities, problems with math extend far beyond the classroom: only 23% of our high school seniors graduate at the "proficient" or above level in math (National Center for Education Statistics, 2007). Presently, 58% of adults cannot calculate a 10% tip on a restaurant check (Phillips, 2007), and 27% of eighth graders cannot correctly shade in one third of a rectangle (NAEP, 2007). Success in everyday life, let alone in college or a technology-based job, requires competence in math.

Definition of disability in math. Developmental dyscalculia (DD), or mathematics learning disability (MLD), is defined as a "... specific learning disability affecting the normal acquisition of arithmetic skills" (von Aster & Shaley, 2007). DD/MLD, which is primarily a cognitive disorder, is considered a clinical diagnosis when a child's mathematics achievement is "substantially" below what would normally be expected, given the child's intelligence and educational opportunities (Mabbott & Bisanz, 2008). While problems in mathematics can be predicted as early as age 4 or 5 (Geary, Hamson, & Hoard, 2000), a full math disability may be clearly diagnosed by third grade (Fuchs, Powell, Seethaler, Cirino, Fletcher, & Fuchs, 2009). Researchers distinguish between low-achieving children who are likely to be weak in some, but not all, areas of math, and those who meet stricter criteria of an overall disability in math, which, depending on the criteria used, occurs in 3–8% of the population. Accordingly, a disability in math occurs at about the same rate as disability in reading.

Brain processes and memory. Underlying brain processes shown to have involvement in mathematical operations include the central executive function; attention; long-term, short-term, semantic, and working memory; procedural memory; and the visuo-spatial sketchpad, a component of working memory models that stores and manipulates visual and spatial information. Through the use of brain imaging, researchers are beginning to see a vast complexity in the ways different math processes involve different brain processes. Even a process as seemingly straightforward as remembering the answer to a math fact (i.e., just sheer rote automaticity, without asking for understanding or comprehension of that fact) is not completely understood. Most research speculates that delayed automaticity in facts is due primarily to a memory-based deficit (Levine, 2001).

To store memories, the brain uses a variety of systems, each of which plays a specialized role. While episodic memory collects our experiences in a way that allows us to replay them, semantic memory involves knowledge of facts, rules, symbols, meanings, and ideas that are not necessarily connected to specific incidents or events. Jerry W. Rudy, author of *The Neurobiology of Learning and Memory* (2008), summarizes by saying:

Many memory researchers believe the episodic memory belongs to a broader, long-term memory category called declarative memory, which not only includes episodic memory but also semantic memory. Semantic memory is believed to support our memory for facts and our ability to extract generalizations from multiple experiences.

Rudy continues, "The content of semantic memory, however, is not tied to the place or context where you acquired it. *It is sometimes said to be context free*" [author's emphasis] (Rudy, 2008, p. 272). Rudy's concepts of "memory for facts" and "context-free memory" are relevant to math fact retrieval dysfunction in that math facts generally have no context. Retrieval is the ability to, upon demand, access and give

expression to a specific fact, procedure, or piece of knowledge, within the generally accepted timeframe for that item. When there are problems with retrieval from memory, mastery of the multiplication math facts can be difficult.

Working memory, the temporary workspace in which thinking is done, is also consistently indicated as a major factor in DD/MLD and poor performance in math (Rotzer et al., 2009; Geary et al., 2000; Kercood & Grskovic, 2009). Whether working memory is a direct or indirect contributor to specific problems in the long-term storage and retrieval of math facts is unknown, but it is clearly required in the initial process of teaching and learning those facts and may influence their lack of consolidation into long-term memory (LTM).

Researchers have speculated about how memory functions might interact in the context of a math deficit, suggesting that: (a) storage deficits cause deficient access to information in LTM, (b) deficits in attention resources cause problems in working memory, thus working memory insufficiently activates LTM, and/or (c) a general disruption of information retrieval from semantic memory is taking place (Kaufmann, Lochy, Drexler, & Semenza, 2004).

The central executive function and attention. During math learning, the central executive function appears to allocate working memory resources and to access knowledge from LTM (Kaufmann, 2002). Swanson & Jerman (2008) found that a deficit in the central executive component of working memory is a major risk in, and predictive factor for, mathematics learning disabilities in children with average intelligence. Children with math disabilities tend to do less mental rehearsal, a function of the central executive component, than children without math disabilities; it is that subvocal rehearsal that reduces memory decay (Swanson et al., 2008) and strengthens memory traces.

Additionally, children with DD/MLD, even those who do not have a formal diagnosis of ADHD, are consistently rated as being more inattentive than typically developing children and even children with learning disabilities (Raghubar et al., 2009). Children who are more inattentive make more math fact errors (Lee, Stansbery, Kubina, & Wannarka, 2005; Kaufmann & Nuerk, 2008). Children with DD/MLD may have specific difficulty inhibiting irrelevant information and associations inside of the executive component. Interventions that address inattention may be effective; even an act as simple as highlighting computation problems has been shown to increase the number of correct answers and reduce off-task behaviors (Kercood & Grskovic, 2009).

Developmental delay. An important recent finding is that a deficiency in procedural knowledge, which affects math fact retrieval, may be more reflective of a developmental delay than a cognitive deficit for some children (Raghubar et al., 2009). Children with DD/MLD tend to have mathematical processing abilities similar to those of younger children; they were found to have an understanding of multiplication

comparable to their age-matched peers, but were less accurate, had slower retrieval rates, had smaller digit-span capacity in working memory, and had less-reliable back-up strategies, all comparable to younger children without DD/MLD (Mabbott & Bisanz, 2008). It may be that effective instructional techniques could compensate for, even on a temporary basis, the math fact retrieval/procedural deficit until such time as the child's development allowed for math fact retrieval using more traditional memory patterns.

Specific math deficits. Mathematics is built on a sequentially acquired knowledge of numeracy, operations, procedures, and concepts; and deficits can occur in one or a combination of those areas. To be successful at one step, a child must have properly mastered each prior step (VanDerHeyden & Burns, 2009). The inability to retrieve, or a delay in retrieving, math facts can undermine the solid acquisition of basic procedures such as multi-digit multiplication or division, which in turn undermines the later acquisition of fractions, decimals, percentages, pre-algebra, and so on. For example, solving a two-digit division problem can have as many as 16 steps and may require the use of six multiplication facts (among others) in calculating the solution (Figure 1).

	3 4 9	
23	8027	
-	69	

	112	
-	92	

	207	
-	207	

	0	

16 steps:
 3 division facts
 6 multiplication facts
 5 subtraction facts
 2 bringing down steps

Figure 1. Illustration of two-digit division problem.

Some have suggested that students be given calculators or multiplication charts instead of asking them to memorize the facts. However, students with insufficient working memory already have a tendency to lose track of what they are doing, forgetting one part of a task while working on another; thus it is even more important that these particular students attain automaticity with multiplication facts.

Variables in intervention studies. Studies of multiplication intervention methods have been constructed using a wide assortment of variables with few consistent methodologies. Many of the interventions show good results, demonstrating that simply focusing more time and attention on learning the facts, using a thoughtful technique, yields good results. However, only 38% of the studies measure retention of the facts, so the long-term effectiveness of these approaches is still unknown (Coddling, Hile-Panahon, Panahon, & Benson, 2009). Informal, unique approaches to teaching multiplication facts, such as those invented by teachers, learning specialists, educational therapists, or tutors, are underrepresented in these studies.

The language/story approach. Sam's learning profile was noteworthy in that his above-average verbal/language capability lay in direct contrast to his below-average spatial/performance capability. While he was particularly disabled in math, which contains abstract concepts and offers content that has little context, he had an excellent memory for matters that contained meaning, such as those that occurred in language.

Indeed, children with DD/MLD usually have intact math-related language functioning and verbal ability (Mabbott & Bisanz, 2008), giving rise to the idea of a language/story based approach to studying math. One of the ways LTM is consolidated is through the "paired association" mode, where two pieces of information are stored together in memory (Levine, 2001). When weak mental representations (e.g., 3×4) are strengthened by a story, mnemonic, visualization, or activity, the chances of effective storage and retrieval can be greatly increased because they serve to anchor and connect that information.

My search for a solution for Sam led me to a unique book called *Memorize in Minutes*, by former Washington state teacher Alan Walker (Walker, 2000). In the book's curriculum, each number between 2 and 9 is assigned a rhyming mnemonic ($3 = \text{tree}$, $4 = \text{door}$), and these mnemonics are then woven into a funny and visually memorable story; in this case, the story is about a tree, a door, and an elf; thus, $\text{tree} \times \text{door} = \text{elf}$ and $3 \times 4 = 12$.

Teaching this curriculum to Sam was nothing less than an astonishing experience. As he was taught the stories, he immediately and permanently remembered each one and could translate it to the fact in question. Needing to translate a story made his retrieval slower than if he had memorized the numerical answers, but compared with not being able to retrieve the fact at all, this route was acceptable. The results were so remarkable that I chose to study this curriculum as a master's research project.

In the course of this study I taught the Memorize in Minutes curriculum to a small group of participants over a series of 22 sessions, 2 or 3 days per week, in 30-minute increments. The participants in the study were six students in the fourth grade who had been identified by their school as having struggled in learning and remembering multiplication facts, despite plentiful classroom instruction and individual support. All participants were 9 or 10 years old and spoke English as a first language. Quantitative data were collected through administration of the pretest, posttest, and delayed posttests offered by the curriculum.

Pre-, post- and delayed posttests. The curriculum pretest included 36 problems, which covered the facts of the 2s through the 9s. Students were allowed up to 6 minutes to complete the test. After the conclusion of the intervention sessions, a posttest and a delayed posttest were administered. One change was made in these two latter tests: at the 6-minute mark, instead of ending

the test, participants who had not yet finished were asked to put an asterisk on the problem they were working on and to continue working, creating an "untimed" version of the tests. In all cases, tests were finished within a few minutes of passing the 6-minute mark.

Structure and pacing. Although the original structure of the curriculum called for 30 teaching sessions, due to scheduling constraints, only 22 were able to be held. This resulted in the significant alteration of teaching of two new facts per lesson (instead of one) in 13 of the sessions. I felt that the resulting rushed pace reduced the chances for effective memory consolidation and caused a moderate amount of confusion in distinguishing between stories.

Pre-teaching. The pre-teaching of background concepts was important to the success of the learning of the stories. For example, not every participant was familiar with the program's story elements such as revolving doors, surfing, chefs, forts, and so forth.

Midway through the sessions, I realized that not all participants understood the rhyming associations critical to the mnemonic learning of the stories. For example, in the curriculum, $3 \times 5 = 15$ is translated to $\text{tree} \times \text{hive} = \text{lifting}$. While four of the participants intuitively understood the rhymes (e.g., $\text{lifting} = \text{fifteen}$), and were facile in going back and forth between the numbers and the rhyming words, two of the participants did not hear the rhymes explicitly enough and thus made incorrect connections. I thus began to incorporate explicit instruction into the main lesson as to how the numbers and words rhymed in each phrase, syllabicated the sounds orally and visually, and had the group repeat the sounds aloud, separately and blended together.

Anchoring and review activities. Following the curriculum structure, each session contained a teaching, an activity, and a review segment, and every few sessions contained a quiz segment. Key features of the curriculum were the "anchoring activities," hands-on activities whose goal was to create strong visual, aural, or kinesthetic experiences of the story. Suggested activities included drawing the story with felt pens or shaving cream; modeling the story with pipe cleaners or clay; acting or dancing the story; writing extensions of the story or letters of correspondence; creating digital drawings or slides; and other activities such as creating board games, dioramas, or cartoons.

During the pretest, I noted that the allowance of 6 minutes to complete 36 problems in a paper and pencil test does not necessarily test true automaticity with the facts. To help address the need for automaticity, I added occasional individual verbal checks of progress. When instruction in one number (say, the 3s) had been completed, the participants did a quick individual verbal check before exiting the classroom. In less than 5 minutes, I saw first-hand the status of all the 3s facts and used that information to inform future instruction and review.

FINDINGS

The students improved in their mastery of the multiplication facts in both expected and unexpected ways. Overall results can be seen in Figure 2.

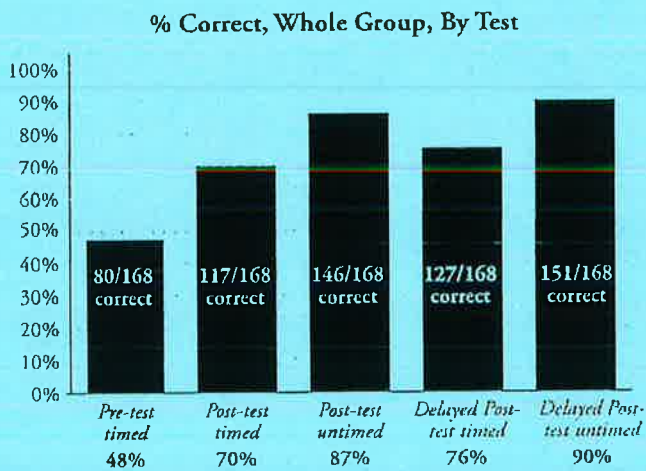


Figure 2. Percent Correct, Whole Group, by Test (delayed test was 14–20 days after the posttest)

Timed test improvement. The first key finding was the degree of overall improvement in the timed tests. The timed pretest score of 80 correct improved to 117 in the timed posttest, a gain of 46%.

Untimed test improvement. The second key finding was the amount of additional improvement that occurred by allowing participants a few extra minutes to finish their tests. The pretest had shown the existence of two distinct skill level groups; the three lowest participants averaged 7 correct, and the three highest had an average of 20 correct. The extra time allowed the three lowest students to increase their number of correct answers in the posttest from 47 to 69, an improvement of 47%. A similar gain was achieved in the delayed posttest with the additional time. I considered the possibility that the extra time allowed those students to use other strategies, such as fingers or skip counting, to arrive at the multiplication fact answers, but that was not visibly observed. Thus, the lower-skilled group accounted for almost 100% of the benefit from having extra time, and with this allowance, the distinction between the higher and lower groups had been eliminated by the end of the intervention. This has important implications in that the lower-skilled participants could now participate on a level playing field with their peers.

Delayed posttest improvement. The third key finding was the rate of retention of the studied multiplication facts as demonstrated in the delayed posttest. It was expected that some, and perhaps quite a bit, of deterioration of the multiplication facts would occur between the posttest and the delayed posttest. To the contrary, the participants showed further gains in both the timed and untimed versions of the delayed posttest over the posttest. While the increases were small, it is noteworthy that the scores did not decrease in the interim.

One interpretation of the improvement in the delayed posttest results could be that the participants had reached a place where they could use the multiplication facts functionally during their classroom math; that is, they were finally using the facts as their classmates did, and therefore were, in a sense, practicing during the normal course of their schoolwork. They were now engaged in the natural use of the facts that their peers had long been engaged in.

An additional explanation of the improvement in the delayed posttest scores might have to do with the process of memory consolidation. Anecdotally, clinical practitioners commonly report that material covered may not be consolidated efficiently for days, weeks, or even longer periods of time, unrelated to the amount of review. The data here speak to the need for future research into the process of memory consolidation for students with memory and learning challenges.

Combined improvement of allowing extra time and delaying testing. Perhaps the most striking result was the total improvement from the timed posttest to the untimed delayed posttest. The participants' scores improved from 117 to 151, or 29%, with *no further instruction*, but only with the combination of the allowance of extra time during testing and the delayed testing at 14–20 days after instruction ended. The benefit of these two features was again most dramatically seen in the participants in the lower starting group (Figure 3). In this figure, participants were ranked by their starting scores (e.g., Participant #1 had the highest score in the pretest, and so forth).

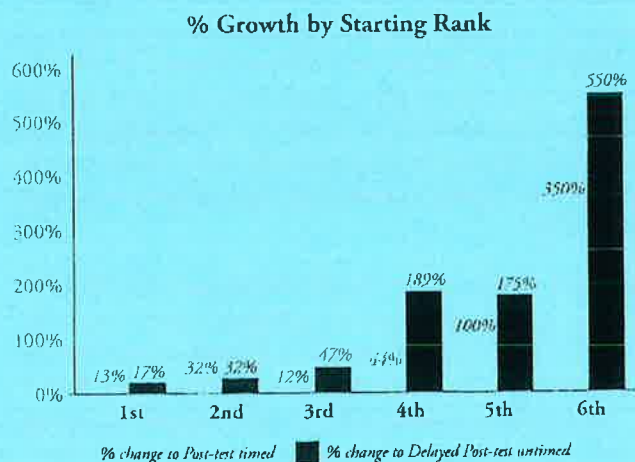


Figure 3. Growth From Extra Time and Delay Period, by Starting Rank

Of course, it could be said that the higher-ranking students had fewer facts to learn and therefore had less opportunity for growth. Nevertheless, the performance of the lower-ranking group participants has clear implications for clinical work: an alternative language/story based method of learning multiplication facts can provide immense benefit to those who struggle the most.

Continued on page 20

When Multiplication Facts Won't Stick...

Continued from page 8

Curriculum suitability for different learning profiles. I suggest the following as guidelines in considering whether the curriculum would be effective for students with a variety of learning profiles.

Student trait	Likely response
<ul style="list-style-type: none"> • Strong verbal/language processing • Good ability to visualize • Novelty seekers and fun lovers • ADHD/physically active 	Would respond especially well to this curriculum.
<ul style="list-style-type: none"> • Slow processing • Dyslexia or reading problems • Dysgraphia • Sequencing and spatial weaknesses 	Would respond well with minor reaching adjustments (such as minimizing writing activities or not requiring students with reading problems to read stories aloud)
<ul style="list-style-type: none"> • Weak receptive language • Weak visualization skill • Weakness in phonemic awareness, sound discrimination, or rhyming • Inability to enjoy silly humor • English language learners 	Would respond well with increased pre-teaching, increased review, and a slower pace. In more pronounced cases, this curriculum might not be a good match.

Activities can be designed to support different learning channels; for example, students who are stronger in the auditory arena may benefit from emphasis on verbal story recall and discussion, while those who are stronger in the visual arena may benefit from more focus on describing and interacting with a picture of the story.

CONCLUSIONS

- The language/story approach to memorizing multiplication facts was successful in its goal of improving multiplication fact acquisition among the participants.
- The study provides evidence of the beneficial outcome of untimed testing, which has long been part of accommodation planning but is often inconsistently implemented.
- The curriculum, along with the benefit of extra time, served to bring lower-skilled participants up to the same level as their higher-performing peers, thereby creating a level playing field for future instruction.
- Perhaps the most striking finding was the unexpected result that participants had no loss of retention of facts 2 weeks after the sessions ended. It is speculated that participants were finally using the facts in their everyday classrooms, and were now engaged in the natural practice in which they previously could not participate. It may be that students with learning challenges have different memory consolidation timelines than traditional students, which could imply that the timeline of assessment of learned material might need adjustment.

- Memorize in Minutes was designed to be an instructional curriculum; however, it can be used in remedial settings as well. It would be worthwhile for teachers and private educational therapists to develop modifications that match the student's learning pace, provide extra review, and tailor activities to the learner's strengths. It is also suggested that more time be allocated to pre-teaching of concepts, and that measures of automaticity be developed and incorporated into the program.

In summary, the study showed that concentrated practice in a domain of memory that suits the student can, in a relatively short period of time, allow students to learn and hold onto the multiplication facts. A clinical version of the Memorize in Minutes curriculum could help practitioners and parents better teach the program to their students and children. Mastery of the multiplication facts will allow students to continue their math instruction and build their math skills along with their grade-level peers, and beyond.

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Let's Talk about Bullying, not Bullies



When we refer to children as "bullies," it implies there is an inherent and unchangeable quality to them. This can quickly lead to discussions about punishment and sanctions for the undesirable. What is needed instead is to identify *bullying as an action that requires support for behavioral change*. There are many ways that parents and teachers can help change bullying behavior. In reality, both specific children's needs as well as environmental conditions that allow for bullying must be addressed in order to change bullying behaviors.

What is bullying?

Bullying occurs when kids **repeatedly** use their **power** with the **intention to control or harm** others. There is a power imbalance in the relationship. Because of this imbalance, victims have a difficult time defending themselves. A power imbalance includes threat or use of physical size or strength, social popularity, or psychological know how to cause embarrassment. Examples include: hitting, pinching, tripping, or pushing someone (physical); threatening, harassing or taunting statements (verbal); spreading rumors, public humiliation; or deliberately excluding someone (social).

Cyberbullying occurs when mean, negative or embarrassing information is sent, posted or shared electronically. Cyberbullying most often occurs alongside in-person forms of bullying. This is uniquely problematic because: (a) it can occur anytime day or night, so it is hard to escape from situation; (b) parents and teachers are less likely to be aware of or observe the problem, so it can go unnoticed; and (c) postings can be permanently captured even if the original post is taken down, causing long-term reputational harm.

What is not bullying? Single acts of exclusion, rejection, aggression such as:

- arguing, fighting or disagreements between friends or those with an equal status
- accidental exclusion, rejection, aggression

Bullying is a serious problem effecting 20% - 40% of children. While approximately 25% of children report being bullied, up to 40% report exposure to bullying.

A child can be a witness to bullying, a victim of bullying, or engage in bullying. Many victims of bullying also learn to use bullying in their relationships (called "bully-victim"). A child's experience of bullying can change over time.

Why do children bully?

- Some children use dominance as a way to gain social status - particularly at younger ages. Importantly, we need to help kids find new, socially appropriate ways, to gain status and popularity.

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because they are unaware of the social status that the dominant child enjoys within their peer group.



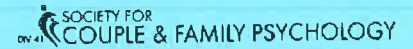
educational psychology

Dealing with conflict

- Some children use bullying as a way to deal with conflict. Therefore, they need new ways to appropriately manage conflict.



Skills associated with solving peer conflicts are not the same as those required to address bullying. Bullying occurs when there is an imbalance of power, and the child with power uses it to influence the other child. Power is displayed with physical threats or assaults, threats of humiliation, or actions to end the relationship. Dealing with bullying is different than solving social conflicts because the power imbalance must be addressed directly with **both** the child who is bullying and the victim.

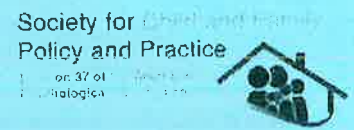


In contrast, when children learn to negotiate conflicts with peers, they do so in a way that is not harassing. While any child may wish to influence the outcome of conflicts to his/her benefit, healthy relationships are grounded in the ability to negotiate conflicts with respect – and balance each other's influence.



Bullying Myths

Isn't bullying a normal part of childhood?



- No, and there are negative effects for all involved; these problems can persist into adulthood.
 - Students who are bullied experience feelings of depression, anxiety, low self-esteem and are less engaged in school.
 - Students who bully may experience conduct and other mental health disorders.

Isn't bullying a problem children can solve on their own?

- No, skilled adults are needed to help victims, bullies, and bully-victims learn to appropriately assert themselves.

Ways parents and teachers can help change bullying behavior

- Start early!** Focus on building self-esteem and resilience as early as preschool. Kids need a basic foundation of self-worth to stand up to bullying.
- Practice assertiveness at home:** Family interactions can serve as the practice ground for standing up to bullies. An "I statement" is an assertive statement which can be used in a potentially difficult circumstance such as bullying. The "I statement" has three parts: behavior, feeling and consequence. For example, "When you talk about me behind my back (behavior), I feel mad (feeling) because it is not true but some people believe it!" (consequence)
- Stick together:** Using peer support is a good way to cope with bullying. Some children need specific guidance about the positive power of their peer groups. (How does it feel when your team cheers for you or you cheer for a friend?)
- Identify Coping Strategies:** What helps a child feel better? Some options include talking about their feelings with peers or adults; role playing situations with difficult peers in advance; reading books about bullying or peer conflicts; doing things that make them feel good about themselves.
- Emphasize telling an adult:** If bullying is occurring, reporting it to school personnel is essential. The report can come from a victim or a bystander. If problems persist despite school intervention, parents should consult a qualified mental health professional.

What if *your* kid is doing the bullying?

Naturally, some parents can be shocked when told their own child is engaged in bullying. However, it's important to be open to concerns raised at school and focus on *how to support the child* and promote changes in behavior.

What matters for most children is that *all the concerned adults* frequently and consistently address bullying behaviors and provide support.

Proper citation link for this blog post:

Hughes, T. L. (May 1, 2019). Let's Talk about Bullying not Bullies. Retrieved from

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Student Support Services

Board Report – September 2022

Quartzite Learning and Open Doors

Students have taken beginning of the year assessments and teachers are using the data during their PLC meetings to look at student need. The JH/HS PLC group has centered their discussions on 9th grade success as students start their high school career. Many staff attended the Fall Regional WALA Workshop in Spokane. Topics of discussion included a compliance overview, updates for OSPI, and discussions regarding Special Education in ALE programs. Staff enjoyed learning from other programs and Quartzite Learning received great praise from the WALA executive director.

Data and Assessment

Students have taken i-Ready and MAP assessments this fall and we had our first data upload to Homeroom, our new data warehouse / dashboard. Staff will be receiving professional development in i-Ready on October 13 and MAP on October 17. We will have continued sessions throughout the year on both platforms as we learn these new systems. We will have a roll out of Homeroom to staff later in the year as well.

Career and Technical Education (CTE)

We will be planning a fall advisory meeting for next month. We anticipate focusing this meeting on worksite and work-based learning and including tours of facilities for attendees. I will be attending a CTE administrators conference October 17-18 and look forward to continuing my learning in all things CTE to better serve our staff and students.

Highly Capable

We will be reviewing our Highly Capable program procedures this year. I will be attending the Washington Association of Educators of the Talented and Gifted (WAETAG) conference virtually next week. Part of the focus will be exploring options for a highly capable program at the junior high level with hopes of implementing second semester.

Other Grants

We received a Ninth Grade Success Grant that will allow us to partner with the Center for High School Success to learn and develop plans to better serve our ninth grade students as they enter high school. We hope that we can also transfer some of this learning to our seventh graders as they transition up from elementary.

Board Fiscal List

September	
October	Year End
November	Capital Projects/Levy Update
December	K-3, Title, LAP, High Poverty, ESSER, etc. Grants & Other Funding Update
January	Food Service Funding Update
February	Enrollment Update and how enrollment drives funding
March	Transportation Funding Update - STARS funding formula
April	Audit Update
May	ASB Funding/Fundraisers/Approval Process
June	
July	Budget Update & Approval
August	

FTE	Budget												
COUNT	2022-2023	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Average	
K	48	35.50	44.00									39.75	
1	53	57.00	59.00									58.00	
2	37	35.00	34.00									34.50	
3	50	56.00	58.00									57.00	
4	62	62.00	61.00									61.50	
5	42	46.00	47.00									46.50	
6	59	63.00	62.00									62.50	
7	59	52.00	53.00									52.50	
8	49	50.00	52.00									51.00	
9	69	70.80	72.12									71.46	
10	76	81.00	82.00									81.50	
11	65	52.00	51.16									51.58	
12	57	54.80	57.12									55.96	
TOTAL FTE	726	715.10	732.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	723.75	FTE
GESS	306	317.00	326.00									321.50	
JHS JR/SR	300	296.24	294.20									295.22	
QUARTZITE	120	102.86	112.20									107.53	
	726	716.10	732.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	724.25	-1.75
PLUS OR MINUS													
FTE BUDGET		-10.9	6.4									-2.25	
STUDENT	Budget	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Average	
COUNT K	48	36	45									40.50	
1	53	57	59									58.00	
2	37	35	34									34.50	
3	50	56	58									57.00	
4	62	62	61									61.50	
5	42	46	47									46.50	
6	59	63	62									62.50	
7	59	52	53									52.50	
8	49	50	52									51.00	
9	69	73	75									74.00	
10	76	81	82									81.50	
11	65	66	65									65.50	
12	57	65	68									66.50	
TOTAL Head Count	726	742	761	0	0	0	0	0	0	0	0	751.50	COUNT
K-6	351	355	366									360.50	
7-12	375	387	395									391.00	
TOTAL Head Count	726	742	761	0	0	0	0	0	0	0	0	751.50	
RUNNING START			Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Average	
Total Students HC	22		37.00									37.00	
Running Start Only			4.00									4.00	
NonVoc	21		25.43									25.43	
Voc	1		3.32									3.32	
Total FTE	22		28.75									28.75	
SPECIAL SERVICES		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Average	
SPED 3-5	5	3	1									2.00	
SPED Tier I >80%	89	80	82									81.00	
SPED Tier II <80%	38	45	47									46.00	
Total SPED FTE	132	128	130									129.00	
+or- STUD/MO		-4	2									-1.00	
+or- BUDGET		-4	-2									-3.00	
VOCATIONAL		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Average	
FTE	56	57.6	57.44									57.52	
7TH & 8TH	11	4	4.48									4.24	
+or- BUDGET		-5.4	-5.08	-67								-25.83	
BILINGUAL	0	0	0									0.00	
BILINGUAL EXITED		0	0									0	
OPEN DOORS		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Average	
Headcount	15	18	19									3.70	
FTE	15	18	19									3.70	
FTE Grand Totl	763.00	733.10	780.15									756.63	-6.38

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

		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 9.5%	October 8.5%	November 5.5%	December 9.5%	January 8.5%	February 9.5%	March 9.5%	April 9.5%	May 5.0%	June 6%	July 12.5%	August 10%
		Annual Amt.	Current	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
3100	Regular Apportionment	6,364,301.55	6,622,253.96	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	395,843.00	830,485.94	662,225.40
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
3121	Apport Spec Ed	186,181.21	202,659.80	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	11,597.03	25,333.40	20,265.98
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
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	0.00	0.00	0.00	0.00
4100-01	General Fund Projects (Para PD)	-	10,042.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	48,283.90	37,009.54	3,221.24	0.00	27,357.40
4121	Special Ed	963,955.17	948,263.26	86,762.68	77,122.39	48,201.49	86,762.68	69,508.14	85,211.32	84,836.02	86,613.31	49,988.46	59,482.87	118,948.57	94,826.33
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	18,702.09	38,962.71	31,170.16
4158-03	Cart Bonus	-	43,725.46	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	43,725.46	0.00
4158-04	Grant	86,695.19	135,870.00	0.00	0.00	0.00	321.00	0.00	480.00	10,464.47	14,855.07	78,849.24	20,463.80	10,436.42	0.00
4158-05	Truancy	-	869.79	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	869.79	0.00	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
4165	Transitional 4165 (bilingual)	-	1,729.85	0.00	0.00	0.00	0.00	683.29	155.69	155.69	155.69	0.00	0.00	0.00	0.00
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	1,945.93	1,081.08	1,297.28	2,702.69	2,162.15
4198	Food Serv	3,000.00	6,001.70	0.00	0.00	0.00	0.00	4,019.50	0.00	0.00	0.00	0.00	1,982.20	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	-	45,584.00	0.00	0.00	0.00	0.00	17,848.66	4,343.36	2,557.78	1,397.35	0.00	0.00	3,970.98	15,465.87
4358	Special and Pilot Programs	6,000.00	5,303.75	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,303.75
5111	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	687,475.03	0.00	46,692.85	53,609.29	33,809.96	102,081.42	51,015.38	52,215.64	76,600.21	78,371.23	61,394.19	63,960.74	91,266.79
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	4,576.10	9,069.90
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	0.00	642.97	1,539.80
6114	ESSER III-Learning Loss	601,235.05	391,487.00	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	38,623.83	36,272.66	89,793.68
6119	DOH Learn to Return	-	74,265.00	0.00	0.00	0.00	0.00	27,974.00	6,613.00	6,613.00	6,613.00	6,613.00	6,613.00	6,613.00	4,854.68
6123	Fed Special ED ARP-23	-	36,811.00	0.00	0.00	0.00	0.00	0.00	0.00	1,402.80	4,831.31	8,305.96	2,056.91	9,440.02	0.00
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	15,110.99	15,749.60	15,384.51	26,885.11
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	5,687.25	500.00	0.00	1,947.08	3,708.89
6151	Fed Title I-51	494,787.00	488,839.00	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	37,806.62	38,060.82	52,944.99
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	0.00	27,016.78	2,062.05	13,868.51	24,341.41	0.00
6176	Targeted K12 Internet ESSER & FEMA	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
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	18,925.73
619802	Food-Federal-Safe Schools Grant	-	4,087.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6198-03	School Food-Federal SSO	245,000.00	283,496.28	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	36,931.60	12,085.92	0.00
6198-09	SFSP Summer Food Service	-	3,161.95	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,161.95	0.00
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
Apportionment Totals-	Balance to Apportionment report	11,532,936.72	13,680,428.89	727,280.85	802,180.56	744,611.30	928,669.66	1,063,836.64	975,827.76	969,849.83	1,089,058.71	933,287.73	770,852.73	1,366,731.82	1,232,964.06
1100 Taxes collected	Line 020 F-197	972,722	982,938	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	8,747.10	1,984.02	4,603.37
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	12,958.62
2300 Interest	Line 002 F-197	15,000	7,000	104.99	102.46	88.73	87.72	79.45	92.97	210.26	397.26	893.43	1,360.20	1,782.04	3,131.50
2000 Local Deposits	Line 001 F-197	73,196	54,000	1,577.96	842.50	246.90	513.00	453.00	12,921.31	34,144.59	786.00	816.50	780.83	509.30	11,045.02
5500 Federal Forests		17,000	21,295	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	11,100	0.00	0.00	2,666.43	982.55	762.25	1,574.50	612.65	0.00	1,021.78	1,500.35	1,908.48	4,193.37
6998 Commodities		25,000	25,758	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7000 Other SD		29,500	22,903	0.00	0.00	0.00	1,584.51	9,291.69	0.00	0.00	0.00	1,518.00	10,509.00	0.00	0.00
Cancelled warrants	Adjustments	-	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	Balance to Budget Status Report	12,712,632	14,832,700	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	793,750.01	1,398,674.11	1,268,895.94
Expenditures															
		Annual Amt.	Current Estimate	September	October	November	December	January	February	March	April	May	June	July	August
			ACTUALS ANNUALIZ	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Payroll - Certificated	Object 2	5,390,795	5,083,569	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	545,355.54	401,308.04	408,214.19
Payroll - Classified	Object 3	2,353,312	2,204,536	182,287.39	194,154.40	196,535.07	182,795.16	181,834.31	179,713.84	178,117.20	188,408.68	184,442.07	160,712.55	160,712.55	186,384.68
Benefits	Object 4	3,020,444	2,960,910	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	264,279.00	235,360.40	233,852.96
Substitute & Timesheet Estimate		-	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Additional PO Estimate		-	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Payable	Objects 5 through 9	2,592,515	2,186,953	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	175,026.16	203,207.36	90,986.48
Other cash decreases	per county	-	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures	Balance to Budget Status Report	13,357,067	12,435,968	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	1,169,102.77	1,000,588.35	919,438.31
Beginning Fund Balance		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	1,397,772.00	1,795,858

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 August, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	999,999	17,561.99	1,013,442.57		13,443.57-	101.34
2000 LOCAL SUPPORT NONTAX	88,196	14,176.52	72,967.72		15,228.28	82.73
3000 STATE, GENERAL PURPOSE	6,829,424	709,848.78	7,018,099.55		188,675.55-	102.76
4000 STATE, SPECIAL PURPOSE	1,992,907	190,344.28	2,087,760.05		94,853.05-	104.76
5000 FEDERAL, GENERAL PURPOSE	17,000	.00	21,295.46		4,295.46-	125.27
6000 FEDERAL, SPECIAL PURPOSE	2,755,606	336,964.37	2,540,172.66		215,433.34	92.18
7000 REVENUES FR OTH SCH DIST	29,500	.00	22,903.20		6,596.80	77.64
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	.00		.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	12,712,632	1,268,895.94	12,776,641.21		64,009.21-	100.50
B. EXPENDITURES						
00 Regular Instruction	6,254,000	418,653.68	5,595,088.01	0.00	658,911.99	89.46
10 Federal Stimulus	1,388,400	68,322.58	1,247,949.31	0.00	140,450.69	89.88
20 Special Ed Instruction	1,350,796	95,584.98	1,340,642.43	0.00	10,153.57	99.25
30 Voc. Ed Instruction	581,517	43,419.34	603,731.61	0.00	22,214.61-	103.82
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,110,601	49,467.87	1,008,514.53	0.00	102,086.47	90.81
70 Other Instructional Pgms	31,794	1,734.26	39,729.28	0.00	7,935.28-	124.96
80 Community Services	17,000	2,532.25	2,532.25	0.00	14,467.75	14.90
90 Support Services	2,622,978	239,723.35	2,597,780.77	0.00	25,197.23	99.04
Total EXPENDITURES	13,357,086	919,438.31	12,435,968.19	0.00	921,117.81	93.10
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)	644,454-	349,457.63	340,673.02		985,127.02	152.86-
F. TOTAL BEGINNING FUND BALANCE	1,400,000		1,804,642.37			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	755,546		2,145,315.39			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restricted for Carryover	22,000	58,316.22
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	166,908.10
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	500,000.00
G/L 890 Unassigned Fund Balance	733,546	1,420,091.07
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	755,546	2,145,315.39

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 August, 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	12,623.15	418,584.82		288,294.82-	321.27
2000 Local Support Nontax	500	251.60	1,554.99		1,054.99-	311.00
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	3,533,000	164,286.73	196,746.56		3,336,253.44	5.57
5000 Federal, General Purpose	5,500	.00	5,442.23		57.77	98.95
6000 Federal, Special Purpose	30,000	83,268.74	181,769.23		151,769.23-	605.90
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	3,699,290	260,430.22	804,097.83		2,895,192.17	21.74
B. EXPENDITURES						
10 Sites	0	115,341.24	120,941.24	0.00	120,941.24-	0.00
20 Buildings	0	1,885.79	4,863.46	0.00	4,863.46-	0.00
30 Equipment	3,894,290	1,426.81	686,122.78	0.00	3,208,167.22	17.62
40 Energy	0	3,140.29	22,108.00	0.00	22,108.00-	0.00
50 Sales & Lease Expenditure	0	.00	11,096.30	0.00	11,096.30-	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	3,894,290	121,794.13	845,131.78	0.00	3,049,158.22	21.70
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	195,000-	138,636.09	41,033.95-		153,966.05	78.96-
F. TOTAL BEGINNING FUND BALANCE	205,000		341,467.53			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	10,000		300,433.58			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	376.49
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	290,888.34
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	5,500	9,168.75
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	10,000	300,433.58

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 August, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	250	41.45	123.41		126.59	49.36
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
Total REVENUES/OTHER FIN. SOURCES	250	41.45	123.41		126.59	49.36
B. EXPENDITURES						
Matured Bond Expenditures	0	.00	.00	0.00	.00	0.00
Interest On Bonds	0	.00	.00	0.00	.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	0	.00	.00	0.00	.00	0.00
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)	250	41.45	123.41		126.59-	50.64-
F. TOTAL BEGINNING FUND BALANCE	23,000		22,799.50			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	23,250		22,922.91			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	23,250		22,922.91			
G/L 835 Restricted For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	23,250		22,922.91			

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 August, 2022

A	REVENUES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000	General Student Body	60,200	139.04	23,300.91		36,899.09	38.71
2000	Athletics	133,000	4,100.39	59,715.02		73,284.98	44.90
3000	Classes	11,500	.00	.00		11,500.00	0.00
4000	Clubs	35,150	350.00	14,538.35		20,611.65	41.36
6000	Private Moneys	12,000	.00	5,910.59		6,089.41	49.25
	<u>Total REVENUES</u>	251,850	4,589.43	103,464.87		148,385.13	41.08
B.	EXPENDITURES						
1000	General Student Body	53,500	.00	23,433.09	0.00	30,066.91	43.80
2000	Athletics	113,000	9,250.08	55,797.42	0.00	57,202.58	49.38
3000	Classes	11,500	.00	160.46	0.00	11,339.54	1.40
4000	Clubs	36,350	344.32	14,416.88	0.00	21,933.12	39.66
6000	Private Moneys	14,000	.00	6,472.16	0.00	7,527.84	46.23
	<u>Total EXPENDITURES</u>	228,350	9,594.40	100,280.01	0.00	128,069.99	43.92
C.	EXCESS OF REVENUES						
	<u>OVER(UNDER) EXPENDITURES (A-B)</u>	23,500	5,004.97-	3,184.86		20,315.14-	86.45-
D.	<u>TOTAL BEGINNING FUND BALANCE</u>	80,000		78,855.84			
E.	<u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXX		.00			
F.	<u>TOTAL ENDING FUND BALANCE</u>	103,500		82,040.70			
	<u>C+D + OR - E)</u>						
G.	ENDING FUND BALANCE ACCOUNTS:						
	G/L 810 Restricted for Other Items	0		.00			
	G/L 819 Restricted for Fund Purposes	103,500		82,040.70			
	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		82,040.70			

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 August, 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	108.95	321.73		1,178.27	21.45
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	125,000	152,410.08	152,410.08		27,410.08-	121.93
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	3,200.00		1,200.00-	160.00
A. TOTAL REV/OTHER FIN.SRCS (LESS TRANS)	128,500	152,519.03	155,931.81		27,431.81-	121.35
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. Total REV./OTHER FIN. SOURCES	128,500	152,519.03	155,931.81		27,431.81-	121.35
D. EXPENDITURES						
Type 30 Equipment	298,500	.00	119,606.33	0.00	178,893.67	40.07
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	298,500	.00	119,606.33	0.00	178,893.67	40.07
E. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
F. OTHER FINANCING USES (GL 535)	0	.00	.00			
G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)	170,000-	152,519.03	36,325.48		206,325.48	121.37-
H. TOTAL BEGINNING FUND BALANCE	170,000		171,421.01			
I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	0		207,746.49			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	0		207,746.49			
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			
TOTAL	0		207,746.49			

**CHEWELAH SCHOOL DISTRICT NO. 36
FINANCIAL REPORT
2022/2023**

Beginning Cash and Investment Balance:	
240 Treasurer's Balance - September 1, 2022	\$389,501.13
450 Investment Balance - September 1, 2022	\$1,855,168.80
241 Warrants Outstanding - September 1, 2022	<u>(\$371,410.03)</u>
TOTAL CASH AND INVESTMENT BALANCE - September 1, 2022	<u><u>\$1,873,259.90</u></u>

September 30, 2022

CASH RECEIPTS FOR THE MONTH:

State Apportionment	\$989,288.86
District Deposits	\$89,632.82
Investments Earnings	\$3,598.04
Timber Excise Tax	\$0.00
Federal Forests	\$0.00
Federal In-Lieu-Of Taxes	\$0.00
Local Property Tax	\$50,758.89
Other:	<u>\$0.00</u>

TOTAL RECEIPTS \$1,133,278.61

EXPENDITURES FOR MONTH:

Accounts Payable	\$325,505.00
Payroll	\$973,163.15
Transfer to Debt Service	\$0.00
Other: Canceled Warrants	\$0.00
Other: ACH Return	<u>\$0.00</u>

TOTAL EXPENDITURES \$1,298,668.15

MONTHLY INCREASE/(DECREASE) (\$165,389.54)

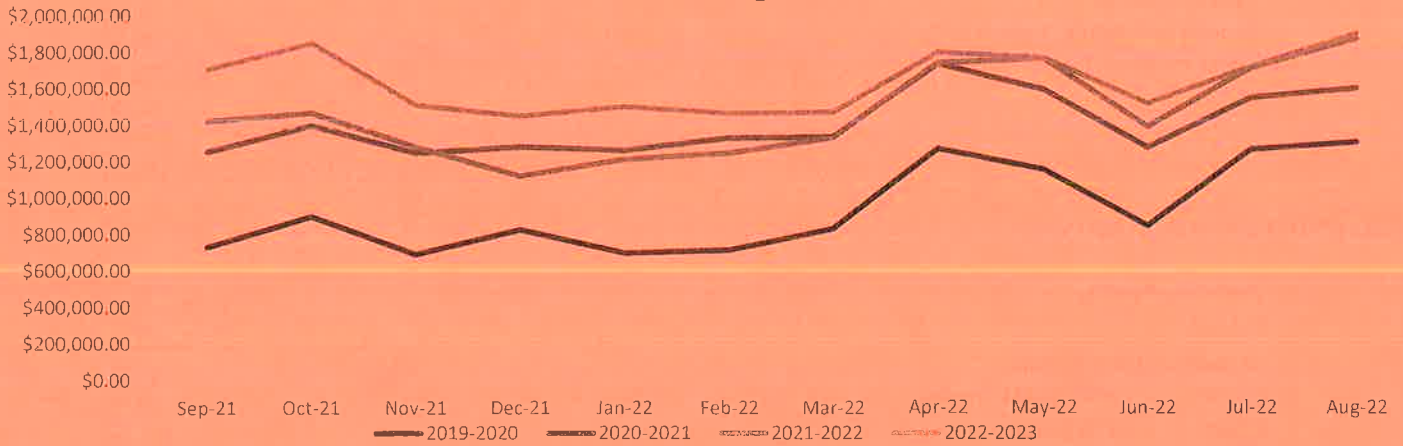
Ending Cash and Investment Balance	
240 Treasurer's Balance	\$447,612.06
450 Investment Balance	\$1,659,310.11
241 Warrants Outstanding	<u>(\$399,051.81)</u>
CASH AND INVESTMENT BALANCE AS PER STEVENS COUNTY TREASURER'S	<u><u>\$1,707,870.36</u></u>
UNASSIGNED FUND BALANCE	\$1,213,891.34
Fund Balance Assigned to Other Purposes	\$500,000.00
Total Fund Balance	<u><u>\$1,713,891.34</u></u>

CAPITAL PROJECTS FUND CASH & INVESTMENT BALANCE:	<u>\$239,834.66</u>
DEBT SERVICE FUND CASH & INVESTMENT BALANCE:	<u>\$22,968.67</u>
A.S.B. FUND CASH & INVESTMENT BALANCE:	<u>\$81,660.66</u>
TRANSPORTATION VEHICLE FUND CASH & INVESTMENT BALANCE:	<u><u>\$208,161.51</u></u>

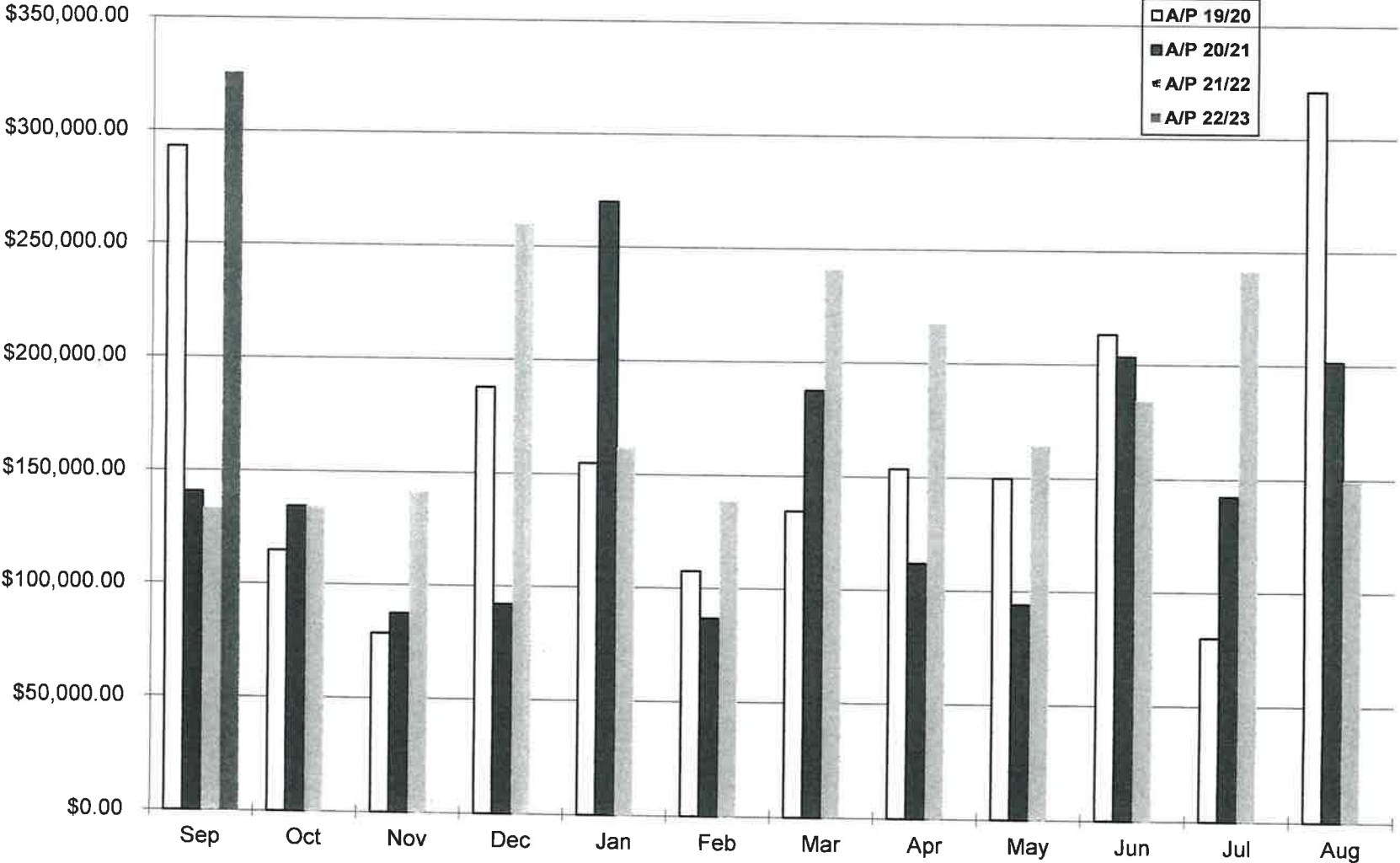
2022-2023 Financial Report
STEVENS COUNTY TREASURER'S ENDING BALANCE

Sep-19	\$729,621.47	Sep-20	\$1,253,770.69	Sep-21	\$1,423,882.95	Sep-21	\$1,707,870.36	
Oct-19	\$897,701.70	Oct-20	\$1,397,150.63	Oct-21	\$1,468,123.60	Oct-21	\$1,850,000.00	Estimate
Nov-19	\$690,564.88	Nov-20	\$1,247,908.17	Nov-21	\$1,281,033.93	Nov-21	\$1,510,000.00	Estimate
Dec-19	\$825,477.61	Dec-20	\$1,280,897.48	Dec-21	\$1,119,975.26	Dec-21	\$1,450,000.00	Estimate
Jan-20	\$696,923.14	Jan-21	\$1,262,436.43	Jan-22	\$1,211,725.08	Jan-22	\$1,500,000.00	Estimate
Feb-20	\$711,933.16	Feb-21	\$1,327,993.02	Feb-22	\$1,243,922.79	Feb-22	\$1,465,000.00	Estimate
Mar-20	\$830,200.17	Mar-21	\$1,335,511.99	Mar-22	\$1,331,851.46	Mar-22	\$1,470,000.00	Estimate
Apr-20	\$1,271,000.43	Apr-21	\$1,737,993.21	Apr-22	\$1,745,961.23	Apr-22	\$1,800,000.00	Estimate
May-20	\$1,156,011.59	May-21	\$1,596,745.55	May-22	\$1,766,334.68	May-22	\$1,770,000.00	Estimate
Jun-20	\$847,502.15	Jun-21	\$1,277,412.71	Jun-22	\$1,392,533.42	Jun-22	\$1,520,000.00	Estimate
Jul-20	\$1,265,319.49	Jul-21	\$1,549,087.60	Jul-22	\$1,712,306.54	Jul-22	\$1,720,000.00	Estimate
Aug-20	\$1,305,233.44	Aug-21	\$1,600,211.65	Aug-22	\$1,873,259.90	Aug-22	\$1,900,000.00	Estimate

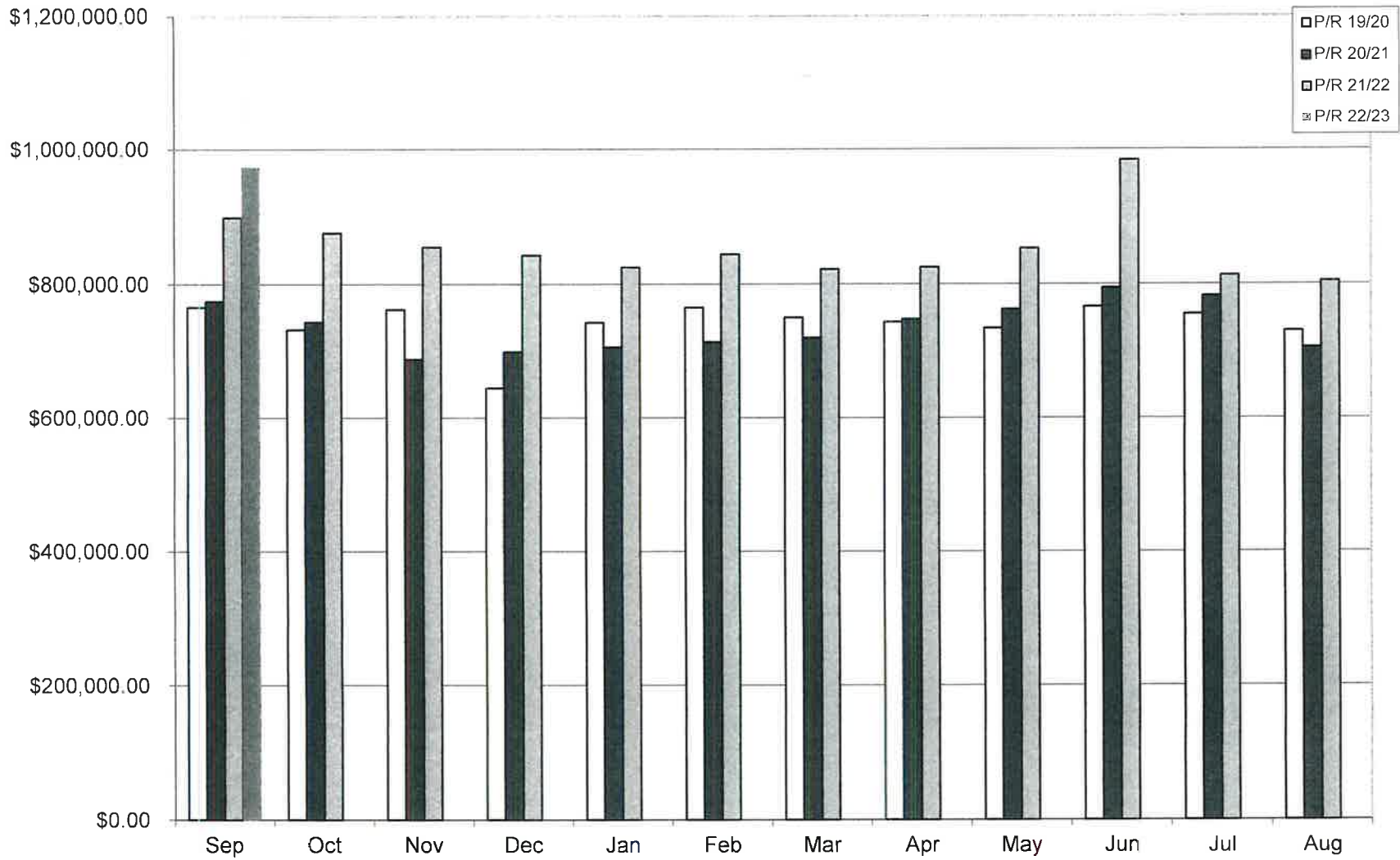
Treasurer's Ending Balance



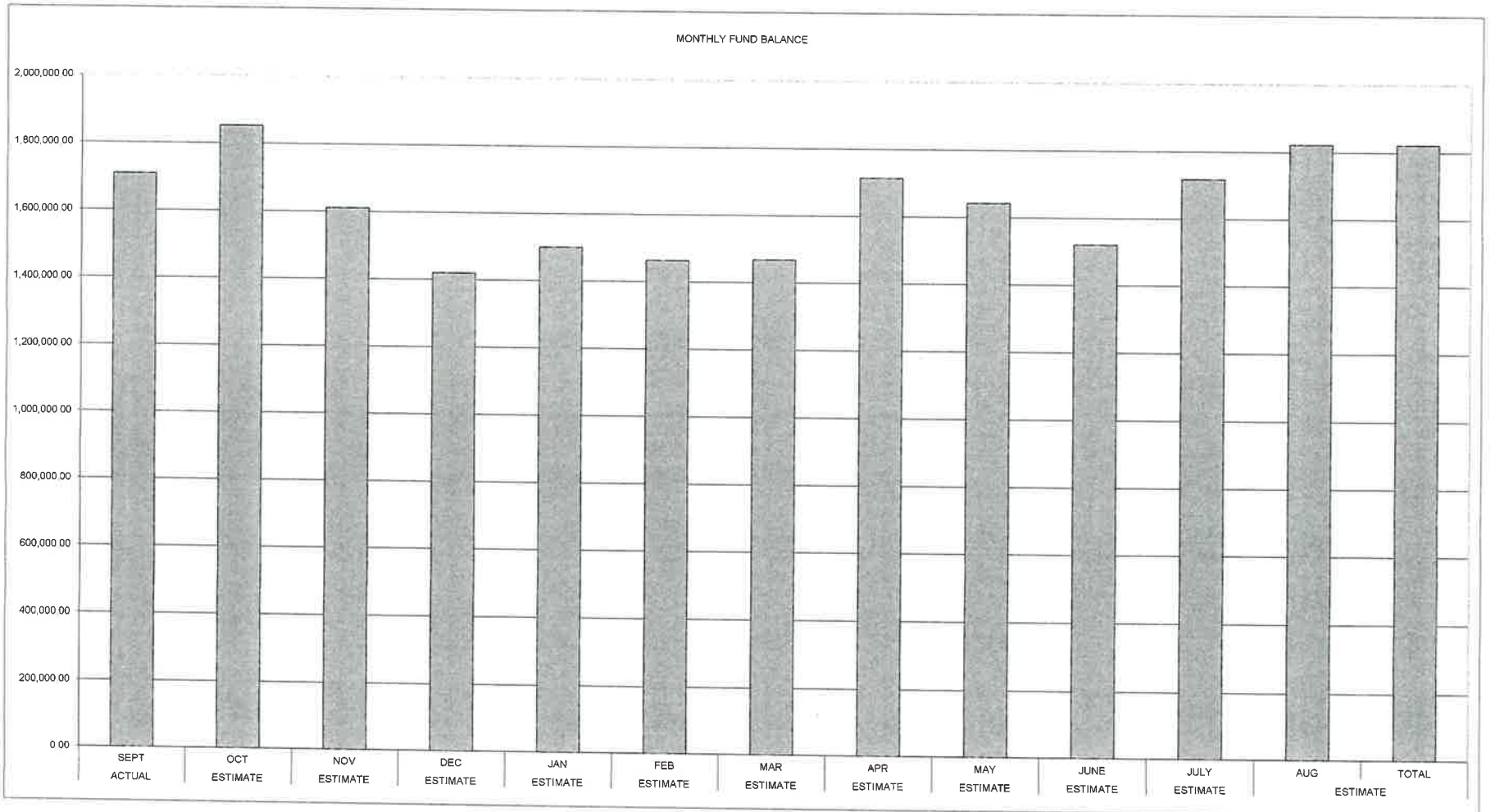
CHEWELAH SCHOOL DISTRICT NO. 36 - ACCOUNT PAYABLE EXPENDITURES



CHEWELAH SCHOOL DISTRICT NO.36 - PAYROLL EXPENDITURES



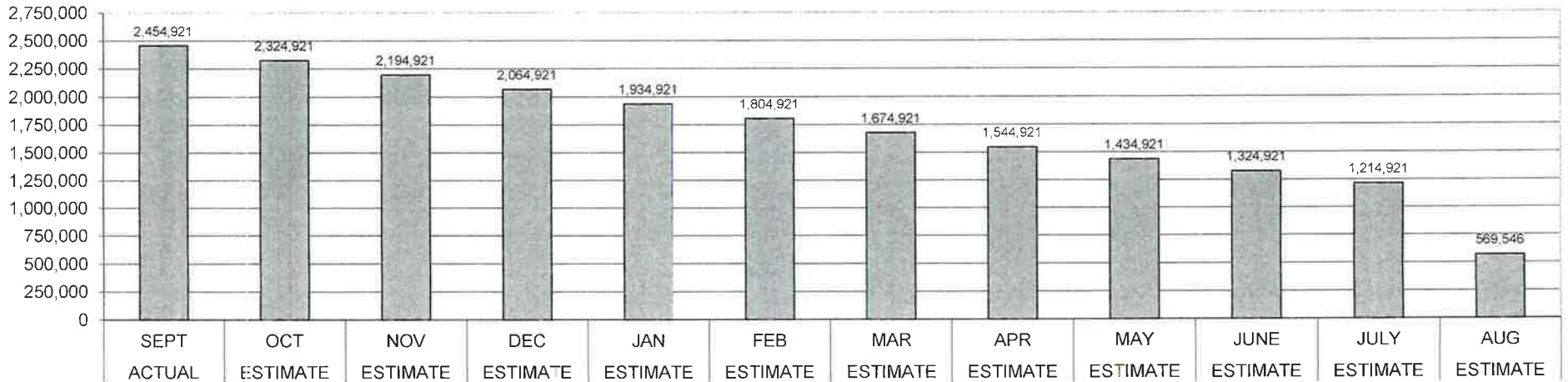
CHEWELAH SCHOOL DISTRICT													
CASH FLOW 2022-2023													
	ACTUAL	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	TOTAL
BEGINNING CASH BALANCE	1,873,260.00	1,707,870.46	1,852,970.46	1,611,070.46	1,420,170.46	1,500,270.46	1,463,270.46	1,468,470.46	1,713,470.46	1,642,470.46	1,520,770.46	1,717,570.46	1,873,260.00
REVENUE					FTE ADJUST								
	9%	8%	5%	9%	8.5%	9%	9%	9%	5%	6%	12.5%	10%	100%
APPORTIONMENT	989,288.86	950,000.00	750,000.00	950,000.00	1,100,000.00	975,000.00	975,000.00	975,000.00	900,000.00	950,000.00	1,300,000.00	1,250,000.00	12,064,288.86
PROPERTY TAXES	50,758.89	245,000.00	60,000.00	10,000.00	5,000.00	10,000.00	150,000.00	350,000.00	100,000.00	10,000.00	5,000.00	5,000.00	1,000,758.89
LOCAL RECEIPTS	89,632.82	5,000.00	3,000.00	4,000.00	30,000.00	20,000.00	35,000.00	3,000.00	3,000.00	17,000.00	20,000.00	15,000.00	244,632.82
OTHER	3,598.04	100.00	100.00	100.00	100.00	13,000.00	200.00	22,000.00	1,000.00	1,300.00	1,800.00	15,000.00	58,298.04
	1,133,278.61	1,200,100.00	813,100.00	964,100.00	1,135,100.00	1,018,000.00	1,160,200.00	1,350,000.00	1,004,000.00	978,300.00	1,326,800.00	1,285,000.00	13,367,978.61
EXPENDITURES													
A/P	325,505.00	175,000.00	175,000.00	275,000.00	175,000.00	175,000.00	275,000.00	225,000.00	175,000.00	200,000.00	250,000.00	200,000.00	2,625,505.00
PR	973,163.15	880,000.00	880,000.00	880,000.00	880,000.00	880,000.00	880,000.00	880,000.00	900,000.00	900,000.00	880,000.00	980,000.00	10,792,163.15
TRANSFER													0.00
ENDING CASH BALANCE	1,707,870.46	1,852,970.46	1,611,070.46	1,420,170.46	1,500,270.46	1,463,270.46	1,468,470.46	1,713,470.46	1,642,470.46	1,520,770.46	1,717,570.46	1,822,570.46	1,822,570.46



**CHEWELAH SCHOOL DISTRICT
BUDGET STATUS 2022-2023**

	ACTUAL SEPT	ESTIMATE OCT	ESTIMATE NOV	ESTIMATE DEC	ESTIMATE JAN	ESTIMATE FEB	ESTIMATE MAR	ESTIMATE APR	ESTIMATE MAY	ESTIMATE JUNE	ESTIMATE JULY	ESTIMATE AUG
BUDGET	14,486,610	14,486,610	14,486,610	14,486,610	14,486,610	14,486,610	14,486,610	14,486,610	14,486,610	14,486,610	14,486,610	14,486,610
YTD EXPENDITURES	1,407,064	2,492,064	3,577,064	4,762,064	5,847,064	6,932,064	8,117,064	9,252,064	10,377,064	11,527,064	12,707,064	13,917,064
ENCUMBRANCES	10,624,626	9,669,626	8,714,626	7,659,626	6,704,626	5,749,626	4,694,626	3,689,626	2,674,626	1,634,626	564,626	
BUDGET STATUS	2,454,921	2,324,921	2,194,921	2,064,921	1,934,921	1,804,921	1,674,921	1,544,921	1,434,921	1,324,921	1,214,921	569,546
PERCENTAGE OF BUDGET REMIANING	17%	16%	15%	14%	13%	12%	12%	11%	10%	9%	8%	4%

ESTIMATED BUDGET STATUS REPORT



10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	1,000,000	50,758.89	50,758.89		949,241.11	5.08
2000 LOCAL SUPPORT NONTAX	74,406	6,254.55	6,254.55		68,151.45	8.41
3000 STATE, GENERAL PURPOSE	7,388,261	646,852.03	646,852.03		6,741,408.97	8.76
4000 STATE, SPECIAL PURPOSE	2,518,963	190,386.31	190,386.31		2,328,576.69	7.56
5000 FEDERAL, GENERAL PURPOSE	22,000	.00	.00		22,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	3,108,468	17,176.89	17,176.89		3,091,291.11	0.55
7000 REVENUES FR OTH SCH DIST	20,000	.00	.00		20,000.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	64,211.00	64,211.00		64,211.00-	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	14,132,098	975,639.67	975,639.67		13,156,458.33	6.90
B. EXPENDITURES						
00 Regular Instruction	6,288,966	651,033.16	651,033.16	4,805,002.39	832,930.45	86.76
10 Federal Stimulus	1,551,029	83,188.50	83,188.50	748,985.51	718,854.99	53.65
20 Special Ed Instruction	1,531,326	115,949.21	115,949.21	1,254,933.62	160,443.17	89.52
30 Voc. Ed Instruction	625,230	69,020.64	69,020.64	508,117.14	48,092.22	92.31
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,629,213	120,177.33	120,177.33	905,349.09	603,686.58	62.95
70 Other Instructional Pgms	22,552	1,254.47	1,254.47	15,317.05	5,980.48	73.48
80 Community Services	16,000	.00	.00	0.00	16,000.00	0.00
90 Support Services	2,822,294	366,440.41	366,440.41	2,386,920.77	68,932.82	97.56
Total EXPENDITURES	14,486,610	1,407,063.72	1,407,063.72	10,624,625.57	2,454,920.71	83.05
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</u> <u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	354,512-	431,424.05-	431,424.05-		76,912.05-	21.70
F. <u>TOTAL BEGINNING FUND BALANCE</u>	1,900,000		2,145,315.39			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	1,545,488		1,713,891.34			

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 Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	400,000	500,000.00
G/L 890 Unassigned Fund Balance	1,123,488	1,213,891.34
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	1,545,488	1,713,891.34

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	425,511	21,003.57	21,003.57		404,507.43	4.94
2000 Local Support Nontax	1,000	445.59	445.59		554.41	44.56
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	3,613,000	.00	.00		3,613,000.00	0.00
5000 Federal, General Purpose	5,500	.00	.00		5,500.00	0.00
6000 Federal, Special Purpose	580,000	.00	.00		580,000.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	4,625,011	21,449.16	21,449.16		4,603,561.84	0.46
<u>B. EXPENDITURES</u>						
10 Sites	561,011	66,751.17	66,751.17	171,144.28	323,115.55	42.40
20 Buildings	540,000	.00	.00	28,317.74	511,682.26	5.24
30 Equipment	3,953,000	18,638.10	18,638.10	16,436.28	3,917,925.62	0.89
40 Energy	2,500	.00	.00	0.00	2,500.00	0.00
50 Sales & Lease Expenditure	10,000	1,600.00	1,600.00	1,843.20	6,556.80	34.43
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>	5,066,511	86,989.27	86,989.27	217,741.50	4,761,780.23	6.01
<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>						
	441,500-	65,540.11-	65,540.11-		375,959.89	85.16-
<u>F. TOTAL BEGINNING FUND BALANCE</u>						
	460,000		300,433.58			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>						
	XXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>						
	18,500		234,893.47			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	13,000	294,511.82
G/L 863 Restricted from State Proceeds	0	812.42-
G/L 864 Restricted from Fed Proceeds	0	66,751.17-
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	5,500	7,945.24
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	18,500	234,893.47

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	250	45.76	45.76		204.24	18.30
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
Total REVENUES/OTHER FIN. SOURCES	250	45.76	45.76		204.24	18.30
B. EXPENDITURES						
Matured Bond Expenditures	0	.00	.00	0.00	.00	0.00
Interest On Bonds	0	.00	.00	0.00	.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	0	.00	.00	0.00	.00	0.00
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)	250	45.76	45.76		204.24-	81.70-
F. TOTAL BEGINNING FUND BALANCE	23,000		22,922.91			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	23,250		22,968.67			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	23,250		22,968.67			
G/L 835 Restricted For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	23,250		22,968.67			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	58,200	3,904.59	3,904.59		54,295.41	6.71
2000 Athletics	126,500	13,757.00	13,757.00		112,743.00	10.88
3000 Classes	21,500	.00	.00		21,500.00	0.00
4000 Clubs	50,950	780.00	780.00		50,170.00	1.53
6000 Private Moneys	11,600	1,680.00	1,680.00		9,920.00	14.48
Total REVENUES	268,750	20,121.59	20,121.59		248,628.41	7.49
B. EXPENDITURES						
1000 General Student Body	53,500	23.41	23.41	4,146.52	49,330.07	7.79
2000 Athletics	101,500	8,984.22	8,984.22	12,062.87	80,452.91	20.74
3000 Classes	21,500	.00	.00	0.00	21,500.00	0.00
4000 Clubs	52,150	.00	.00	4,080.47	48,069.53	7.82
6000 Private Moneys	13,600	.00	.00	430.40	13,169.60	3.16
Total EXPENDITURES	242,250	9,007.63	9,007.63	20,720.26	212,522.11	12.27
C. EXCESS OF REVENUES						
OVER (UNDER) EXPENDITURES (A-B)	26,500	11,113.96	11,113.96		15,386.04-	58.06-
D. TOTAL BEGINNING FUND BALANCE						
	95,000		82,040.70			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE						
C+D + OR - E)	121,500		93,154.66			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	121,500		93,154.66			
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			
TOTAL	121,500		93,154.66			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	1,500	415.02	415.02		1,084.98	27.67
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	155,000	.00	.00		155,000.00	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
A. <u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	158,500	415.02	415.02		158,084.98	0.26
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	158,500	415.02	415.02		158,084.98	0.26
<u>D. EXPENDITURES</u>						
Type 30 Equipment	366,500	.00	.00	124,556.20	241,943.80	33.99
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>	366,500	.00	.00	124,556.20	241,943.80	33.99
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	208,000-	415.02	415.02		208,415.02	100.20-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	208,000		207,746.49			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	0		208,161.51			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	0		208,161.51			
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>	0		208,161.51			

***** End of report *****

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 October 19, 2022, the board, by a _____ vote, approves payments, totaling \$3,672.35. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:

Warrant Numbers 121886 through 121889, totaling \$3,672.35

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
121886	AVISTA UTILITIES	09/30/2022	091522	UTILITIES	1000010211	633.62	633.62
10 E 530 9700 65 7621 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		30.24	
10 E 530 9700 65 7621 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		146.05	
10 E 530 9700 65 7621 2200 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		126.61	
10 E 530 9700 65 7621 4300 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		289.52	
10 E 530 9700 65 7621 5400 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		41.20	
121887	NEWESD 101	09/30/2022	1222104526	FEES & SCIENCE-CORRECTED CALCULATION FOR 2021-22 DATA PROCESSING	1000010234	2,566.73	2,566.73
10 E 530 9700 72 7591 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		2,566.73	
121888	ROCKIE HANSEN PLLC	09/30/2022	081122	LEGAL SERVICES JULY-AUGUST	1000010241	297.00	297.00
10 E 530 9700 11 7341 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		297.00	
121889	STEVENS CLAY, P.S.	09/30/2022	091422	LEGAL FEES TO LEASE JMS FOR AUGUST	1000010403	175.00	175.00
10 E 530 9700 11 7341 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		175.00	

4 Computer Check(s) For a Total of 3,672.35

	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
	4	Computer	Checks For a Total of	3,672.35
Total For	4	Manual, Wire Tran, ACH & Computer	Checks	3,672.35
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	3,672.35

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	3,672.35	3,672.35

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 October 19, 2022, the board, by a _____ vote, approves payments, totaling \$152,892.22. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:

Warrant Numbers 121890 through 121949, totaling \$152,892.22

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
121890	A-L COMPRESSED GASES INC	09/30/2022	0002030283	OPEN PO FOR SUPPLIES	1000010512	471.60	471.60
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			471.60	
121891	AMAZON	09/30/2022	DO-080922	SINGLETONS IN A PLC AT WORK NAVIGATING ON RAMPS TO MEANINGFUL COLLABORATION-18 @ 34.73	1000010569	672.66	5,512.60
10 E 530 5290 31 5640 0000 0000 0000 0			General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL			672.66	
			DO-082322	BEVERAGE REFRIGERATOR FOR WELLNESS ROOM	1000010576	300.20	
10 E 530 9700 12 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			300.20	
			DO-090922	DISTRICT OFFICE SUPPLIES	1000010582	63.95	
10 E 530 9700 13 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			63.95	
			GESS-082122	ROTATING DESK ORGANIZERS 8	1100007826	240.96	
10 E 530 0100 22 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			240.96	
			GESS-090822	toner, glue sticks, ruled easel pads,	1100007838	947.31	
10 E 530 0100 23 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			947.31	
			JJSHS-081022	Safety Glasses, Sanitizer,	1300007726	1,463.10	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 3100 27 5610 4300 0000 0000 0				Storage Cabinet, Shield			
			General Fund/EXPENDITURES/VOCATIONAL			1,463.10	
			JJSHS-082922	CLASSROOM SUPPLIES	1300007746	272.71	
10 E 530 0100 27 5610 4300 4040 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			272.71	
			MAINT-081022	Amazon, lawn mower tire, light covers wellness room, Votec door switch	2300006515	74.22	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			74.22	
			QL-081922	QUARTZITE CURRICULUM BOOKS	1400007882	424.84	
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			424.84	
			QL-090322	QL CLASSROOM & OFFICE SUPPLIES & CURRICULUM	1400007887	773.49	
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			25.11	
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			14.22	
10 E 530 0200 23 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			734.16	
			QL-090622	OFFICE SUPPLIES AND STUDENT BOOKS	1400007892	279.16	
10 E 530 0200 33 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			145.17	
10 E 530 0200 23 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			133.99	
121892 AMERICAN TIME & SIGNAL CO		09/30/2022	859940	American Time, 3 clocks for JHS	2300006561	709.27	709.27
10 E 530 9700 64 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			709.27	
121893 BOOKSHARK LLC		09/30/2022	BI0012977	Handwriting Without Tears	1400007898	667.73	667.73
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			667.73	
121894 BOURRETT, REG		09/30/2022	100	Drum Set - Yamaha BFT 616 HJP 01007	1300007750	900.00	900.00
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS			-68.40	
10 E 530 0100 27 5610 4300 1400 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			968.40	
121895 CANON FINANCIAL SERVICES		09/30/2022	29191219	Copier Lease Contract 05214/3091	1000010515	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	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
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	
			29191220	Copier Lease Contract 05214/3091	1000010515	42.37	
10 E 530 0200 23 7442 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		42.37	
121896	CENTURYLINK	09/30/2022	091522	PHONE CHARGES ACCT #300738678	1000010516	405.49	405.49
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		405.49	
121897	CENTURYLINK	09/30/2022	601618737	PHONE SERVICE ACCT #84728321	1000010517	59.82	59.82
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		59.82	
121898	CHARLIE'S PRODUCE	09/30/2022	092522	FOOD & SUPPLIES ACCOUNT #94231	1000010579	1,864.10	1,864.10
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		1,864.10	
121899	CHEWELAH AUTO PARTS	09/30/2022	092522	TRANSPORTATION SUPPLIES ACCT #68	1000010519	77.25	77.25
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		77.25	
121900	CHEWELAH BOWLING CENTER	09/30/2022	092122	SPED - BOWLING AND SHOES ADULT DAILY LIVING/COMMUNITY ACCESS 5 STUDENTS 6 TRIPS A YEAR	1300007764	16.50	16.50
10 E 530 2100 27 5610 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		16.50	
121901	CHEWELAH INDEPENDENT	09/30/2022	062322	OPEN PO FOR CLASSIFIED ADS-JOIN TEAM CHEWELAH	1000010587	20.60	20.60
10 E 530 9700 14 7540 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		20.60	
121902	COLVILLE GLASS	09/30/2022	70079	colville Glass Gess room 13 door window	2300006569	92.04	92.04
10 E 530 9700 64 5610 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		92.04	
121903	DRAGONFLY WELLNESS AND EDUCATI	09/30/2022	091322	MENTAL HEALTH & BEHAVIOR SUPPORT SERVICES & STAFF TRAINING-AUGUST	1000010567	525.00	525.00
10 E 530 1200 24 7322 0000 1665 0000 0				General Fund/EXPENDITURES/Fed Stim - School Improve		525.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
121904	DURHAM, REANNA J	09/30/2022	082522	REIMBURSE FOR HIRE ORIENTATION SUPPLIES AND MILEAGE TO COLVILLE TO DELIVER CHECKS	0	63.76	63.76
10 E 530 9700 13 8580 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		13.88	
10 E 530 9700 14 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		49.88	
121905	GAFFNEY, KATHRYN	09/30/2022	092622	REIMBURSE FOR PHOTO FRAMES & MAILING ENVELOPES	0	68.61	68.61
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		68.61	
121906	HARTILL SAW SHOP	09/30/2022	40868	Hartills, Backpack blower BR600	2300006564	570.27	570.27
10 E 530 9700 62 5610 0000 0000 0000 1				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		570.27	
121907	HEARTLAND PAYMENT SYSTEMS	09/30/2022	5119006	FOOD SERVICE ANNUAL MENU PLANNING AND PRODUCTION RECORD SOFTWARE 8-1-22 TO 7-31-23	1000010595	468.06	468.06
10 E 530 9800 44 5650 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		468.06	
121908	HOME SCIENCE TOOLS	09/30/2022	000446627	Science Curriculum	1400007896	2,025.81	2,428.05
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		2,025.81	
			000447946	Exploring the Building Blocks Books	1400007886	402.24	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		402.24	
121909	IMAGINE LEARNING LLC	09/30/2022	896943	eDynamic Electives Per enrollment Semester Qty (25)	1400007895	2,663.11	2,663.11
10 E 530 0200 33 5650 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		2,663.11	
121910	JOHNSTONE SUPPLY	09/30/2022	1359409	Johnstone Supply, Gess AC units	2300006565	4,877.66	4,877.66
10 E 530 9700 64 9731 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		4,877.66	
121911	JUMALON, DYLAN JAMES	09/30/2022	091422	REIMBURSE FOR FINGERPRINT FEES	0	55.25	55.25
10 E 530 0100 27 7340 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		55.25	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
121912	K1 LOCKS LLC	09/30/2022	2251	Blank Key cores Best, (K1 locks LLC)	2300006567	268.99	268.99
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			268.99	
121913	KCDA PURCHASING COOPERATIVE	09/30/2022	300652452	tk classroom - chairs, tables-Levy	1100007791	1,796.51	6,715.98
10 E 530 0100 27 5610 1100 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			1,796.51	
			300662370	classroom chairs (60)- levy	1100007789	4,919.47	
10 E 530 0100 27 9733 1100 0000 0000 1			General Fund/EXPENDITURES/BASIC EDUCATION			4,919.47	
121914	KETTLE FALLS SCHOOL DISTRICT	09/30/2022	2022-1	PARENT DESIGNATED ADULT DIABETIC TRAINING-KASSI, CAR RIE, GLORIA, LAURA	1100007825	240.00	240.00
10 E 530 0100 26 7330 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			240.00	
121915	KISTENMACHER, CAROLINE MARIE	09/30/2022	091722	REIMBURSE FOR FINGERPRINTING	0	55.25	55.25
10 E 530 0100 27 7340 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			55.25	
121916	KUBIK, JOSHUA HOWARD	09/30/2022	083122	REIMBURSE FOR FINGERPRINTING	0	55.25	55.25
10 E 530 0100 32 7340 0000 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			55.25	
121917	LANE, STEPHENEY D	09/30/2022	071222	REIMBURSE FOR FINGERPRINTS	0	55.25	55.25
10 E 530 0100 27 7340 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			55.25	
121918	LEARNING WITHOUT TEARS	09/30/2022	INV144936	Building Writers	1400007818	168.29	168.29
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			168.29	
121919	LEE, JACOB R	09/30/2022	082622	REIMBURSE FOR NORTHWEST MATHEMATICS CONFERENCE REGISTRATION	0	245.00	245.00
10 E 530 5290 31 7330 4300 0000 0000 0			General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL			245.00	
121920	LOGIC OF ENGLISH	09/30/2022	SI-161343	Master Planners , Miles and Jax, Knitting Knights	1400007897	84.86	84.86
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			84.86	
121921	MACGILL & CO	09/30/2022	IN0809278	NURSE SURGICAL MASKS FOR COVID	1000010586	319.60	319.60

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-24.29	
10 E 530 1200 26 5610 0000 0000 0000 0				General Fund/EXPENDITURES/Fed Stim - School Improve		343.89	
121922	MASTER TEACHER	09/30/2022	116792949	25 PARAEducator GUIDE TO SUPPORTING INSTRUCTIONAL AND CURRICULAR MODIFICATIONS	1100007839	626.75	626.75
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-47.63	
10 E 530 5290 31 5640 1100 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		674.38	
121923	MCGRAW-HILL EDUCATION	09/30/2022	124504750001	READING WONDERS K-6	1100007830	8,443.02	8,463.26
10 E 530 0100 33 5640 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		8,443.02	
			125146314001	One year 5th grade My Math online.	1400007910	20.24	
10 E 530 0200 33 5650 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		20.24	
121924	MOVING BEYOND THE PAGE	09/30/2022	272789	Science and Social Studies Units	1400007890	64.53	64.53
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		64.53	
121925	NEWESD 101	09/30/2022	1232200163	LOBBYIST AND LEGISLATIVE CONSULTANT - JULY 2021 TO JUNE 2022	1000010540	404.39	2,634.39
10 E 530 9700 11 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		404.39	
			1232200378	RED ROVER SUBSTITUTE MANAGEMENT SYSTEM FOR 2022-23	1000010442	2,230.00	
10 E 530 9700 14 5650 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		2,230.00	
121926	NORTHWEST DISTRIBUTION	09/30/2022	1379757	FOOD & SUPPLIES	1000010537	-42.52	3,107.58
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		-42.52	
			3168505	FOOD & SUPPLIES	1000010537	3,150.10	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		3,150.10	
121927	OFFICE DEPOT	09/30/2022	260596649002	Post It Notes	1300007734	12.58	1,623.97
10 E 530 0100 27 5610 4300 4040 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		12.58	
			262449359001	OFFICE SUPPLIES	1300007742	96.78	
10 E 530 0100 23 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		96.78	

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 0			263911142001	OFFICE SUPPLIES	1300007742	58.32	
			General Fund/EXPENDITURES/BASIC EDUCATION			58.32	
10 E 530 0100 27 5610 1100 0000 0000 0			264635117001	paper and supplies	1100007833	419.55	
			General Fund/EXPENDITURES/BASIC EDUCATION			419.55	
10 E 530 0100 27 5610 1100 0000 0000 0			264635117002	paper and supplies	1100007833	53.97	
			General Fund/EXPENDITURES/BASIC EDUCATION			53.97	
10 E 530 0100 27 5610 1100 0000 0000 0			264635117003	paper and supplies	1100007833	35.98	
			General Fund/EXPENDITURES/BASIC EDUCATION			35.98	
10 E 530 0100 27 5610 1100 0000 0000 0			264666720001	paper and supplies	1100007833	16.56	
			General Fund/EXPENDITURES/BASIC EDUCATION			16.56	
10 E 530 0100 27 5610 1100 0000 0000 0			265045040001	SAUDER SUMMIT STATION EXECUTIVE DESK	1100007834	490.64	
			General Fund/EXPENDITURES/BASIC EDUCATION			490.64	
10 E 530 0100 27 5610 4300 3200 0000 0			266371417001	T1-30 Calculators	1300007751	172.81	
			General Fund/EXPENDITURES/BASIC EDUCATION			172.81	
10 E 530 0100 23 5610 1100 0000 0000 0			267306097001	OFFICE PAPER ORGANIZER	1100007848	146.84	
			General Fund/EXPENDITURES/BASIC EDUCATION			146.84	
10 E 530 0100 23 5610 1100 0000 0000 0			267310123001	OFFICE PAPER ORGANIZER	1100007848	75.20	
			General Fund/EXPENDITURES/BASIC EDUCATION			75.20	
10 E 530 0100 23 5610 1100 0000 0000 0			267310124001	OFFICE PAPER ORGANIZER	1100007848	44.74	
			General Fund/EXPENDITURES/BASIC EDUCATION			44.74	
121928	PACIFIC PETROLEUM & SUPPLY	09/30/2022	401043	OPEN PO FOR BUS PURCHASES	1000010546	282.49	282.49
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			282.49	
121929	PATRIOT FIRE PROTECTION INC	09/30/2022	2319598	Annual sprinkler Inspections JJSHS & Gess	2300006511	780.00	780.00
10 E 530 9700 64 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			780.00	
121930	PURCHASE POWER	09/30/2022	091822	POSTAGE FOR METER ACCT	1000010544	400.00	400.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				#8000-9090-1050-45 90			
10 E 530 0100 23 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		104.62	
10 E 530 0100 23 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		37.49	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		211.89	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		46.00	
121931	QUILL CORPORATION	09/30/2022	27590349	OFFICE AND SCHOOL SUPPLIES	1400007894	186.60	186.60
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		152.15	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		34.45	
121932	SETY, MARGARET M	09/30/2022	091322	REIMBURSE FOR BOOKS FOR NEW CLASSROOMS FROM GOODWILL	0	17.97	190.20
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		17.97	
			091322B	REIMBURSE FOR SPELLING STARS SUBSCRIPTION	0	89.99	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-6.84	
10 E 530 0100 27 5650 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		96.83	
			091322C	REIMBURSE FOR CLASSROOM SUPPLIES	0	82.24	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		82.24	
121933	SKOK, TOM N	09/30/2022	092322	PBIS REWARDS-DONUTS FROM SAFEWAY	0	19.98	19.98
10 E 530 0100 23 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		19.98	
121934	SOFTPLAN	09/30/2022	5118618	VOC - Soft Plan Key 2022 - Soft Plan Seats	1300007748	1,090.00	1,090.00
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-82.84	
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		1,172.84	
121935	STEPHENS EDUCATIONAL SERVICES	09/30/2022	099679	ESSENTIALS IN WRITING CURRICULUM	1400007822	5,694.10	5,694.10
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-432.75	
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		6,126.85	
121936	SWEAT, LISA	09/30/2022	092022	REIMBURSE FOR CLASSROOM MATERIALS & SUPPLIES	0	92.78	92.78

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		92.78	
121937	SYSTECH MECHANICAL	09/30/2022	18712942	Systech Mechanical, JHS Portables HVAC (Insurance Claim)	2300006571	2,205.86	2,472.17
10 E 530 9700 64 5610 4300 0000 0000 1				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		2,205.86	
			18773095	Systech Mechanical JHS Portable HVAC	2300006574	266.31	
10 E 530 9700 64 5610 4300 0000 0000 1				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		266.31	
121938	VERIZON WIRELESS	09/30/2022	9915125064	CELL PHONE SERVICES ACCT #365401170-00001	1000010558	511.84	531.34
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		511.84	
			9915870013	CELL PHONE SERVICES ACCT #264213436-00001	1000010558	19.50	
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		19.50	
121939	WALTER E NELSON CO	09/30/2022	480571	FOOD SERVICE DISHWASHER RINSE, SOAP, MOPS	1000010594	254.47	254.47
10 E 530 9800 44 5610 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		254.47	
121940	WA STUDENT LEADERSHIP PROGRAM	09/30/2022	000023247	Registration for Jr High Fall Leadership Day (AWSL)	1300007766	600.00	600.00
10 E 530 0100 28 7580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		600.00	
121941	WIAA	09/30/2022	25559	Football Coach Training - LEVY-FISK, HOBERG, HOPKINS	1300007740	135.00	135.00
10 E 530 0100 28 7330 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		135.00	
121942	WSIPC	09/30/2022	1002200184	API LICENSES - CANVAS 9-1-22 TO 8-31-23 TO ALLOW REMOTE ACCESS	1000010599	940.00	7,398.86
10 E 530 1200 32 5650 4300 0000 0000 0				General Fund/EXPENDITURES/Fed Stim - School Improve		940.00	
			1002200270	WSIPC Microsoft A3 Licenses Annual Subscription FY	2600001592	4,710.42	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				2023			
10 E 530 0100 32 5650 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		4,710.42	
			1002200435	IEP Online Annual Software & Recurring Fees Sept 2022-Aug 2023	1000010601	1,748.44	
10 E 530 2100 27 5650 0000 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		1,748.44	
121943 A-L COMPRESSED GASES INC		09/30/2022	0002030212	GAS WELDING STATION OXYGEN VALVE REGULATOR---CAREER PREP AND LAUNCH GRANT THEN CTE	1000010596	596.36	812.42
20 E 530 3100 32 5000 3000 0000 0000 0				Capital Projects/EXPENDITURES/CAREER PREP & LAUNCH GRAN		596.36	
			0002030213	GAS WELDING STATION OXYGEN VALVE REGULATOR---CAREER PREP AND LAUNCH GRANT THEN CTE	1000010596	216.06	
20 E 530 3100 32 5000 3000 0000 0000 0				Capital Projects/EXPENDITURES/CAREER PREP & LAUNCH GRAN		216.06	
121944 AMAZON		09/30/2022	JJSHS-081922	White Boards 2 (4x4)-CAPITAL LEVY	1300007725	386.18	386.18
20 E 530 2102 35 5000 2000 0000 0000 0				Capital Projects/EXPENDITURES/INSTRUCTIONAL TECHNOLOGY		386.18	
121945 BARNARDS BUILDING LLC		09/30/2022	355	BUILD GESS COVERED PLAYGROUND STRUCTURE-DOWN PAYMENT LESS RETAINAGE	7100000854	57,863.32	57,863.32
20 L 601 0000 00 0000 0000 0000 0000				Capital Projects/ACCOUNTS PAYABLE		-2,819.85	
20 E 530 1300 12 7000 4000 0000 0000 0				Capital Projects/EXPENDITURES/ESSER III		60,683.17	
121946 CITY OF CHEWELAH		09/30/2022	22050	BUILDING PERMIT FOR COVERED PLAYGROUND STRUCTURE	7100000853	6,068.00	6,068.00
20 E 530 1300 12 7000 4000 0000 0000 0				Capital Projects/EXPENDITURES/ESSER III		6,068.00	
121947 KCDA PURCHASING COOPERATIVE		09/30/2022	300654740	SMART Boards for Intervention classrooms and counselor	7100000818	17,063.01	17,063.01

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				social-emotional learning-PAY OUT OF LEVY INSTRUCTIONAL TECHNOLOGY			
20 E 530 2102 35 5000 2000 0000 0000 0	Capital Projects/EXPENDITURES/INSTRUCTIONAL TECHNOLOGY					17,063.01	
121948	CLARKS ALL SPORTS	09/30/2022	125258	Bows for mini cheer camp	8300006896	162.05	1,443.70
40 E 530 2130 00 0000 4300 0000 0000 0	Associated Student Body Fund/EXPENDITURES/CHEERLEADERS					162.05	
			125575	Bows for mini cheer camp	8300006896	645.60	
40 E 530 2130 00 0000 4300 0000 0000 0	Associated Student Body Fund/EXPENDITURES/CHEERLEADERS					645.60	
			57590	shirts for mini cheer camp	8300006896	636.05	
40 E 530 2130 00 0000 4300 0000 0000 0	Associated Student Body Fund/EXPENDITURES/CHEERLEADERS					636.05	
121949	SCREEN TEK, INC/IBS SIGNS	09/30/2022	139062	AD Signs for Cheer Boxes	8300006868	1,126.03	1,126.03
40 E 530 2130 00 0000 4300 0000 0000 0	Associated Student Body Fund/EXPENDITURES/CHEERLEADERS					1,126.03	
			60	Computer	Check(s) For a Total of		152,892.22

	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
	60	Computer	Checks For a Total of	152,892.22
Total For	60	Manual, Wire Tran, ACH & Computer	Checks	152,892.22
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	152,892.22

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-662.75	0.00	68,792.31	68,129.56
20	Capital Projects	-2,819.85	0.00	85,012.78	82,192.93
40	Associated Student Body Fund	0.00	0.00	2,569.73	2,569.73

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 October 19, 2022, the board, by a _____ vote, approves payments, totaling \$1,182.53. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 121950 through 121950, totaling \$1,182.53

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
121950	HUDL	09/30/2022	INV01374949	Football Silver Play Tools	8300006951	1,182.53	1,182.53
40 E 530 2150 00 0000 4300 0000 0000 0			Associated Student Body Fund/EXPENDITURES/FOOTBALL			1,182.53	
			1	Computer	Check(s) For a Total of		1,182.53

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

As of October 19, 2022, the board, by a _____ vote, approves payments, totaling \$3,097.52. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 222300001 through 222300003, totaling \$3,097.52

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
222300001	WA STATE DEPT OF REVENUE	09/30/2022	CTAX11 20220927AAA	Comp Tax owed for Cash Account 11 through 09/30/2022	0	2,157.09	2,157.09
	10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER GOVERNMENT UNITS		2,157.09	
222300002	WA STATE DEPT OF REVENUE	09/30/2022	CTAX11 20220927AAB	Comp Tax owed for Cash Account 11 through 09/30/2022	0	387.45	387.45
	20 L 630 0000 00 0000 0000 0000 0000			Capital Projects/DUE TO OTHER GOVERNMENT UNITS		387.45	
222300003	WA STATE DEPT OF REVENUE	09/30/2022	CTAX11 20220927AAC	Comp Tax owed for Cash Account 11 through 09/30/2022	0	552.98	552.98
	40 L 630 0000 00 0000 0000 0000 0000			Associated Student Body Fund/DUE TO OTHER GOVERNMENT UN		552.98	
			3	ACH	Check(s) For a Total of		3,097.52

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	3	ACH	Checks For a Total of	3,097.52
	0	Computer	Checks For a Total of	0.00
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	3,097.52
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	3,097.52

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	2,157.09	0.00	0.00	2,157.09
20	Capital Projects	387.45	0.00	0.00	387.45
40	Associated Student Body Fund	552.98	0.00	0.00	552.98

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 October 19, 2022, the board, by a _____ vote, approves payments, totaling \$156,457.50. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 121951 through 122026, totaling \$156,457.50

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
121951	A-L COMPRESSED GASES INC	10/14/2022	0002032513GF	VOC GAS WELDING WORK STATION HARDWARE PERKINS	1300007765	192.62	991.20
10 E 530 3800 32 5650 4300 0000 0000 0			General Fund/EXPENDITURES/PERKINS			192.62	
			0002032514	VOC GAS WELDING WORK STATION HARDWARE PERKINS	1300007765	302.14	
10 E 530 3800 32 5650 4300 0000 0000 0			General Fund/EXPENDITURES/PERKINS			302.14	
			0002036285	OPEN PO FOR SUPPLIES	1000010512	105.02	
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			105.02	
			0002036596	VOC GAS WELDING WORK STATION HARDWARE PERKINS	1300007765	317.96	
10 E 530 3800 32 5650 4300 0000 0000 0			General Fund/EXPENDITURES/PERKINS			317.96	
			0003006505	OPEN PO FOR SUPPLIES	1000010512	73.46	
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			73.46	
121952	ALSCO	10/14/2022	LSP02562050	coverall and rags	1000010509	30.43	121.72
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			30.43	
			LSP02559877	coverall and rags	1000010509	30.43	
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			30.43	
			LSP02564234	coverall and rags	1000010509	30.43	
10 E 530 9900 53 7420 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			30.43	
			LSP02566427	coverall and rags	1000010509	30.43	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9900 53 7420 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		30.43	
121953	AT&T MOBILITY	10/14/2022	287301239699X092822	BACKUP INTERNET CONNECTION FOR PHONE SYSTEM	1000010510	43.23	43.23
10 E 530 9700 65 7530 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		43.23	
121954	AURORA INSTITUTE	10/14/2022	34430	School membership dues including symposium registration 500.00	1400007929	500.00	500.00
10 E 530 0200 27 7810 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		250.00	
10 E 530 0300 27 7810 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		250.00	
121955	AWSP	10/14/2022	092822	ANNUAL DUES FOR 2022-2023 SCHOOL YEAR-TOM SKOK, JULIE PRICE, SHAWN ANDERSON AND ERIN DELL	1000010610	3,748.00	3,748.00
10 E 530 5290 23 7810 4300 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL		1,405.50	
10 E 530 5290 23 7810 1100 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL		1,405.50	
10 E 530 5290 23 7810 5400 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL		937.00	
121956	BRASHLER, MORGAN E	10/14/2022	092122	REIMBURSE FOR FINGERPRINTING FEES	0	55.25	55.25
10 E 530 9700 14 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		55.25	
121957	BYU INDEPENDENT STUDY	10/14/2022	DCE-00012528	Online classes for students	1400007923	150.00	150.00
10 E 530 0200 33 5650 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		150.00	
121958	CHARLIE'S PRODUCE	10/14/2022	811989	FOOD & SUPPLIES	1000010579	502.15	1,580.10
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		502.15	
10 E 530 9800 42 5630 0000 0000 0000 0			812484	General Fund/EXPENDITURES/FOOD SERVICES	1000010579	219.20	
10 E 530 9800 42 5630 0000 0000 0000 0			814253	General Fund/EXPENDITURES/FOOD SERVICES	1000010579	362.55	
10 E 530 9800 42 5630 0000 0000 0000 0			814854	General Fund/EXPENDITURES/FOOD SERVICES	1000010579	496.20	
121959	CHEWELAH BOWLING CENTER	10/14/2022	092822	SPED - BOWLING AND SHOES ADULT DAILY LIVING/COMMUNITY	1300007764	16.50	36.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				ACCESS 5 STUDENTS 6 TRIPS A YEAR			
10 E 530 2100 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			16.50	
			100522	SPED - BOWLING AND SHOES ADULT DAILY LIVING/COMMUNITY ACCESS 5 STUDENTS 6 TRIPS A YEAR	1300007764	19.50	
10 E 530 2100 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			19.50	
121960	CHEWELAH INDEPENDENT	10/14/2022	2921	redistricting proposal	1000010587	40.00	40.00
10 E 530 9700 13 7540 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			40.00	
121961	CITY OF CHEWELAH	10/14/2022	092922	UTILITIES	1000010520	13,501.96	13,501.96
10 E 530 9700 65 7410 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			900.47	
10 E 530 9700 65 7420 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			273.81	
10 E 530 9700 65 7622 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			706.03	
10 E 530 9700 65 7410 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			785.53	
10 E 530 9700 65 7420 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,180.45	
10 E 530 9700 65 7622 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			2,849.25	
10 E 530 9700 65 7410 2200 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			143.58	
10 E 530 9700 65 7622 2200 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			424.57	
10 E 530 9700 65 7410 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			685.41	
10 E 530 9700 65 7420 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			1,064.25	
10 E 530 9700 65 7622 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			3,926.97	
10 E 530 9700 65 7410 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			112.93	
10 E 530 9700 65 7420 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			181.95	
10 E 530 9700 65 7622 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			266.76	
121962	COLLIER, NATALIA M	10/14/2022	092022	FINGER PRINT REIMBURSEMENT	0	55.25	55.25
10 E 530 9700 14 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			55.25	
121963	CRYSTAL SPRINGS	10/14/2022	15901662 100822	WATER AND COOLER RENTAL	1000010522	135.63	187.40
10 E 530 9700 13 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			135.63	
			15902043 100822	WATER AND COOLER RENTAL	1400007875	51.77	
10 E 530 0200 23 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			51.77	
121964	DARTMORE SCHOOL	10/14/2022	42562	SPED STUDENT ACADEMIC INSTRUCTION FOR 2022-2023	2100006226	12,565.00	12,565.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 2100 27 7569 4300 3900 0000 0				General Fund/EXPENDITURES/SPED STATE		12,565.00	
121965	DEERE CREDIT INC	10/14/2022	2696570	LEASE 1600 COMMERCIAL WIDE AREA LAWN MOWER	1000010524	647.17	647.17
10 E 530 9700 84 7831 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		647.17	
121966	DRAGONFLY WELLNESS AND EDUCATI	10/14/2022	100522	MENTAL HEALTH & BEHAVIOR SUPPORT SERVICES & STAFF TRAINING for SEPTEMBER	1000010567	10,725.00	10,725.00
10 E 530 1200 24 7322 0000 1665 0000 0				General Fund/EXPENDITURES/Fed Stim - School Improve		10,725.00	
121967	ELAN CARDMEMBER SERVICE	10/14/2022	ED-083122	Teachers pay teachers History packages \$43.02 - Aleks 12 month subscription \$46.59 - Total 89.61 -	1400007891	93.15	7,243.49
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		93.15	
			ED-090822	Postage to Send curriculum to Rumsey Family in Arizona.	1400007893	16.66	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		16.66	
			ED-091422	Open Doors - Mathematical Reasoning test	1400007901	41.98	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-3.19	
10 E 530 0300 27 5610 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		45.17	
			ED-091422B	Pearson Vue Mathematical reasoning 6	1400007905	6.99	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-0.53	
10 E 530 0300 27 5650 6000 0000 0000 0				General Fund/EXPENDITURES/OPEN DOORS		7.52	
			ED-091522	World History Annual Membership 300.00	1400007902	300.00	
10 E 530 0200 27 7810 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		300.00	
			ED-092622	Food workers card Aubree Kistenmacher Adrianna Collins	1400007912	20.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		20.00	
			ED-092622B	Teachers pay teachers Math curriculum items Do you have enough? Money Math Money math	1400007917	17.21	
10 E 530 0200 27 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		17.21	
			ED-092622C	EXPRESS MART-GAS FOR MCKINNEY VENTO FAMILY	0	91.94	
10 E 530 5100 27 5610 4300 2030 0000 0				General Fund/EXPENDITURES/TITLE I		91.94	
			ED-092722	postage to return books to Bookshark	1400007916	106.76	
10 E 530 0200 23 5610 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		106.76	
			JP-091322	AASA SCHOOL SUPERINTENDENT'S ASSOCIATION JASON PERRINS CONFERENCE IN SAN ANTONIO, TX FEB 15-18, 2023	1000010585	1,100.00	
10 E 530 5290 31 7330 0000 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPAL		1,100.00	
			JP-091422	WAETAG "GIFTED CONFERENCE"--GIFTE D-HIGHLY CAPABLE	1100007844	475.00	
10 E 530 7420 31 7330 1100 0000 0000 0				General Fund/EXPENDITURES/HIGHLY CAPABLE		475.00	
			JP-091922	Bjorem Speech Sound Cues	1100007837	65.00	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-4.94	
10 E 530 2100 26 5650 0000 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		69.94	
			JP-092122	WELLNESS ROOM SUPPLIES	0	84.88	
10 E 530 9700 12 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		84.88	
			JP-092622	SPORTY'S-MEETING WITH MIKE HAGADONNE PLC MENTOR	0	34.02	
10 E 530 9700 12 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		34.02	
			JP-092622B	CANVA MONTHLY	1000010526	12.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 L 630 0000 00 0000 0000 0000 0000				SUBSCRIPTION TO CREATE FLYERS & NEWSLETTERS		-0.99	
10 E 530 9700 12 5650 0000 0000 0000 0				General Fund/DUE TO OTHER GOVERNMENT UNITS			13.98
				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			
			KF-090622	MICROSOFT LICENSE	1000010525	86.08	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-6.54	
10 E 530 0100 32 7350 0000 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION			92.62
			MS-083022	USPS-MAIL BOARD PACKETS (MAIL MACHINE NOT CONNECTING TO INTERNET)	1000010578	6.72	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			6.72
			MS-092222	FRANKLIN PLANNER-2023 PLANNER MONTHLY PAGES FOR MARA AND REANNA	1000010598	22.29	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			22.29
			SA-062322B	CLASS CRAFT-SPED PROGRAM	2100006239	120.00	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-9.12	
10 E 530 2100 27 5650 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE			129.12
			SA-090122	SPED - Houghton Mifflin Harcourt Student Licenses, Teacher Subscription	1300007744	2,246.69	
10 E 530 2100 27 5610 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE			2,246.69
			SA-090122B	GENERATION GENIUS	1300007808	120.00	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-9.12	
10 E 530 0100 27 5610 4300 4040 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION			129.12
			SA-090622	MLCSWoodworking.co m-VOC SUPPLIES	1300007739	270.96	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-20.59	
10 E 530 3100 27 7340 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL			291.55
			SA-091222	5 High School Visual Art Curriculum, Introduction to Sculpture and	1300007754	387.36	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5610 4300 1160 0000 0				Ceramics lookbetweentheline s.com General Fund/EXPENDITURES/BASIC EDUCATION		387.36	
			SA-091522	Subscription to online curriculum for geography	1300007767	198.00	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-15.05	
10 E 530 0100 33 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		213.05	
			SA-091522C	VOC - HOARDS DAIRY ONLINE - 3 YEAR SUBSCRIPTION	1300007761	39.95	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-3.04	
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		42.99	
			SA-091622	BIGGER FASTER STRONGER - WASC ONLINE CERTIFICATION, BEAT THE COMPUTER PRO SOFTWARE	1300007779	548.00	
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-41.65	
10 E 530 0100 27 5610 4300 3400 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		589.65	
			SA-091922	RIVINE KNIFE CLAMP, SWITCH ASSEMBLY, THROAT PLATE, MITER GAUGE	1300007778	442.46	
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		442.46	
			SA-092122	VOC - CMT STARTER KIT	1300007762	60.83	
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		60.83	
			SA-092122B	High School and Middle School FLASH curriculum	1300007782	225.17	
10 E 530 0100 33 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		225.17	
			SA-092322	CLASS CRAFT-SPED PROGRAM	2100006239	2.40	
10 E 530 2100 27 5650 4300 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		2.40	
121968	ESGI	10/14/2022	ESGI42255	ESGI 12-Month License (max. 35 students)	1100007853	448.00	448.00
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-34.05	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5650 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		482.05	
121969	ETS EDUCATIONAL TESTING SERVIC	10/14/2022	IN20253033	PARAPRO ASSESSMENTS FOR CAROLINE KISTEMACHER AND DYLAN JUMALON AND NATALIA COLLIER	1000010597	55.00	165.00
10 E 530 9700 14 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		55.00	
			OM20252992	PARAPRO ASSESSMENTS FOR CAROLINE KISTEMACHER AND DYLAN JUMALON AND NATALIA COLLIER	1000010597	55.00	
10 E 530 9700 14 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		55.00	
			OM20253030	PARAPRO ASSESSMENTS FOR CAROLINE KISTEMACHER AND DYLAN JUMALON AND NATALIA COLLIER	1000010597	55.00	
10 E 530 9700 14 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		55.00	
121970	FIRE PROTECTION SPECIALISTS LL	10/14/2022	72245	Fire Protection Specialists, Fire alarm inspections	2300006579	950.00	950.00
10 E 530 9700 64 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		950.00	
121971	FLINN SCIENTIFIC INC	10/14/2022	2775050	DISSECTING MATERIAL	1300007674	37.50	37.50
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-2.85	
10 E 530 0100 27 5610 4300 4000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		40.35	
121972	FOLLET CONTENT SOLUTIONS LLC	10/14/2022	1488479	DESTINY FOR THREE LIBRARIES Nov2022-Oct 2023	1000010605	2,826.31	2,955.43
10 E 530 0200 22 5650 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		813.63	
10 E 530 0100 22 5650 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		1,006.34	
10 E 530 0100 22 5650 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		1,006.34	
			2629931A 0236764	curriculum 22-23	1100007790	-92.97	
10 E 530 0100 33 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		-92.97	
			2629931B	curriculum 22-23	1100007790	92.97	
10 E 530 0100 33 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		92.97	
			2656688A	Your Turn	1100007849	129.12	

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10 E 530 0100 33 5640 1100 0000 0000 0				Practice Book for Wonders			
			General Fund/EXPENDITURES/BASIC EDUCATION			129.12	
121973	FULLER, JACKIE	10/14/2022	092922	REIMBURSE FOR FINGERPRINTS	0	55.25	55.25
10 E 530 9700 14 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			55.25	
121974	GOPHER PERFORMANCE	10/14/2022	IN217176	PHYSICAL EDUCATION SUPPLIES, BASKETBALLS, VOLLYBALLS, SPEED ROPE...	1100007847	1,513.87	1,773.77
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			1,513.87	
			IN217322	READY BALL PACK, 4-SQUARE BALLS, SEGMENTED ROPES	1100007846	259.90	
10 E 530 0100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			259.90	
121975	GRAINGER INC	10/14/2022	9463863812	Gess Gym Actuator HVAC	2300006577	772.83	772.83
10 E 530 9700 64 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			772.83	
121976	H & H INC	10/14/2022	100322	COPIER MONTHLY USAGE CHARGES	1000010529	1,043.92	1,043.92
10 E 530 0100 23 7340 1100 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			391.92	
10 E 530 0100 23 7340 4300 0000 0000 0			General Fund/EXPENDITURES/BASIC EDUCATION			357.04	
10 E 530 9700 13 7340 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			226.32	
10 E 530 0200 23 7340 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			68.64	
121977	HEALTH CARE AUTHORITY	10/14/2022	HCASBH1096 B	SCHOOL BASED HEALTHCARE SERVICES LOCAL MATCH	1000010528	258.21	258.21
10 E 530 2100 26 7340 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			258.21	
121978	INLAND NORTHWEST THERAPY	10/14/2022	1170	SPEECH SERVICES 2022-2023 - AUGUST-SEPTEMBER	1000010531	11,840.00	11,840.00
10 E 530 2100 26 7322 0000 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			11,840.00	
121979	INTRIGUE COMMUNICATIONS INC	10/14/2022	5509	PHONE SERVICES ON ACCOUNT #100152	1000010530	232.68	232.68
10 E 530 9700 65 7530 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			232.68	
121980	JMT PETROLEUM	10/14/2022	100699	FUEL ACCT	1000010533	10,366.26	10,366.26
10 E 530 9700 62 5626 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			829.41	
10 E 530 9700 75 5626 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			642.68	

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10 E 530 9900 52 5626 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		8,672.85	
10 E 530 9900 52 5626 0000 4450 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		221.32	
121981	JOHNSTONE SUPPLY	10/14/2022	1359406	Gess AC portable units 2nd shipment, 4 units	2300006580	4,500.85	4,500.85
10 E 530 9700 64 9731 1100 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		4,500.85	
121982	KAPLAN	10/14/2022	0006394221	TK CLASSROOM SUPPLIES	1100007793	61.07	61.07
10 L 630 0000 00 0000 0000 0000 0000				General Fund/DUE TO OTHER GOVERNMENT UNITS		-4.64	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		65.71	
121983	KCDA PURCHASING COOPERATIVE	10/14/2022	300668523	GESS supplies	1100007800	20.39	533.27
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		20.39	
			300668532	GESS school supplies	1100007772	81.60	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		81.60	
			300671033	classroom supplies	1100007786	431.28	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		431.28	
121984	LEE, BECKEE L	10/14/2022	092922	REIMBURSE FOR FINGERPRINTS	0	55.25	55.25
10 E 530 9700 14 7340 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		55.25	
121985	LOGIC OF ENGLISH	10/14/2022	si-163548	3 Essentials Readers.	1400007926	90.82	90.82
10 E 530 0200 33 5640 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		90.82	
121986	MILDES, ROB	10/14/2022	092722	SEPTEMBER PT SERVICES	1000010536	1,750.00	1,750.00
10 E 530 2100 26 7322 0000 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		1,750.00	
121987	NAPA AUTO PARTS	10/14/2022	093022	TRANSPORTATION SUPPLIES ACCT #16420840	1000010538	658.32	658.32
10 E 530 9900 53 5610 0000 0000 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		466.66	
10 E 530 9900 53 5610 0000 4450 0000 0				General Fund/EXPENDITURES/PUPIL TRANSPORTATION		191.66	
121988	NEWESD 101	10/14/2022	1232200463	RIGHT RESPONSE FOR A ADLESERGER & K PAULSON	2100006231	170.00	1,278.43
10 E 530 2100 31 7330 1100 0000 0000 0				General Fund/EXPENDITURES/SPED STATE		170.00	
			1232200517	SAFE SCHOOLS TRAININGS 144@2.62 = 377.28	1000010589	377.28	

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10 E 530 9700 14 7330 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		377.28	
			1232200571	THREAT ASSESSMENT	1000010600	731.15	
				COOP FEES for 2022-23			
10 E 530 9700 11 7810 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		731.15	
121989 NORTHWEST DISTRIBUTION		10/14/2022	1379811	FOOD & SUPPLIES	1000010537	-78.36	6,464.61
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		-78.36	
			3172223	FOOD & SUPPLIES	1000010537	4,137.70	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		4,137.70	
			3173406	FOOD & SUPPLIES	1000010537	2,405.27	
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		2,405.27	
121990 OFFICE DEPOT		10/14/2022	262709092001	HP Toner, organizer, planner	1300007783	168.79	755.81
10 E 530 0100 27 5610 4300 3200 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		168.79	
			264818625001	HP Toner, organizer, planner	1300007783	31.09	
10 E 530 0100 27 5610 4300 3200 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		31.09	
			264818636001	organizer	1300007783	32.26	
10 E 530 0100 27 5610 4300 3200 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		32.26	
			268998626001	MARKER RETURN	1300007742	-58.32	
10 E 530 0100 23 5610 4300 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		-58.32	
			269054193001	BLANKET PO	1100007832	23.40	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		23.40	
			269054717001	BLANKET PO	1100007832	496.51	
10 E 530 0100 27 5610 1100 0000 0000 0				General Fund/EXPENDITURES/BASIC EDUCATION		496.51	
			270551684001	DISTRICT OFFICE SUPPLIES-COLORED PAPER, ADDING MACHINE TAPE	1000010604	62.08	
10 E 530 9700 13 5610 0000 0000 0000 0				General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV		62.08	
121991 OSPI CHILD NUTRITION SERVICES		10/14/2022	32508	FOOD COMMODITIES	1000010542	1,968.97	1,968.97
10 E 530 9800 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERVICES		1,968.97	
121992 OXARC INC		10/14/2022	0061291719	Argon and Stargon gas	1000010543	13.83	13.83
10 E 530 3100 27 5610 4300 2400 0000 0				General Fund/EXPENDITURES/VOCATIONAL		13.83	

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121993	PACIFIC PETROLEUM & SUPPLY	10/14/2022	401313	OPEN PO FOR BUS PURCHASES	1000010546	218.75	218.75
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	PUPIL TRANSPORTATION		218.75	
121994	PATRIOT FIRE PROTECTION INC	10/14/2022	2319598CM	Patroit Fire Protection (Annual Inspections)	2300006511	-780.00	59.28
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	GENERAL SUPPORTIVE SERV		-780.00	
			2319598R	Patroit Fire Protection (Annual Inspections)	2300006511	839.28	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/	GENERAL SUPPORTIVE SERV		839.28	
121995	PEARSON SAVVAS LEARNING COMPAN	10/14/2022	4026833318	My World Social Studies	1400007913	328.40	459.76
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/	ALTERNATIVE BASIC ED		328.40	
			4026833319	My World Social Studies	1400007913	131.36	
10 E 530 0200 33 5640 5400 0000 0000 0			General Fund/EXPENDITURES/	ALTERNATIVE BASIC ED		131.36	
121996	PITNEY BOWES GLOBAL FINANCIAL	10/14/2022	3316420500	MAILING MACHINE LEASE #0040848019	1000010545	222.54	222.54
10 E 530 9700 13 7340 0000 0000 0000 0			General Fund/EXPENDITURES/	GENERAL SUPPORTIVE SERV		222.54	
121997	POWER DISTRIBUTORS	10/14/2022	INV78092122	SMALL ENGINES FOR NEW VOC CLASS-BACKORDERED	1000010502	361.43	361.43
10 E 530 3800 32 5650 4300 0000 0000 0			General Fund/EXPENDITURES/	PERKINS		361.43	
121998	PRO ED.COM	10/14/2022	2957768	FLUHARTY-2 PROFILE/EXAMINER RECORD FORMS	2100006230	55.00	55.00
10 L 630 0000 00 0000 0000 0000 0000			General Fund/DUE TO OTHER	GOVERNMENT UNITS		-4.18	
10 E 530 2100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/	SPED STATE		59.18	
121999	QCL INC	10/14/2022	52413	TRANSPORTATION SERVICES DRUG TESTS	1000010547	409.00	409.00
10 E 530 9900 52 7340 0000 0000 0000 0			General Fund/EXPENDITURES/	PUPIL TRANSPORTATION		409.00	
122000	QUILL CORPORATION	10/14/2022	1887025	CREDIT FOR MISSING CHAIR	1400007911	-61.72	760.64
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/	ALTERNATIVE BASIC ED		-61.72	
			27883182	Hercules stacking chairs	1400007911	617.19	

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10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			617.19	
			27913230	boss leather Guest chairs	1400007911	205.17	
10 E 530 0200 27 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			205.17	
122001	RAINBOW RESOURCE CENTER	10/14/2022	3882217	Essentials in Writing Level 8 & 7	1400007904	136.42	136.42
10 E 530 0200 33 5610 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			136.42	
122002	RWC GROUP	10/14/2022	XA106039848:01	2022-2023 BUS PURCHASES	1000010549	5,126.60	5,630.89
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			5,126.60	
			XA106040273:01	2022-2023 BUS PURCHASES	1000010549	-448.69	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			-448.69	
			XA106040275:01	2022-2023 BUS PURCHASES	1000010549	-336.25	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			-336.25	
			XA106040679:01	2022-2023 BUS PURCHASES	1000010549	1,289.23	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			1,289.23	
122003	SCHOOL DATA SOLUTIONS	10/14/2022	102701	ALE School Management System - QL Annual Subscription 07/01/22 - 08/31/23	1400007931	10,337.67	10,337.67
10 E 530 0200 32 5650 5400 0000 0000 0			General Fund/EXPENDITURES/ALTERNATIVE BASIC ED			10,337.67	
122004	SETYS ACE HARDWARE	10/14/2022	091222	Milwaukee Grinder, Makita Sanders, tools & supplies	1300007737	1,129.52	2,027.50
10 E 530 3100 27 5610 4300 2400 0000 0			General Fund/EXPENDITURES/VOCATIONAL			1,129.52	
			091222b	BIKE LOCKS	2100006232	70.64	
10 E 530 2100 27 5610 1100 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			70.64	
			093022	PURCHASES OPEN PO ACCT #101365	1000010555	827.34	
10 E 530 9700 63 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			192.24	
10 E 530 9700 63 5610 4300 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			34.84	
10 E 530 9700 64 5610 0000 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			411.12	
10 E 530 9900 53 5610 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			189.14	

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122005	SHADLE PARK HIGH SCHOOL	10/14/2022	09102022	Highlander Invitational Middle School Cross Country Male Team and 2 Female Athletes Sept 10, 2022	1300007757	160.00	290.00
10 E 530 0100 28 7580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		160.00	
			20220910	Highlander Invitational Cross Country - 10 -Boys Team High School, 3 girls High School Sept 10, 2022	1300007756	130.00	
10 E 530 0100 28 7580 4300 0000 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		130.00	
122006	SMITH, DENISE	10/14/2022	2022 18	Basic First Aid, CPR, AED for VOCATIONAL STUDENTS	1300007795	1,155.00	1,155.00
10 E 530 3100 27 7340 4300 0000 0000 0				General Fund/EXPENDITURES/VOCATIONAL		1,155.00	
122007	SOLUTION-TREE	10/14/2022	S266488	PROFESSIONAL DEVELOPMENT SERVICES PLC AT WORK	1000010464	7,314.90	7,314.90
10 E 530 5290 31 7330 0000 0000 0000 0				General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL		7,314.90	
122008	STONEROSE INTERPRETIVE CENTER	10/14/2022	142	Field Trip "Dino Dig" 22 students @\$5.00 ea. - Picks @ 22 students @\$2.78	1400007928	176.18	176.18
10 E 530 0200 27 7580 5400 0000 0000 0				General Fund/EXPENDITURES/ALTERNATIVE BASIC ED		176.18	
122009	TERRYS DAIRY	10/14/2022	092922	DAIRY FOR CUST #1513	1000010556	4,386.40	4,386.40
10 E 530 9811 42 5630 0000 0000 0000 0				General Fund/EXPENDITURES/FOOD SERV SUPPLY CHAIN ASSIST		4,386.40	
122010	VERIZON WIRELESS	10/14/2022	9916178418	WIRELESS HOTSPOTS MONTHLY CHARGES FOR COVID CONNECTIVITY ACCT 342368558-00001	1000010559	390.52	390.52
10 E 530 0100 32 7530 0000 1622 0000 1				General Fund/EXPENDITURES/BASIC EDUCATION		390.52	
122011	WA ACTE	10/14/2022	7626	WACTA/WA-CCER FALL CONFERENCE	1000010608	450.00	450.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 3100 31 7330 4300 0000 0000 0				OCT 17-18, 2022 AND REMOTE OCT 25-NOV 8, 2022 FOR ERIN DELL			
			General Fund/EXPENDITURES/VOCATIONAL			450.00	
122012	WALA	10/14/2022	SC-18037	WALA Conference in Spokane October 7, 2022 Title II 100.00 per person x 7 Candy, Keri, Kellie, Lillian, Chenea, Toni, and Kurt	1400007924	700.00	700.00
10 E 530 5290 31 7330 5400 0000 0000 0			General Fund/EXPENDITURES/TITLE II TEACHER PRINCIPL			700.00	
122013	WALTER E NELSON CO	10/14/2022	481574	Quartzite ProGuard 4 Portable Wet/Dry Vacuum	2300006568	373.38	1,236.52
10 E 530 9700 63 5610 5400 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			373.38	
			481578	GESS mop heads, toilet tissue hand foam soap, white towels, liquid swabby	2300006570	863.14	
10 E 530 9700 63 5610 1100 0000 0000 0			General Fund/EXPENDITURES/GENERAL SUPPORTIVE SERV			863.14	
122014	WA STATE DEPT OF LICENSING	10/14/2022	L0183885753	Driver Abstracts	1000010560	455.00	455.00
10 E 530 9900 52 7340 0000 0000 0000 0			General Fund/EXPENDITURES/PUPIL TRANSPORTATION			455.00	
122015	WESTERN PSYCHOLOGICAL SERVICES	10/14/2022	wps-441685	CAAP-2 Artic response form	2100006229	53.82	53.82
10 E 530 2100 27 5610 4300 0000 0000 0			General Fund/EXPENDITURES/SPED STATE			53.82	
122016	A-L COMPRESSED GASES INC	10/14/2022	0002032513CPF	GAS WELDING STATION OXYGEN VALVE REGULATOR---CAREER PREP AND LAUNCH GRANT	1000010596	53.78	987.75
20 E 530 3100 32 5000 3000 0000 0000 0			Capital Projects/EXPENDITURES/CAREER PREP & LAUNCH GRAN			53.78	
			0002032515	GAS WELDING STATION OXYGEN VALVE REGULATOR---CAREER PREP AND LAUNCH	1000010596	933.97	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				GRANT			
20 E 530 3100 32 5000 3000 0000 0000 0				Capital Projects/EXPENDITURES/CAREER PREP & LAUNCH GRAN		933.97	
122017	INFINITY MASSAGE CHAIRS	10/14/2022	172175	INFINITY	7100000828	9,098.00	9,098.00
				CIRCADIAN SYNER-D BLACK & WARR4ANTY ESSER III - HEALTH WELLNESS CENTER TO INCREASE THE MENTAL AND PHYSICAL HEALTH AND WELLNESS OF EMPLOYEES			
20 L 630 0000 00 0000 0000 0000 0000				Capital Projects/DUE TO OTHER GOVERNMENT UNITS		-691.45	
20 E 530 1300 32 5000 4000 0000 0000 0				Capital Projects/EXPENDITURES/ESSER III		9,789.45	
122018	VALBRIDGE PROPERTY ADVISORS	10/14/2022	100622	APPRAISAL FOR	7100000851	1,600.00	1,600.00
				DISTRICT OFFICE BUILDING			
20 E 530 0000 51 7000 0000 0000 0000 0				Capital Projects/EXPENDITURES/Unassigned		1,600.00	
122019	BREWS BROS COFFEE BARS	10/14/2022	215	Coffee Bags	8300006954	170.00	170.00
40 E 530 2130 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/CHEERLEADERS		170.00	
122020	BSN SPORTS	10/14/2022	918070310	Girdles/Shoulder	8300006895	2,460.18	2,460.18
				Pads 22-23 School Year			
40 E 530 2150 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/FOOTBALL		2,460.18	
122021	CLARKS ALL SPORTS	10/14/2022	125257	Knee Pads	8300006928	139.86	139.86
40 E 530 2150 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/FOOTBALL		139.86	
122022	ELAN CARDMEMBER SERVICE	10/14/2022	SA-083122	Shoes-Converse	8300006926	69.94	2,561.57
40 E 530 6001 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/INVEST ED		69.94	
				SA-090922	Westside Pizza	8300006940	191.13
40 E 530 4310 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/FFA		191.13	
				SA-091422	Costco- Smart	8300006939	1,968.55
40 E 530 1210 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/CONCESSIONS		1,968.55	
				SA-091422B	Costco	8300006941	232.95
40 E 530 6001 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/INVEST ED		232.95	
				SA-092122C	Westside Pizza/Costco/Cash- Carry Concession Supplies	8300006948	99.00
40 E 530 1210 00 0000 4300 0000 0000 0				Associated Student Body Fund/EXPENDITURES/CONCESSIONS		99.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount	
122023	FISK, SUSAN T	10/14/2022	091622	REIMBURSE FOR CHEF STORE AND INK CARTRIDGES	0	108.75	108.75	
40 E 530 2150 00 0000 4300 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/FOOTBALL		98.60		
40 E 530 1210 00 0000 4300 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/CONCESSIONS		10.15		
122024	KATZER, AMANDA S	10/14/2022	091222	REIMBURSE FOR SETY'S SUPPLIES FOR CHEER	0	167.78	167.78	
40 E 530 2130 00 0000 4300 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/CHEERLEADERS		167.78		
122025	NW MUSEUM OF ARTS AND CULTURE	10/14/2022	98627	FIELD TRIP TO NW MUSEUM OF ARTS AND CULTURE	8100006175	204.00	204.00	
40 E 530 1060 00 0000 1100 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/FIELD TRIP		204.00		
122026	SPORTS IMPORTS	10/14/2022	INV3987	Technora VBall Net	8300006933	451.54	451.54	
40 E 530 2010 00 0000 4300 0000 0000 0			Associated Student Body	Fund/EXPENDITURES/ATHLETIC GENE		451.54		
							76 Computer Check(s) For a Total of	156,457.50

	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
	76	Computer	Checks For a Total of	156,457.50
Total For	76	Manual, Wire Tran, ACH & Computer	Checks	156,457.50
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	156,457.50

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-160.48	0.00	138,668.55	138,508.07
20	Capital Projects	-691.45	0.00	12,377.20	11,685.75
40	Associated Student Body Fund	0.00	0.00	6,263.68	6,263.68

VIDEO SURVEILLANCE

The board authorizes the use of video surveillance on district property for the purpose of maintaining the health, welfare, and safety of students, staff, and visitors, and to protect district equipment and facilities. The board authorizes video surveillance in common areas on district property and further authorizes the superintendent or designee to determine exact locations for cameras. The board further authorizes the superintendent or designee to install cameras to address specific incidents or need. However, the district will not install or use cameras in restrooms and locker rooms.

In general, only those individuals with a legitimate administrative or educational purpose may be permitted to view the video recordings. In most instances, those persons will be the superintendent, principals, supervisors, other administrators or designees.

The district will notify staff and students through [the district website](#), [handbooks](#), and [signage](#) that video surveillance may occur on district property. The district may use footage from video surveillance for student disciplinary action. In addition, the district reserves the right to use footage from video surveillance for staff discipline or discharge, although this is not the primary purpose of video surveillance.

In certain instances, video recordings may become a part of a student's educational record or a staff member's personnel record. The district will comply with all applicable state and federal laws related to record maintenance, retention, and disclosure.

Legal References:

42 U.S.C. 1232g

Family Educational Rights
and Privacy Act

Management Resources

2018 – August 2018 Policy
Issue

Adoption Date:

Chewelah School District #36

Revised:

Classification: Encouraged

CHEWELAH SCHOOL DISTRICT NO. 36
STEVENS COUNTY, WASHINGTON
RESOLUTION NO. 2022/2023-02
PUBLIC ACCESS TO SCHOOL DISTRICT RECORDS

WHEREAS the Chewelah School District No. 36 School Board (“Board”) is committed to providing the public full access to records concerning the administration and operations of the District in compliance with Chapter 42.56, RCW, otherwise known as the Washington Public Records Act; and;

WHEREAS the Board recognizes that the District continuously generates a tremendous volume and diversity of records; and

WHEREAS attempting to maintain a current index of all the district’s records would be impracticable, unduly burdensome and ultimately interfere with the operational work of the district;

NOW, THEREFORE BE IT RESOLVED that the Chewelah School District No. 36 will not maintain a current index of its records and that a copy of this resolution will be made available upon request.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board’s approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument.

ADOPTED by the Board of Directors of Chewelah School District No. 36, Stevens County, Washington, at a regular open public meeting held this 19th day of October 2022.

Judith Bean, Chair and Director

Theolene Bakken, Vice Chair and Director

Dan Krouse, Director

Steve Phillips, Director

C. Bryan Tidwell, Director

JASON S. PERRINS
Secretary to the Board of Directors

Memorandum of Understanding
City of Chewelah – Chewelah School Resource Officer

The general purpose of this Memorandum of Understanding (herein known as "Agreement" or "MOU") is to establish one (1) School Resource Officer (herein known as "SRO") position between the City of Chewelah (herein known as "City") and the Chewelah School District Schools (herein known as "District"). In consideration of the promises and conditions herein, the City and the District do mutually agree as follows:

1. PURPOSE:

The purpose of this MOU is to formalize the relationship between the City and the District in order to foster an efficient and cohesive SRO program that will build a positive relationship between law enforcement officers, District staff, and students, with goals aimed toward providing a safe learning environment for students, a safe working environment for District staff, and preventing and reducing offenses committed by juveniles and young adults. Furthermore, the City and the District intend hereby to foster among youth the positive and productive benefits of being a law-abiding, responsible citizen in the community.

2. EMPLOYMENT OF SCHOOL RESOURCE OFFICERS

- A. SRO's shall be exclusively employed by the City, specifically with the Chewelah Police Department (herein known as "Police Department"), and shall be subject to the sole administration, supervision, and control of the City and the Police Department.
- B. SRO's shall be subject to all personnel policies and practices of the City and the Police Department except as such policies or practices may be modified by the terms and conditions of this MOU.
- C. The City and the Police Department, in its sole discretion, shall have the power and authority to assign, remove, or discipline SRO's.
- D. Whenever a new SRO will be placed at the District, there shall be a joint hiring committee composed of representatives of the Police Department and at least one representative of the School District to make recommendations for the hiring of the SRO position to the Chief of Police. The Chief of Police shall have sole authority to make the final decision as to the assignment of such SRO officers. If the School District is dissatisfied with the performance of an SRO, the School District should make notification to the Chief of Police as to their concerns. The Chief of Police will take actions in accordance with City Policy, Police Department Policy, and the Collective Bargaining Agreement.
- E. One (1) SRO will be assigned to the Chewelah School District.

3. DUTY HOURS OF SCHOOL RESOURCE OFFICERS

- A. SRO duty hours shall be determined by the provisions of the Collective Bargaining Agreement between the Police Department and the City of Chewelah. Whenever possible, the parties desire that the SRO's duty hours conform to the school day and not exceed 5 contiguous hours per day.
- B. In the event an SRO is absent from work, the SRO shall notify his or her supervisor in the Police

Department and the principal or designee of the school to which the SRO is assigned. During this period of absence, calls to School(s) will be handled by patrol officers.

- C. SRO's shall also be available whenever possible to work special events such as sporting events, district meetings, and other events specifically requested by the District. Any such events to be worked by the SRO shall be arranged at least thirty (30) days in advance and agreed to in writing between the Police Department and the District. The final decision of whether such special event will receive coverage shall rest solely with the Chief of Police. The SRO shall be compensated in accordance with City Policy, Department Policy, and the Collective Bargaining Agreement.. Any hours requested by the District for the SRO that are not previously scheduled, exceed 5 contiguous hours, and result in overtime costs to the City, shall be paid by the District. Among other things, such events would include last-minute requests for SRO attendance, overtime caused by call-outs to the school, etc. Any such costs would be in addition to any annual installments paid by the District to the City for the services of the SRO.

4. RESPONSIBILITIES OF THE DISTRICT

- A. Provide the SRO with a private, appropriately furnished, and climate-controlled office space at the assigned school that can be secured and has IT access.
- B. Meet with the SRO on a regular basis in order to share information as required by Section 7 herein.
- C. Work cooperatively with the City, including but not limited to, the Police Department to make any mutually agreed upon and needed adjustments to the SRO program throughout the school year.
- D. Ensure that the SRO is not requested to resolve routine disciplinary problems involving students. The administration of student discipline, including student code of conduct violations and student misbehavior, is the sole responsibility of school administrators unless the violation or misbehavior involves criminal conduct as further outlined in Section 6(B) herein.
- E. Provide the Police Department and SRO with the school policy and procedure in place for teachers that clarifies the circumstances under which teachers and administrators may ask the SRO to intervene with a student.
- F. In connection with the activities under this MOU, the District shall comply with all applicable federal, state, and local laws and regulations which includes RCW 28A.320.124.
- G. Provide the City with a proposed SRO school district schedule for each month (expected not to exceed 5 contiguous hours each day), no later than the 25th day of the preceding month.

5. RESPONSIBILITIES OF THE CITY

- A. Respond to alleged criminal occurrences that occur on the property of Chewelah School District Property and take appropriate action in accordance with Police Department policy and applicable federal, state, and local laws and regulations.
- B. Provide training to the one (1) SRO which includes, but is not limited to, the Basic SRO Course provided by the National Association of School Resource Officers, Crisis Intervention, Child Abuse

Investigation and Interview, First Aid, CPR, AED, and Active Shooter in addition to the following:

1. Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;
2. Child and adolescent development;
3. Trauma-informed approaches to working with youth;
4. Recognizing and responding to youth mental health issues;
5. Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;
6. Collateral consequences of arrest, referral for prosecution, and court involvement;
7. Resources available in the community that serve as alternatives to arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;
8. Local and national disparities in the use of force and arrests of children;
9. De-escalation techniques when working with youth or groups of youth;
10. State law regarding restraint and isolation in schools, including RCW 28A.600.485;

The City shall provide all training records for the SRO's to the District upon request by the District and in compliance with RCW 28A.320.124.

- C. The City reserves the right to temporarily remove the SRO during Duty Hours of the SRO as outlined in Section 3 herein when it is determined, in the sole discretion of the Chief of Police or his/her designee, such removal is necessary for the SRO to assist other officers during a critical incident, natural disaster, or other significant event requiring additional law enforcement officers.
- D. In connection with the activities under this MOU, the City shall comply with all applicable federal, state, and local laws and regulations which includes RCW 28A.320.124.

6. DUTIES OF SCHOOL RESOURCE OFFICERS

- A. Promote positive police-community relations by working in cooperative, proactive, problem-solving partnership with school administrators, teachers, students, parents, and community-based organizations to create and uphold a safe environment in schools and support an atmosphere where teachers feel safe to teach and students feel safe to learn.
- B. Assist the District in differentiating between disciplinary issues and possible criminal conduct and respond appropriately.
Violations of school rules are the sole responsibility of the District as further outlined by Section 5(D) herein. It is not the role of the SRO to enforce school disciplinary rules or punish students for misbehavior.
- C. De-escalate school related incidents whenever possible while in compliance with the other terms and conditions of this MOU and RCW 28A.320.124 pertaining to the role of the SRO.
- D. Provide classroom instruction on subjects such as crime prevention and safety with approval of the school principal or designee.
- E. The role of a school resource officer is a teacher, informal counselor, and law enforcement officer. In this role, the SRO shall provide face to face interaction with students and act as an advisor and role model. The SRO shall know when to informally interact with students to reinforce school rules and when to enforce the law. As further outlined by Section 4(D) herein,

the SRO shall not be involved with formal school discipline situations that are the responsibility of school administrators.

- F. Utilize the principles and practices of "Restorative Justice" when investigating crimes or making arrests. This includes the use of school-based diversion programs and other community justice initiatives for students when appropriate.
- G. Be familiar with all community agencies which offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc. and make referrals when appropriate.
- H. Whenever possible, the SRO shall notify the school principal or the principal's designee if it is necessary for the SRO to be off campus during regular school hours in a non-emergency situation. This notification shall be separate from the notification required under Section 3(b) herein when the SRO will be absent from work.
- I. The SRO will work closely with school administrators and school security monitors in dealing with current and potential problems, including emergency management and disaster response, but exclusive of routine student disciplinary issues, violations of student code of conduct, and other non-criminal matters that are the sole responsibility of the District as further outlined in Section 4(D) herein.
- J. Review and have a working knowledge of this Memorandum of Understanding between the City and the District regarding the SRO program.

7. INFORMATION SHARING

- A. The District and the Chewelah Police Department shall share information to facilitate the principles of restorative justice, and to provide information that allows for students to participate in diversion programs in accordance with Federal privacy laws, including the Family Educational Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and applicable Washington State Law including, but not limited, to RCW 13.50.050.

8. PROHIBITION AGAINST ASSIGNMENT

- A. Neither this Memorandum of Understanding nor any interest herein may be assigned by either party without first obtaining the written consent of the ~~other~~ party.

9. BACKGROUND OF SERVICE PROVIDERS

- A. To the extent the City performs services at a public school and has contact with children at the school pursuant to this MOU, the City shall be prohibited from providing the services through persons who have pled guilty to or have been convicted of any felony crime involving the physical neglect of a child under Chapter 9A.42 RCW, the physical injury or death of a child under Chapter 9A.32 RCW or 9A.36 RCW where a minor is the victim, promoting prostitution of a minor under Chapter 9A.88 RCW, the sale or purchase of a minor under RCW 9A.64.030, or violations of similar laws of another jurisdiction. Any violations of this paragraph shall be ground for the District to immediately terminate this agreement (See RCW 28A.400.330).

10. WHOLE AGREEMENT

- A. This agreement is the complete and exclusive statement of the agreement between the parties relevant to the purpose described herein and supersedes all prior agreements or proposals, oral or written, and all other communications between the parties related to the subject of this agreement. No modification of this Memorandum of Understanding will be binding on either party, except as a written addendum signed by authorized agents of both parties.

11. TERMINATION FOR BREACH

- A. If either party fails to comply with the terms and conditions of the Memorandum of Understanding, the other party, upon 30 days prior written notice to the breaching party, may terminate this Memorandum of Understanding.

12. APPLICABLE LAW

- A. The laws of the State of Washington shall govern this Memorandum of Understanding.

13. WAIVER AND SEVERABILITY

- A. No provisions of this Memorandum of Understanding or the right to receive reasonable performance of any act called for by its terms shall be deemed waived by a waiver of a breach thereof as to a particular transaction or occurrence. If any term or condition of this Memorandum of Understanding or application thereof to any person or circumstances is held invalid, such invalidity shall not affect the other terms, conditions, or applications of the Memorandum of Understanding that can be given effect with the invalid term, condition, or application. To this end, the terms and conditions of the Memorandum of Understanding are declared severable.

14. OWNERSHIP OF ACQUIRED ASSETS

- A. All assets owned by the District and placed in service for the SRO during this agreement shall remain the property of the District. Any asset acquired by the City and used in this program will remain the property of the City. When transferring program assets from the District to the City, a fair and equitable settlement will be negotiated between the District and the City.

15. NONDISCRIMINATION COMPLIANCE

- A. The District is an equal opportunity employer. By entering into the Memorandum of Understanding, the City assures the District that the City complies with all laws and regulations pertaining to nondiscrimination. No person shall on the basis of race, color, national origin/language, creed/religion, sex, sexual orientation - including gender identity/expression, disability or the use of a service animal by a person with a disability, age, marital status, honorable discharge veteran or military status, HIV/Hepatitis C status, be excluded from participation in, be denied benefits of, or be otherwise subject to discrimination under any activity performed pursuant to this Memorandum of Understanding.

- B. The City is an equal opportunity employer. By entering into the Memorandum of Understanding, the District assures the City that the District complies with all laws and regulations pertaining

to nondiscrimination. No person shall on the basis of race, color, national origin/language, creed/religion, sex, sexual orientation - including gender identity/expression, disability or the use of a service animal by a person with a disability, age, marital status, honorable discharge veteran or military status, HIV/Hepatitis C status, be excluded from participation in, be denied benefits of, or be otherwise subject to discrimination under any activity performed pursuant to this Memorandum of Understanding.

16. INSURANCE COVERAGE

- A. Each Party, in providing any services contemplated herein shall have valid liability insurance. Upon request by either Party, the City and the District shall show just evidence of such coverage. By this Memorandum of Understanding, the parties specifically retain all protections afforded by workers' compensation or similar statutes of the State of Washington.

17. PAYMENT FOR SERVICES

- A. The District shall pay the City for services of the SRO Program \$45,000 annually (with \$60,000 payment for first year of implementation 2022-23 School year). . In addition, overtime will be paid in accordance with *Addendum A-Payment Schedule* which is adopted and incorporated herein by reference.

18. EFFECTIVE DATE AND DURATION

- A. This Memorandum of Understanding shall be in effect for a term commencing upon September 1, 2022 and continuing until August 31, 2025 . In accordance with RCW 28A.320.124(2), the Parties shall review this Agreement annually for renewal including a review of *Addendum A-Payment Schedule*. This agreement shall be renewed, with any mutually agreed upon changes, each year unless either party provides notice sixty (60) days prior to the end of the term year they do not intend to renew the agreement. In no case shall the Memorandum of Understanding become effective prior to the date upon which the signatures of all parties have been subscribed hereto.

19. INDEMNIFICATION

- A. City shall defend, indemnify, and hold harmless the School District, its officers, officials, employees and volunteers from and against any and all claims, suits, actions, or liabilities for injury or death of any person, or for loss or damage to property, which arises out of or from the conduct of City's business for the SRO program, or from any activity, except by the sole negligence of the School District.
- B. School District shall defend, indemnify, and hold harmless the City, its officers, officials, employees and volunteers from and against any and all claims, suits, actions, or liabilities for injury or death of any person, or for loss or damage to property, which arises out of School District use of premises, or from the conduct of School District business, or from any activity, except by the sole negligence of the City.

20. ORGANIZATION

- A. No separate legal or administrative entity is created by this MOU and this MOU does not affect the organization of the District, the City, or the Police Department. This MOU is not intended to create, and should not be construed as creating, a relationship of principal and agent, or master and servant, between the District and the City and Police Department, their elected officials, employees or agents. No agent, employee, representative or subcontractor of the City or Police Department shall be deemed an employee, agent, representative or subcontractor of the District by virtue of this Agreement.

21. NOTICE

Any notice to be given under this MOU shall at a minimum be in writing and delivered by first-class mail, postage pre-paid, and addressed as follows:

- a). If to City Police Department

City of Chewelah
Attention: Chief of Police
PO Box 258
Chewelah, WA 99109

- b). If to District:

Chewelah School District
Attention: Superintendent
PO Box 47
Chewelah, WA 99109

22. DISPUTES

- A. The District and the City shall attempt to resolve all disputes regarding the terms of this Agreement in good faith. In the event the dispute is not resolved by the Parties, the matter will be referred to the Superior Court of the State of Washington in and for Stevens County.
- B. Parties shall bear their own legal fees, costs, and expenses related to enforcing rights and responsibilities of this Agreement.

23. NO INDIRECT OR THIRD-PARTY BENEFICIARIES

A. The Parties do not intend, by this Agreement, to assume contractual obligations to any other party than the Parties named in this Agreement. There are no indirect or third-party beneficiaries to this Agreement.

IN WITNESS THEREFORE, the District and the City have executed this Memorandum of Understanding consisting of eight (8) pages and an addendum.

Chewelah School District

City of Chewelah

Jason Perrins, Superintendent

M. Gregory McCunn, Mayor

ADDENDUM A- PAYMENT SCHEDULE

2022 -2023 SCHOOL YEAR

The Chewelah School District shall pay the City of Chewelah the sum of sixty thousand dollars (\$60,000) for the SRO assigned to the Chewelah School District for the 2022-23 school year. The Chewelah School District shall pay the City of Chewelah \$45,000 in the 2023-24 and 2024-25 School years. This annual sum shall be divided into two equal installments each year. The City shall invoice the District for the first payment due no later than October 1st and the City shall invoice the District for the second payment due no later than April 1st. The District shall pay the invoice due within thirty (30) days of receipt. The annual sum due from the District to the City shall be re-evaluated annually with the renewal of this MOU as outlined in Section 18 herein.

The City Chewelah will pay for all training costs attended by the SRO as required by Section 5(B) herein.

The Chewelah School District shall pay for all overtime incurred for the SRO due to District requested services, which includes all such services provided under Section 3(C) herein. Such overtime shall be invoiced by the City of Chewelah with supporting documentation and the invoice shall be paid in full by the Chewelah School District within thirty (30) days.

District: Chewelah School District
Organization Code: 33036
ESD: Educational Service District 101

Page 1

All Local Education Agencies (LEAs) must complete this application for the 2022-23 school year.

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

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

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2022-23), click **Print All**, to the right of Save. (WAC 392.170.025).

Program Monitoring and Review

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

Updates have been made to the following pages:

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

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

Please check only one box below:

LEA accepts Highly Capable allocation for 2022-23 school year. LEA agrees to the comply with:

- a. RCW 28A.150.220(3)(g)(3)
The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.
- b. RCW 28A.185.020
Highly Capable program requirements provided in state law.
- c. WAC 392-170-012
Highly Capable program requirements provided under OSPI rules. WAC 392-170
- d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*
- e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*
- g. *Follow RCW 28A.185.020 District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- h. *Follow RCW 28A.300.770 Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

LEA DOES NOT accept Highly Capable allocation for the 2022-23 school year. LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with RCW 28A.150.220(3)(g). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

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

<input checked="" type="checkbox"/>

Authorized Representative Name:	Jason Perrins
Authorized Representative Title:	Superintendent
Date: (MM/DD/YY)	10/10/2022

Contact Name:		Erin Dell
Contact Organization:		Chewelah School District
Contact Email:		edell@chewelahk12.us
Contact Phone:		509-685-6800
Contact Name:		
Contact Organization:		

Highly Capable Program Parent Organization	
Is there a parent organization in your area? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contact Name:	Brianne Chartrey
Contact Organization:	PTSA
Contact Email:	bchartrey@chewelahk12.us
Contact Phone:	(509)685-6800

Highly Capable Student: Unique District Definition and Learning Characteristics

Instructions

1. Select one check box.
2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.

- District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.
- District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: Unique District Definition and Learning Characteristics.

District has a statement of purpose for the Highly Capable program.

- Yes No



Instructions

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's Highly Capable students should reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.
2. Write your response where indicated.

A. Annual Notification WAC 392-170-042

Assurances

- Public notification for parents and students before any major identification activity.

Public Notification

- Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.
- Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process WAC 392-170-045 | 055

Assurances

- District uses a specific process to refer students for the Highly Capable program
- Referral process permits referrals from teachers, other staff, parents, students and community members.

C. Parental/Legal Guardian Permission WAC 392-170-047

District must have on file **written or electronic signature permission to assess and start HCP services**. Every item listed below is required by WAC 392-170-047.

Assurances

- District gets permission to assess.
- District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>	Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>
Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>	Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>
Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>	Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>
Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>	Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>

D. Screening Procedures OPTIONAL [WAC 392-170-045](#) | [055](#) | [060](#) | [075](#)

Instructions

The referral process could include a method to screen out students who do not qualify for the HCP, based on clear current evidence.

The district uses a screening process. Yes No

If yes, click the **NEW** button and complete the tables to document the type of screener by grade level.

If no, continue to **Part E**.

Do Not Lose Your Data - Click Save!

Click **Save** at the top of the page after you complete each table.

Assurances

Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

- District has a clearly defined and documented screening process.
- All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*

Instructions

MSC Considers Screening and Assessment Data

Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

[selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under [WAC 392-170-055](#), and other data collected in the assessment process."

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input checked="" type="checkbox"/>												
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

E. Assessment Process [WAC 392-170-055](#) | [060](#)

Assurances

Mark each check box to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

- District has a clearly defined and documented assessment process.
- All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests.*

Instructions

Use **up-to-date assessment tools**. Contact individual publishing companies for more information on each assessment.

Capable as defined under WAC 392-170-055, and other data collected in the assessment process."

Assurances

- District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.
- Board Policy and Procedure Number **2190**
- If not, 2190: Board Policy and Procedure Name or Number

G. Multidisciplinary Selection Committee (MSC) WAC 392-170- 070 | 075 | 038

Assurances

MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

- The district's MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.
- Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

A. Program Services Management WAC 392-170-078 | 080

Assurances

- District provides educational opportunities that take into account each student's needs and capabilities.
- District reviews services for each student periodically to ensure services meet each student's needs and capabilities.

B. Variety and Continuum of Program Services WAC 392-170-078 | 080

Instructions

CEDARS gifted values identifies **four primary structures** for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services/Programs**, CEDARS Gifted Value 33
- **Acceleration** Services/Programs, CEDARS Gifted Value 34
- **Non-Traditional** Services/Programs, CEDARS Gifted Value 35

For each service delivery option or options you provide identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their Highly Capable students.

ALERT: Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly Capable students remain in the program until their enrollment in your district ends.

Complete the Gifted Value Tables

For each Gifted Value identify:

1. Program options by grade level. If K12 is marked, do not check any of the individual grade level boxes for the measure.
2. Instructional strategies and curricular modifications.

	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies and Curricula Modification																
<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting															
<input type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment															
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects															

<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental pull-out program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification

<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

Advance Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cambridge AICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College in the High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Concurrent or dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Credit by examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early entrance middle school, high school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade level advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors/Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subject-based acceleration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification

<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental academic competitions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental summer enrichment or acceleration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental before or after school services and extra-curricular academic activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification

<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

A. District Program Goals WAC 392-170-030

Assurance

District has defined goals for the Highly Capable program and works toward meeting those goals.

ALERT: Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the state Consolidated Program Review cycle and on request.

B. Monitoring: District Records That Demonstrate Compliance WAC 392-170-095 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file:

- School board policy and district procedure that govern the district's Highly Capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for Highly Capable students

Assurance

District maintains records that evidence compliance with the laws and regulations related to the Highly Capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

ALERT: Do not upload HCP documentation; keep on file at the district.

C1. Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the timeframes for review and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

Program Administration/Operation		
District Policy	<input checked="" type="checkbox"/>	Annually
Program Expenditures	<input checked="" type="checkbox"/>	Annually - end of year / budget planning
Compliance to WAC 392-170	<input type="checkbox"/>	
District Procedures	<input type="checkbox"/>	
Goals for District Program	<input type="checkbox"/>	
Academic Goals for HCP Students	<input type="checkbox"/>	
Communications	<input type="checkbox"/>	
Variety of Services at Grade Levels	<input type="checkbox"/>	
Continuum of Services	<input type="checkbox"/>	
Other: Name(s)	<input type="checkbox"/>	

C2. Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your Highly Capable students
3. How well your HCP addressed the needs and capabilities of Highly Capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the grade level, and timeframes for collection/administration and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

Grades and Tests		
AP Tests	<input type="checkbox"/>	Elementary

	<input type="checkbox"/> Elementary		
Cambridge AICE Tests	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Classroom-based Assessments	<input checked="" type="checkbox"/> Elementary	Fall, Winter, Spring	
	<input checked="" type="checkbox"/> Secondary	Fall, Winter, Spring	
District Assessments	<input checked="" type="checkbox"/> Elementary	Fall, Winter, Spring	
	<input checked="" type="checkbox"/> Secondary	Fall, Winter, Spring	
IB Tests	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Progress Reports	<input type="checkbox"/> Elementary	Every Six Weeks	Every six weeks
	<input type="checkbox"/> Secondary		
Report Cards	<input checked="" type="checkbox"/> Elementary	Quarterly	Annually
	<input type="checkbox"/> Secondary		
State Assessments	<input checked="" type="checkbox"/> Elementary	Spring	Annually
	<input checked="" type="checkbox"/> Secondary	Spring	Annually
Student Growth Percentiles (SGP) comparing academic peers	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

Qualitative Data

Staff Anecdotal Observation	<input checked="" type="checkbox"/> Elementary	Quarterly	Quarterly
	<input checked="" type="checkbox"/> Secondary	Quarterly	Quarterly
Student Reflection	<input checked="" type="checkbox"/> Elementary	Annually	Annually
	<input type="checkbox"/> Secondary		
Student Interviews	<input checked="" type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Other: Name(s)Parent Input	<input type="checkbox"/> Elementary	Annually	Annually
	<input type="checkbox"/> Secondary		

Surveys

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Administrator	<input checked="" type="checkbox"/> Elementary	Annually	
	<input checked="" type="checkbox"/> Secondary	Annually	
Parent	<input checked="" type="checkbox"/> Elementary	Annually	
	<input type="checkbox"/> Secondary		
Student	<input checked="" type="checkbox"/> Elementary	Annually	
	<input type="checkbox"/> Secondary		
Teacher	<input checked="" type="checkbox"/> Elementary	Quarterly	Quarterly
	<input checked="" type="checkbox"/> Secondary	Quarterly	
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

Other Data Sources

Attendance	<input type="checkbox"/> Elementary	Daily	Daily
	<input type="checkbox"/> Secondary		
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Program Participation	<input type="checkbox"/> Elementary	Quarterly	Quarterly
	<input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

A. Estimate of Students Expected to Serve WAC 392-170-030

Instructions

Estimate the number of students your district expects to serve at each grade — across the district's total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	2	8	6	8	9	9	5	8	11	8	7	

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval
WAC 392-170-020 | 025

Instructions

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.
3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval: 10/19/2022

Upload meeting minutes that show **annual board approval of iGrants FP 217**.

File names: do not use symbols or special characters.

Uploaded Files

Uploaded By

Uploaded At

Files have not been uploaded

Equitable Identification of Low-Income Students RCW 28A.185.020

Update as needed how you address equitable identification of low-income students as required by law RCW 28A.185.020.

1. Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

Erin Dell, Director of Student Services

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2022-23 identification cycle.

1. Seek referrals from a variety of resources: universal screen, MTSS/RTI, test data, performance and observation, anecdotal data, interviews, parent/teacher/student surveys.
2. Utilize sub-test scores versus a full battery, creativity tests, student portfolios, performance based assessments.
3. Understand and look for cut scores that are 8-10 points lower than standard.
4. Look at sub-test scores to determine relative strengths and weaknesses to see if the student demonstrates Contrast scores of 24 or more point differences. Look for Stanine scores of 7,8, or 9.
5. Create open ended problem solving experiences that focus on creative reasoning.

Criteria for Identification RCW 28A.300.770

Explain how you address criteria for identification as required by RCW 28A.300.770.

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2021-22 identification cycle.**

LEAs must have identification procedures for Highly Capable programs that are clearly stated and implemented using the following criteria:

- a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification.**

- b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.
- c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment.** These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.
- d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.
 - a. We have increased and expanded multiple objective criteria. Looking for students that different profile scores.
 - B. Understanding that students may score lower on universal screens. Examining like peer norms.
 - c. continue to Seek referrals from a variety of resources: universal screen, MTSS/RTI, test data, performance and observation, anecdotal data, interviews, parent/teacher/student surveys.
 - D. Research and review different nonverbal screening and assessments for screening students in their native language.

COMPENSATION

A. **Certificated Salaries**

Staff under contract to the district shall be paid according to current staff salary schedules.

The district shall adopt annual salary schedules and reproduce the same by printing, ~~mimeographing or electronic documents, and~~ other reasonable method, which shall be the basis for salaries of staff in the district.

B. **Classified Salaries**

Classified staff shall be placed on the approved wage and salary guide for classes of such staff. -The superintendent is authorized to credit past service of an applicant for employment in the district for placement on the wage or salary guide consistent with the terms of applicable bargaining agreements.

In order to advance one step on the salary schedule, a staff member must have served at least one-half of the prior work year with the district.

C. **Administrative Salaries**

The board will establish and follow salary schedules for administrative staff based upon professional preparation, experience and position. -When appropriate, such salary schedules will be consistent with the terms of applicable bargaining agreements.

D. **Application of Course Credits to the Certificated Salary Schedule**

The district ~~will~~ 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 ~~will~~ 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.

Credits earned by certificated staff ~~will after September 1, 1995 shall~~ be eligible for application to the state salary schedule only if the course content meets one of the following criteria:

1. The course is consistent with a school-based plan for mastery of student learning goals identified in the annual school performance report for the school in which the staff member is assigned;
2. The course pertains to the individual's current assignment or expected assignment for the subsequent school year;
3. The course is necessary to obtain an endorsement required by the Washington Professional Educator Standards Board;

4. The course is specifically required to obtain an advanced level of certification;
5. The course is part of a college or university degree program that pertains to the staff member's current or potential future assignment as instructional staff; or
6. The course addresses research-based assessment and instructional strategies for students with dyslexia, dysgraphia and language disabilities when addressing ~~Washington State Learning Goal One. learning goal as applicable and appropriate for individual certificated instructional staff.~~

Military, Peace Corps, or Vista Service Credit

The superintendent is authorized to grant one year of increment credit for each year served in the military, Peace Corps or Vista service or professional employment, ~~if providing~~ such service interrupted the staff member's actual teaching career. For purposes of credit, one-half or more of a year of service ~~will~~ be counted as a full year.

Legal References	RCW 28A.405.200	Annual salary schedule as basis for salaries for certificated employees
	WAC 392-121 200 299 261	Definition—Certificated years of experience
Management Resources:	<i>Policy News</i> , December 2005	Addition to Certificated Staff Course Options

Adoption Date: February 15, 2006
Chewelah School District #36
Revised Date:
Classification: Discretionary

~~CERTIFIED AND CLASSIFIED STAFF PERSONNEL RECORDS~~

The district ~~shall will~~ organize, compile and maintain personnel records and files for each staff member of the district which ~~shall will~~ be kept secure under the authority of the superintendent/~~designee~~. The contents of the ~~personnel~~ files ~~shall will~~ be available to the superintendent/~~designee~~ and to those staff authorized by the superintendent/~~designee~~ to organize, compile and maintain the personnel files. ~~Staff members who have access to the files shall be required to maintain the confidentiality of the files and their contents.~~ Any confidential college or university credentials or other confidential pre-employment materials received by the district ~~shall will~~ be returned to the sender or ~~destroyed at the time of employment by the board maintained in personnel records, such as an application file.~~

A certificated or classified staff member ~~shall will~~ be permitted, during normal district business hours, to review the contents of his/her personnel file in the presence of an authorized staff member. ~~Personnel files may be maintained by the district in hard copy or in an electronic format.~~

A staff member annually may ~~petition request~~ that the superintendent review all information in the staff member's personnel file(s) ~~that is regularly maintained by the district as a part of his business records or is subject to reference for information given to persons outside of the district.~~ ~~The superintendent shall to~~ determine if there is any irrelevant or erroneous information in the file(s), and ~~shall will~~ remove all such information from the file(s). If a staff member does not agree with the ~~superintendent's~~ determination, the staff member may at his or her request have placed in the ~~staff member's~~ personnel file a statement containing a rebuttal or correction.

Cross References	Board Policy 43404040	Public Access to District Records
Legal References	RCW 28A.405.250	Certificated employees, applicants for certificated position, not to be discriminated against—Right to Inspect personnel file
	42.56.230(3)	Certain personal and other records Exempt (from public inspection)
	49.12.240-260	Employee inspection of personnel file

Management Resources 2015 – October Policy Issue

Adoption Date: February 19, 1997
Chewelah School District #36
Revised Date: August 23, 2006
Classification: Encouraged

PERSONNELInsurance

The district shall make a contribution toward premiums for full-time staff for insurance programs which are approved by the district. The district may provide prorated contributions toward premiums for less than full-time staff. Insurance protection provided to staff shall be managed as a part of the district's risk management program and shall be subject to the district's policies regarding insurance.

In compliance with COBRA (the Consolidated Omnibus Budget Reconciliation Act), the district will offer continuing health care coverage on a self-pay basis to staff members and their dependents following termination (for reasons other than gross misconduct), a reduction in hours, retirement or death. These health benefits will be identical to the coverages offered to full-time staff members.

For terminated or reduced-hour staff members, the coverage may last up to 18 months or until they become eligible for other health insurance coverage, whichever is earlier. In the event of the staff member's retirement, divorce, separation or death, the coverage may last up to 36 months for the staff member and/or qualified beneficiary. The full policy monthly premium plus a 2 percent administration fee will be paid by the staff member or the beneficiary to the district.

Legal References:	RCW 28A.400.350	Liability, life, health, health care, accident, disability and salary insurance authorized-- Premiums
	28A.400.370	Mandatory insurance protection for employees
	41.40.150	Termination of membership-- Restoration of service credit-- Notice
	Consolidated Omnibus Budget Reconciliation Act	
	WAC 392-130	Self-Funded Insurance Benefits for Employee Benefits

ADOPTION DATE: FEBRUARY 19, 1997
CHEWELAH SCHOOL DISTRICT #36

PERSONNELStaff Recognition

The board appreciates the effort made by its members, staff, students, and citizens in achieving the district's goals and objectives. The board intends to recognize any such outstanding accomplishments on behalf of the district. The board may recognize staff for exemplary service, special achievements, or outstanding contributions as a staff member of the district. The superintendent shall also make provisions to recognize publicly and commend the staff for special honors or office earned in connection with or related to their work. Each director will be awarded a service certificate upon terminating service on the board. Each staff member who retires from the district will be awarded a service certificate.

Legal References:	RCW 28A.625.150	Commendable employee service and recognition award program
	28A.625.070	Washington Award for Excellence in Education Program Act

ADOPTION DATE: FEBRUARY 19, 1997
CHEWELAH SCHOOL DISTRICT #36

PERSONNELEmployee Suggestion/Incentive System

The board desires to encourage staff members to seek solutions to problems and/or recommend actions that will result in improvements in the district's operations. The program is designed to promote efficiency, economy or academic excellence in the performance of any function of the district. The award shall not be a regular or supplemental compensation program. The suggestion(s) which are recognized for such an award(s) must result in savings greater than the award amount. To this end, a work improvement/suggestion system plan shall be established. Suggestions and the criteria for selection will be adopted and approved by the board.

Regular awards may include certificates of commendation or certificates of award, which may be accompanied by a monetary award.

The superintendent shall establish, subject to the approval of the board, guidelines for the operation of such a system.

Legal References: RCW 28A.625.110 Employee Suggestion Awards

ADOPTION DATE: FEBRUARY 19, 1997
CHEWELAH SCHOOL DISTRICT #36

Staff Participation in Political Activities

The board recognizes the right of its employees, as citizens, to engage in political activities. A staff member may seek an elective office provided that the staff member does not campaign on ~~school district~~ property during working hours. ~~District property and work time, supported by public funds, may not be used for political purposes.~~

In the event the staff member is elected to office, the employee may request a leave of absence in accordance with the leave policies of this district or the provisions of ~~the any applicable labor collective bargaining agreement for the employee.~~ ~~District employees who hold elective or appointive public office in an organization are not entitled to time off from their district duties for reasons incident to such offices unless the circumstances surrounding the leave request qualify under leave policies of the district.~~

~~No individual shall solicit on the school district property for any contribution to be used for partisan political purpose.~~

~~The superintendent is directed to establish procedures which specify the condition under which a staff member can participate in political activities.~~

Cross References

Board Policy 4400

Election Activities (NO CSD)

Legal References

RCW 41.06.250

RCW 42.17A.555

RCW 42.17A.635

Political activities

Use of public office or
agency facilities in campaigns

– Prohibition - Exceptions

Legislative activities of state
agencies, other units of
government, elective
officials, employees

Management Resources

2015 – October Policy Issue

Adoption Date: February 19, 1997

Chewelah School District #36

Revised Date:

Classification: Discretionary

ELECTION ACTIVITIES

The district, as part of its mission to educate and instill civic responsibility, will assure that the community is appropriately informed about district and education related ballot measures through objective and fair presentations of the facts related to those measures. However, public facilities will not be used to assist in any candidate's campaign or to support or oppose any ballot measure.

The board will consider adopting resolutions expressing the board's collective opinion on ballot measures (state and local, including district levy and bond measures) that impact the effective operation of the schools. Such a resolution will be considered at a board meeting, the short title and proposition number of the ballot measure will be included in the meeting notice, and an equal opportunity will be provided for views on both sides of the issue to be expressed.

Prior to an election on a district ballot measure, the district will publish to the entire community an objective and fair presentation of the facts relevant to the ballot measure. Normal and regular publications of the district will also continue to be published during election cycles and may contain fair, objective and relevant discussions of the facts of pending election issues.

The superintendent will develop procedures to implement this policy that are consistent with the guidelines provided by the Public Disclosure Commission at <http://www.pdc.wa.gov/>.

Cross References:

5252 – Staff Participation in Political Activities
4330 – Use of School Facilities
2022 – Electronic Resources
1110 - Election

Legal References:

RCW 28A.320.090 Preparing and distributing information on the district's instructional program, operation and maintenance — Limitation
RCW 42.17A.555 Use of public office or agency facilities in campaigns — Prohibitions — Exceptions
WAC 390-05-271 General application of RCW 42.17A.555
WAC 390-05-273 Definition of normal and regular conduct

Management Resources:

Policy News, August 2001 PDC Issues Election Guidelines for Schools

Adoption Date:

Chewelah School District #36

Revised Dates:

Classification: Essential